

**TEACHING WRITING A REPORT TEXT BY USING THE GROUP
INVESTIGATION STRATEGY TO SENIOR HIGH SCHOOL
STUDENTS**

PAPER

*Submitted as a Partial Fulfillment of the Requirements
For Strata One (S1) Degree*



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2014**

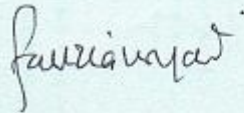
HALAMAN PERSETUJUAN

Teaching Writing a Report Text by Using the Group Investigation Strategy to Senior High School Students

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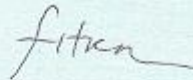
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ABSTRAK

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Makalah yang berjudul *Teaching Writing a Report Text by Using the Group Investigation Strategy to Senior High School Students* ini membahas tentang penggunaan strategi *group investigation* dalam pengajaran menulis teks *report* bahasa Inggris pada satuan pendidikan Sekolah Menengah Atas (SMA). Seperti yang kita ketahui, menulis dianggap sebagai keterampilan yang sukar bagi siswa. Adapun kendala yang dihadapi siswa dalam menulis seperti kurangnya ide untuk menulis dan kurangnya kosa kata Bahasa Inggris sehingga siswa bingung untuk melanjutkan tulisannya. Kesulitan-kesulitan tersebut juga disebabkan karena strategi belajar yang konvensional. Diantara berbagai macam strategi dalam menulis, *group investigation* merupakan strategi yang digunakan untuk membantu siswa dalam menulis teks Bahasa Inggris, khususnya teks monolog *report*. Strategi ini terdiri dari enam tahap yang harus diikuti oleh siswa: (1) membagi kelompok dan menentukan topik yang akan ditulis, (2) merencanakan investigasi, (3) melaksanakan investigasi terhadap topik yang akan ditulis, (4) menulis teks *report*, (5) mempresentasikan teks *report*, (6) mengevaluasi. Makalah ini diharapkan bermanfaat bagi para guru dalam mengajarkan siswa untuk menulis teks *report*. Selanjutnya, strategi *group investigation* ini diharapkan dapat mengembangkan kemampuan siswa dalam menulis teks *report*. Keunggulan strategi ini adalah siswa didorong untuk bekerja sama sehingga mereka dapat menolong dan berbagi dengan teman sekelompok. Strategi ini juga membantu siswa mengasah dan memperdalam pengetahuan mereka dengan melakukan investigasi. Melalui investigasi, siswa dapat mengumpulkan informasi dan fakta yang dibutuhkan dalam menulis teks *report*. Di samping itu, strategi *group investigation* meliputi empat unsur penting yaitu investigasi, interaksi, interpretasi, dan instrinsik motivasi.

Key words: keterampilan menulis, *the group investigation strategy*, teks *report*.

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Alhamdulillahirabbil ‘Aalamiin, Praise to Allah S.W.T, the lord of the universe who has given the writer chance, mercy, knowledge, and strengths in finishing this paper entitled “Teaching Writing a Report text by Using the Group Investigation Strategy to Senior High School Students”. She also sends *shalawat* along with *salam* to the Prophet Muhammad S.A.W, the last prophet and the greatest leader of human being.

Then, The writer would like to dedicate her sincere gratitude to Fitrawati, S.S., M.Pd. as her advisor, who has patiently given a great deal of time, considerable help to share ideas, correction, great willingness, and suggestions toward the completion of this paper. Her sincere thanks also goes to the examiners, Drs. Saunir Saun, M.Pd. and Muhd. Al-Hafizh, S.S., M.A. for their comments and suggestions in examination for the improvement of this paper.

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The writer

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CHAPTER I INTRODUCTION

A. Background of the Problem

Writing is a process of expressing thought, ideas, feeling, and even information into words, statements, and paragraphs. Through writing, people can increase their understanding; express their ideas, and also practice to think logically and systematically. Besides, a writer can communicate their message to the readers, for instance, writing articles, encyclopedias, journals, and emails. As supported by Ur (1997:73), she says that writing is as mental work of inventing, expressing ideas and conveying messages to readers.

