IMPROVING STUDENTS' CRITICAL THINKING IN WRITING THROUGH GROUP INVESTIGATION STRATEGY ASSISTED BY DIGITAL STORY BOARD MEDIA

SKRIPSI

Submitted In Partial Fulfillment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd)
English Education Program

By:

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FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF MUHAMMADIYAH SUMATERA UTARA
MEDAN
2019

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Ujian Mempertahankan Skripsi Sarjana Bagi Mahasiswa Program Strata 1
Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara

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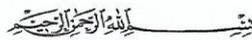
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                 Investigation Strategy Assisted by Digital Story Board Media

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Judul Skripsi   : Improving Students' Critical Thinking in Writing through Group Investigation Strategy Assisted by Digital Story Board Media
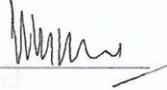
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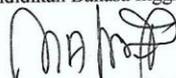|		
Nama Lengkap	:	Dinda Sari Utami
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Hormat saya
Yang membuat pernyataan,

Dinda Sari Utami

Diketahui oleh
Ketua Program Studi
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بسم الله الرحمن الرحيم

BERITA ACARA BIMBINGAN SKRIPSI

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
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Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
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Diketahui oleh:
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ABSTRACT

Utami, Dinda Sari. 1502050163. Improving Students' Critical Thinking In Writing Through Group Investigation Strategy Assisted By Digital Story Board Media. Skripsi. English Education Program. Faculty of Teacher Training And Education, University of Muhammadiyah Sumatera Utara, Medan. 2019.

This study dealt with the implementation of group investigation strategy assisted by digital story board media on the students' critical thinking in writing. The objective of the study was to find out the students' improvement in critical thinking by applying group investigation strategy assisted by digital story board media. This study was conducted at SMA Al-Hikmah Medan in tenth grade students academic year 2019/2020. The sample was taken by applying purposive sampling technique. The number of subject in this research was 33 students. The method of the research applied classroom action research. The instrument of the reserach used observation sheet and essay test. The researcher conducted two cycles in this research, there were two meetings in cycle I and two meetings in cycle II. This research used quantitative and qualitative data. The quantitative data showed that the mean in cycle I was 70.90, the mean score in cycle II was 83.33; the students who got more than 75 in cylce I was 20 students and the percentage was 60.6%, the students who got more than 75 was 26 students and the percentage was 78.79%. The qualitative data got from observation sheet in every cycle showed that the improvement of the teacher and the students' behavior. Based on the results from quantitative and qualitative data proved that group investigation strategy assisted by digital story board media improved the students' critical thinking in writing.

Keywords: *classroom action research, group investigation strategy, digital story board media, critical thinking in writing.*

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بِسْــــــــــــــمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ

First of all, the researcher would like to thank to Allah SWT, the most precious and merciful who has given healthy and blessing to complete this study. Secondly, to our prophet Muhammad SAW who has brought us from the darkness into the brightness.

This study was concerned with the effect of extensive reading strategy on the students' critical thinking in reading. It was submitted to English Education Program, Faculty of Teacher Training and Education, University of Muhammadiyah Sumatera Utara in partial fulfillment of the requirement for the Degree of Sarjana Pendidikan.

There were many people who have assisted her in process of completing this study, especially her beloved parents, Supriadi and Rimawani Harianja for their prayings, support, advice, and material during completing her study in University of Muhammadiyah Sumatera Utara.

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Finally, it is obviously that this thesis is not perfect yet either in content or grammar. So that the suggestions or critics from the reader for better thesis is hoped. Thus, this thesis can be useful to all of people.

Medan, September 2019

Dinda Sari Utami

1502050163

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CHAPTER I

INTRODUCTION

A. Background of Study

Writing is one of important skills in learning english. Writing is also a skill in which people can express ideas, feeling, and thoughts that are arranged in words, sentences, and paragraph by using eyes, brain, and hand. Hansen (2011), writing skill can be the ticket to better grades and greater academic achievement. And to make a good writing, the students should pay attention to some aspects. According yo Harmer (2001), there are four stages to make a good writing, they are planning, drafting, revising, and editing.

Base on my experience in writing, the students are also demanded to think critically in solving a problem in their writing, therefore, the importance of critical thinking is to create a new idea that the students can pour into their writing. Critical thinking also equips the students with the skills and metacognitive tools needed to evaluateand construct logical instruments. Critical thinking directly contributes to growth in persuasive writing skill and develops capabilities that transfer across the curriculum and into the real world.

Based on curriculum 2013, the students are demanded to develop their criticsl thinking in writing skill because in curriculum 2013 the teacher is as facilitator so that the students should develop the learning material based on their critical thinking. By presenting critical thinking, the students are expected to be able to pour their critical thinking in writing skill. To develop the students' critical

thinking, the teacher should use a suitable strategy and media to develop the students' critical thinking in writing skill and motivate the students in writing skill by pouring their new and interesting ideas. So, the students are able to write well and the students can solve the problems which they face by thinking critically.

In fact, there are some problems that the researcher have found based on the previous observation in the school. The teacher at the school does not use interesting strategy and media to teach writing to the students in writing learning process. The teacher just asked the students to write without giving a guidance to the students. Beside of that, the students also do not have motivations in writing skill especially on pouring their critical thinking because the teacher does not give stimulation to the students before starting the writing. And the students still have difficulty in writing such as lack of vocabulary in writing skill and weak grammar.

