

CHAPTER I

INTRODUCTION

1.1 Background of The Study

The English language skill of Indonesian speakers needs to be enhanced in the areas of listening, reading, speaking, and writing. These language skills are essential for language learning because they are interrelated, especially in writing skills. However, writing is one of language skill that students must learn in order to achieve language mastery. Writing allows students to express their ideas through written words, so learning it is important for the teaching-learning process. Writing is challenging because students must learn it at a higher level of education in order to meet the goal in many contexts that they were encounter in their future lives.

Writing is the most challenging since it requires several language skills including punctuation, syntax, and organization when compared to other fundamental abilities like speaking, listening, and reading. Writing usually refers to the capacity to create a word form that can have greater truth values than the act of writing it down. It's important that your readers accept the outcome of your writing. For the reader to benefit the most from your work, it must have meaningful values. The writing class was split up into distinct phases to mirror the various stages of the writing process and handle many of the challenges that teachers and students often encounter (Yuliarsih and Anjarani 2021).

According to White (1986:10) as cited in (Ismayanti and Kholiq, 2020), writing is the act of putting ideas, details, facts, or experiences into words and then

reading what has been written in order to gain knowledge or to share and learn. In addition, according to Tarigan (1994: 3) as cited in (Barus and Panjaitan, 2022), writing is the process of creating or drawing graphical symbols that represent a language that individuals can understand so that other people can understand the graphical symbols or symbols provided. If people understand the language and illustrations themselves, they were able to interpret the graphical symbols displayed. In a similar vein to Ramelan (1992: 14) as cited in (Berg, 2021), added that writing is a sign or representation of language. Writing is an activity to express ideas, events, feelings, or thoughts in written form that can be used as a tool to communicate with others, according to the definition given above.

Writing well and perfectly requires a large vocabulary, correct spelling and correct grammar, as well as correct punctuation. Proficiency in writing entails an understanding of how others communicate their ideas and feelings through written language. The concepts' precision and the accuracy of the language's lexicon, grammar, and spelling must line up (Abbas, 2006:125). Many individuals find that writing is very important since it helps them understand paragraphs written in English and gain knowledge for academic or recreational purposes. Children who write can also develop broader perspectives on their surroundings and their knowledge. In addition, they are able to converse or write a paragraph that contains their thoughts, fantasies, and experiences that can be further explored and turned into a history.

This study, the teacher used individual writing learning techniques on grammar, vocabulary, and verbs. In this lesson, the teacher gave examples of how to correctly construct sentences, letters, and punctuation in making verbs, starting

from the subject of the sentence, object, and time adverb. The material provided includes Present Tense and Past Tense for the beginning level. The application of this technique at the early stage of learning could effectively open up basic knowledge about easy methodology in learning a language and its future application at the next stage. By using practical exercises and providing structured feedback, students build a strong foundation that supports their continued growth and application of language skills.

In this research, the researcher found that students of SMP Negeri 2 Ubud face challenges in socializing, causing difficulties in discussing effectively with other students. According to Winaputra (2001:75), as cited in (Sapitri, 2022) states in Group Investigation method focuses on inquiry, knowledge, and group dynamics, involving diverse ideas and viewpoints, involving students in a dynamic process. GI technique or group investigation is collaborative learning, in which students work in a form small group to “investigates” a learning topic. Herbet Thelen developed GI techniques to encourage independent and collaborative learning, fostering curiosity, communication, negotiation, and teamwork skills, rather than solely focusing on teacher-provided content.

One of the many successful tactics for getting students to cooperate when learning how to write, particularly when studying descriptive text, is the group investigation technique. An approach that facilitates communication in small groups is group investigation. This technique can be applied to come up with writing ideas. Additionally, students create interest groups under the Group Investigation technique to design and carry out an investigation and then combine the results into a group presentation for the class (Zingaro, 2008). Using this

technique, students had to plan their study topics as well as how to carry out further research.

Using the group investigation technique, students were divided into groups of four to five members each. Each group selected the study's objectives and subtopics to research before preparing and presenting the text to the class (Isjoni, 2009) as cited in (Ayu et. al, 2022). By employing this technique, students can freely discuss their thoughts, opinions, and arguments throughout the learning process before putting their investigation into practice. The purpose of this study is to determine whether or not students who employ the Group Investigation technique during their learning process differ significantly from those who do not in terms of their ability to write.