Writing gives contributions to students in learning. *First*, writing expands students' knowledge of language such as grammatical structures, idioms, and vocabulary. *Second*, writing engages the students to organize and express their thought in target language. Through writing, students are able to practice and work with the language they have been studying. *Third*, writing forces the students to articulate ideas and reasoning. It can help them to deepen, develop, and revise their thinking about a subject material. Thus, writing is an essential skill that needs to be taught to students in English subject.

Beside all the usefulness of writing, undoubtedly, writing is a difficult and problematic skill to be learnt, particularly in foreign language. Silvia (in Weigle 2002:36) says writing in second or foreign language is considered more complicated if it is compared to writing in the first language since the foreign language writers are lack of accuracy. Accuracy refers to the mechanics of the

language. When the students fail to consider accuracy in the class, then they may sound less fluent and capable with the language. This can quickly cause problems when students need to use the language in written form. The difficulty becomes even more obvious if the writers are at a low level at language proficiency. Those problems lead students to have less interest in writing.

Furthermore, senior high school students are required to be able to write texts in various genres. Since each text has different functions, organization and lexicogrammatical features, the students may feel confused in composing each text. Thus, the teacher needs to teach each kind of text to students clearly and accurately. For senior high school level, there are several monolog texts that must be learnt. They are narrative, descriptive, report, explanation, recount, spoof, news item, procedure, discussion, review, analytical, and hortatory exposition (*Permendiknas* No. 23/2006). One of the texts they need to learn is report text. In writing report text, students are required to give factual information based on the way things are. Refnaldi (2010:99) views that report text is a text to describe the way things are, with reference to a whole range phenomenon, natural, synthetic and social in our environment. Therefore, report text is important to be learnt because it connects to daily life context such as newspapers, news on televisions, and scientific books.

However, based on the writer's teaching practice experience in one of Senior High School in Bukittinggi, the students encountered many problems in writing a report text. *First*, the students had limited ideas about what to write, which led to their failure in composing a report text. It is obvious that idea is very

important in writing a report text. Because the students were lack of knowledge or idea about the topic they will write, they tended to copy the sources related to the topic and their fellow students' works. This activity, which is called plagiarism, can damage students' creativity in exploring and expanding new knowledge.

Second, the students were having difficulties in using appropriate technical terms such as scientific or medical names of something that are commonly used in report text. This is caused by their limited vocabularies. Mastering vocabulary is important to develop the text and it helps the students to support their ideas and convey it in writing. However, many students did not pay attention to the vocabulary. Therefore, the students tended to write monotonous and repetitive words that they are familiar with. It is widely known that vocabularies are an essential aspect of writing. This problem leads to the poor text that is produced by students.

Third, the other problem faced by students in writing was also affected by teachers' strategy used in teaching process. The teacher was using conventional writing strategy. For example, in writing a report text, the teacher asked the students to write individually rather than write cooperatively. The teacher taught writing a report text as follow. First, the teacher showed an example of the text. After that, the teacher and the students discussed content and vocabulary of the text. Then, the teacher explained about generic structure and language features of the text. Next, the teacher asked students to create their own text individually. When the time was not enough to finish the writing task in the classroom, the teacher assigned it as homework which will be submitted in the next meeting. The

teacher evaluated the students' writings and returned their papers. In the conventional writing strategy, the students have to plan, draft, revise and edit their writing individually. They also have to check their writings alone. Consequently, the students cannot share their ideas and help each other. This makes them feel stressful in writing because they have to endure their burden in writing on their own. However, it can be easier and uncomplicated for them to write a report text in groups. There are some reasons why it is said so. *First*, it helps students to find information more easily and encourages them to share ideas to write a report text. On the other hand, by writing individually, students are not having a team to gather information and broadened ideas. *Second*, it plays a pivotal role in deepening students' understanding in writing a report text by learning together.

To overcome the problems mentioned above, the teacher should use an alternative strategy for teaching writing a report text. There are several strategies which can be applied in teaching writing a report text. One of them is by using the group investigation strategy in order to help students in writing a report text. The group investigation strategy is a strategy that allows the students to work actively and collaboratively in small groups in gathering information by investigating something that are necessary in writing a report text. Slavin (in Rasman 2010: 220) views group investigation strategy as a form of cooperative learning that has been refined and researched by Solomo Sharan and Yeal Sharan in Israel.