To solve the problems above, the researcher have a motivation to do a reseacrh by applying group investigation strategy assisted by digital story board media in improving the students' critical thinking in writing skill. Based on the previous research finding, Nejmaoui, N. (2019). It was "Improving EFL Learners' critical thining skills in argumentative writing". In this research, the result propound that absance of CT skills from language courses entails that the learners who are deprived from the opportunity to learn how to think critically (e.g., learners in control group) tend to perform less than the ones who benefit from CT instruction. Conversely, the integration of CT is bound to guide students to think more critically about the information they receive, check the credibility of sources, attempt to consider alternative these, evaluate evidance etc.

B. Identification of The Problem

1. Based on the previous observation, the teacher did not use an interesting strategy and media in teaching writing.

2. The students still do not have a motivation in writing skill.

3. The students still have difficulty in writing skill.

4. The Students' critical thinking in writing is still low.

C. The Scope and Limitation

The scope of this reseacrh was focused on language skills and limited on the students' critical thinking in writing skill by using Digital Story Board in SMA AL-HIKMAH Medan Marelan.

D. The Formulation of Problem

Based on the background of this study, the problem of this study was formulated in the form of question as follows :How does group investigation strategy assisted by digital story board media improve the students' critical thinking in writing skill ?

E. The Objective of The Study

To find out the students' improvement in critical thinking in writing by applying group investigation strategy assisted by digital story board media.

F. TheSignificance of Study

a. Theoretically

The finding of this study was expected to be significant for improving the theories about critical thinking in writing skill.

b. Practically

For researcher, the significance was expected to be a reference for other researchers who want to do a research in a similar field and the research finding was expected to add insight and knowledge of strategy to improve the students' critical thinking in writing skil.

In addition to the benefits of the significance, this findng was expected to give information for the English teachers by using Group Investigation strategy the and Digital Story Board Mediaon students' critical thinking in reading to improve their own professionalism in teaching writing. The result of this study was very useful for English.

Futhermore, the finding of thisstudy was expected to assist the students in improving the students' critical thinking in writing thourgh groupinvestigation strategy assisted by digital story board media.

CHAPTER II

RIVIEW OF LITERATURE

A. Theoretical Framework

The reaserch eximined some theories that become the frames of thoughts of the study. In the review of relevance studies, the reseach presented some reviews of previous studies taken by several reseachers realted to the study. In the conceptual framework, the research related the theories to study.

1. Writing

English is devided in two skills; they are productive skills and receptive skills. One of productive skills in English tecahing-learning process is writing. there are some definitions of writing according to some experts.

Brown (2000: 3335) proposes writing is a written product which is completed after the process of thiking, planing,drafting, and revising and also demands efforts and specialized skills of generating ideas,organizing them coherently,making use of discourse makers and the rhetorical conventions,putting all of them into one, revising the content for a clearer meaning, and editing for accurate grammar into a final product. In addition, Harmer proposes (2004: 7) writing is the only skill that can produce a real product, which is touchable,readable, and keep able for long time. Pardioyo (2007:2) states that writing is not just giving some information, message, or ideas an appropiate arrangement of sentences gramatically.

From the definition above the writer can conclude that writing is an activity to express ideas, events, feeling or thinking in written from that can be the tool to communicate with the other people.

2. Process of writing

To make a good structured writing, a writer should refer to certain checklist. Nasution (2009:114) states that in order to focus on the different aspects in writing, the best way is to face writing as a process. When we try to make a product of writing, we need to go through several steps as parts of a process. It is not merely putting words together into a sentence and then compiling sentences into a text. The steps act as guidelines for students to start their writing until they can finally finish it. According to Harmer (2004: 4-5), there are four elements that students should follow in writing text.

1. Planning

Before starting to write or type, students should try and decide what is they are going to write. For some writers this may involve making detail notes, for others a few jotted words may be enough. Still others may not actually write down any preminary notes at all since they may do all their planning in their heads.

When planning,students have to think about three main issues. In the first place they have to consider the purpose of their writing since this will influence (amongst other things) not only of the text they wish to produce, but also the language they use and information they choose to include. Secondly, they should

think the audience they are writing for, sice this will influence not only these shape of the writing (how it is laid out, how the paragraph is structured, etc), but also the language-wheter. For example, it is formal or informal on tone. Thirdly, students should have to consider the content structure of the piece-that is, how best to sequence the facts, ideas, or arguments which they have decided to include.

2. Drafting

Draft is the first version of a piece of writing. This first go at a text is often done on the assumption that it will be amended later. As the writing process process into editing, a number of drafts may be produced on the way to the final version.

3. Editing (reflecting and revising)

Once the students have produced draft they then, usually, read though what they have written to see where it works and where it doesn't. perhaps the other of the information is not clear. Perhaps the way something written is ambiguous or confusing. They may use a different from of words for a particular sentence.

4. Final Version

Once students have edited their draft, making the changes they consider to be necessary. They produce their fnal version. Those may look considerably different from both in the editing process.

3. Teaching Writing

In teaching writing, the language learners have to know about the smallerparts of the skill, or commonly called as micro skills of writing. Brown (2001) states that the teacher also helps students to see the pieces of a language that makes up the whole. It means that the students need to be shown the details of how to convey and negotiate the meaning of a language. At the beginning of a lesson, theteacher should make sure that the students know about the purpose of the activity in the lesson. He/she should give a clear explanation about what they will learn. So the students will get an advantage in the teaching and learning process. Harmer (2004) argues that writing should encourage students to focus on accurate language use and, because they think as they write, it may well provoke language development as they resolve problems which the writing puts into their minds.

