

Hak Cipta Diindungi Undang-Undang

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CHAPTER II

LITERATURE REVIEW

A. Theoretical Framework

1. The Concept of Writing

Writing is an important thing in our global society. Writing has also become foremost part in people is daily life. Let us imagine how this world would be without writing. Through writing, we can learn a lot of things from the simplest one for example “how to make of tea” untill how this earth formed. It means that writing plays a significant role in our life. Writing can be a means of communication. Because, through writing we can express our ideas, experiences, thoughts, and feelings. It is even through writing, we can communicate over long distance and period. According Ramelan (1994), writing is very important as a part of man’s culture because it can be used to preserve thought, ideas, and also speech sounds.

Writing is one of the language skills in English subject that should be mastered by students. As stated in Harmer’s books, writing has always formed part of the syllabus in the teaching of English. In the syllabus of ministry of Indonesia the purpose of teaching English is to develop students’ ability in oral and written communication. Writing as a productive skill, according Widdowson (1996), writing is physical productive activity. It means the productive is producing marks that are perceived by the eyes as a result of the movement of the arm and fingers.

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It can be also the process of producing ideas and feelings through written forms. It needs several skills to produce it. It is not easy as we imagine. In writing, students do not only organize the ideas but also translate the ideas into readable text. The writer also can foster the other competences such as grammatical and sociolinguistic competence. Concisely, in writing the writer can learn various grammars in different text because every text has different language features of grammar.

Writing is a combination of process and product. Nunan stated that product oriented approached to the development of writing favour classroom activities in which the learner is engaged in imitating, copying, and transforming models of correct language. This approach is primarily concerned with correctness and form of the final product. Talking about the writing as a process, According to Boardman (2002), writing is a continuous process of thinking and organizing, rethinking and reorganizing. They have been thinking how they are going to say it when the learners are writing something down for the first time. After finishing, they have to read what they have written and corrected. Therefore, the learners will consider some process such as imagining, organizing, drafting, editing, and reading in order they can produce their ideas and thought into good written forms. The stages of writing process is to help students in learning writing, so if they have already followed the writing process, they will be able to acquire this skill easily and be able to make a good writing.

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Based on explanation above, writing as one of productive skill that should mastered by the students. The process of writing is very useful to the students to help their write clearly.

2. The Process of Writing

Writing as a productive skill is not an easy job. It requires some stages to be applied in order to create a good writing that is readable and understandable by readers. Even the writer need a lot of time just to produce a piece of writing. Moreover, According Rijlaarsdam and Bergh (in Dilkawaty, 2012), pointed out that the process of writing are planning (Pre-writing), drafting, revising, editing, and finished product. The process of writing might include several stages as in the following explanation below:

a. Planning (Pre-Writing)

Prewriting is the first step that the students to do start writing. It is any activity in the classroom that encourages students to write. It stimulates thoughts for getting started. The goal here is to generate ideas. Listing, brainstorming, outlining, silent thinking, conversation with a neighbor, or power writing (described below) are all ways to generate ideas.

b. Drafting

Drafting is a step after planning. This step involves the ideas from the planning stage into written sentences, adding details, and elaborating. In drafting, students have to use the easy way that the

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students can use some questions that help them while they are drafting.

c. Revising

Revising is not only merely checking for language errors like editing. In revising, students reexamine what was written to see how effective by communicating meanings to the readers.

While revising, students learn techniques to make their writing better and they can apply the next time they draft. It is done to improve global content and ideas organization in order that writer's intent is clearer to the readers.

d. Editing

This is the stage where grammar, spelling, and punctuation errors are corrected. Editing as part of the writing process should first be done by the author and then again by a peer or adult, using the appropriate editing marks. To finish writing well, you edit. You edit in the later stages of writing to recheck your whole text, to make sure, read as you intend it to read.

e. Final Product

This is where students' writing is shared with an audience. Writing becomes real and alive at this point. It means that after the writer has done all of the process of writing. It is as the final of the process where writing can be accepted by the reader.