Based on short explanation about the group investigation strategy above, this strategy may be helpful for senior high school students in writing a report text. By using this strategy, the students will generate ideas easily to write a report

text because they have much information that they get from the investigation. In addition, group investigation allows students to work cooperatively so that students can share their ideas, learn each other, and write a report text together in a group.

B. Limitation of the Problem

The problem of this paper was limited on the use of the group investigation strategy as a strategy in teaching writing a report text to senior high school students.

C. Formulation of the Problem

The problem of this paper was formulated as follows: “How is the group investigation strategy used in teaching writing a report text to senior high school students?”

D. Purpose of the Paper

The purpose of this paper is to explain how the group investigation strategy is used in teaching writing a report text to senior high school students. For the students, this strategy is expected to be able to develop students’ ability in writing a report text.

CHAPTER IV

CONCLUSION AND SUGGESTIONS

A. Conclusion

Writing is identified as one of the essential process skills in the world. Thus, it is necessary to teach for students in English subject. However, there are many problems in teaching, and learning writing such as; the limitation of student's ideas, the lack of student's vocabulary, and the conventional method. Therefore, teachers need effective ways of assisting the students in overcoming the obstacles in teaching writing. One of alternative strategies which can be applied is group investigation strategy.

Based on the previous chapter, it can be concluded that the group investigation strategy is appropriate to teach writing a report text. The group investigation helps the students to gather more information by investigating something that are necessary in writing a report text. The information will be taken from internet, encyclopedias, magazines, books, real objects and so on. The steps in this strategy include selecting a topic and dividing groups, planning the investigation, carrying out the investigation, preparing a final text, presenting a final text and evaluation. By work cooperatively, the students are encouraged to find information and exchange knowledge or ideas which is needed in writing a report text. Besides, the group investigation helps students to avoid plagiarism because all students take a note while they are investigating to get information they need and submit it. As a result, the students could understand and write the text more easily.

B. Suggestions

It is suggested for the English teacher to apply the group investigation strategy in teaching writing skill, especially in writing a report text. Besides, the teachers are supposed to find and select the materials which are appropriate the students' level of ability and interest. Hopefully, by using this strategy students could understand and write a report text more easily.

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Appendix 1

LESSON PLAN

Sschool Level : Senior High School

Class/Semester : XII/2

Skill : Writing

Subject/Topic : English/Report Text

Time Allocation : 2 x 45 minute

A. Core Competencies

4. Processing, reasoning, presenting, and creating in concrete and abstract ways related the development of what students learn at school, and are able to use the method according to the rules of science.

B. Basic Competencies

- 4.9. Compose an oral and written report text according to the social function, generic structure, and linguistic features.

C. Indicator

1. Writing short essay in the form of Report text.

D. Objective

1. The students understand social function, generic structure, and linguistic features of report text.
2. The students can write a report text in the end of the lesson.

E. Learning Material

Topic: Report Text

- Report: a factual text which describes the way things are, with reference to a whole range phenomena, natural, synthetic and social in our environment.
- Social function: to describe, organize and store the factual information about things, with refers to the whole phenomena, natural, synthetic and social in our phenomena
- Generic structure:
 1. Title: indicates a topic will be informed to the reader.
 2. General classification statement: contains statement or sentences that related to the topic being discussed.
 3. Description (s): provides some explanation and description about the topic and general statement such as a physical appearance, behavior, diets, landform and uses.
- Linguistic features:
 1. The consistency of generic participant.
 2. The use of material processes (action verbs).
 3. The use of linking verb.
 4. The use of simple present tense.
 5. The use of technical terms.