4. Writing Genre

Pardiyono (2007) divides the type of writing genre into 13 types : they are ; 1) descriptive ; 2) narrative ; 3) recount ; 4) report ; 5) procedure ; 6) explanation ; 7) hortatory exposition ; 8) analytical exposition ; 9) news item ; 10) anecdote ; 11) spoof ; 12) discussion ; and 13) review. There are genres applied in Senior High chool, i.e recount, procedure, narrative, descriptive, explanation, and discussion review.

5. Writing Scoring System

Aspect	Score	Statement
Step rhetoric	4	Structure according to the type of description to the fullest
	3	Minimum structure according to the type of description
	2	The choice of text is not clear Unstructured
	1	Difficult to understand
Grammar	4	Right and Right
	3	Sometimes not right but does not affect the meaning
	2	Less precise and affect meaning
	1	Difficult to understand
Vocabulary	4	Right and Right
	3	Sometimes it's not right but it doesn't affect
	2	the meaning Less precise and affect meaning
	1	Difficult to understand
Clarity of meaning	4	Very clear and very effective
	3	Clear and effective
	2	Clear and ineffective
	1	Unclear
Relationships between ideas	4	Very clear and very effective
	3	Clear and effective
	2	Clear and ineffective
	1	Unclear

6. Critical Thinking

Critical thinking is away of thinking using cognitive skills, can be rooted from bloom taxonomy or other taxonomy, involving deep ananlysis, synthesis and reflection, evaluation, to get as close as possible to the truth to foster understanding., decision-making and guide action (Scriven and Paul,1987; Ellis,2008).

These skills could be achieved by cultivating self-guided, self-disciplined thinking which attempts to reason at the highest level of qualityin a fair-minded way. The strength of this thinking is that it continuously attempts to improve

one's thinking by systematically subjecting it to intellectual self-assessment (Elder and Paul, 2010). By realixing this self-assessment, no matter how skilled they are as thinkers, they can always improve their reasoning abilities, this specific definition is later used as the primary concept of reviewing critical thinking theories this paper.

Model to Generate Critical Thinking

Description

When? Who? Where? Why?

What? How?

Topic/Issue/Tittle

analysis

What next?

So what? What if?

evaluation
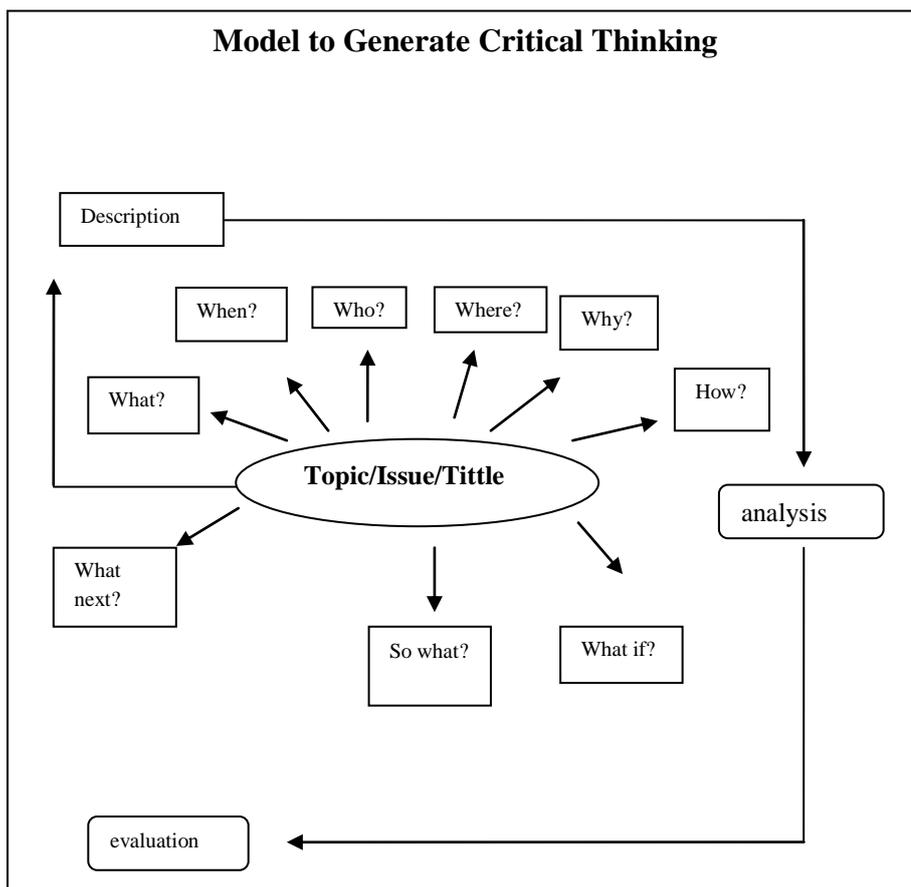
Figure 1 : Template for Critical Thinking

7. Critical Thinking in Writing

Critical Thinking in writing is related to research in the way you deliberately search , analyze and evaluate ideas that you'll put on paper. However, critical thinking discriminates information and ideas to ensure you pick and use only the most appropriate, consists words and paragraphs that deliver message powerfully and with great impact on readers (Alexandra 2018). Needless to say, critical thinking comes with many benefits,which is why it is important to be conscious of your critical thinking process when writing.

8. Group Investigation Strategy

The appropriate learning strategy to improve students' writing skills is a strategy to cooperate type group investigation. Cooperative learning strategies are a way of group learning consisting of 4-6 students who have different abilities and skills so they can achieve learning goals well (Slavin, 2009). Some results of the study explain that the application of cooperative learning strategies type group investigation can improve students learning outcomes (Laira, Hariyono, & Sumarni,2016); (Mundiyakin, Herlina, Habibah, & Discussion, 2012); (Prayudi,2015).

