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IMPROVING THE ELEVENTH YEAR STUDENTS' ABILITY IN WRITING REPORT PARAGRAPH THROUGH GROUP INVESTIGATION IN COOPERATIVE LEARNING AT SMAN 2 TANGGUL JEMBER IN THE 2009/2010 ACADEMIC YEAR

THESIS

Presented to Fulfill One of the Requirements to Obtain the S-1 Degree at English Education Program, Language & Arts Education Department, Faculty of Teacher Training and Education, Jember University

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DEDICATION

This thesis is honorably dedicated to the following people:

1. My beloved parents, H. Moh. Chozin and Hj. Fatimah,
2. My lovely elder sister and brother; Shoffatien Junaidah, S.Pd, Mahfudzi Budiono, S.Pt, Ummi Zakkiyah, S.Pd

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MOTTO

Courage, it would seem, is nothing less than the power to overcome danger, misfortune, fear, injustice, while continuing to affirm inwardly that life with all its sorrows is good; that everything is meaningful even if in a sense beyond our understanding; and that there is always tomorrow.

(DHOROTY THOMPSON)

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CONSULTANTS' APPROVAL

IMPROVING THE ELEVENTH YEAR STUDENTS' ABILITY IN WRITING REPORT PARAGRAPH THROUGH GROUP INVESTIGATION IN COOPERATIVE LEARNING AT SMAN 2 TANGGUL JEMBER IN THE 2009/2010 ACADEMIC YEAR

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Finally, I accept the responsibility for any weaknesses, which may remain. Any criticism from those who really want to have the thesis better improved would be wisely considered.

Jember, March 2010

The writer

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SUMMARY

Improving the Eleventh Year Students' Ability in Writing Report Paragraph Through Group Investigation in Cooperative Learning at SMAN 2 Tanggul Jember in the 2009/2010 Academic Year; Muhammad Saifuddin, 040210401217; 2010; 55 pages; English Education Program, Language and Arts Education Department, Faculty of Teacher Training and Education, Jember University.

This classroom action research was intended to increase the eleventh year students' ability in writing report paragraph at SMAN 2 Tanggul Jember. Based on the preliminary study through interview with the eleventh year English teacher of SMAN 2 Tanggul Jember, it was known that the students of class XI IPS 1 had problems in writing. It was shown from the students previous score of writing that there were only few students who could achieve the passing grade, that was ≥70. In addition, the students' active participation during the writing teaching and learning process was low.

To solve the problems, a classroom action research with cycle model was conducted collaboratively with the English teacher. It was conducted in two cycles in which each cycle covered four stages included planning the action, implementation of the action, classroom observation and evaluation, and data analysis and reflection of the action. The technique applied in this research was group investigation in cooperative learning.

This research was considered successful if at least 75% of the students got the score ≥70 and 75% of them actively involved in the teaching and learning process of writing by using group investigation. However, based on the results of the observation and the writing test, the actions in the cycle 1 failed to achieve the target requirement. There were 65.71% who were actively involved in the first meeting and 71.67% who were actively involved in the second meeting. This meant that the students' active participation had not achieved the target requirement, that was 75%

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of the students who actively involved. Meanwhile, six students were absent when the writing test of cycle 1 was administered. The result of writing test showed that there were 13 0f 31 students or 41.93% of the students who could achieve the targeted score that was ≥70. This meant that the result of writing test in cycle 1 had not reached the target requirement of at least 75% of the students got score ≥70.

In cycle 2, there were some revisions of lesson plan in cycle 1. It was intended to increase the students' active participation during the teaching and learning process of writing and the students' writing score. The students were given more time in accomplishing the paragraph writing. They were also encouraged by individual picture so that the students were attracted to the topic. From the result of observation in cycle 2, it was found that both in the fisrt and second meeting, there were 81.42% of the students who were actively involved in the first meeting. This meant that the target requirement of active participation had been achieved, that was at least 75% of the students were actively involved. Meanwhile, the result of writing test in cycle 2 showed that there were 28 of 37 students or 75.67% of the students got score ≥70. This meant that the students had achieved the target requirement that was at least 75% of the students got score ≥70.

Based on the result above, it could be concluded that the use of group investigation in cooperative learning could improve the students' ability in writing report paragraph at SMAN 2 Tanggul Jember in the 2009/2010 academic year. Then, it was suggested to the English teacher to teach writing by using group investigation in cooperative learning to enhance the result of the English teaching and learning process.

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CHAPTER 1
INTRODUCTION

This chapter presents about the background of the research, the problem of the research, the objective of the research, the scope of the research, the operational definition of the terms, and the significance of the research.

1.1. Background of the Research

As a means of communication, language is used by many people to express their thoughts, feelings, ideas, and emotions. They can share what they have in their minds with the words. Lindner (2005:11) states that language is a wonderful tool for expression. A person can share feelings, thoughts, philosophies, and emotion with words. It seems that the language is very important because it is needed to express our feelings, share ideas, present point of views, share experiences, and describe objects. People's life will be very difficult without the existence of language.

In the Institutional Level Curriculum (KTSP/ Kurikulum Tingkat Satuan Pendidikan) for senior high school (Depdiknas, 2006:278), it is stated that one of the objectives of teaching English is to develop the ability of communication both in spoken and written form. There are four language skills to be mastered in English, namely; listening, speaking, reading, and writing.

Like the other skills, writing plays an important role in the context of English teaching as a foreign language in Indonesia. Harmer (1998:2) states that the reasons for teaching writing to the students of English as a foreign language are for reinforcement, language development, learning style, and most importantly as a basic skill.

Students of Senior high school are expected to be able to use English in oral and written form. It means that they are expected to be able to express their ideas through speaking and writing. Writing is regarded as a complex skill and writing is difficult to be taught to the students. As it is stated by Heaton (1991:135), the writing

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skills are complex and difficult to teach, because writing skills require not only mastery in grammatical skill but also the conceptual element in writing. Lyon and Heasly (in Sudarsono, 2001:65) say that writing is clearly a complex process and competent writing is frequently accepted as being the last language skill to be acquired. In other words, writing is a complex activity because it includes complex language components such as grammar, vocabulary, and organization. Considering the concept, it can be said that it is not easy for the students to write well in English as the foreign language.

In addition, students commonly have negative perception or attitude toward writing that will make them experience difficulties in achieving their writing improvement and becoming good writers. They are reluctant to write English and are afraid of making mistakes in their writing. Thus, to be able to write English well, students should practice writing a lot, so that they have writing competence. By practicing a lot, students do more exercises and as a result, they can get more experiences in writing.

The activity of writing is not just as about having something to say. In writing, the students should fulfill the writing competence in order to achieve the target language. From the standard competence of writing, the students are expected to be able to express the language functional and informational in written form in the genre of report, narrative, and analytical exposition (BSNP, 2006:7)

Based on the preliminary study, the eleventh year students of SMAN 2 Tanggul jember had difficulties in writing. They felt afraid of making mistake in written form. They felt that they needed to think a lot to get more ideas in writing. On the other hand, the eleventh year students had seldom been asked to compose a paragraph. Besides, they lack practice, because they had some difficulties with the components of writing paragraph such as language components (grammar and vocabulary) and the organization of paragraph writing. The researcher found that the students' writing ability were various and less than 75% of students who got 70 or more. It means that writing is difficult for the eleventh year students. However, the

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English teacher tried to overcome the students' problem by guiding one by one of the students during the teaching and learning process.

Based on the problems identified, it is important to overcome the students' difficulties, so that the students' writing ability can be improved. It is essential to select a suitable method in teaching writing. A method that can be used in teaching writing is cooperative learning. According to Joyce (2005), cooperative learning is the instructional use of small groups through which students work together to maximize their own and each other's learning. It can be said that cooperative learning is a learning activity in which students work together to accomplish shared learning. By learning cooperatively, students are given the responsibility of creating a learning community where all the students participate in significant and meaningful ways. Cooperative learning also requires the students work together to achieve goals which they could not achieve individually. It is supported by Dornyei (1997:482) who states that in cooperative learning (CL) students settle small group in order to achieve common learning goal via cooperation. Thus, each student can achieve his/her learning goal only if the other members achieve theirs.

In addition, as quoted by Crandall (in Arnold, 1999:237), in cooperative groups, students are given the opportunity to develop skill in listening to divergent views, asking for greater support for ideas they find confusing or disagreeable, and providing for differences in opinion. They should be able to react positively for the different perceptions, ask question about something they do not understand, and give different opinion about the problem they have. Based on the ideas above, it can be concluded that cooperative learning allows the students to do interaction with each other easily for achieving the learning objectives. Thus, the students who are involved in cooperative learning can get social and academic benefits.

A variety of cooperative learning models have been developed, such as jigsaw, think pair share, roundtable, and group investigation. Concerning with writing, group investigation is a technique that requires the students to have a good communication and group process skill (Kiranawati, 2007). According to Galleinsten

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(retrieved on 20 of January 2009) who says that group investigation is regarded as a cognitive skill, students are confronted with an academic problem or concern to the students who must address in a group through inquiry. It means that by working in groups rather than working individually, students share the knowledge they acquire in the process of learning and become aware to different points of view. These varying viewpoints provide opportunities for discussion, reflection, and enhanced knowledge.

Some previous researches of cooperative learning with different model had been conducted by the students of faculty of teacher training and education. Rinaiati (2006:45) conducted the research with roundtable model in cooperative learning. The result of the research showed that cooperative learning is a suitable method to enhance the students' writing ability. Besides, Suhartoyo (2007:54) also conducted the research. The research used a cooperative learning method with the model of think/pair/share. The result also showed that cooperative learning method is suitable to improve the students' writing ability. Therefore, since there are some models of cooperative learning, including group investigation, the eleventh year students' ability in writing report paragraph can be improved by using group investigation.