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3. The Purposes of Writing

When someone writes something, he or she has purposes for writing. Each writer has his own purpose, in accordance with the text of which was planning to write. In addition, based on Basic Competency-Kompetensi Dasar (KD), the tenth grade students are expected to be able to express meaningful ideas in term of functional text and simple short essay in the form of narrative, descriptive and recount to interact with people in their nearest environment.

Writing is not only putting the sentences into a paper, but there are some purposes of writing. Based on Kate Grenville books, there are some purposes of writing like stated as follow:

a. Entertain

The writing does not necessarily make the readers laugh, but it at least engages their feelings in some way. Writing to entertain generally takes the form of so-called ‘imaginative writing’ or ‘creative writing’ (of course, all writing requires some imagination and creativity). Examples of imaginative writing are novels, stories, poems, song lyrics, plays, and screenplays.

b. Inform

The writing tells the reader about something. These kinds of writing can also be ‘entertaining’ in the sense that they are good to read, and aslo entertaining the reader is not their main purpose. Examples of writing to inform are newspaper articles, scientific or

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business reports, instructions or procedures, and essays for school and university.

c. Persuade

The writing attempts to convince the reader of something. This includes advertisements, some newspaper and magazine articles, and some types of essay. This type of writing might include the opinion, but as part of a logical case backed up with evidence, rather than just as an expression of the feelings.

As the explanation above, the researcher concluded the purpose of writing is the expression the ideas, convey a message to reader, so the ideas themselves should arguably be seen as the most important aspect of the writing.

4. Teaching Writing

Teaching writing is very important things in language teaching as well as speaking, reading, or even listening. The teacher should teach how to write effectively to the students. It is one of the most important life-long skills of educators to the students. when teaching writing, the teacher must be sure to select resources and support materials that not only help them in teaching how to write, but that will also be the most effective in helping their students learn to write.

Remembering the importance of teaching writing in language teaching, Seow (2002), gives some pointers for teachers in implementing teaching writing, those are: (1) teacher modelling, (2) relating process to

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product, (3) working within institutional constraints, (4) catering to diverse students needs, (5) exploiting the use of computers in process writing.

- a. Teacher modelling means that the teacher should model the writing process at every stage and teach specific writing strategies to students through meaningful classroom activities.
- b. Relating process to product means that the teacher guides students in achieving specific writing goals. Although students have to make a different draft from the earlier draft because of revision, they will begin to understand the result expected in every stage.
- c. Working within institutional constraints means that teaching the process skill can be done through stages such as planning, drafting, responding, revising or editing within a regular two period composition lesson. Process skill can be repeated until it reaches the improvement.
- d. Catering to diverse students needs means that the teacher should implement a flexible programme to cater to different student needs. The teacher may also decide to have students enter into different writing groups as planners, drafters, responders, revisers or editors during a writing session. A student may be with the planners for one writing task, but move to be with the editors later for the same or another task, according to his or her need or developmental stage in writing.

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- e. Exploiting the use of computers in process writing means that teaching writing in responding or editing stage, the teacher can use computer and OHP. By using computer, students will easily delete the wrong words and replace them without writing other words in a text anymore.

In addition to the explanation above, Harmer has mentioned some reason why teaching writing is a must. According to Harmer (2000), there are four reason that cause the importance of teaching writing, those are:

- a. Reinforcement

Some students acquire languages in a purely oral/aural way, but most of us benefit greatly from seeing the language written down. It means that some students sometimes need to write the material that they have been gotten into the short writte form because this way may increase their understanding.

- b. Language development

We can't be sure, but it seems the actual process of writing helps us to learn as we go along. It means that the writing process can lead the students to increase their language development.

- c. Learning style

The students have different learning style in language learning process. Some of students get the understanding just by looking and

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listening. But for some others, they need to produce language in a slower way, like writing.

d. Writing as a skill

Writing as a skill means that it should be mastered by the students because they need to know how to write a letter, how to reply to advertisements, how to put written reports together, etc. Therefore, based on the explanation above, teaching writing is very crucial in language teaching.

Based on the text above, it can be conclude that, the teacher should be mastered the material inorder the teacher can determine the techniques to teach writing which are appropriate with students' ability. Because writer know that students have different style in learning process especially in writing.