F. Learning Strategy: the Group Investigation

G. Learning Activity

1. *Pre-teaching (5 minutes)*
 - a. Greeting
 - b. Checking students attendance list
 - c. Checking the learning environment
 - d. Explaining the objectives of the lesson

2. *Whilst-teaching*

a. Observing (5 minutes)

- The teacher shows the video of report text in the whiteboard or LCD screen.
- Students watch the video
- The students observe general information about the animal in the video, such as type, appearance, diet, habitat and so on.

b. Questioning (15 minutes)

- Students ask some questions related animal in the video (Kangaroos) to students such as:
 - ✓ What is the animal in the video?
 - ✓ How do they look like?
 - ✓ What do they eat?
 - ✓ Where is their habitat?
- Students and the teacher answer the questions and discuss them together.
- The teacher shows the example of the report text and explains the social function, the generic structures which consist of the general classification of kangaroos and the descriptions like physical appearance, habitat, and habit, and linguistic features of the texts.

c. Associating (15 minutes)

- The students will be asked to sit in groups that have been formed in the previous meeting. Each group consists of four or three students who are heterogeneous.
- The students investigate the information of the topic that has been assigned.
- Each member of group takes note about the object they investigate.
- Each group analyzes all information which is taken from internet, encyclopedias, magazines, books, real objects and so on.

d. Experimenting (35 minutes)

- The groups find out an animal classification, appearance, habitat, diet and habit.
- The students elaborate the information and put their ideas into complete thoughts such as sentences and paragraphs.
- Then, teacher asks the groups to re-read and recheck the generic structures which consist of general classification and descriptions.
- The groups can change the order of the information, expand certain sections, or cut details in others.
- The groups check the language features such as the use of simple present tense, technical terms, diction, punctuation, capitalization, and spelling
- The teacher monitors and gives language help in their process of composing their text.
- The students submit the notes that they have written before.

e. Networking/Communicating (10 minutes)

- The teacher gives report text evaluation rubric to the rest of the groups.
- The representative of each group read their own report text in the front of the class.
- The students and the teacher evaluate each group's contribution

3. *Post-teaching (5 minutes)*

- a. The teacher checks the students understanding and asks the difficulty of the lesson.
- b. The teacher concludes the lesson together with the students.

H. Media, Materials, and Sources

1. Media : LCD projector, PowerPoint, Laptop, Whiteboard
2. Materials : videos, pictures and news articles
3. Sources : Text book, internet

I. Evaluation

1. From : writing news item text
2. Technique : written test
3. Scoring rubric :

Content	Excellent	Essay addresses the assign topic
	Good	Essay addresses the topic but misses some points
	Fair	Development of ideas not complete or essay is somewhat off the topic
	Less	Ideas incomplete
	Poor	Essay is completely inadequate
Organization (general classification, description)	Excellent	Appropriate title, effective general classification, topic is stated, leads to description and complete
	Good	Adequate title, general classification,, description is acceptable, some ideas aren't fully developed
	Fair	Mediocre general classification, problems with description
	Less	Minimally recognizable general classification, several problems with description
	Poor	Absence of general classification, no apparent description
Language	Excellent	Very effective choice of words and word forms
	Good	Effective choice of words and word forms

	Fair	Adequate choice of words, but some misuse of vocabulary and word forms
	Less	Limited range, confused use of words and word forms
	Poor	Very limited range, very poor knowledge of words and word forms
Grammar	Excellent	No errors, full control of complex structures
	Good	Almost no errors, good control of structure
	Fair	Some errors, fair control of structure
	Less	Many errors, poor control of structure
	Poor	Dominated by errors, no control of structure
Mechanics	Excellent	Mastery of spelling, punctuation, and capitalization
	Good	Few errors in spelling, punctuation, and capitalization
	Fair	Fair number of spelling, punctuation, and capitalization errors
	Less	Frequent errors in spelling, punctuation, and capitalization
	Poor	No control over spelling, punctuation, and capitalization

Mengetahui,

Kepala Sekolah

Guru Mata Pelajaran

NIP.

NIP.