In this study, to improve students' writing skills, the material that be used was descriptive text material. The definition of descriptive text is text that explains something. Things that can be explained include people, animals, objects, events, or places. Descriptive text provides a detailed explanation so that readers understand the object of information they are looking for or know. In descriptive text, it is very important to be selective in choosing the right words and arranging the most effective sentences in the form of written presentations, so that readers can understand them clearly and correctly.

Therefore, to improve students' writing skill, appropriate methods and material that is easy for students to understand are needed. Studying in groups could also made students interested in learning to write so that students can discuss, compose sentences, and also correct together. Using descriptive text materials and GI techniques could assist students to improve their writing skills and also the

vocabulary they learned. In this case, the aim was that students could understand each other's material. This could also increase student socialization with other students. Using GI technique or group investigation technique could enhance student's writing and social ability.

1.2 Research Problem

Based on the background of the study, it was necessary for students to develop or improve their writing skills, so that students were able to create what they want to convey to those around them. Because it was necessary to increase students' interest in writing, appropriate methods or techniques were needed for students. There are some students who are not interested or have lost interest in writing, this is due to a lack of mood or interest in writing, difficulty in finding topics or ideas, lack of self-confidence and difficulty in starting to write, these are internal factors that can influence students' writing abilities. Based on the problems faced by the seventh-grade students of SMP Negeri 2 Ubud in the academic year 2024/2025, they still need to improve their writing skills. The researcher problem was formulated as follows: can the writing skills of the seventh-grade students of SMP Negeri 2 Ubud in the academic year 2024/2025 be improved by using GI Technique?

1.3 Objective of The Study

The main purpose of this research was to determine the improvement of student's writing skills using the GI (Group Investigation) technique. This aim used

to improve student's writing skills, such as using appropriate punctuation and composing sentences correctly and neatly, as well as improving student's sociability. Therefore, the objective of the present research was to determine whether or not the English writing skill of the seventh-grade students of SMP Negeri 2 Ubud in the academic year 2024/2025 could be improved by using GI (Group Investigation) technique.

1.4 Limitation of The Study

In conducting this research, the researcher limited the problem to improving students' writing skills by discussing or forming groups on certain topics. The study's limits are critical to avoid lengthy discussions and focus on specific research questions. Writing covers a wide range of subjects; therefore, researchers must reduce the scope of their investigation. The researcher limited the investigation to improving writing skill of the seventh-grade students of SMP Negeri 2 Ubud through Group Investigation technique. By narrowing the focus, this research aims to avoid misconceptions and misinformation during classroom action research.

This study focuses on improving the writing skills of the seventh-grade students of SMP Negeri 2 Ubud in the academic year 2024/2025 by using GI technique. Students in this school followed the Merdeka curriculum. Based on the English syllabus obtained by the researcher, the main emphasis of this study was on the four main competencies and their basics. In this study, the researcher applied the Group Investigation technique using Descriptive Text about animal and using Picture-Cued Task to assess. In this research, the researcher had taken class VII as the subject and consist of 33 students.

1.5 Significance of The Study

To improve writing skills of the th-grade students of SMP Negeri 2 Ubud in the academic year 2024/2025, This study focused on the teaching and learning process of writing descriptive text utilizing Group Investigation approaches as a teaching strategy to enhance students' writing abilities and knowledge. To ensure that this research had a good impact, a theoretical and practical basis was required. Furthermore, they were both theoretical and practical, which helped to reinforce and deepen the explanations offered effectively. The following are the theoretical definitions and their practical significance:

Theoretically, by involving students, students were interested in increasing their vocabulary, practicing writing correctly individually because they were always involved in group activities. Theoretically, the goal of this study was to support writing theory. Aside from that, discover the purpose of writing and group investigation tactics using visuals. The study found that the Group Investigation technique improve students' writing skills. The theory employed in this study could supplement current references and provide further explanations. If other researchers desired to perform classroom action research, writing skills, and Group Investigation strategies using pictures, the results of this study could be used as empirical proof. As a result, these theories could assist teachers comprehend and develop instructional practices.

Practically, for English teachers, students, and other researchers, the study's practical conclusions are anticipated to be specified. The study suggests that group investigations using PowerPoints or paper depictions of a subject could effectively enhance students' writing skills, also this helped teachers of English. Furthermore,

the results of this study should assist educators in resolving issues that students may be having coming up with and structuring ideas for descriptive texts according to a format. Students are motivated to enhance their writing skills via a more engaging and dynamic teaching-learning process. This research used group investigation to help students improve writing skills and prepare future researchers for advanced procedures.