5. Writing Ability

Ability is needed in writng, because ability is the power. To construct a good writing, the students should have ability. According to Hughey, et, al., writing is an essential form of communication because through writing, the writers can express their feelings, hopes, dreams, and joy as well as their fears, anger, and frustrations. In writing, the writers can express his or her ideas, and feelings. Then, it provides the information for the readers. According to Hornby (2002), the ability is the power to do something that can be differed from aptitude and capacity. In short, writing ability is an ability of someone in expressing

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his or herself by giving written information so this can be read and learned by other people. According to Heaton (1998), explained that in writing, there are five aspects which have to fulfill. The five aspects of writing as the criteria of good writing. They are:

a. Content

Writers need to think creatively what they are going to discuss in their writing. The description of content is knowledgeable, substantive, and relevant ideas.

b. Organization

Organization refers to the ability of writers in organizing their sentences into a coherent and cohesive ideas. Besides, it refers to the fluent expression, clearly supported ideas, well organized and cohesive.

c. Vocabulary

It is necessary for writers to become conscious of words, to consider their meanings, to enjoy their sounds and to respect their importance. Mastering vocabulary means the writers are able to select effective idioms, word choices and appropriate registers in their writing.

d. Language Use

Language use refers to the effective complex constructions, agreement, tense, number, word order, articles, pronouns and prepositions. Are sentences well-formed and complete? is there basic agreement between sentence elements: auxiliary and verb? subject

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and verb? adjective and noun?. Then, other questions will appear asking the components of language use above.

e. Mechanics

Good writers demonstrate mechanically the aspects of writing including spelling, punctuation, capitalization, paragraphing and handwriting.

Referring to the explanation above, it is clear that the writers should understand well the components of writing including content, organization, vocabulary, language use, and mechanics in writing many kinds of text. Finally, the message of their writing can be clearly delivered to the readers.

6. Assessing Writing

The aim of assessment is to know students' score in writing, especially in writing descriptive text. According to Brown (2004), there are three scoring methods for responsive and extensive writing. They are, holistic scoring, primary trait scoring, and analytic scoring. In holistic scoring, each point on a holistic scale is given a systematic set of descriptors, and the reader-evaluator matches an overall impression with the descriptors to arrive at a score. It means that the teacher makes a table of scores with the description.

In primary trait scoring, the type of scoring emphasizes the task at hand and assigns a score based on the effectiveness of the text's achieving that one goal. For example, if the purpose of an essay is to persuade the reader to do something, the score for the writing would be

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on the accomplishment of that function. If the purpose is to exploit imagination by expressing personal feelings, so the response would be evaluated on that feature alone. Analytical scoring is a method of evaluating written text that assigns individual scores to separates aspects of writing. According to Hugey, et al. (1983), there are five aspects categories for evaluation in analytical scoring such as content, organization, vocabulary, language use, and mechanic.

In this research, the reseracher used analytical scoring for assessing students' ability in writing descriptive text.

7. The Concept of Descriptive Text

There are some kinds of paragraph that should be learned by students in senior high school, one of them is descriptive text. Descriptive text is a text that describes the features of someone, something or a certain place. In line with Diane A. Wilbur (1966;p.41) said that, descriptive writing is to create a clear picture or impression of person, place or object.

An example of descriptive text:

My Best Friend Ernesto.

Identification: I have many good friends. One of them is Ernesto. Ernesto is my best friend. He is my classmate. Ernesto is 15 years old. His father is a school principal and his mother is also a teacher. He lives in Bandar Lampung with his parents.

Description: Ernesto is a handsome boy. He also has a well- built body. He has a pointed nose and chubby cheeks. It makes him looks cute. His hair is black, and he always uses pomade to his hair before he goes to school to make him more handsome. His skin is brown, it makes him more interesting. Many girls in my class like him so much. He is really diligent. He always does his homework. He always pays his attention to the teacher in the class. He is also well-dressed and well-behaved. All teachers and all friends really like him. He gets good marks and he usually becomes the top of his class in examinations.