However, group investigation in cooperative learning has never been applied in teaching English at SMAN 2 Tanggul Jember. Based on the explanation above the researcher is interested in conducting a research entitled "Improving the Eleventh Year Students' Ability in Writing Report Paragraph through Group Investigation in Cooperative Learning at SMAN 2 Tanggul Jember in the 2009/2010 Academic Year".

1.2. Problem of the Research

The problem of the research is 'can the use of group investigation in cooperative learning improve the eleventh year students' ability in writing report paragraph at SMAN 2 Tanggul Jember in the 2009/2010 academic year?'

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1.3. Objective of the Research

The objective of this research is to improve the eleventh year students' ability in writing report paragraph by using group investigation in cooperative learning at SMAN 2 Tanggul Jember in the 2009/2010 academic year.

1.4. Scope of the Research

The subjects of the research are XI IPS 1 of SMAN 2 Tanggul Jember in the 2009/2010 academic year. The subjects of the research are chosen purposively.

1.5. Operational definition of the Terms

1. Group investigation in cooperative learning

Group investigation in this research refers to the cooperative learning activities done by the students during the writing class in which they are divided into some groups. Each group consists of 5 students. The students make a group based on the topic they have chosen. Each group investigates the problem and the result is presented in the last stage before writing.

2. Students' ability in writing report paragraph.

In this research, the students' ability in writing report paragraph refers to the writing ability of the eleventh year students of SMAN 2 Tanggul Jember in the 2009/2010 academic year. The students' writing ability deals with the students generate their ideas to compose report paragraph and mastery of writing aspects (grammar, vocabulary, mechanic and organization).

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1.6. Significance of the Research

It is expected that the result of the research will be useful for the following people:

1. The students

The results are hopefully useful for the students because by knowing this technique, the students will be able to improve their writing ability.

2. The English Teacher

The results of this research can be useful for the English teacher as an input in teaching writing to improve the students' writing ability by using group investigation technique.

3. The Researcher.

The results of the research are useful for the researcher as an input to enhance his experience and knowledge about the importance of group investigation technique in teaching writing as an alternative to many other techniques of teaching writing.

4. Other researchers

The results of this research are hopefully useful for other researchers as information or a reference to conduct a further research with different research design or the same design with different skill to increase the students' ability by using group investigation in cooperative learning.

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CHAPTER II
RELATED LITERATURE REVIEW

This chapter highlights the discussion of some literatures related to the variables of the research. They are writing ability, aspects of writing, types of paragraph, cooperative learning, the models of cooperative learning, group investigation, and research hypothesis.

2.1. Writing Ability

The essential point in writing is to convey something to the readers in the written form. Fuernuex (1999:57) states that in writing, it is essential to communicate with an audience which has expectation about the text type produced. Thus, the activity of writing needs at least two participants, they are writer and reader. Nordquist (2009) adds that good writing is not more than just correct writing but it responds to the interest and need of readers. In means that writer needs readers to appreciate, evaluate, and understand our ideas and feelings in the written form. This is because the writer cannot communicate without the existence of readers.

There are many ideas related to the understanding of writing and what essential writing is. According to Fairbairn and Winch (1996:32), writing is about conveying meaning by using words and putting them that have been selected into a written or printed form. In order to convey what the writer has in mind, the writer must be able to produce a clear and understandable writing. Thus, some skills are needed such as manipulating and selecting proper words, and arranging the words coherently.

Expressing ideas in writing or composing a paragraph is not easy, because it needs thinking about some points of writing. It means, when writers write, they need to think of some points of writing in order to produce a clear and understandable written text for readers such as how to organize them into a good sentence, and how to apply sentence pattern so that the writing will be meaningful. McWhorter (2001:9)

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adds that writing is a process of developing and explaining ideas. It means that writing needs a series of steps that must be taken in order to make the writing production meaningful. Nordquist (2009) elaborates the basic characteristics of good, effective writing. They are:

a. It makes a clear point.
b. It supports that point with specific information.
c. The information is clearly connected and arranged.
d. The words are appropriate, and the sentences are clear, concise, emphatic, and correct.

Based on the ideas above, it means that the writer should produce understandable writing for readers. Thus, this is the way how the writer acts to avoid ambiguity or unclear statements in order to make the readers understand.

2.2. Aspect of Writing

In communicating the ideas to the readers, the writer should not only consider his/her own intention but also focus on readers' expectation and readers' understanding of the text. Further, the writing must follow its feature that the reader can easily receive the writer's message if the text carries meaning. According to Scott (2001:3), writing is not just about having something to say but it is about struggling with words, patience, and strength of purpose. They are the essential qualities of writer's working to perfect his or her craft. Wong (2008:2) states that good writing is purposeful, clear, well organized and original in perspective. This means that writing should be well organized and clear to make the text understandable for the readers. In addition, a writer should have ability in arranging his/her ideas into possible order because good writing should be well written.

Considering the aspect of writing, Hughes (1996:91) mentions five aspects of writing; they are: (1) grammar, an element of writing deals with a set of rules to help a writer construct sentence that make sense and acceptable in English; (2) vocabulary,

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a list of words with meaning; (3) mechanics, convention in writing which is related to punctuation, spelling, and capitalization; (4) fluency, the ease and the style of the composition; and (5) form (organization), the ability of the students to arrange the ideas in logical sequence and cohesion, to make unified contribution to the whole paragraph. By mastering the aspects of writing, the writer will be able to write a meaningful writing and use language effectively.

2.2.1. Grammatical skill

Grammatical skill is essential in writing. Grammar here refers to the sentence structure. Fairbairn and Winch (1996:108) say that grammatical skill is a set of rules to help writers construct sentence that make sense and acceptable English. It is also supported by Heaton (1991:135) who says that the grammatical skill is the ability to write correct and appropriate sentences. Thus, it can be said that to produce good, effective writing, the writer has to master grammatical skill.

Grammar or sentence structure plays important role in writing. It cannot be denied because all the sentences in writing must be understandable. It becomes teacher's responsibility to monitor the students in applying grammar while they are writing. Dealing with grammar or sentence structure, teacher may give guidance to help students avoid grammatical errors. The students must attend to few basic points about constructing good sentences. According to Fairbairn and Winch (1996:109), these are the following ways:

1. Make sure that all of your sentences contain main verbs.
2. Make sure that verbs, nouns, or pronouns agree. It means that the verbs which are used in sentences should agree with its nouns or pronouns.
3. Ensure that tenses of verbs are consistent.
4. Make sure that no crucial or grammatically significant words are missing.

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2.2.2. Vocabulary

Vocabulary is as a part to make sentences. The writer must have a great deal with vocabularies in which the meaning of words should be understood. Brams (1995:48) argues that words are the basic tool for writing, because words carry meaning where the writer's message across. In order that there will be miscommunication or even the communication will break down if the writer uses inappropriate words.

2.2.3. Mechanical Skill

Mechanical skill is very important in writing. It deals with the use of particular convention in written language. The readers will misunderstand to the message of writing being conveyed if the writer applies mechanic incorrectly. Dealing with the mechanical skill, Heaton (1991:135) states that mechanical skill is the ability to use correctly those conventions particular to the written language. The mechanical skill covers punctuation and spelling.

2.2.4. Organization

Organization means the students' ability to arrange their ideas, a logical sequence, and coherence to make a paragraph unity. Kanar (1998:16) states that organization in writing means to present material that makes sense, that is a logical order. To compose a good paragraph, main paragraph and its evidences should be well organized to get the meaning.

Further, in dealing with organization, well-organized paragraph has two aspects, namely unity and coherence.

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a. Unity

Unity means all sentences in a paragraph should focus on the one thing expressed in the topic sentence, all of the sentences stick together. Unity can be achieved if the paragraph has a good clear topic sentence. Kanar (1998:75) states that the sentences of paragraph are united when they all work together to make and support a main idea. Similarly, Wingersky (1999:42) explains that a paragraph has unity if the information in it clearly and directly relates to the main idea.

Based on the ideas above, a paragraph has unity when each sentence of the paragraph shows clear connection and supports to the main idea in the topic sentence. If a sentence is not relevance with the main idea in topic sentence, this sentence should be omitted.

b. Coherence

Coherence means parts of the paragraph are logically connected. It plays an important role in making paragraphs. Every paragraph must have coherence. Carino (1991:160) says that coherence occurs when each sentence is logical and clear from one sentence to the following sentences. Wong (1999:369) adds that coherence means the ideas and sentences flow together smoothly in a logical, organized manner. It can be concluded that every sentence in a paragraph should connect to each other logically.

To achieve coherence, the writer needs to use transitions. Bram (1995:22) believes that it is difficult to achieve a coherence paragraph without the transitions. According to Oshima and Hogue (1991:29), transitions signals are words and phrases that connect the idea in one sentence with the idea in another sentence. It means that using appropriate transitions are needed to create a coherence paragraph, makes the ideas flow smoothly one after the others.

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2.3. Types of Paragraph

In relation with the types of paragraph, The Board of National Standard Education (BSNP/Badan Standar Nasional Pendidikan) for senior high school (2006:2) states that kinds of paragraph can be classified into twelve genres, namely procedure, descriptive, recount, narrative, report, news item, analytical exposition, hortatory exposition, spoof, explanation, discussion, and review. However, this research investigates the students' ability in writing report paragraph because report paragraph is taught to the second grade of senior high school.

Every type of paragraphs commonly has a purpose in communication, including report paragraph. According to Wisesa (2009) who says that the purpose of report writing is to inform about the description of the way thing are and as the result of sistematical view or analysis.