1.6 Definition Key of Term

The definition of the key terms in this research so that to avoid misunderstanding and confusion. These aims to enabled readers to understand what the purpose of this research. Therefore, researchers must provide an explanation regarding definitions related to writing ability and Group Investigation (GI). Definition of key terms could be defined, as follows:

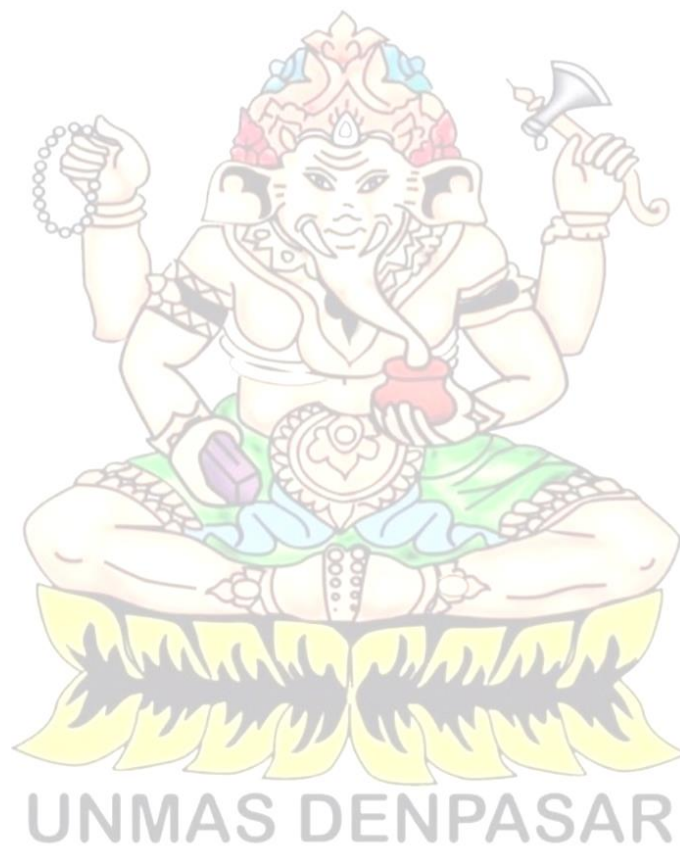
a. Writing Skill

In this study, writing skill was a skill of the seventh-grade students of SMP Negeri 2 Ubud in writing a descriptive text. In the process of writing descriptive text, students composed texts about animals which must consist of 6-11 sentences that fulfill the general structure consisting of: identification, description, and conclusion.

b. Group Investigation

Group investigation is technique to improve the writing skill of the seventh-grade students of SMP Negeri 2 Ubud by making a group of 4-5 members, the teacher gave students a topic, then the students started to identify and investigate

the topic. After that, students discussed about the topic with their group, and then preparing the final report, then presenting the result to another group, and then evaluating for the last session.



CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

A scientific study should be conducted based on an appropriate theoretical framework and empirical results. Chapter II reviews some theoretical perspectives and empirical evidence to support this investigation. The purpose of this study was to determine whether the usage of the Group Investigation technique improves students' writing skills. In this study, the researcher addressed theories that are relevant and crucial to the investigation. The current study was based on the following theoretical frameworks: Writing Skill, Group Investigation Technique, Descriptive Text, and Writing Assessment.

2.1.1 Writing Skill

Writing is an essential skill that transcends academic boundaries and impacts various aspects of life, from professional communication to personal expression. Effective writing allows individuals to convey their ideas clearly, engage their audience, and achieve their objectives. In this essay, students exploring the critical components of developing strong writing skills, emphasizing the importance of understanding assignments, planning and organization, clarity and conciseness, grammar and style, and the processes of editing and proofreading. By honing these skills, one can enhance their academic performance and communication prowess.

Writing is a communication technique that uses visual cues and graphic symbols on paper, as explained by Chitravelu (1995). In other words, writing is the ability to produce and organize ideas, support them with examples or evidence, and compose them in formal written English about a particular subject. The author of this study measured students' writing skills using free writing. However, the free writing that was made remained systematic, coherent and in accordance with academic rules. Where in each writing on an idea can be conveyed and the contents of the material can be understood clearly and convincingly.

Writing is a technique to express personal meaning. Individuals develop their own perspectives on an issue. Participants shared their perspectives on a topic with one another. Individual views may differ from those of others. It all depends on their beliefs. People must communicate their thoughts in an understandable and acceptable manner (Hyland, 2004:09). According to Meyers (2005:2), writing as the process of gathering thoughts, putting them on paper, and correcting them. Writing is a time-consuming process that occurs in stages. Effectively navigating these stages helps writers create meaningful and impactful written work that resonates with their intended audience.