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a. Generic structure of descriptive text

In writing descriptive text, the students express their ideas or topic of the text by focus on generic structure of descriptive text. According Hammond (1992), descriptive text has the generic structure as follows:

1) Identification

Identification identifies phenomenon to be described. It is a general opening statement in the first paragraph or the first sentence that introduces the subject of the description to the readers. Besides, it can give the readers brief detail about the when, where, who, or what of the subject described.

2) Description

Description can be the explanation about a physical appearance of the subject, the qualities of the subject like degree of beauty, excellence or the special aspects that the subject has.

b. The language features

- 1) Specific participant : has a certain object, is not common and unique (only one). For example: my bestfriend, brobudur temple, etc.
- 2) The use of adjective (an adjective) to clarify the noun, for example: beautiful beach, handsome boy, the famous place in jepara, etc.

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- 3) The use of simple present tense : the sentence pattern used is simple present because it tells the fact of the object described.
 - 4) Action verbs : verbs that show an activity. For example : run, sleep, walk, cut, etc.
- c. The purpose of descriptive text

Every text has different purpose, it is in order the reader can difference the text . According Fred D. White (1986;p.61-62) said that there are several aims of descriptive text:

- 1) *To see*, means that to help the reader to see the objects, persons, and sensations you present, as you might guess, description is important for all rhetorical aims, not just for expressiveness.
- 2) *To explain*, means that to explain the reader about a subject. For example: a science writer will describe the shape of an airplane wing to help explain the readers how mechanized flight is possible.
- 3) *To persuade*, means that the writer describes something to make readers interested.

From the explanation above, it can be concluded descriptive text simply describes about person, place, or thing. If the writer wants to write a descriptive text, they only need to go to the object, or looking at a picture or watching a video, and then take a note about the thing. In writing descriptive text, the writer must concern on the

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generic structure and language features in order to make a good text, and also don't forget to apply the purpose of descriptive in the text.

8. The General Concept of Group Investigation

a. Definition of Group Investigation Strategy

Group investigation is Cooperative Learning in which students help define topics for study and then work together to complete their investigation. Robert E. Slavin (1995), Group Investigation is Cooperative Learning in which students help define topics for study and then work together to complete their investigations. In Group Investigation strategy students divide into four or five members with heterogeneities in each group. The group may form about friendship from the students' group based on their friendship or the same interest, students are likely to feel more comfortable in their groups and possibly to share in similar working style.

The Group Investigation involves students in planning both the topics for study and the ways to proceed with their investigations. Students choose the subject based on the topic given by teacher, the subject will be discussed in their group to make a draft, then arranged as composition text.

Group Investigation is a strategy which focused on student's participation and activity. The teacher who use this method firstly he/she divides the class into small heterogeneous groups. This group

consists of four to five and may form around friendships or around an interest in a particular topic. Students select topics for study, then every group decides what subtopics are to be investigated as well as the goals of their study, and then prepare and present a report in front of class. This type demands to the student's abilities of communication or the group skill in writing. Group Investigation model exercises the students to grow up their brain skill. The students as the followers actively will show from the first step until the last step of the learning process.

Based on explanation above, as one of cooperative learning, group investigation can help students to complete the task/material which focus on participation and activity.

b. The Steps of Group Investigation Method

Group investigation has several steps which makes us easy to apply the strategy. According to Slavin (2006), in Group Investigation, pupils progress through five steps. The steps of using Group Investigation (GI) as follow:

- 1) Topic Selection, Students choose specific subtopics within a general problem area, usually described by the teacher. Students are placed into small two-to six member task oriented groups. Group composition is academically and ethnically heterogeneous.