2.3.1. Report Paragraph

According to Gerot and Wignell in Depdiknas (2004:20) who say that report text is used to describe the way thing are with reference to a range of natural, man-made and social phenomenon in our environment. Report text is diffirent from descriptive text. Descriptive text is to describe a particular person, place or thing (Gerott and Wignell in Depdiknas, 2004:20). According to Derewianka in Depdiknas (2004:20) who states that Report text classifies and describes the phenomena of the world. It is used when talking about a whole class of things, e.g. "Bikes". By contrast, a description talks about one specific thing, e.g. "My Bike". In other words, descriptive text gives description of a selected object and not to generalize it.

A report text has generic structure, it consists of two parts: general classification that tells what the phenomenon under discussion is, and description that tells what phenomenon is like in terms of parts, qualities, habits or behavior, if living; uses, if non natural (Gerott and Wignell in Depdiknas, 2004:25). The following is an example of report:

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Whales

Whales are sea-living mammals. They therefore breathe air but cannot survive on land. Some species are very large indeed and the blue whale, which can exceed 30m in length, is the largest animal to have lived on earth. Superficially, the whale looks rather like a fish but there are important differences in its external structure: its tail consists of a pair of broad, flat, horizontal paddles (the tail of a fish is vertical) and it has a single nostril on top of its large, broad head. The skin is smooth and shiny and beneath it lies a layer of fat (blubber). This is up to 30m in thickness and serves to converse heat and body fluids.
(Adopted from Peter Haddock in Depdiknas, 2004:26)

2.4. Cooperative Learning

Cooperative learning uses a small group of students in cooperative activities. Richards and Rodgers (2001:192) state that cooperative learning is an approach to teaching that makes maximum use of cooperative activities involving pairs and small group of learners in the classroom. Joyce (2005) says that cooperative learning is defined as any classroom learning situation in which students of all levels of performance work together in structured groups toward a shared or common goal. It is also stated by Dornyei (1997:487) that cooperative learning is the instructional use of small group in order to achieve common learning goals via cooperation. In cooperative learning, students help each other in order to gain their learning objectives through small group for their learning success. It means that cooperative learning is described as a small group interaction in which students work together in achieving their own and other's learning success. In this case, to achieve a certain goal of learning, students are required to work cooperatively.

Cooperative learning provides both a social skill and academic learning when students learn together in order to share the goal of learning effectively. According to Orlich *et al* (1998:274) who state that cooperative learning offers many benefits for students to improve both academic learning and social skills. Similarly, Crandall in Arnold (1999:226) adds that cooperative learning requires social interaction and

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negotiation of meaning among heterogeneous groups' members engaged in tasks in which all group members have both something to contribute and learn from the other members. It can be said that when students work together in a small group in their classroom, they interact and communicate to each other among the group. Students are likely to attain higher level of achievement, increase time on task, experience enhanced self – esteem, build interaction and communication skills.

Cooperative learning is the learning activity that involves small group interaction in which students maximize their own and each other's learning. The students are given responsibility of creating a learning community that all students participate in significant and meaningful ways. Students gain their learning objectives through their own effort and the group members' effort. Cooperative learning requires students work together to achieve the goal which they could not achieve individually. It can be seen that cooperative learning is more than just small group activity. There are some characteristics of cooperative learning

2.4.1. The Characteristics of Cooperative Learning.

Cooperative learning has the essential characteristics that impact on the language classroom. According to Crandall in Arnold (1999:226-229), there are five characteristics of cooperative learning, namely positive interdependence, face to face group interaction, individual (and group) accountability, development of small group social skills, and group processing.

a. Positive Interdependence.

Positive interdependence is the students' links. Positive interdependence is as group members perceive that they are linked to each other in a way that one cannot succeed unless everyone succeeds. According to Orlich *et al* (1998:277) who states that positive interdependence teaches students that school life for each one of them is enhanced when everyone succeeds. Crandall in Arnold (1999:227) says that the success or failure of cooperative group is dependent on the efforts all of its individual

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members. It means that to achieve sharing goal of learning, students have to contribute and collaborate to each other members of group. Positive interdependence must be created among the members. If there is no positive interdependence, it means there is no cooperation and students would not achieve the goal. It is supported by Dornyei (1997:484) who argues that cooperative in the classroom is characterized by positive interdependence. Based on the theory described above, learning is cooperative when positive interdependence occurs in the learning activity that is when students feel success for their own and it is also success for another.

b. Face to face group interaction.

Another characteristic of cooperative learning is the emphasis of small group. In cooperative activity, students interact, assist one another with learning task, and promote one another's success. Johnson & Johnson (1994) state that face to face group interaction may be defined as individuals encouraging and facilitating each other's efforts to achieve, complete tasks, and produce in order to reach the group's goals. Students need to do real work together in which they promote each other's success by sharing resources and helping, supporting, encouraging, and applauding each other's efforts to achieve. Orlich *et al* (1998:277) state that small group setting allows the students to work directly with one another, to share opinions and ideas, to come to common understanding and work as a team to ensure each member's success and acceptance. By using face-to-face group interaction, learning becomes active rather than passive. Members in group encourage discussion of ideas and oral summarization. Peer assistance clarifies concepts for both helper and the student being helped.

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c. Individual (and group) accountability.

In cooperative learning, the group must be accountable for achieving the goal and each member must be accountable for contributing his or her share of the work. According to Crandall in Arnold (1999:228), individual accountability is encouraged through the assignment of specific roles of tasks, and individuals are held accountable for the success of each group members. Individual accountability exists when the performance of individual student is assessed. The results are given back to the individual and the group, and the student is responsible by group mates for contributing his or her fair share to the group's success. Individual accountability is developed through activities which ask students to engage in a self evaluation concerning with their participation, their attitudes, and actions toward the other members. Joyce (2005) states that there are ways to build in individual accountability include: take individual quizzes; each student is responsible for a specific portion of a task; each must be able to summarize another's ideas; any student may be called on at random to answer for the team. It can be concluded that in cooperative learning, each student must be held individual responsibility for doing his or her own effort for learning. He or she cannot only rely upon the effort of the members of his or her group.

d. Development of small group social skills.

As it is sated that in cooperative learning involves interaction among the members of the group, students should have social skills. Crandall in Arnold (1999:228) states that for cooperative groups to succeed, individual members need to develop not only linguistic but also social skills which facilitate teamwork, create trust and enhance communication, leadership, problem-solving, and decision making in group interaction. However, social skills do not appear magically when cooperative lessons are employed. In order to develop social skills, it must be taught to the students purposefully and precisely as academic skills. It is also supported by Johnson & Johnson (1994) who say that students must be taught social skills which are

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required for high quality collaboration and be motivated to use them if cooperative groups are to be productive. Based on the explanation above, it can be assumed that cooperative learning activity should encourage students to develop their social skills so that they can work cooperatively one another as well.

e. Group Processing

Group processing exists when group members discuss how well the students can achieve their goal and maintaining effective working relationship. The effective of group work is influenced whether or not the groups reflect on how well they are functioning. According to Joyce (2005), group processing means giving students the time and procedures to analyze how well they are functioning and how well they are using the necessary collaborative skills. Students need to evaluate how well they are achieving the goal, what action that can help them work in group, and what action that is unhelpful for the group in the process of learning. It helps them to recognize what action or activity that should or should not be done when they work in a group. Then, this can improve the effectiveness of cooperative learning. Further, the purpose of group processing is to clarify and improve the effectiveness of the members in contributing to the collaborative efforts to achieve the group's goals.

2.4.2. Models of Cooperative Learning.

There are many types of cooperative activities that have been developed. According to Crandall in Arnold (1999:229), there are hundreds of cooperative activities either designed for language classroom or language learning. Further, cooperative activities that have been described namely Think/Pair/Share, Jigsaw, Roundtable, Numbered Heads Together, and Group Investigation. However, in this research focuses on the group investigation for the reason that group investigation can be adapted for teaching writing.

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a. Group Investigation

In cooperative learning, group investigation is a model in which students work in small groups using cooperative enquiry, group discussion, and cooperative planning project, and then make presentation to the whole class on their finding. This model requires the students to have a good communication and group process skills (Kiranawati, 2007). It means that group investigation is done by dividing the students in some small groups. When they work toward the task, each member thinks about the whole group achievement that how the group can solve the problem they have cooperatively. In this case, students must have a good communication and cooperation during the teaching learning activity that uses group investigation. Furthermore, Gallenstein (retrieved on 20 of January 2009) adds that by using group investigation, students are provided with opportunities to experience, decision making, and problem solving through the investigation of real problems. In addition, the students are responsible of their own findings on their own investigation.

Zingaro (2008:1) describes that group investigation includes four important components: (1) Investigation, the fact that groups focus on the process of inquiring a chosen topic. (2) Interaction, a hall mark of all cooperative learning methods. It is required for students to explore ideas and help one another learn. (3) Interpretation, occurs when the group synthesizes and elaborates on the findings of each member in order to enhance understanding and clarity of ideas. (4) Intrinsic motivation, arouse students by granting them independence in the investigative process.