According to Pincas (1982:4), writing allows people to communicate and convey their emotions and thoughts. Writing is a strategy for communicating and expressing oneself. Writing is one of the most important factors in building a society. Writing is necessary for the existence of the world we know today. This shows that the evolution of writing is one of the greatest works done by humans. Children learn to speak before they learn to write, and many people around the

world speak languages that do not have a written form. Therefore, learning to write is one of the important factors in developing ideas or thoughts and feelings.

Writing is one of the communications techniques that uses visual cues and graphic symbols on paper, as explained by Chitravelu (1995). In other words, writing is the ability to produce and organize ideas, support them with examples or evidence, and compose them in formal written English about a particular subject. The author of this study measured students' writing skills using free writing. However, the free writing that was made remained systematic, coherent and in accordance with academic rules. Where in each writing on an idea can be conveyed and the contents of the material can be understood clearly and convincingly.

According to Harmer (2007), writing often helps as practice for other tasks, especially when students construct sentences to explain themselves during discussion exercises. However, effective written communication requires a high level of writing proficiency from the writer. The writing process stimulates students to dissect knowledge of vocabulary and also encourages the initiative to enrich it by reading various references, references and academic narratives more widely, which means that they can aggressively improve their writing skills. Where the more often they practiced by creating lots of writing materials, by expanding their reading as references, the more their insight, vocabulary and writing skills and quality were increased.

According to Hegarty (2000:5), writing requires knowing the order of sounds, letter forms, vocabulary, grammatical structures, and punctuation. Brown (2014) as cited in (Yusuf and Hasanudin, 2020) states that "Writing is a way to make some thoughts of students' knowing to be written". When kids write, they are

able to discover their thoughts and express them through words, sentences, and passages. And it is impossible to explain it all at the same time. They should understand the concepts of vocabulary, word choice, paragraph arrangement, and language structure. This writing procedure also requires some talents and expertise. Compared to other basic language skills like speaking, listening, and reading, writing is the most difficult since it involves multiple language skills including organization, grammar, and punctuation.

According to Dwiyanti (2022), a significant amount of designing and rewriting to organize the writing, as well as a substantial amount of cling to earlier stages, may disturb the composition of a draft by a number of expert authors. Process writing is a classroom practice that consists of the four main writing phases as well as three additional stages mandated by the teacher: responding(sharing), appraising, and postwriting. In this case, the highly regulated nature of process writing may result in sanitation issues when teaching responsive activities. Effective process writing education revolves around striking a balance between structure and flexibility, as well as tackling the obstacles that come with each step.

According to White (1986:10) as cited in (Ismayanti and Kholiq, 2020), states that writing is the act of putting thoughts, details, facts, or experiences into words and then reading what has been written in order to gain knowledge or to share and learn. Furthermore, according to Tarigan (1994: 3) as cited in (Barus and Panjaitan, 2022), writing is the act of producing or illustrating visual symbols that substitute for a language that people can understand in order for other people to understand the visual symbols that are presented. People were able to decipher the exhibited visual symbols if they can understand both the language and the image.

Ramelan (1992: 14) as cited in (Berg, 2021), states writing is a sign or language representation. Writing is the act of putting thoughts, feelings, experiences, and ideas into written form.

In conclusion, writing is a way to express one's personal meaning. Individuals form their own opinions on a subject. Participants were shared their It indicates writing is a method of communicating and expressing oneself. Writing enables you to express your thoughts and emotions. Following that, it provides information to the readers. They should be familiar with vocabulary, word choice, paragraph arrangement, and language structure. This writing process necessitates a certain level of skill and competence. There is also process writing, which is a classroom practice that includes the four core writing processes as well as three additional stages imposed by the teacher: responding (sharing), assessing, and postwriting. In this scenario, the highly regulated nature of process water could lead to sanitations when teaching responsive actions.

2.1.2 Group Investigation

GI technique or Group Investigation technique is collaborative learning model that involves students in planning and analyzing topics through six stages: Grouping, Planning, Investigating, Organizing, Presenting, and Evaluating. Implemented in junior high school, it promotes active learning and independence. Group exploration is an organizational approach that allows students to work in small groups and determine their own learning objectives and methods. The group inquiry strategy asks students to create small interest groups, plan and conduct their

own study, then synthesize their group members' findings, and finally present their findings to the entire class.