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- 2) Planning the investigation in group, in the second steps Students in each group and the teacher plans specific learning procedures, tasks and goals consistent with the subtopics of the problem selected in step 1 (first).
- 3) Implementation or carrying out the investigation, typically this is the longest steps. Each group gathers information, review the subtopic, analyze or evaluate it, reach some conclusions and apply their share of new knowledge to the resolution of the group's research problem. Kinds of sources of information can be obtained both inside and outside the school.
- 4) Preparing final project, Students preparing final project, analyze and evaluate information obtained during step 3 (third) and must prepare a summary activity. It may be in form of plan their reports.
- 5) Presentation of Final Project, Each group in the class give an interesting presentation of the topics studied in order to get classmates involved in one another's work and to achieve a broad perspective on the topic. Group presentations are coordinated by the teacher.
- 6) Evaluation, in cases where groups followed different aspects from the same topic, students and the teacher evaluate each group's contribution to the work of the class as a whole.

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Evaluation can include either individual or group assessment or both.

From the definition about descriptive text of GI above the teacher is needed to guide the students in writing classroom activity and help the students to what they want to write. In this case, the researcher modified the teaching descriptive text with the procedure in teaching GI strategy that have been explain above as follows:

- 1) The teacher explains about descriptive text and about GI strategy. The teacher give an example to make easy in writing descriptive text.
- 2) The teacher divided into some group, each group consists of four students and give the students topic in the form of picture, then ask the students do interaction and collaboration in writing descriptive text with their group to discuss and investigation the topics.
- 3) Each group gathers information to make written test, review the topic, analyze or evaluate it, reach some conclusion and apply their share of new knowledge and students ask clarification about the topic which is not understood by her or him to her or his friend in their group to the resolution of the group's reserach problem.
- 4) The teacher role is helping and guiding the students in organizing and elaborating the topic.

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- 5) After finishing step (4) fourth, the final project the students present the result of written test, and the other group should analyzed the result based on aspects of writing descriptive text.
 - 6) Last, the teacher give evaluation if any mistakes when the students presentation, conclusion, motivation and give feedback to the students.
- c. The advantages of group investigation method

In group investigation, students not only work together but also help plan both the topics for the study and the investigation procedure used. In line with, Aris Shoimin (2014) said that Group investigation has many advantages:

- 1) Providing a share cognitive set of information between students.
- 2) Motivating students to learn and write the material.
- 3) The students construct their own knowledge to make a good writing.
- 4) Providing formative feedback to each other.
- 5) Developing social and group skill necessary for success outside the classroom, and
- 6) Promoting positive interaction between members of different cultural and socio-economic groups.

Based on explanation above, the advantages group investigation for students writing text such as: the students defintely enjoy the teaching and learning process of writing in which they can

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discuss and share their ideas with one another, get motivated to each other in writing, solve the problem in writing, and always find the mistakes and know how to correct it.

9. Using Group Investigation in Writing.

Group investigation is one of the cooperative learning method that can be used in teaching learning process especially in teaching writing, because group investigation can solving the students' problem in writing. According to Killen (1998), Group investigation is appropriate to be applied in solving the students' problem in writing because the students work on a task in group of two or more, that they are encouraged and motivated to help one another to learn (rather than being in competition with one another), that they are dependent upon the efforts of one another to achieve success, and that they are held accountable for that learning both as a group and as individuals.

Group investigation should be produced some aspects to involved. In line with Purwananti (2017), Group Investigation is able to make the students involved from the planning, writing, until the completing writing, both in determining the topic as well as way to learn through investigation. Natural context in learning writing makes the learning process designed more meaningful. Learning to write by using a theoretical model of group investigation involving students in planning, exploring and sharing ideas. Students are encouraged to collaborate with friends and learn the "how" of their own in accordance with the cognitive

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style of each. It means that, students empowered as the learners are able to argue, work hard, share, help peers, and have affection to friend.

Based on the explanation above, group investigation can solving the student's problem and also improve students ability in writing descriptive text.

B. Relevant Research

There are many researches which have relevancies to the research, especially in writing. According to Syafi'i (2013), relevant research is required to observe some previous researchers conducted by other researchers in which they are relevant to our reserach itself. Besides, we have to analyze what the point that focused on, informs the design, finding and conclusion of the previous research, they are:

1. Rina Mayasari (2012), conducted her research entitled "The Use of Group Investigation To Improve Students' Ability In writing Skill On Analytical Exposition Text at the 11th Grade students of MA Manahijul Huda Pati in the Academic Year of 2011-2012." The result of the research that Group Investigation gave the students different nuances of teaching. And then, Group Investigation is improvement of learning tool, motivates students in doing work or jobs. The research improve students ability in writing. It looks on their score in doing test in every cycle. The last cycle show the significant improvement students' ability. Score from pre-cycle was 57.71, the score from the first cycle was 65.71, and score from the second was 75.