Dealing with the implementation of group investigation, Niskanen (Retrieved on 22 of March 2009) states that there are 6 steps of group investigation applied in teaching writing, namely grouping, planning, investigating, organizing, presenting, and evaluating. The following discusses the six steps of applying group investigation model in cooperative learning in detail:

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1. Grouping

In this stage, students form a group accordingly. The students are presented a topic in which trigger a variety of reactions. The students identify the topic that will be investigated. A teacher poses a topic as question to define a scope and set the tone of enquiry. This topic breaks down into some problems from the students' questions as they would like to investigate. The teacher may narrow down the list of possible topics to invite students to vote on which topic most interests them. These questions compile as a list that becomes sub – topics. The students select one of them and form a group based on the topic they are interested. According to Russo in Rivers (1987:85) who argues that the students can select the story they find the most humorous, the most interesting, the most colorful, the most exciting, in this way some accolade can probably be found to compliment each group's effort. Based on this statement, it can be said that in group investigation activity, the topic chosen by the students is according to their interest which it can raise and motivate their effort.

Form of group refers to the students' choice of the topic. The group consists of 5 students. The teacher may limit the large of the group into 5 - 6 students. The teacher may also need to consider heterogeneity of groups if a large group forms around a popular sub – topic.

2. Planning

In this stage, the students in group plan the procedure of task based on learning. Each group explores sub – topic and formulates a researchable problem. The group's planning involves how they learn sub – topic they have chosen, what they are going to do and for what reasons they investigate the problem. In addition, each group develops an action plan. The students contribute their effort to their own group and are responsible of what they are doing during the cooperative activity.

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Dealing with developing an action plan by each group, Niskanen (Retrieved on 22 of March 2009) elaborates a course of action:

a) Deciding what aspects of the sub-topic are to be investigated by each group member.
b) Determining the resources needed to carry out the task.
c) Completing a worksheet that structures the planning stage and records all group members' progress.
d) Determining job responsibilities, including coordinator of group discussions, recorder for class reporting, worksheet and steering committee representative.

3. Investigating

The students implement their group's project to investigate the problem as they have planned before in the stage of planning. Group members gather the information and assess the relevance data due to the specific research topic. In this case, the students are required to work cooperatively as they have contributes to one another to get the problem solving. Communication among group member is essential to reach language classroom. In the investigating a problem, each member of group shares the ideas, discusses the problem, and takes a note of their problem solving. The students may also describe their own problem solving if there is so, while the others find and clarify it and carry out to the problem investigated. If there is a mistake or uncompleted task, all members of a group must recover and state the right by clarifying the problem solving.

Teacher's role is to monitor students' work during the investigation. Teacher also encourages the students how to use information effectively so that it might help them to get the problem solving easily. In other words, teacher plays an important role to the students' activities.

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4. Organizing

This stage is to give opportunities for the whole groups to prepare their final report. They will present the result of investigation to the others group in front of the class. Each group discusses about what are the main points that will bring to the presentation stage. They complete their planning of what they will present and how they bring the final report of investigation to the whole class.

Each member of group is responsible of their own result. Further, each group decides individual roles in the presentation. It means that group should have their own committee, who will be the presenter, advisor, group members, and note taker. In addition, every group must be ready before doing the presentation of the final report. The success of the presentation not only based on group's work and responsibility of group's effort but also how well they prepare final report.

5. Presenting

In this case, every group presents their final report to the whole class. The group's activity during this stage is to present as clear as well of their final report. While one group presents the final report, the other groups' roles are to listen, evaluate, and clarify to the presentation. The other groups respond or ask questions to the presentation and are allowed giving input to the group's presentation.

In this presentation, students are involved to the whole presentation. Teacher asks them to take a note of what is presented. This stage builds their understanding to the topic although it breaks down into some sub – topics. They also may write down the essential report that should be taken. In other words, the students' involvement achieves the large perspective toward the topic is being investigated. Across this presentation, students have their own understanding. They collect as much as information they get from the presentation to support their problem solving to the topic being investigated.

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6. Evaluating

In the stage of evaluating, it is important to concern with the process and product of students' group investigation. The criteria for the process is what the students produce an effective group investigation. Thus, the students can take a benefit of doing group investigation. It is a set up of small group that affects to their work cooperatively and requires them to be responsible of what they contribute to the group's effort. While, the criteria for the product is what the students looking for the presentation. It means that the students figure out ideas from the result of presentation. They gather the data as well to support their own investigation of the problem identified. Thus, the students have a large perspective of the topic.

Furthermore, in the evaluation, students combine the inputs from the presentation they have got within their own work of what has been done during the investigation. Dealing with writing activity, students begins to write down a paragraph after they collect the data.

Students write a paragraph based on the information they have got from the investigation at whole. They might eliminate irrelevant information in order to make a coherence description of the topic given. Much references of topic are better to design a report paragraph. The students will go through and smoothly express their ideas into a paragraph.

In the evaluation, teacher and the students evaluate their writing upon the group investigation collaboratively. The teacher needs to evaluate students' understanding, for instance teacher evaluates on students summary on each sub – topic has been presented by all groups, and evaluates the students whether they combine the additional information they have got from other group with their own group's result or not.

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2.5 Improving the Students' Ability in Writing through Group Investigation

The willingness of doing group investigation in the process of teaching writing is to increase the students' ability in composing a paragraph. In order to make group investigation run successfully, the teacher must follow the procedures of group investigation. There are six steps that should be done by the students as they are described in the previous discussion during the teaching and learning process.

Group investigation provides numerous benefits. Among the students must share the knowledge, contributing their effort to each other in order to accomplish the goal together. In this technique, critical thinking, decision making, and problem solving are all essential elements required in this cooperative learning model. By working in group rather than as individual, it is required that the students share the knowledge they acquire and in the process of learning they become aware of different points of view. Dealing with applying group investigation in writing class, the students are required to work cooperatively toward the task. They are assigned to contribute their effort and creating as many as idea to find the result of the problem. Additionally, these varying viewpoints provide opportunities for discussion, reflection, and enhanced knowledge. It seems that it makes the students easier to generate their ideas into a writing composition.

Group investigation technique means that the students' small group works. The students are divided into some groups in which the students form the group based on the topic they are interested. The students will be grouped in four to five students in each group (Kramsch, in Rivers, 1987: 24). However, in this research, each group consists of 5 students. According to Wood (1996: 105) who says that small group's members are usually more effective and productive than a group of large members. It means that group work with large members can make the participation between the members unsuccessfully, the members are having no responsibility to their group and each student will have less opportunities to share their ideas.

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2.6. Research Hypothesis.

Based on the problem and review of literature explained above, the hypothesis of this classroom action research is "The use of group investigation in cooperative learning can improve the eleventh year students' ability in writing report paragraph at SMAN 2 Tanggul Jember in the 2009 / 2010 academic year".

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CHAPTER III
RESEARCH METHOD

This chapter discusses the research method applied in this research. It covers research design, area determination method, research subject, data collection methods, research procedure, and data analysis method.

3.1. Research Design

A classroom action research was used in this research, as it was intended to improve the eleventh year students' ability in writing report paragraph through group investigation in cooperative learning. Arikunto (2006:105) states that a classroom action research is an approach to improve the quality of teaching learning process. It is supported by Mc. Millan (1992:44) who says that a classroom action research is a type of applied research which has a purpose of solving a specific classroom problem or making decision at a single local site. It means that a classroom action research is intended to solve the problems identified in the classroom such as problem encountered by the students or the teacher.

This research was done collaboratively. The researcher collaborated with the eleventh year English teacher. The action that was given to the subject was teaching writing through group investigation.

This research was conducted into two cycles. Each cycle covered the planning of the action, the implementation of the action, observation, evaluation, and reflection. The design of the action research follows the cycle models based on the model of Elliot (1991:70). It is illustrated in the following design:

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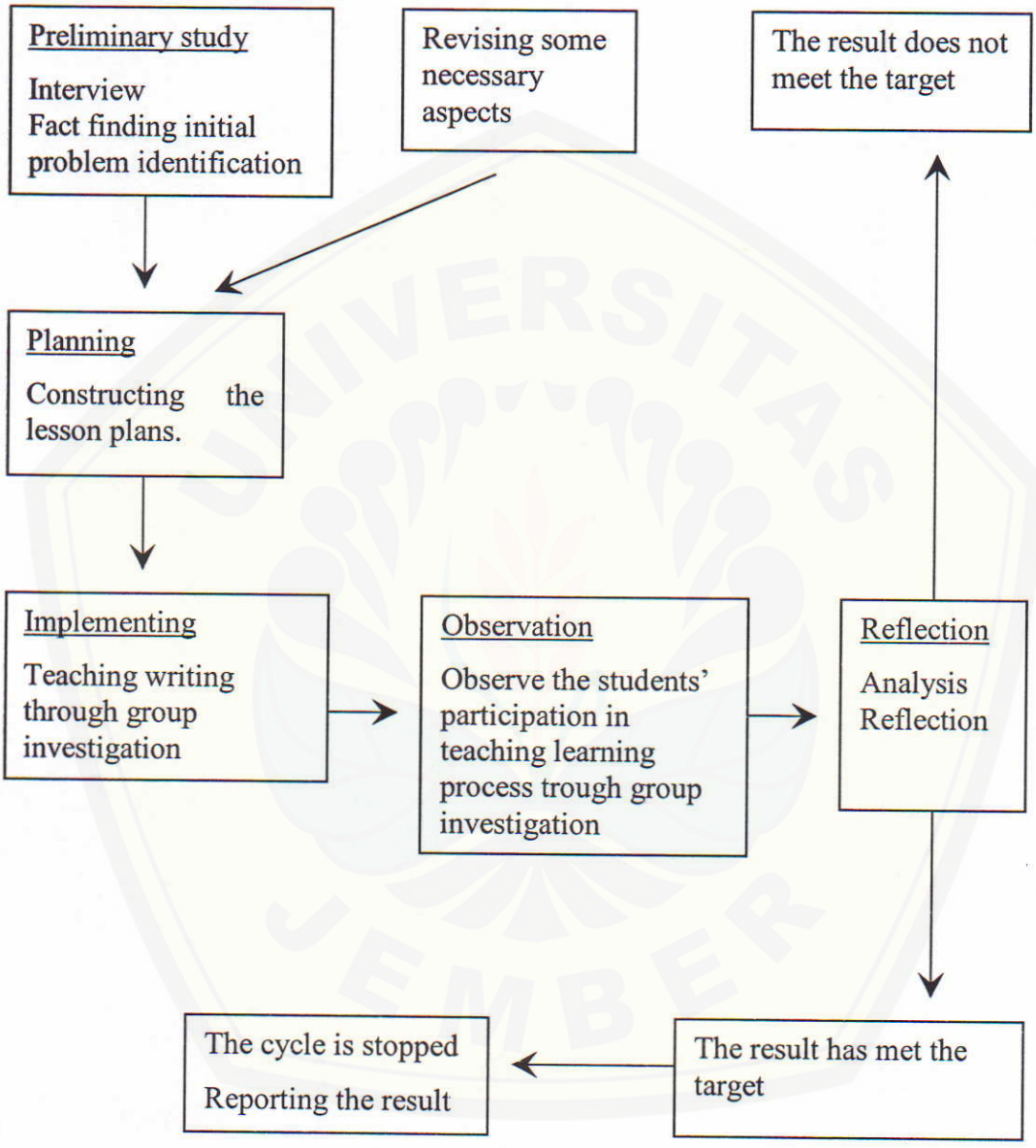
The Research Design of Classroom Action Research