In GI technique, students join interest groups to plan and conduct investigations, culminating in a group presentation to the class. The teacher's responsibility is to inform students about available resources for conducting investigations. GI consists of four key components ("the four I's"): Exploration, students gather information and explore different aspects of a topic, Interaction, through discussions and group work, they share ideas, challenge each other, and refine their understanding of the topic, Interpretation, students analyze and synthesize the information collected during exploration and Intrinsic Incentive refers to the internal motivation students have to learn. Groups conduct investigations to learn more about a specific topic. Cooperative learning relies on interaction between students to explore concepts and support one another. Group interpretation involves synthesizing and expanding on individual findings to improve understanding and clarity of ideas. Giving students autonomy in their investigations fosters intrinsic motivation.

As explained earlier, the implementation of Group Investigation involves six steps: presenting a multi-faceted problem in front of the class, forming interest groups, planning the investigation, conducting the investigation, planning the presentation, conducting the presentation, and evaluating the results. Teachers should avoid giving their own ideas or rejecting them. Group representatives often make reports in front of the class, helping group members appreciate their social unit. In terms of teachers, they tend to observe and provide a wide space for student thinking. This is important in addition to getting students' original views and

thoughts and building students' confidence in expressing and arguing for their own opinions.

Research consistently finds higher achievement rates from GI activities compared to whole-class learning, especially on higher-order cognitive topics, as typically found in CL approaches. In addition, GI has been found to increase internal motivation and foster constructive interethnic relationships. GI offers a strong foundation in empowering students to take responsibility for their education compared to other CL techniques. Through this research-based training mechanism, it can effectively train the mindset to not refer to personal assumptions in judging and behaving and making decisions, but to always base it on various considerations, perspectives, inputs, and even empirically tested research.

According to Johnson (1990), problem-solving activities are the main focus of cooperative learning strategies based on group research procedures. Students obtain the essential data for this job, share thoughts, then interpret those ideas. Afterwards, they must ultimately deliver to the class the outcomes of their group discussion. One type of learning approach that facilitates contextual learning is cooperative learning. The term "cooperative learning teaching system" refers to a method of structured group work and study. The five fundamental components of this structure are positive interdependence, individual accountability, interpersonal connection, collaborative skills, and group process (Johnson and Johnson, 1994).

According to Slavin (2013), Group Investigation is a collaborative learning method in which students help determine the theme to be studied and then collaborate to complete their investigation. This means that students have a greater influence on their learning process and have the opportunity to collaborate with

peers when using this technique. This technique trains and encourages students to actively express their thoughts, opinions with arguments from assumptions based on observing them and trains interactive skills to discuss each individual's views collectively to obtain the best conclusion.

According to Winaputra (2001:75) as cited in (Sapitri, 2022), in the Group Investigation technique, there are three primary concepts: study or inquiry, knowledge or knowledge, and group dynamics or the dynamic of the learning group. Here, students use research as a dynamic process to solve problems and find answers to questions. Knowledge is defined as the direct or indirect learning experiences of students. On the other hand, the setting that group dynamics describes shows interaction with a variety of ideas and opinions as well as the sharing of experiences through debate.

The Group Investigation method fosters collaborative learning through a structured process. According to Kagan (2009), it begins with identifying topics and forming diverse research groups. Students then plan their tasks by selecting subtopics, setting objectives, and deciding on inquiry methods. During investigation, they collect and analyze data while collaborating with peers, teachers, and resources. Findings are synthesized into a final report, with group presentations encouraging creativity through formats like debates or exhibitions. The process concludes with an evaluation of higher-order thinking skills, involving both teachers and students. This method enhances critical thinking, academic engagement, and social skills, aligning with cooperative learning principles (Kagan and Kagan, 2009). The procedural steps of Group Investigation implementation in the classroom teaching-learning process are as;

a. Stage 1. Identifying the Topic and Organizing Pupils into Research Groups.

A compromise is struck between the necessity to divide students into diverse groups and the need to give pupils a choice of inquiry topics.

b. Stage 2. Planning the Learning Task.

Group members or pairs of group members select subtopics for inquiry.

Groups pick what and how they were study. They establish learning goals.

c. Stage 3. Carrying Out the Investigation.

Multilateral communication is emphasized when students interact with collaborators, teachers, other groups, and resource persons. They collect information, analyze and interpret data, and draw conclusions.

d. Stage 4. Preparing the Final Report.