9. Procedur of Applying Group Investigation in Teaching Writing

Things have to do in in Group Investigation by Slavn (1995) are : first is growing up the group ability, when they do their homework, every member of group has their own opportunity to show their contribution. In the research, the

students will find the information from the inside or outside class. Then, the students collect the information from every member of the group to do the task. Second is cooperative planning, all of the students having having an investigation for their problem, which one of the sources is needed, who want to do it and how to present their project in the class. And the last is the teacher's roles; The teachers will prepare the source and facilitators. The teachers role their rule among the students groups and they pay their attention to also organize the students job and help the students to orgianize their job and help them when they get the trouble of the learning process in their group.

This strategy can be used on teaching learning writing as motivation to learn it. Most of students naturally like competition and co-operation in their life. Because of its element of fun is making a relaxation and enjoyable situation of class Daniel Zingaro, 2008.From those statements, it is concluded that Group Investigation is a co-operative learning in which students help define topics for study and then together to complete their investigation.

10. Advantages and Disadvantages of Using Group Investigation

There are some advantages and disadvantages as (Kasihani K.E Suyanto,2007) :

a. Advantages of using Group Investigation

Advantages of using Group Investigation are: (1) This strategy is expected to able to motivate the students to learn English, (2) Particularly in

mastering writing since they are involved in writing activity, (3) It can promote the students' group work and their ability to share their creation and option with other students, (4) It can improve the quality of teaching learning of English, (5) Group Investigation strategy is suitable strategy for teaching writing because it can be motivate students in learning English.

b. Disadvantages of Using Group Investigation

When applying this strategy, the class becomes noisy since they have to discuss something in their own group and then share the result of the discussion with other partners. Noise that often makes the concentration of other students' distracted. The teacher needs to pay attention for the noisy students and give them understanding about the use of learning.

11. Learning Media

Media is communication tool. It called as learning media if it could bring the messages to achieve the learning objectives. So, media should have relation with the messages and method.

Gerlach and Ely in Arsyad,(2011) states that a medium is any person, material, or event that estibilishes conditions which enable learners or students to acquire knowledge,skills, and attitudes.

OemarHamalik (2011) proposes that the media are tools, and techniques used in order to futher streamline the communication and interest among teachers and students in the educational process and learning in schools. The use of instructional media in teaching and learning can arouse desire and interest in the

new, motivational and learning stimuli, and even bring psychological effects on students (Arsyad,2013:19).

In addition, Daryanto (2016:6) also stated learning media is everything that can be used to deliver the message (materials,learning), so as to stimulate attention, intersest, thoughts, and feeling of students in learning activities to achieve the learning objectives.

From the definitions above, it can be concluded that media are tools, materials, or events that estabilish conditions used by a teacher to facilitate the instruction to acquire knowledge, skill and attitudes, and engage the learners in a topic or as the basic of a whole activity.

12. Digital Story Board

Glebas (2009 : 47) stated that story is a plan for the visualization of that story. Its mean that storyboard is aways to make story looks real by in picture form based on the set of plans.

In applying storyboard there are some procedures must be followed. It is started by diving plain pieces of white construction paper into many sections.Then, ask the students to brainstorm the story that is given by drawing the begining and the ending of story in the first and the last section of paper. After they brainstorm the story, the students are asked to fill in remaining section in sequence and check their first draft. Futhermore,ask the students to add words or sentences as the clue in every picture. The last, ask the students to create final draft of the story by connecting the sentences and the picture in a good sequence.

13. The advantages of Story Board in Writing

By applying Story Board in writing learning process there are some advantages that can be caught by the teacher and students also (Clabough,2011) such as : (1) By using Story Board students can convey meaning of a story in chronological order, (2) Demonstrate their understanding of the material by retelling the story through a combination of words and imagery (3) Can be alternative way that a teacher can use for students that struggle with literacy and writing skills.

B. Previous Study

Several studies have invesigated directed writing activity on students and reported that teaching this activity is significant for writing skill. This section reviews a number of related studies from some researchers.

1. Accrording Nabila nejmaoui (2019). It was " *Improving EFL Learners' Critical Thinking Skills in Argumentative Writing*". in this research result propound that absance of CT skills from language courses entails that the learners who are deprived from the opportunity to learn how to think critically (e.g., learners in control groups) tend to perform less than the ones who benefit from CT instruction. Conversely, the integration of CT is bound to guide students to think more critically about the information they receive, check the credibility of sources, attempt to consider alternative these, evaluate evidence etc.

2. According to Delia Putri (2018) " Improving News Writing skills by Using Cooperative Group Investigation Strategy". This research finds in learning process using Cooperative Group Investigation strategy is carried out well and fun, so that it can improve of writing skills students.

3. Another study is conducted by Dewi Nashri Hasan, M. Sayid (2016) " Story Board in Teaching Writing Narrative Text". Where the result showed that Story Board made the students become more active and enthusiastic in writing. Story Board can improve each aspects of student'S Writing ability including content, organization, vocabulary, language and mechanics.

C. Conceptual Framework

Writing is one of the language skills. Like a speaking, writing belongs to the productive skills. In indonesia curriculum demands senior high school to be able to write well in English. As a complex activity, there are many elements included in it, such as grammar, sentence structure, vocabilaries, and the type of text that should be learn by the students. Besides that, the students are also required to think critically in writing in order to slove a problem contained in the problem. Critically in writing can make students more active and creative.