(Adapted from Lewin in Elliot, 1991:70)

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The activities of the research use the following procedures:

1. Doing the preliminary study through interview with the English teacher to identify the problem faced in teaching writing.
2. Finding out some documents to know the mean score of the students' previous writing achievement.
3. Planning the action (constructing the lesson plan for the first cycle)
4. Implementing the action in the first cycle by teaching writing through group investigation to the subjects. The action was done twice.
5. Monitoring the action by observing the implementation of the action in the first cycle in each meeting.
6. Giving writing test to the subjects after the action was given in the first cycle.
7. Analyzing the result of writing test quantitatively, then classifying the result quantitatively based on the classification of the score levels.
8. Reflecting the result of the observation and writing achievement test of the students of the first cycle.
9. If the result of the writing test in the first cycle has not fulfilled the indicator, the lesson plan of the first cycle was revised.
10. Constructing the lesson plan for the second cycle by revising the lesson plan of the first cycle, mainly dealing with teaching technique.
11. Implementing the action in the second cycle based on the revised lesson plan. The action was also done twice.
12. Giving writing test trough group investigation to the subjects after the action given in the second cycle.
13. Analyzing the result of the writing test in the second cycle quantitatively, then classifying the result quantitatively based on the classification of the score levels.
14. Reflecting the result of the observation and writing achievement test of the students in the second cycle.
15. Drawing a conclusion to answer the research problem.

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3.2. Area Determination Method

The research area was determined by using purposive method. In this action research, SMAN 2 Tanggul Jember was chosen as a place to conduct the research. The school was chosen because of some reasons: (1) the eleventh year students of SMAN 2 Tanggul Jember of class IPS 1 had difficulties in writing. (2) The eleventh year students of IPS 1 had low score. (3) Group investigation had never been applied by the English teacher in teaching writing. (4) It gave benefits to the students and English teacher because the result of the research could improve the students' ability in writing report paragraph.

3.3. Research Subject

The subject of the research was the eleventh year students of SMAN 2 Tanggul Jember in the 2009/2010 academic year. There were seven classes of the eleventh year students of SMAN 2 Tanggul Jember. Each class consists of 37 – 40 students. Based on the information from the eleventh year English teacher in the preliminary study, the eleventh year students still had difficulties in writing. The researcher also used school documents in the form of students' previous score as the guideline to decide the class subject of the research. The eleventh year students of IPS 1 had difficult problem of writing that was chosen as the subject of the research. Thus, the students' ability in writing needed to be improved.

3.4. Data Collection Method

In this classroom action research, writing test and observation were used as the data collection method. Writing test was used to gain the data that was collected from the students' writing test in the form of students' writing score. Meanwhile, the observation was used to know the students' activities during the teaching of writing by using group investigation.

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a. Writing test

In this research, writing test was used to measure the students' ability in writing report paragraph. From the result of the writing test, the students' score were used to know whether the students had achieved the standard minimum requirement or not. The writing test evaluated the aspects of writing such as vocabulary, grammar, mechanic, and organizational skill.

Based on the purpose of giving test, this research applied achievement test as it was intended to measure the eleventh year students' ability in writing report paragraph after being taught through group investigation. Heaton (1991:173) says that achievement test is intended to measure the students' mastery of what have been taught. An achievement test was design to determine how successful the students in achieving the objectives. The objective of the writing was the students were expected to be able to express the language in written form. The content of the test was based on the materials had been taught to the students in teaching writing activity. The materials used were taken from the materials being taught to the eleventh year students which were consulted to the syllabus of the Institutional Level Curriculum (KTSP/ Kurikulum Tingkat Satuan Pendidikan) for senior high school. In addition, the researcher used achievement test because the researcher wanted to know the students' writing achievement.

A good test must fulfill some requirements, namely validity and reliability. A test is said to be valid if it can measure what is intended to be measured. According to Hughes (2003:26), the validity of the test can be classified into content validity, criterion – related validity, construct validity, and face validity. In this research, content validity was used in the test. It was because the content of the test that was measured covered the representative of the proper sample materials used in the teaching writing activity. Besides, the test item used in the test was apparently suitable to the objectives of writing that was asking the students to write in essay form. The test was constructed based on the Institutional Level Curriculum (KTSP/ Kurikulum Tingkat Satuan Pendidikan) for senior high school. It was consulted to the

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eleventh year English teacher before the test was given to the students. Furthermore, the test was also reliable. The students' writing test was attempted through inter – rater score. The researcher and the English teacher scored the students' writing test. Meanwhile, the meaning of reliability is the consistency of giving score. It means that if the score given from the researcher is likely the same score as the teacher gives the score, the test is reliable. Furthermore, Hughes (2003:50) states that a valid test must be reliable. Consequently, since the test is valid, it is reliable as well.

The writing test in this research was given to the subjects in each cycle after the actions given by the researcher. If the result of writing test in the first cycle had not achieved the standard minimum requirement, the actions continued to the second cycle. Conversely, if the result of the writing test in the first cycle had achieved the standard minimum requirement, the actions stopped.

The material of the test in the first cycle was different from the second cycle. The material used in writing test of the first cycle was wild animals while the material used in writing test of second cycle was pets. The time allocated for the writing test was 2 x 45 minutes. The students were asked to write a report paragraph.

Dealing with the scoring system, the students' writing tests were evaluated analytically. Analytic score was used in this research because it was appropriate scoring method which was intended to know in what strengths of students' writing ability were and in what weaknesses of students' writing were. Some students might have good ability in a certain sub skill but lack of ability in other sub skills. Hughes (2003:100) defines that analytic method is as a method of scoring which requires a separate score for each of a number of aspects of a task. There are four aspects that scored analytically, they are; grammar, vocabulary, mechanic, and organization. In this case, to get the final score of the students' writing test uses the following formula:

$N = n/20 \times 100$

Notes: N = students' writing score
n = total score of all aspects

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The scoring criteria of the students' descriptive paragraph writing.

Table 3.1 Scoring criteria

No.	Criteria	Score
1.	Grammar	
	• Few (if any) errors of grammar or word order.	5
	• Some errors of grammar or word order but do not interfere comprehension.	4
	• Errors of grammar or word order frequent; re-reading is necessary for full comprehension.	3
	• Errors of grammar or word order very frequent; readers own interpretation is needed.	2
	• Errors of grammar or word order so severe as to make comprehension.	1
2.	Vocabulary	
	• Use few (if any) inappropriate words.	5
	• Use some inappropriate words but do not interfere comprehension.	4
	• Use wrong or inappropriate words frequent; expressing of ideas limited.	3
	• Use wrong or inappropriate words very frequent; readers own interpretation is needed.	2
	• Vocabulary so limited as to make comprehension impossible.	1
3.	Mechanic	
	• Few (if any) misspelling, wrong punctuation, and capitalization.	5
	• Some misspelling, wrong punctuation, and capitalization but do not interfere comprehension	4

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	• Misspelling, wrong punctuation and capitalization frequent; re-reading is necessary for full comprehension. • Misspelling, wrong punctuation, and capitalization very frequent; readers own interpretation is needed. • Misspelling, wrong punctuation, and capitalization to serve as to make comprehension impossible.	3 2 1
5.	Organization • Few (if any) lack of organization and link to ideas • Some lack of organization and link of ideas but do not impair communication • Lack of organization and link of ideas frequent; re-reading is required for clarification ideas. • Lack of organization and link of ideas very frequent; readers own interpretation is needed. • Lack of organization and link of ideas so serve as to make communication impaired.	 5 4 3 2 1

(Adapted from: Hughes, 2003:101-102)

b. Observation

The observation method was used to observe the students' learning activities when they were working in groups. The observation covers the characteristics of cooperative learning, namely positive interdependence, face to face interaction, individual accountability, development of social skill, and group processing. In this research, the researcher and the teacher take an obsevation collaboratively.

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3.5. Research Procedure

3.5.1. General Description of the Research

In order to achieve the goal of the research, the action was implemented in two cycles. Each cycle covered four stages of activities, namely: (1) the planning of the research, (2) the implementation of the research, (3) observation, (4) evaluation and reflection of the action.