Students create a report, event, or summary. Students organize, abstract, and synthesize information. Groups decide on the content and manner of their presentations, which are coordinated by a steering committee of group representatives.

e. Stage 5. Presenting the Final Report.

Exhibitions, skits, debates, and reports, as well as the involvement of non-group cast members, are permissible formats.

f. Stage 6. Evaluation.

Higher-level learning is evaluated, including applications, synthesis, and conclusions. Teachers and students may participate on evaluation; the steering committee may assist the teacher in developing the exam.

In conclusion, The GI approach, also known as the Group Investigation technique, is a collaborative learning methodology in which students plan and analyze issues in six stages: grouping, planning, investigating, organizing, presenting, and evaluating. Group investigation is an organizational strategy that allows students to work in small groups and set their own learning goals and methodologies. The group inquiry technique requires students to form small interest groups, organize and carry out their own research, synthesis their group members' results, and finally present their findings to the full class. The implementation of Group Investigation consists of six steps: presenting a multifaceted topic to the class, organizing interest groups, planning their investigation, carrying out the investigation, arranging their presentation, delivering the presentation, and evaluating the results.

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2.1.3 Descriptive Text

Descriptive text is a text that describes people, places, animals, characteristics, or objects in detail. It can be said that descriptive text is a series of sentences that describe something in detail, described carefully in terms of shape, appearance, atmosphere, color, aroma and everything so that it can build an imaginary image of the reader as if seeing, experiencing and witnessing it

themselves. In large lines, descriptive text guides readers to find out the object of information they want to find. The purpose of descriptive text is to describe or express a person or object, both abstract and concrete can be understood according to the author's intent. The benefits of descriptive nature can also help students to improve their writing skills, as well as expand the vocabulary of understanding that is mastered.

Descriptive text is a functional text that is difficult for students to master. Descriptive text is a text that describes the attributes of a place, a person, or something (Artono, 2008). According to Oshima and Hogue (2007), writing a description involves the senses, therefore the description describes how something looks, feels, smells, tastes, and/or sounds. A good description is a word picture that allows the reader to mentally imagine the object, place, or person. Skill in composing sentences, choosing words and combining them in describing a situation, event or object was affect the reader's emotions if their imagination is successfully built by the guidance of sentences that are described coherently and clearly.

Descriptive text is essential for communication, especially in creative and intellectual writing. This text not only explains the world around us, but also enhances the reader's experience and understanding of a topic. Writers can take their readers to various settings ranging from the ordinary to the magical by using comprehensive descriptions, making the environment feel real as if the reader were there in person. This immersive experience is important in storytelling, because the setting can be as important as the characters. Where the reader's belief in information, a story or a topic of discussion or research and a study is very much

determined by the ability of descriptive writing. The narrative's worth as a representation of data-based arguments, static or moving images is enhanced when the reader feels deeply involved.

In education, writing descriptive text allows students to improve their observational abilities. Students improve their attention to detail and mindfulness by learning to take notes and express particular facts about their subjects—qualities that are useful in many areas of education and life. This type of writing enables students to research and go deeper into their subjects, resulting in a comprehensive and nuanced understanding. Whether describing a historical event, a biological process, or a work of art, being able to deliver precise and accurate descriptions adds depth and clarity to any instructional topic.

Furthermore, descriptive text is essential for emotional and aesthetic engagement. Writers can evoke emotions and reactions from their readers by using vivid language and sensory elements. This emotional connection is especially important in literature and media, where descriptive context often helps develop characters and progress the story. It has the ability to transform a simple storyline into a rich and memorable experience that touches the hearts of the audience. The background of the situation, its detailed description in sentences to tell about the feeling, place, atmosphere and even describe the characteristics, hues, shapes of the eye catches of a situation using language that is closest to the language of the reader that is easy to understand is one part of the expertise needed in writing descriptive text.

The usefulness of descriptive text extends to professional sectors such as journalism, marketing, and technical writing. In journalism, comprehensive

descriptions bring news stories to life, making the events more understandable and accessible to the viewer. In marketing, excellent descriptions can influence and persuade potential consumers by vividly describing a product's benefits and qualities. In technical writing, clarity and precision in describing procedures, operations, and requirements are critical for user comprehension and safety, demonstrating the importance of effective descriptive abilities in distributing key information.

The effective use of descriptive text frequently presents difficulties, notably in striking a balance between over-description and under-description. Excessive detail can lead to verbosity, which can tire readers and distract them from the core idea. On the other hand, a lack of details might produce a text that is unclear and boring to read and does not help the reader grasp the subject matter. By concentrating on the most important facts and adjusting their descriptions to the requirements and expectations of their audience, competent writers are able to achieve this equilibrium.