To complement it, strategies and media are needed. One of strategies can we use is Group Investigation Strategy, with Group Investigation Strategy we can make students more easier because in Group Strategy students are required to work together in solving problems. Beside that, media is importants to make teaching learning more fun, one of media can we use is Digital Story Board. In

there students can make any story according to their want. Digital Story Board can

make students more creative and innovative.

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│ Improving Students' Critical Thinking in Writing      │
│ through Group Investigation Strategy Assisted by      │
│ Digital Story Board Media                             │
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┌──────────┐   ┌──────────┐   ┌──────────┐   ┌──────────┐
│ Writing  │   │ Critical │   │ Strategy │   │ Media    │
│          │   │ Thinking │   │          │   │          │
└──────────┘   └──────────┘   └──────────┘   └──────────┘
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Writing
- The important of writing.
- Process of writing.
- Genre of writing
- Teching writing.
- Writing scoring system.

Critical Thinking in Wriiting

Group Invesigation Strategy

- procedureof Applying Group Investigation in Teaching in Writing Strategy.
- Advantage of Group Investigtaion Strategy.
- Disvantage of Group Investigation

Digital Story Board

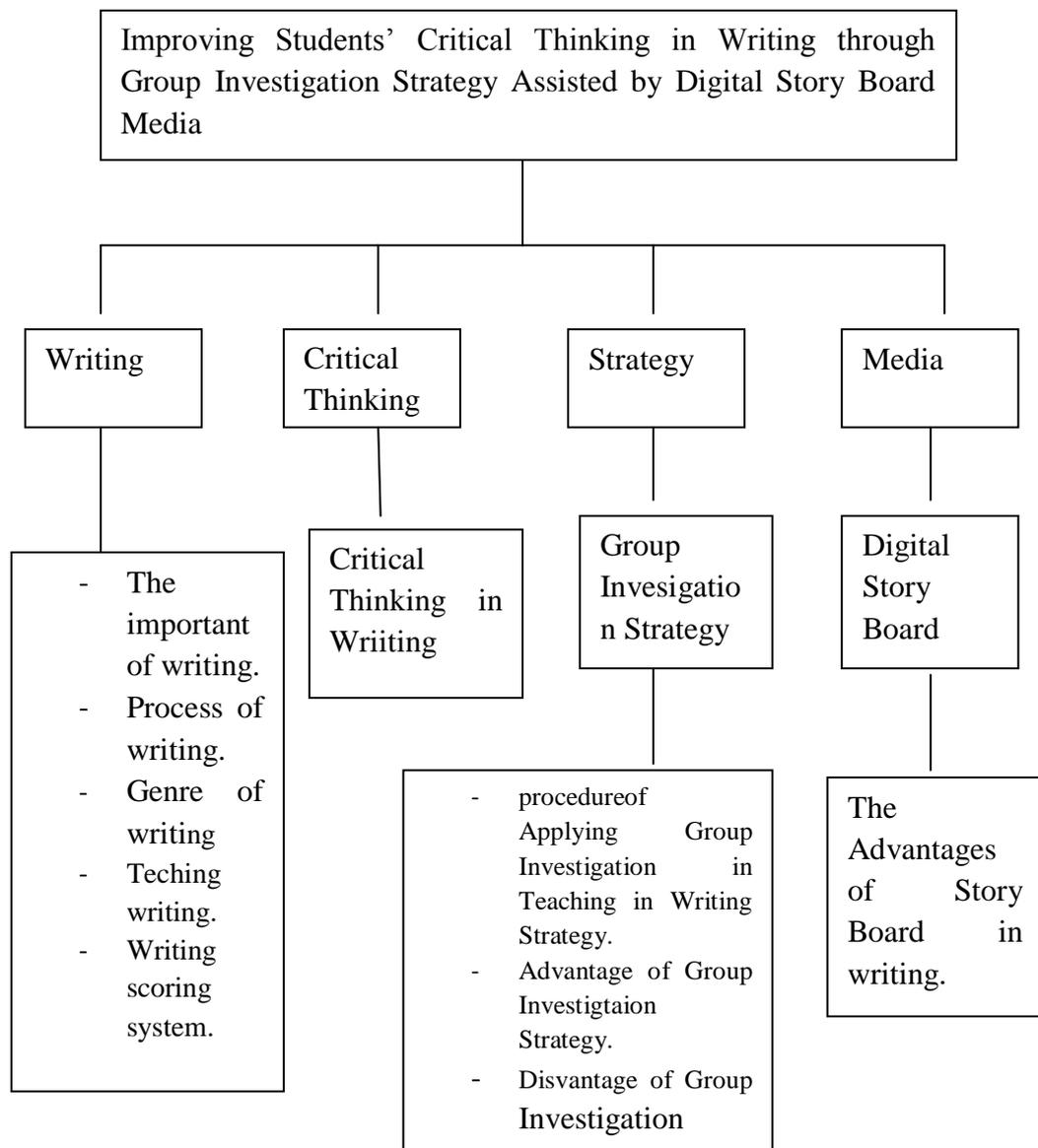The Advantages of Story Board in writing.

Figure 2 : Chart of Conceptual Framework

D. Hypothesis

Based on the theoretical and conceptual framewrok above, there was a hypotesis :

Ha: There was improvement on the Students' Critical Thinking in Writing Through Group Investigation Strategy Assisted by Digital Story Board Media.