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2. Dewi Kartika (2015), conducted her research entiteled “The Effectiveness of Group Investigation in Teaching Writing Announcement Text (An experimental study on first grade students ar SMK Karya Teknologi Jatilawang in academic year 2015/2016” The result of this study the mean score of the experimental class 53,77 for pretest and 73,44 for posttest, which was there was an improvement as many as 19,68. Meanwhile, the mean score of pretest and posttest in the control class 53,48 and 69,70. There was an improvement from pretest and posttest as many as 16,23 in the control class. However, the mean score of experimental class was higher than that of the control class.

Based on the explanation above, the researcher found the similarity and differences between previous research and the researcher. The similarity from previous research was used the same strategy (Group Investigation) and the result of this strategy can improve students’ ability in writng. Meanwhile the differences between previous research and the reseracher was a focus text and research design. Previous research used Quasi Experimental while the resercher used Pre-Experimental research and focus on descriptive text.

Operational Concept

Operational concept is the concept used to clarify the theories used in this research in order to avoid misunderstanding and misinterpretation, then to clarify the theories used in this research, and the researcher would like to explain briefly about variables of this research.

This research is an experimental research which focuses on the using group investigation (GI) strategy to develop students' ability in writing descriptive text at tenth grade students of MA Al-Fajar Pekanbaru. Therefore, it is necessary to clarify the variable used in analyzing the data. It should be interpreted into particular words in order to make it easy to measure. There are two variables used. The first is using Group Investigation strategy (GI) which refers to the teacher's strategy in teaching writing. The second is students' ability in writing descriptive text which refers to the material in teaching process.

According to Slavin (1996), the indicators of variable X (Group Investigation Strategy) can be done through the procedure as follows:

1. The teacher explains about descriptive text and about GI strategy. The teacher give an example to make easy in writing descriptive text.
2. The teacher divided into some group, each group consists four students and give the students topic in the form of picture, then ask the students do interaction and collaboration in writing descriptive text with their group to discuss and investigation the topics.
3. Each group gathers information to make written test, review the topic, analyze or evaluate it, reach some conclusion and apply their share of new knowledge and students ask clarification about the topic which is not understood by her or him to her or his friend in their group to the resolution of the group's reserach problem.

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4. The teacher role is helping and guiding the students in organizing and elaborating the topic.
5. After finishing step (4) fourth, the final project the students present the result of written test, and the other group should analysed the result based on aspects of writing descriptive text.
6. Last, the teacher give evaluation if any mistakes when the students presentation, conclusion, motivation and give feedback to the students.

According to Heaton (1998), the indicators to measure variable Y (students' ability in writing Descriptive text) can be done into five aspects in writing, are as follow:

1. Students are able to write content clearly.
2. Students are able to write the organization correctly.
3. Students are able to use vocabulary appropriately.
4. Students are able to use grammatical correctly.
5. Students are able to use spelling and punctuation correctly.

D. Assumption and Hypothesis**1. Assumption**

In this research, the researcher assumes that:

- a. The students' ability in writing descriptive text taught by using Group Investigation strategy is various.
- b. The students' ability in writing descriptive text taught without using Group Investigation strategy is various.

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- c. The better using Group Investigation strategy in teaching and learning descriptive text, the better students' ability in writing descriptive text will be.

2. Hypothesis

It is necessary for the researcher to formulate the hypothesis of the study as follows:

- a. Alternative hypothesis (H_a)

There is a significant difference of using Group Investigation (GI) strategy to develop students' ability in writing descriptive text at MA Al-Fajar Pekanbaru.

- b. Null hypothesis (H_o)

There is no significant difference of using Group investigation (GI) strategy to develop students' ability in writing descriptive text at MA Al-Fajar Pekanbaru