In conclusion, descriptive text is an essential instrument in contexts that involve literature as well as non-literature. It increases the efficacy of communication by drawing vividly and in an interesting way on the traits of the subjects being presented. With the development of their descriptive writing abilities, professionals and students add to the clarity and richness of language used to communicate human experiences and knowledge, as well as to their own linguistic evolution. Proficiency in descriptive writing is an undertaking that offers substantial intellectual and compassionate benefits, regardless of the medium—academic tasks, business documents, or creative expression.

2.1.4 Writing Assessment

Assessment is essential for effective teaching and learning in the classroom. Teachers must understand the criteria for assessing student writing. Writing skills include methods and products. The process includes prewriting, drafting, and revision. Writing is a productive skill, therefore it requires a written product. Assessment is needed here to evaluate the product itself. Then, through assessment, it can be a benchmark whether the skill has improved or stagnated, or even goes beyond a simple narrative to be reviewed with normative assessment. Because it is possible that there is a dominant literary talent that influences students to be able to illustrate with new, different, unique narratives or based on a wealth of rich vocabulary and/or more dynamic contemporary insights in its time, so that teacher educator policies are needed to study more deeply.

According to Hyland (2003), writing is more than just a mechanical activity; writing is an important way to express feelings, ideas, and share life experiences in depth through written language. Writing strengthens the relationship between writer and reader by fostering empathy, understanding, and enlightenment about the human condition. Through writing, writers are required to be able to accurately express situations in detail and beautifully, so that readers seem to witness or hear for themselves the events written, where the reader's imagination can become the eyes and ears guided by the author's text narrative.

According to Reid (1987), that writing is a methodical and purposeful process in which concepts, feelings, and personal stories are carefully constructed through the application of applicable language standards. By following a structured technique, readers tend to be more involved and understand the content intended by

the writer, which is presented simply and effectively. The use of language that is an acronym or also the language of a certain small community that is not generally and widely understood, written without the ability to convey meaning and intent concisely, can obscure the reader's understanding and even disrupt the depiction of feelings, atmosphere or series of stories to be conveyed.

Writing assessment has become a focus of new educational directions due to dissatisfaction with traditional testing practices and changing views on the learning process. The complexity of writing assessment reflects the field of assessment in general. The term "writing assessment" juxtaposes the debate between writing and assessment, with impromptu examples criticized for their narrow perspective and portfolios for their inability to meet statistical measures. Writing, on the other hand, is a direct reflection of an individual's ability and the richness of his or her literature knowledge, as well as the breadth of reading as a reference and even the writer's social environment that influences writing style. Where the breadth and narrowness of perspective are closely related to the insight and ability of the writer's mindset.

Writing assessment requires the assessor to have a thorough understanding of the subject matter and the author's purpose. Writing skills cannot be evaluated only from the assessor's perspective; instead, it depends on the reader's ability to interpret and understand the author's inspiration, expression, and various styles of language. Assessment must be objective with a broad perspective to feel the author's intention and trace the understanding of the setting, situation, position, time and even culture, as well as from the perspective of which approach the author chooses in conveying his narrative. The evaluation is guaranteed to be fair, perceptive, and

encouraging of the author's development if a wide viewpoint and impartial methodology are used.

Writing, in the words of Nurgiyantoro (2001: 273), states that writing is the process of expressing ideas using language. Writers need to be proficient in vocabulary, writing grammar, and language structure because writing is a creative and expressive activity. Meanwhile, according to Suparno and Yunus (2008: 13), writing as the action of communicating a message (communication) through written language. Written communication consists of at least four elements: (1) the writer as the message's transmitter, (2) the content of the writing or message, (3) the channel or medium in the form of writing, and (4) the reader as the message's recipient.

Based on the opinions expressed above, it can be stated that when providing an assessment of writing skills, the writer's expertise in expressing ideas, ideas, and spontaneous feelings in the form of written language so that other people who read can understand the contents of the writing well, should be a benchmark for assessment, including whether or not there has been an increase in a person's writing abilities and skills. Whereas vocabulary quantity and language style are essential factors in judging language mastering abilities, accurate sentence placement in both formal and social situations is a sign of language mastery.