CHAPTER III

RESEARCH METHODOLOGY

A. Location of the Research

The research was conducted at SMA Al- Hikmah which was located at Jalan Medan Marelan Pasar 4 Barat kecamatan Medan Marelan Sumatera Utara. The reason for choosing this school because the reseacher have taught at this school and were also close to the location of reseachers, and the same reseach was never done there.

B. Subject of Research

The subject of the research was carried out to X grade students of SMA Al-Hikmah Medan Marelan by applying purposive sampling technique. The class consisted of 33 students. The Researher found that many students faced difficultly to write in writing skills and the teacher of the school expected that students could improve their ability in writing skills.

C. Research Design

This research was conducted by using classroom action research. Classroom action reseach was a method of finding out what worked best in your own classroom so that you could improve students' learning in writing skill.

There were four steps to conduct classroom action research namely : (1)Plan, involved thinking process and evaluating to reflect tthe event that happened and attempted to find out ways to overcome problem encounter, (2) Action, at this step, we thought and considered what action was done, how the method has been provided, (3) Observation, was activity that consisted of gathering data to identify the result action. Collecting data was considered form several factors : students, teacher, interaction between student and teacher. Observation process was done by the teacher or assist by other such as others teachers, consultant, headmaster,act, (4) Reflection, was activity the fairness of data for doing some improvement and revisions in another enchance the succesful of teaching.

D. Procedure of the Research

This research was conducted by two cyles. They were planning, action, observation, and reflection.

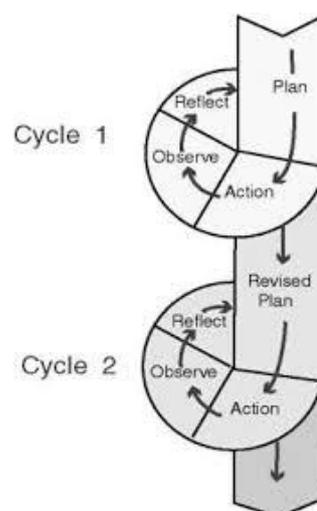Class Action Research Model by Kemmis and Mc. Targgart (Arikunto 2013)

Figure 3 : schema of Action Research Cycles

1. **Cycle 1**

a. Planning

The activities in the planning were : (1) Making the lesson about personal narrative text, (2) Designing the steps in using Group Investigation Strategy, (3) Designing the steps in using Digital Story Board Media, (4) Preparing the material, that was personal narrative text, (5) Preparing teaching, that was Group Investiagtion Strategy, (6) Preparing a test, that is writing test.

b. Action

Teacher activity : (1) The teacher opened the class by greeting the students, (2) The teacher asked what topic they learned, that was personal narrative text, (3) The teacher introduced the Group Investigation Strategy and Digital Story Board Media, (4) The teacher asked the students' opinion about personal narrative text, (5) The teacher explained about of personal narrative text, (6) The teacher gave the question basedon the picture to students (7) The teacher and the students made the conclusion based on the material (8) The teacher ended the class by closing.

Students' activity: (1) The students answered greeting from their teacher as response to the teacher, (2) The students answered what topic they learned, (3) The student listened the explanation Group Investigation Strategy and Digital Story Board Media from teacher, (4) The students gave their opinion about personal narrative text, (5) The students listened to the teacher in

explaining personal narrative text, (6) The students answered the question based on the picture that given by the teacher, (7) The student and teacher made the conclusion based on the material.The students answered the closing from their teacher as response to the teacher.

c. Observation

Observation sheet was used to collect data namely, teacher and students' activity attitude during teaching learning process. In this section, the researcher did the formal observation. The researcher was an observer for English teacher and the students of the class that consisted of 43 students.

d. Reflection

Reflection was a feedback process from the action that had been done. Reflection was used to help teacher to make decision. The teacher and researcher analyze all recording information learning process by using a test with Group Investigation Strategy and Digital Story Board Media.

2. Cycle 2

The researcher did cycle 2, if the result in cycle 1 still needed improvement. In cycle 2 also has four stages; they are planning, action, observation, and reflection. Every weakness in cycle 1 was revised in cycle 2.

E. Instrument of the Research

This research used two instruments. They were test and observation sheet.

1. Test

     The test was taken from Digital Story Board.

2. Observation Sheet

     Observation sheet was used to observe all activities happen during the teaching learning process. The activities included teacher and students' activities.

3. Reflection

     Reflection was a feedback process from the action that had been done. Reflection was used to help teacher to make decision.

F. Technique of Analyzing Data

     Quantitative data was used in this study. It was used to analyze the student's score. The quantitative data was analyzed by using (Arikunto, 2013).

$$\bar{x} = \frac{}{}$$

Notes :

$\bar{x}$: The mean of the students' score

$\sum$: The total score of students

N   : The number of the students

     Next, to categories the number of the students who passed the test successfully, the researcher applied the following formula :

$P = \frac{}{}$ x 100% (Arikunto, 2013)

Where :

P   : The percentage

R   : The number of students' getting score students

T   : The total number of the students.