Appendix 2

Video Screenshots of Kangaroos

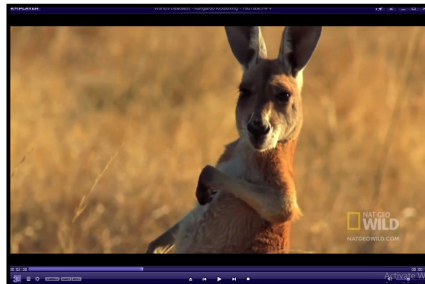
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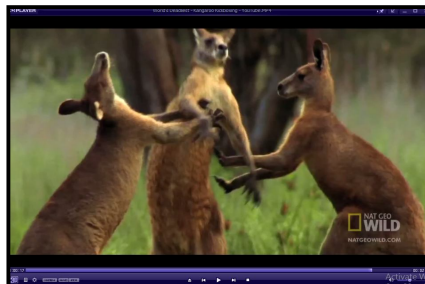
3.



4.



5.



6.



Taken from
<http://www.youtube.com/watch?v=4F3ZDqLIw7c&hd=1>

Appendix 3

An Example of Report Text for Whilst-Teaching

Kangaroos

Kangaroos are one of Australia's most iconic animals. Most of their species are endemic to Australia. There are over 60 different species of kangaroo and their close relatives. All kangaroos are belonging to the super family Macropodoidea. The super family is divided into the Macropodidae and the Potoroidae families.

Kangaroos are herbivorous. They eat a range of plants, grass and fungi. They have short front legs, long and strong back legs and a tail. These are used for sitting up on and for jumping. Kangaroos are marsupials. This means that the female kangaroo has an external pouch on the front of her body. A baby kangaroo is very tiny when it is born. It crawls at once into the pouch where it spends its first five months of life.

Different species of kangaroo live in a variety of habitats. For example, Potoroids make nests. While, tree-kangaroos live above ground in trees. Larger species of kangaroo tend to shelter under trees or in caves and rock clefts.

Most of kangaroos are nocturnal but some are active in the early morning and late afternoon. Kangaroos have been known to make forward jumps of over eight meters, and leap across fences more than three meters high. They can also run at speeds of over 45 kilometers per hour.

Adapted from <https://www.dfat.gov.au/facts/kangaroos.html>

Appendix 4

An Example of Text Based on the Language Features

LANGUAGE FEATURES

Kangaroos

Kangaroos are one of Australia's most iconic animals. Most of their species are endemic to Australia. There are over 60 different species of kangaroo and their close relatives. All kangaroos are belonging to the super family Macropodoidea. The super family is divided into the Macropodidae and the Potoroidae families.

Technical terms

Timeless simple present tense

Kangaroos are herbivorous. They eat a range of plants, grass and fungi. They have short front legs, long and strong back legs and a tail. These are used for sitting up on and for jumping. Kangaroos are marsupials. This means that the female kangaroo has an external pouch on the front of her body. A baby kangaroo is very tiny when it is born. It crawls at once into the pouch where it spends its first five months of life.

Linking verbs

Action verbs

Different species of kangaroos live in a variety of habitats. For example, Potoroids make nests. While, tree-kangaroos live above ground in trees. Larger species of kangaroo tend to shelter under trees or in caves and rock clefts.

Most of kangaroos are nocturnal but some are active in the early morning and late afternoon. Kangaroos have been known to make forward jumps of over eight meters, and leap across fences more than three meters high. They can also run at speeds of over 45 kilometers per hour.

Appendix 5**An Investigation Note Sheet**

Animal :	
Appearance	Diet
Habit	Habitat

Appendix 5

Report Text Evaluation Rubric

Content	Excellent	Essay addresses the assign topic
	Good	Essay addresses the topic but misses some points
	Fair	Development of ideas not complete or essay is somewhat off the topic
	Less	Ideas incomplete
	Poor	Essay is completely inadequate
Organization (general classification, description)	Excellent	Appropriate title, effective general classification, topic is stated, leads to description and complete
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	Fair	Adequate choice of words, but some misuse of vocabulary and word forms
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Grammar	Excellent	No errors, full control of complex structures

	Good	Almost no errors, good control of structure
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	Good	Few errors in spelling, punctuation, and capitalization
	Fair	Fair number of spelling, punctuation, and capitalization errors
	Less	Frequent errors in spelling, punctuation, and capitalization
	Poor	No control over spelling, punctuation, and capitalization

Adapted from Brown & Bailey (in Brown and Priyanvada, 2010: 286-287)