The action that was given to the subjects was teaching writing through group investigation model in cooperative learning. If the result of writing test in the first cycle had achieved the standard minimum requirement, the action was stopped. However, if the result of writing test in the first cycle had not achieved the standard minimum requirement, the second cycle was be done by revising some necessary aspects of the first cycle.

3.5.2. Details of the Research Procedures.

a. Planning

There are some activities that was planned and prepared before the action of the research given to the subjects. They are:

1. Choosing the topics based on the genre taught to the tenth year students based on the Institutional Level Curriculum (KTSP/ *Kurikulum Tingkat Satuan Pendidikan*) for senior high school.
2. Preparing the teaching technique and strategy that was used to teach writing trough group investigation.
3. Constructing the lesson plan for the action in the first cycle
4. Constructing the lesson plan for the second cycle by revising the lesson plan in the first cycle.
5. Preparing the materials for the students' exercises of writing through group investigation.

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6. Preparing the observation guide in each meeting.
7. Constructing the writing test through group investigation for the first and the second cycle to measure the students' writing achievement.

b. The Implementation of the Action

The implementation of the action was teaching writing through group investigation. This action was done during the school hours. The implementation of first cycle was based on the lesson plan 1 and 2. In the teaching writing, the researcher and the English teacher explained the technique of group investigation, including the steps of group investigation. The researcher also gave the example of report paragraph related to the topic. Then, the researcher provided the topic to the students. The students might break down the topic into some sub-topics. The students made a group based on the sub-topic they were interested. After it was done, the students in group planned for their investigation of the topic they had. The students were assigned to take a note of the investigation result. At the last stage of group investigation, the students were asked to begin writing report paragraph. They might combine any idea they had including the input from other group that had been gained from the presentation. The teacher needed to evaluate and monitor the students' understanding of the students' summary on each sub-topic had been presented by other groups. Afterwards, the students were assigned to clarify the teacher responses and revised their first draft for the final draft.

The second cycle was done if the result of the writing test in the first cycle had not achieved the standard minimum requirement. It was based on the revised lesson plan 3 and 4. The lesson plan for the second cycle was constructed by revising the teaching technique of the first cycle.

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c. Observation

The observation method was used to observe the students' learning activities when they were working in groups. The observation was conducted by the researcher in the first and second cycle during the teaching writing process through group investigation. The observation used was the observation guide (Appendix 3) to record the students' activities. The observation covered the characteristics of cooperative learning, namely positive interdependence, face to face interaction, individual accountability, development of social skill, and group processing. In this research, the researcher and the teacher were collobarative to take an observation.

d. Evaluation and Reflection

Evaluation was carried out to know whether the teaching writing through group investigation can improve the students' writing ability. In this research, there were two evaluations were conducted, namely process evaluation and product evaluation.

Process evaluation was done by conducting observation in every meeting during teaching learning process. The observation guide was used to record the students' activities. Meanwhile, the product evaluation was done at the end of each cycle in the form of students' writing score in the writing test after the action given. The action was said to be successful if 75% of the whole research subjects had achieved the standard minimum requirement of writing test that was up to 70. However, based on the preliminary study done by the researcher found that the students' writing ability were various and less than 75% of the students got 70. It means that writing is difficult for the eleventh year students. In addition, the action was said to be successful if 75% of the whole research subjects got the minimum score of writing test 70 and 75% of the students were actively involved in teaching learning process through group investigation.

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Reflection was done after analyzing the data of the students' writing test and observation result in every meeting. Reflecting the result of the data analysis of cycle 1 and cycle 2 were done to answer the research problem. The result of the reflection in the first cycle was used as a guide to the action given in the second cycle.

3.6. Data Analysis Method

Data analysis method was used to analyze the obtained data. In this research, the students' writing test and the result of observation were analyzed quantitatively.

To analyze the percentage of the students' paragraph writing, the formulas used as follow:

$E = n/N \times 100\%$

Notes: E = the percentage of the students writing achievement.
n = the total number of the students who get score 70 or more
N = the total number of the students.

(Adapted from Ali, 1993: 186)

Meanwhile, the data from the observation guide was analyzed by using the following formula:

$E = n/N \times 100\%$

Notes: E = the percentage of the students who are actively involved in the teaching and learning process.
n = the total number of the students who are active in the activities
N = the total number of the students

(Adapted from Ali, 1993: 186)

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IV. RESEARCH RESULTS AND DISCUSSION

This chapter discusses the result of both action in cycle I and cycle II. They consist of the result of writing achievement test, the result of reflection, and discussion.

4.1 The Result of the Actions in Cycle 1

The actions in Cycle 1 were conducted in two meetings. The first meeting was done on October 3rd, 2009 and the second meeting was done on October 7th, 2009. The stages of activities done in the first cycle included planning the actions, implementation, observation and evaluation, data analysis and reflection of the actions. The implementation of the action in the first meeting was done based on lesson plan 1 and the second meeting was done based on lesson plan 2. The writing material taught was the example of a report paragraph. The researcher was the doer of the actions, while the English teacher was the observers.

The evaluations conducted in this classroom action research were process and product evaluation. The process evaluation was done in each meeting by using observation guide to evaluate the students' active participation during the writing teaching and learning process by using group investigation. Meanwhile, the product evaluation which focused on the students' writing achievement was done by administering writing test after having the actions of writing teaching and learning process by using group investigation. The writing achievement test administered in the third meeting was done on October 10th, 2009 after the actions of the first cycle done.

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4.1.1 The Result of the Observation in Cycle 1

The teaching of writing using group investigation was based on the lesson plan. Before the students worked in group, the students were presented an example of report paragraph and were explained what report paragraph is by the researcher. The researcher also explained the group investigation to the students in writing class. Then, the students did the six steps of group investigation when the task was given to the students. The researcher and the English teacher did the observation collaboratively while the students were doing the activity of writing using group investigation.

The students began the activity by selecting a topic being presented that was wild animal. They made group based on their interest that would be investigated. The researcher as the teacher in this cycle limited the members of each group that consisting of five students. Then, the students did the task they had. The researcher guided and monitored the students while they were doing the steps of group investigation. The researcher instructed the students the time when they could begin the six steps of group investigation as it had already arranged in the lesson plan. The students began writing a report paragraph in the last stage after presentation of each group. They might collect data from the others as much as possible to enrich their understanding of the topic. And they might combine them with their own result.

Dealing with the observation, it was done both in teacher's observation and students' observation. Teacher's observation was intended to know how the teacher conducted the teaching technique in the learning process. Meanwhile, the students' observation was intended to know how the students worked in group.

In this cycle, the researcher was as the teacher and the English teacher was as the observer. The English teacher was the observer who observed the researcher who was conducting the teaching of writing. The English teacher noted some of the necessary things that should be revised in the lesson plan of Cycle 1. The English teacher revealed that the students needed to be given more time to investigate the problem they had and accomplished the report paragraph in the last stage of the

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activities. In the students' observation, the researcher and the English teacher observed the students' activities collaboratively. Indeed, the English teacher also observed the students' activities while they were working in group. The English teacher found that the students needed to be encouraged more by providing the individual picture. It was in order to gain the students' attention about the topic to be discussed and made it easier for them to work in group. In conclusion, the English teacher still found some weaknesses in the implementation of teaching writing. It needed to be revised as it was expected to improve the students' paragraph writing ability. The students needed some additional time to accomplish their paragraph writing. Then, the students' paragraph writing was done in appropriate time.

In the students' observation, the students were observed in every step of group investigation to measure how well they worked in group cooperatively. As it was mentioned above that observation was used to evaluate the students' active participation during the teaching and learning process of writing by using group investigation in each meeting. An observation guide was used in this research that covered the characteristics of cooperative learning, namely positive interdependence, face to face interaction, individual accountability, development of social skill, and group processing.

In this research, the observation was done in group. In other words, every group will be evaluated using one observation guide. In the observation guide, there are 10 indicators. The students were considered active if they fulfilled at least eight of the ten indicators or 80% of active participation. On the other hand, the students were categorized passive if they could fulfill less than eight of the ten indicators.

Here, there were seven groups in the first meeting. Based on the analysis of observation, it was found that only two groups could achieve the target of active participation, that is at least 75% of the students who did the indicators of observation. Meanwhile, the other groups could achieve less than 75% of the students who did the indicators of observation.

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The following data are the result of observation:

1. Group 1: 40% of the students who were actively involved and 60% of the students who were passive.
2. Group 2: 60% of the students who were actively involved and 40% of the students who were passive
3. Group 3: 70% of the students who were actively involved and 30% of the students who were passive.
4. Group 4: 70% of the students who were actively involved, and 30% of the students who were passive.
5. Group 5: 60% of the students who were actively involved and 40% of the students were passive.
6. Group 6: 80% of the students who were actively involved and 20% of the students were passive.
7. Group 7: 80% of the students who were actively involved and 40% of the students were passive.

Based on the observation result of each group above, it can be concluded that the students' active participation of the whole class in the first meeting is 65.71%. It shows that the students had not achieved the target requirement of active participation.

Meanwhile, there were 4 students absent in the second meeting. There were six groups. Based on the observation result, it was found that 3 groups that were categorized as active participation. These are the result of observation meeting two:

1. Group 1: 70% of the students who were actively involved and 30% of the students were passive.
2. Group 2: 80% of the students who were actively involved and 20% of the students were passive.
3. Group 3: 60% of the students who were actively involved and 40% of the students were passive

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4. Group 4: 80% of the students who were actively involved and 20% of the students were passive.
5. Group 5: 80% of the students who were actively involved and 20% of the students were passive.
6. Group 6: 60% of the students who were actively involved and 40% of the students were passive.