The qualitative data was analyzed by applying a category as proposed by Arikuto (2007). The value of students' motivation in learning was analyzed by applying a formula as following:

$$P = \frac{\quad}{\quad} \times 100\%$$

Where :

P   : The percentage

R   : The number of activity indicators performed by the studens

SM   : The total number of activity indicator

Table 3.1

Scoring of Writing

Content score	Criteria
30	Very good to excellent; knowledge,subtantive,through development of topic sentence,relevant to assigned topic.
24-29	Average to good; some knowledge of subject,adequaterange,limited,development of topic sentence,mostly relevant to topic,but luck detail.
19-23	Fair to poor; limited knowledge of subject,little

	subtance,indequate development of topic.
14-18	Very poor; does not show the knowledge of subject, not substantive,not pertinent, or not enough to evaluate.
organizatio n	
Score	Criteria
17-20	Verry good; ideas clearly stated/ supported, cohesive,time,squence,spatial,particular,to general to particular.
14-16	Average to good; somewhat copy,loosely orgined but main ideas stand out,limited support, logical squencing and development.
11-13	Fair to good; non- fluent ideas confused or disconnected lacks logical squencing and development.
8-10	Very poor; doesn not communicative, not orgazanation, or not enough to evaluate.
Vocabulary	
Score	**Criteria**
20	Very good to excellent;exact words,effectives words,idioms choice and usage, word form mastery appropriate register.
16-19	Average to good;adequte range,occasional errors of wors/idioms for choices usge, but meaning not obscred.
14-15	Fair to poor; limited ramge,frequent erros word/idom form choices usge, but meaning not obscred .
10-13	Very poor;essentailly translation,little knowledge of english vocabullary,idioms,and word form not enough to evaluate..
Language use	
Score	**Criteria**
23-25	Very good to excellent;effective comple, construction few errors of agreement tense, number word order/function,articles,pronoun,preposition.
19-22	Average to good; simple construction minor problems in complex instruction several errors of agreement,tense number of word order function,articles,pronoun preposition and meeting seldom obscured.
12-18	Fair to poor;major problem complex construction frequent errors of negotiation,agreement, tense,number,and word order function articles pronoun,preposition and or fragments meaning confused..
5-10	Very poor; virtually no mastery of sentnce construction rules,

	dominated by erroer, does not communicated, and not enough to evauate.
Mechanic skill	
Score	Criteria
5	Very good to excellent; demonstrated mastery of convention, few erroer of spelling punctuation,capitalization,writing sentences.
4	Average to good;occusional error of spelling punctation, capilazation writing sentence but meaning not obscured.
3	Fair to poor; frequentl error of spelling punctation, capilazation writing sentence but meaning not obscured or confused.
2	Very poor; no mastery conventation dominated by error of spelling punctation, capilazation writing illegible or not enough to evaluate

CHAPTER IV

FINDING AND DISCUSSION

A. Finding

1. Preliminary Test

A preliminary writing test was conducted before the first cycle was started to find out the students' level of competence in writing narrative . In the test, the students were assigned to write a narrtive text. 90 categorized as excellent was achieved by (18.19%) of the total 6 students, 75 categorized as good was achieved by (21.21%) of the total 7 students and 50 categorized as poor was achieved by (60.60%) of the total 20 students. It meant that the students' score in this initial test were still dominated with low scored and only 7 people who fit the KKM scored.

Table 4.1

Students' preliminary Test Result

Level of competence	Number of students	percentage
Excellent	6	18.19%
Good	7	21.21%
Poor	20	60.6%
Total	33	100%

From the result of the students' work on the test that had been designed by reaseacher, the results were less satisfactory. The result from 33 students in the

class showed that there were 20 or 60.6% of students did not reach. From the exposure to the result, only 13 students or 39.3 % of students achieved mastery learning. The details were presented in the following table 4.2.

Table 4.2

Summary preliminary test
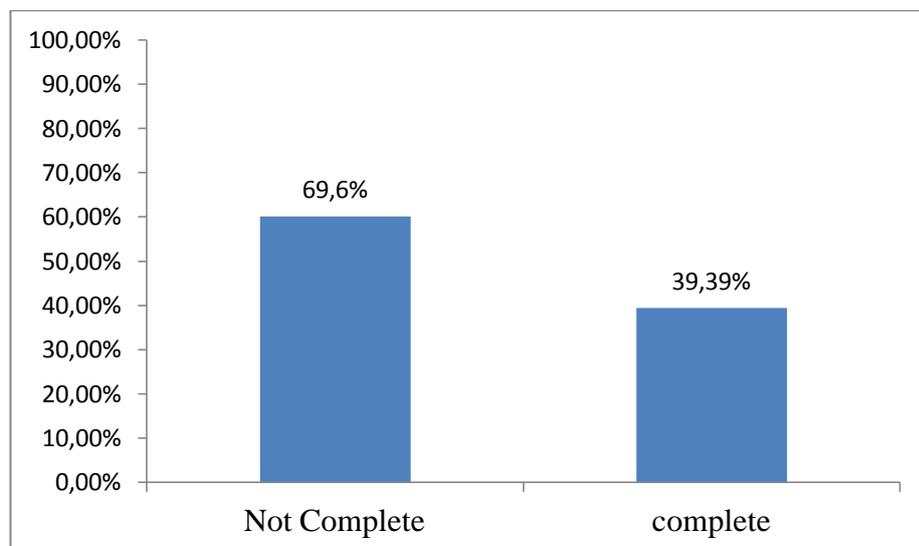
Value	Number of students	Percentage	Description
≤ 70	20	60.6 %	Not complete
≥ 70	13	39.39 %	Complete

Chart 4.3

Students' preliminary test result

2. Cycle 1

a. Planning

In the planning step, the researcher prepared the teaching learning design, such as, arranging lesson plan and its instruments. The researcher also prepared the instrument of collecting data, such as observation sheets, field note in order to know students activeness in joining teaching learning process. Then, the researcher conducted post-test to know the students' improvement in reading skill. It consisted of one topic. There were 33 students joining in the class.

b. Action

The research of the first cycle was done into two session (2x45 minutes). Learning activity in this cycle was implemented in accordance with a plan designed at the planning stage action. The first stage, the researcher explained the step applied to the learning method and learning objectives to be achieved. Then, the students were divided into five groups. Each group consisted of 6 and seven students. After the group formed the teacher explaining briefly about the learning materials.