The researcher applied the Group Investigation technique to students, integrating it with the use of pictures. The study employed the Picture-Cued Task approach (Brown, 2004), which was implemented by the researcher. Picture-cued tasks are effective in assessing students' writing skills by encouraging them to construct brief sentences based on a series of images (Sofian, 2012). According to

Meadan (2011), as cited in Mayasari (2019), a picture-cued task is a simple instructional step presented in the form of an image or a series of photos, designed to help learners remember and understand the subsequent steps of a task. Brown (2004) suggests that picture-cued tasks, whether simple or complex, provide a nonverbal approach for generating writing responses, facilitating students' comprehension of concepts, and fostering idea generation.

In this research, the researcher using Scoring Rubric as writing assessment. Scoring rubrics are essential tools in writing assessment, providing a structured framework with clear criteria such as organization, coherence, grammar, vocabulary, and mechanics. These criteria ensure objective and consistent evaluation practices. According to Oshima and Hogue (2007), rubrics guide both educators and students, facilitating constructive feedback and minimizing subjectivity. For students, rubrics highlight strengths and areas for improvement, fostering a deeper understanding of writing as an iterative process. For educators, rubrics provide a standardized method for fair evaluation. This study employs a rubric focusing on task achievement, coherence, lexical resource, grammatical accuracy, and creativity. These dimensions align with educational standards, bridging assessment and learning to develop proficient, confident writers while ensuring comprehensive evaluation of writing skills.

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2.2 Empirical Review

An empirical review looked at similar research and past studied that are pertinent to the subject of the current study. It seeks to examine new discoveries that support ongoing research. Furthermore, a thorough grasp of the underlying theory and knowledge of the advantages and disadvantages of the various approaches employed are made possible by the analysis of previous research.

Through Group Investigation (GI) or other tactics or strategies, the researchers wanted to increase writing skills in this study. The current research is supported by two basic references from earlier investigations. The linked research is thoroughly described in the sections that follow.

The first research was conducted by Dwiyanti (2022), “The Effect of Using Group Investigation Method to Improve Students' Writing Skill At MTS N. 3 LUWU”. Other thesis, Institut Agama Islam Negeri (IAIN) Palopo. The purpose of this study was to evaluate the efficacy of the group approach that uses pictures to teach writing to students in ninth grade. Pre-experimental techniques are used in this study. That Students from LUWU's MTS N.3 were the participants. Purposive sampling was utilized in this study to choose pupils who actively speak English as the topic matter. That Tests and observation are the research instruments. Five categories are used in this research to grade written students: content, organization, vocabulary, grammar, and mechanics. The significance test, standard deviation, and means were used to examine the data. Following analysis of the data, it is established that grouping is how learning occurs. At MTS N.3 LUWU, the picture-based approach enhances pupils' writing abilities.

The first weakness of the study, first in the observation and test instruments were not fully justified. In this study, the researcher used tests and observations as instruments, but there was no justification or detailed explanation of how these instruments were developed, validated, or how they ensure accurate measurement of writing skills. The second weakness was that the researcher did not have a control group. This study was described as using a pre-experimental technique. Without a control group to compare with the experimental group, it was difficult to determine

whether the observed improvement in writing skills is truly due to the technique of investigating the group or whether it may be due to other factors or natural improvement over time. In this study, the researcher was more careful in the instruments created and paid more attention to controlling the group.

The second research was conducted by Ginting, et.al (2020), “Enhancing Students’ Critical Thinking in Writing Through Group Investigation Strategy Assisted by Digital Story Board Media” SMA Al-Hikmah Medan in 2019/2020 Academic Year. This classroom action research aims to improve students' critical thinking in writing by using group investigation tactics and digital storyboards. The data were acquired by observation, field notes, and a writing test. The study found that using a group investigation technique with digital storyboards significantly improved students' critical thinking in writing. This is seen in improved student writing, learning activities, and instructor effectiveness.

The first weakness of the study, first was the lack of long-term follow-up. The researcher evaluated the effectiveness of the group investigation strategy and digital storyboards over a period of time but did not include long-term follow-up to assess whether improvements in critical thinking and writing skills were sustained over time. Without a long-term perspective, it was difficult to determine the lasting impact of the intervention. The second weakness was the lack of comparison with alternative techniques. This study revealed that digital storyboards in the group investigation strategy improved critical thinking and writing, but did not compare this technique with other teaching techniques, so it is unclear. In this study, the researcher provided and control a long period of time to evaluate students' writing skills with the GI technique. In this study, differently by focused on creating precise

instruments and controlling the group for a long period to evaluate students' writing skills using the GI technique.