Based on the observation result of each group above, it can be seen that the students' active participation in the second meeting is 71.67%. It means that the target requirement of active participation had not been achieved by the students.

In this research, the students work in group. The active participation was successful if there were at least 75% of active participation must be achieved by the whole class in writing using group investigation. Meanwhile, there were 65.71% of the students in class who were actively involved in the first meeting and 71.67% of the students in class who were actively involved in the second meeting. Based on the observation result above, it can be concluded that the teaching learning process in the cycle I did not achieve the target minimum requirement of active participation, that is 75% of the students who are actively involved in the teaching and learning process.

4.1.2 The Results of Writing Test in Cycle 1

The writing test in the form of writing a report paragraph was administered to measure the students' paragraph writing ability. The topic of the writing test was "Wild Animals" with the sub-topic was "Elephants". The result of the writing test is presented in the following table.

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Table 4.1 The Result of the Writing Test in Cycle 1

Student's Number	The Student's Writing Test Score			Achievement	
	Scorer 1	Scorer	Average	Achieved	Not achieved
1.	-	-	-	-	
2.	75	70	72	√	
3.	80	80	80	√	
4.	70	65	67		√
5.	-	-	-		
6.	-	-	-		
7.	65	65	65		√
8.	75	70	72	√	
9.	80	80	80	√	
10.	60	65	62		√
11.	70	65	67		√
12.	65	60	62		√
13.	-	-	-		
14.	75	70	72	√	
15.	-	-	-		
16.	-	-	-		
17.	60	65	62		√
18.	80	75	77	√	
19.	60	65	62		√
20.	60	60	60		√
21.	75	70	72	√	
22.	60	65	62		√
23.	60	55	57		√
24.	60	60	60		√
25.	65	60	62		√
26.	75	70	72	√	
27.	75	75	75	√	
28.	80	80	80	√	
29.	55	55	55		√
30.	70	65	67		√
31.	75	70	72	√	
32.	60	60	60		√
33.	65	65	65		√
34.	75	70	72	√	
35.	75	75	75	√	
36.	60	65	62		√
37.	70	65	67		√
Total				13	18
E = n/N x 100%					
E = 13/31 x 100% = 41.93%				41.93%	-
E = 18/31 x 100% = 58.06%				-	58.06%

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Scorer 1 = the researcher
Scorer 2 = the English teacher
E = the percentage of the students who get score ≥70
n = the total number of the students who get score ≥70
N = the total number of the students

Based on the table 4.1, there were 31 of 37 students in the class. Six students were absent when the test given to the students. It showed that there were 13 students or 41.93% of the students who could achieve the targeted score that was 70. It means that the actions in this research were not successful since there were less than 75% of the students got score ≥70. Thus, it was necessary to conduct the second cycle.

4.1.3 The Result of Reflection in Cycle 1

The reflection was done both by the English teacher and the researcher after the results of observation and writing test obtained. The result of observation revealed that the active involvement of the students improved from the meeting 1 up to meeting 2. However, the students' active involvement both in meeting 1 and 2 in this cycle did not achieve the requirement that is ≥75%. There were 65.71% of the students' active participation in the first meeting and 71.67% who were actively involved in the second meeting. The percentage of the students' active participation increased to 5.96% in the second meeting.

Meanwhile, the result of writing test in the first cycle showed that the percentage of the students who could achieve the targeted score of ≥70 was 41.93%. It means that the percentage of the subjects who got the score of ≥70 had not been achieved yet. Therefore, second cycle is needed to improve the students' writing achievement and their active participation in writing class by using group investigation.

Since the result of the writing test obtained by the students had not been achieved the percentage of the standard minimum requirement that is 75% of the

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students got ≥70, the second cycle is needed to be administered by revising lesson plans in the first cycle.

To be able to increase the result of students' writing achievement in the first cycle, the researcher and the English teacher revised the previous lesson plans. Based on the observation done by the researcher and the English teacher in teaching and learning process in the first cycle, it was found that the time that was given to the students was inappropriate while they were doing writing by using group investigation. The students needed more time to do the steps of group investigation. It was especially in the step of investigating. It was intended to give the students to accomplish their work and meet the answer of the problems faced in the group. This activity could build the students understanding of how to solve the problem and get more ideas of the topic.

According to the English teacher's observation, the researcher also needed to encourage the students to be active involved during teaching learning process. Considering this encouragement, the students were provided the individual picture of the animal being discussed. By doing this, the individual picture made the students more interested in writing activities that could increase students' participation and were able to rise up the students' intention of getting more ideas in composing a report paragraph.

4.2 The Result of the Actions in Cycle 2

The actions in Cycle 2 were done in two meetings. Meeting 1 was done on October 14th, 2009 based on lesson plan 1 and meeting 2 was done on October 17th, 2009 based on lesson plan 2. The stages of activities done were the same as the ones in the first cycle namely: planning the actions, implementation, observation and evaluation, data analysis and reflection of the actions. The doer of the action was the researcher and the observer was the English teacher. Process evaluation was gained from observation by observation guide during the teaching and learning process of

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writing by using group investigation, while product evaluation was done by administering writing test on October 28th, 2009.

4.2.1 The Result of the Observation in Cycle 2

In this cycle, there are some revisions of lesson plan that is different from the implementation of teaching writing using group investigation in the previous cycle. Based on the observation done by the English teacher, the students needed to discuss more about the elements of report paragraph with the teacher. It was intended to build the students' understanding of what the report paragraph was. The students were also encouraged discussing the report paragraph by the individual picture because it could visualize the students of the topic being discussed.

The students did the same activity as in the first cycle. They formed the group accordingly. Then, they began doing next step of group investigation to accomplish the task. But, there was a changing time in the stage of investigation. The students gave more time to do the investigation which was intended for the students to get many solutions of the problem faced. They were also given additional time to accomplish the report paragraph, so that the students could finish the work well.

In addition, in the Cycle 2, the English teacher was conducting the teaching writing and the researcher was the observation. The implementation was based on the revision that should be included in the teaching writing process in the Cycle 2. The teaching writing process in the Cycle 2 was done successfully. Then, both the students' active participation and the students' writing test had increased.

The Observation was also done in Cycle 2 in order to know the improvement of the students' active participation during the writing teaching and learning process by using correction symbols. Since the percentage of the active participation of the students in Cycle 1 had not achieved the target requirement that was 75%, classroom observations in Cycle 2 were conducted with the same indicators as in Cycle 1. The results of the observation in the first meeting of Cycle 2 are presented in the following:

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1. Group 1: 80% of the students who were actively involved and 20% of the students who were passive.
2. Group 2: 80% of the students who were actively involved and 20% of the students who were passive
3. Group 3: 80% of the students who were actively involved and 20% of the students who were passive.
4. Group 4: 90% of the students who were actively involved, and 10% of the students who were passive.
5. Group 5: 70% of the students who were actively involved and 30% of the students were passive.
6. Group 6: 80% of the students who were actively involved and 20% of the students were passive.
7. Group 7: 90% of the students who were actively involved and 40% of the students were passive.

Based on the observation result of each group above, it can be concluded that the students' active participation of the whole class in the first meeting of Cycle 2 is 81.42%. It shows that the students had achieved the target requirement of active participation. There were 81.42% of the students who were actively involved.. It can be concluded that the teaching learning process in the first meeting of Cycle 2 achieved the target active participation, that is 75% of the students who are actively involved in the teaching and learning process.

Meanwhile, in the second meeting of cycle 2, the students could achieve the target requirement, that is 75% of the students' actively involved. The result of observation in second meeting of cycle 2 as follows:

1. Group 1: 90% of the students who were actively involved and 10% of the students who were passive.
2. Group 2: 70% of the students who were actively involved and 30% of the students who were passive

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3. Group 3: 80% of the students who were actively involved and 20% of the students who were passive.
4. Group 4: 80% of the students who were actively involved, and 20% of the students who were passive.
5. Group 5: 80% of the students who were actively involved and 20% of the students were passive.
6. Group 6: 80% of the students who were actively involved and 20% of the students were passive.
7. Group 7: 90% of the students who were actively involved and 10% of the students were passive.

Based on the observation result of each group above, it can be concluded that the students' active participation of the whole class in the second meeting of Cycle 2 is 81.42%. It shows that the students had achieved the target requirement of active participation. It means that the percentage of the students' active participation either in the first meeting and second meeting of Cycle 2 could achieve the target requirement of active participation that is 75%. The students were actively involved during the writing teaching learning process in Cycle 2. In conclusion, the writing teaching learning processes using group investigation in cooperative learning were considered successful.

4.2.2 The Result of Writing Test in Cycle 2

The writing test was administered on October 28th, 2009 after the actions in cycle 2 completed. There were 37 students joining the test. The topic used in the test was the different with Cycle 1. The topic given to the students was "pets" with sub-topic was "cats". The result of the students' writing test is presented in the following table:

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Table 4.2 The Result of the Writing Test in Cycle 2

Student's Number	The Student's Writing Test Score			Achievement	
	Scorer 1	Scorer	Average	Achieved	Not achieved
1.	70	65	67		√
2.	75	75	75	√	
3.	80	80	80	√	
4.	60	60	60		√
5.	50	50	50		√
6.	60	55	57		√
7.	70	75	72	√	
8.	75	75	75	√	
9.	75	80	77	√	
10.	70	70	70	√	
11.	75	70	72	√	
12.	75	70	72	√	
13.	60	55	57		√
14.	60	65	62		√
15.	70	70	70	√	
16.	60	60	60		√
17.	70	75	72	√	
18.	75	70	72	√	
19.	75	80	77	√	
20.	70	70	70	√	
21.	75	80	77	√	
22.	70	75	72	√	
23.	50	55	52		√
24.	70	70	70	√	
25.	70	70	70	√	
26.	80	75	77	√	
27.	75	80	77	√	
28.	85	80	77	√	
29.	70	65	67		√
30.	80	75	77	√	
31.	70	70	70	√	
32.	75	70	72	√	
33.	70	70	70	√	
34.	75	70	72	√	
35.	75	75	75	√	
36.	75	75	75	√	
37.	75	70	72	√	
Total				28	9
E = n/N x 100%					
E = 28/37 x 100% = 75.67%				75.67%	-
E = 9/37 x 100% = 24.32%				-	24.32%

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Scorer 1 = the researcher
Scorer 2 = the English teacher
E = the percentage of the total number of the students who get score ≥70
n = the total number of the students who get score ≥70
N = the total number of the students

Based on the table 4.2, it was known that there were 28 students or 75.67% who could achieve the score of ≥70. Thus, it could be said that the actions of teaching writing by using group investigation in Cycle 2 could improve the students' writing achievement. In addition, the actions were successful in achieving the criteria of the research success since there were 75.67% or more than 75% of the students who achieved the targeted score of ≥70.

4.2.3 The Results of Reflection in Cycle 2

By revising the lesson plans of the first cycle, there was an improvement on the students' writing achievement in Cycle 2. In this cycle, the percentage of the students who got the score of ≥70 was 75.67 %. It means that the result of the writing test in the second cycle had fulfilled the target of the research success. Meanwhile, the results of classroom observation in Cycle 2 showed that the students' active involvement in the writing teaching and learning process by using group investigation had increased.

Having known the results of writing test and observation in Cycle 2 that the actions were successful in achieving the target requirement of the product and process evaluation, Cycle 2 was the last cycle in this research.

4.3 Discussion

Based on the reflection above, it can be stated that the use of group investigation in cooperative learning is able to improve the students' writing achievement and their active participation in writing class. The result showed that both the students' writing test and students' active participation have increased from Cycle 1 to Cycle 2. The

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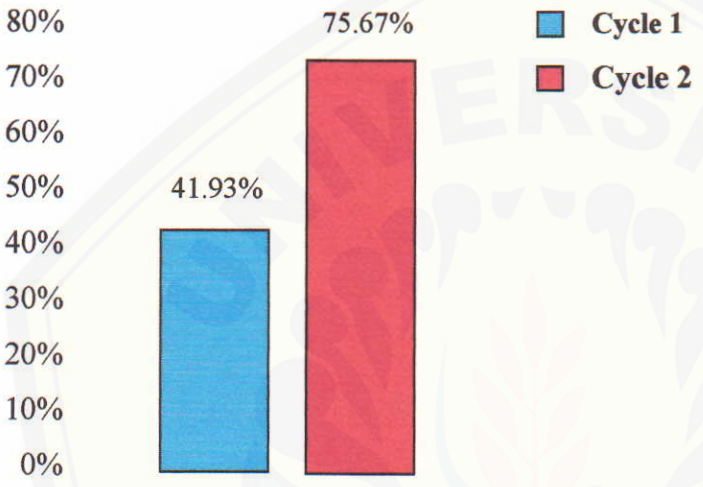
increasing of the students' writing test and students' active participation is presented in the following charts:

Chart 4.1 The Improvement of the Students' Percentage who get score 70 or more



Based on the chart above, it can be seen that the students who got score at least 70 increased from 41.93% in Cycle 1 to 75.67% in Cycle 2. In Cycle 1, the result of the students' writing test could not fulfill the target requirement of writing achievement test that is at least 75% of the students get score at least 70. In the implementation of writing test in cycle 1, the students were asked to compose a report paragraph with the topic "wild animals" and the sub-topic was "elephant". However, the result of the writing test had not fulfilled the target requirement of research success. In Cycle 2, the result of students' writing test had achieved the target requirement of writing achievement that is at least 75% of the students got 70. It means that the actions in the Cycle 2 succeeded to fulfill the percentage of target requirement of students' writing achievement.

Meanwhile, the result of observation done during the writing teaching learning process improved from Cycle 1 to Cycle 2. The improvement of the students' active participation is presented in the following chart:

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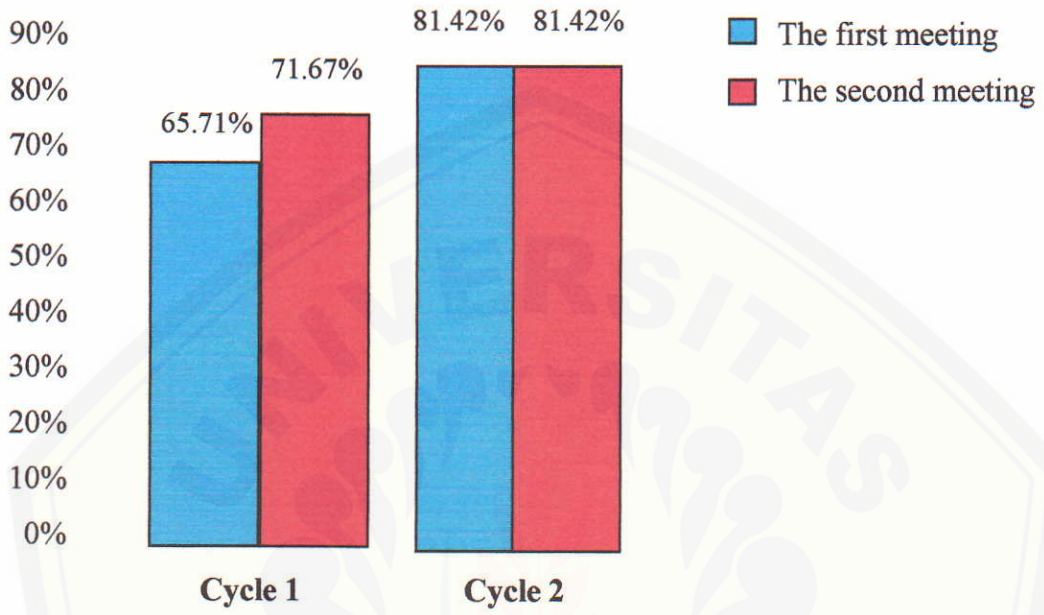
Chart 4.2 The Improvement of the students' active participation during teaching learning process.



Based on the chart above, the result of observation in Cycle 1 showed that there were 65.71% were actively involved in the first meeting and 71.67% students were actively involved in the second meeting. The target requirement of students' active participation in Cycle 1 had not been achieved. It means that Cycle 2 was needed to be conducted to improve the students' active participation. Based on the result of students' observation in Cycle 2, the students' active participation both first meeting and second meeting reached the targeted requirement of active participation, that is 81.42%. Thus, the target requirement of active participation in Cycle 2 had been achieved.

Dealing with the result of writing test in Cycle 1, the students had not fulfilled the target minimum requirement of research that is 75% of the students get score 70. It happened because of some weaknesses in Cycle 1. Therefore, there were some revisions. The revisions of each cycle are presented in the following table:

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Table 4.3 The revision in each cycle

Cycle 1 (Weaknesses)	Cycle 2 (Revision)
1. The students were activated by discussing the context of report paragraph. 2. Time given in the stage of investigation was 15 minutes.	1. The students were encouraged by discussing individual picture being presented in the topic. 2. Gave more time in the stage of investigation.

Based on table above, it can be concluded that discussing the context of report text with an individual picture in their group motivated the students in understanding the elements of report text. Meanwhile, the students were given more time in the stage of investigation. It was done to give the students opportunities to build up more ideas to get a problem solution. Therefore, as a result, the students were able to write a report paragraph with less difficulty.

In relation with the review of related literature, it is line with Dornyei (1997:487), says that cooperative learning is the instructional use of small group in order to achieve common learning goals via cooperation. Students help each other in order to gain their learning objectives through small group for their learning success. It means students work together in achieving their own and other's learning success. In addition, Gallenstein (retrieved on 20 of January 2009) adds that by using group investigation, students are provided with opportunities to experience, decision making, and problem solving through the investigation of real problems.

Finally, based on the explanation above, the results of this classroom action research in two cycles proved the action hypothesis that the use of group investigation in cooperative learning can improve the eleventh year students' ability in writing report paragraph at SMAN 2 Tanggul Jember in the 2009/2010 academic year.

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V. CONCLUSION AND SUGGESTION

5.1 Conclusion

Based on the results of the data analysis and the discussion, it can be concluded that:

1. The use of group investigation in cooperative learning can improve the eleventh year students' ability in writing report paragraph at SMAN 2 Tanggul Jember in the 2009/2010 academic year. It is proved by the result of the writing achievement test. The percentage of the students' writing achievement increased from 41.93% in Cycle 1 to 75.67% in Cycle 2.
2. The use of group investigation in cooperative learning can improve the eleventh year students' active participation in writing class at SMAN 2 Tanggul Jember in the 2009/2010 academic year. The results of observation revealed that the percentage of the students' active participation in writing class increased from 65.71% in Cycle 1 to 81.42% in Cycle 2.

5.2 Suggestions

In relation to the findings that the use of group investigation could improve the students' ability in writing report paragraph, some suggestions are given to the English teacher, the students, and also other researchers.

1. The English Teacher

   The English teacher is suggested to use group investigation as a technique to improve the students' ability writing achievement and the students' active participation in writing teaching and learning process.

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2. The Students

   The students are suggested to be actively involved in the teaching and learning process of writing by group investigation since the use of group investigation in cooperative could improve their writing ability.

3. The Future Researchers

   The research results can be used as a reference for other researches to conduct a further classroom action research in relation to the use of group investigation to increase the students' writing ability.

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