In applying this method, researcher collaborated with English teacher. The teacher explained the material briefly about narrative text and group investigation strategy to all students.In this study, the teacher appointed one student from each group to be the group leader and each chairman was expected to stay in clas. Then the teacher explained the material and what story board media. After the group

leader understood the material that had been explained by the teacher. The teacher gave the essay question based on the picture from story board media to students.

c.   Observing and Evaluating

Students' Score in writing

Cycle I was conducted at the end of cycle I. In the test the students were given assigment as the preliminary Test, which was writing a narrative text. 95 categorized as excellent was achieved by (18.19%) of the total 6 students, 80 categorized as good was achieved by (42.42%) of the total 14 students, 50 categorized as poor was achieved by (39.39%) of the total 13 students. It meant that the students' score in cycle I had been experienced a few percent increas. The details were presented in the following table 4.4.

Table 4.4

Students test result cycle I

Level competence	Number of students	Percentage
Excellent	6	18.19%
Good	14	42.42%
Poor	13	39.39%
Total	33	100%

From the result of the students' observation sheet and work on the test had been designed by reaseacher, the results were good enough, but it still has not reached the desired target. The reseacher continued the strategy and media in

cycle II. The result from 33 students in the class showed that were 13 or 39.39% of students did not reach. From the exposure to the result of the students, it appeared 20 or 60.6% of students who achieved mastery learning. The details were presented in following the table.

Table 4.5

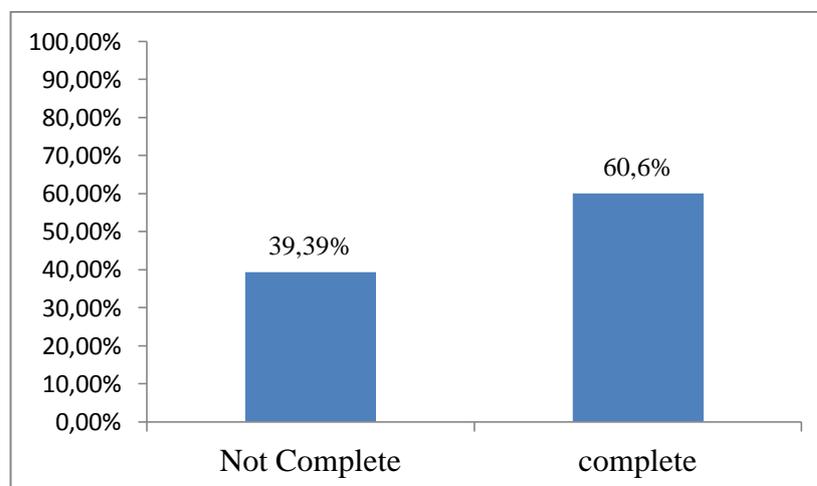Summary cycle I test

Value	Number of students	Percentage	Description
≤ 70	13	39.39 %	Not complete
≥ 70	20	60.6 %	Complete

Chart 4.6

Students' cycle I test result

d. Observation of Student's Activity

Students' activity was observed based on the criteria of Interest, Attention, Participation and Presentation. The following table summarized the result of observation of students' percentage activities in learning process.

Table 4.7

Score of Students' Activity in the Learning Process of Cycle I

No	Aspects of Observation	Score
1	Interest	63
2	Attention	63
3	Participation	72
4	Presentation	70
Means		67

The data above show that the student's learning activities used groupinvestigation strategy and story board media reached the mean score 67 with the detail 63 of interest, 63 of attention, 72 of participation, and 70 of presentation. The student's participation in learning was considered as the highest level compared to the other aspects. In this case, when the teacher asked their opinion about what they know about narrative text, they were very enthusiastic to answer the questions from the teacher. And the lowest one was interest aspect, because when they were given a task to narrative text, they were not interested in telling narrative text. They were more enthusiastic to answer the questions undirectly.

e. **Observation of Teacher Performance**

The result of observation on teacher performance in teaching and learning

process by using spying method was presentage in the table below:

Table 4.8

The Percentage of Teacher Performance In Cycle I

No	Activity	score	Category
1	Aperception	80	
2	Material Explanation	75	
3	Explanation of Learning method	78	
4	Technique part of group	60	
5	Management of discuccion	85	Highest
6	Giving question or quiz	70	
7	Ability to Evaluate	65	
8	Giving reward to Individual	47	Lowest
9	Determining the score of Individual	55	
10	Concluding Learning Material	53	
11	Closing The Learning	58	
Means		**66**	

The data above show that the ability of teacher performance in applying

spying method in teaching speaking was looked relative low at average

percentage at 66 while the ideal score is 75. The result of teacher activity, the

highest score was at ability to evaluate 85 and the lowest score was at giving

reward to individual at 47. It was conluded that the teacher performance in

learning process was categorized as quite good.

f. **Reflection**

1. Students did not understand the activity of groups learning with group

investigation strategy. Students tend to be individualized, so the majority of

students' was less motivated. It was be seen from the mean score of the observation of the activity of students in the learning process with the average at score 67.

2. The level of students' mastery of the learning materials was not maximal. In other words, most of the students still had not passed.

3. The teacher was still unable to create an active learning in group investigation and story board media. This was obtained from observation of teacher activities in group investigation was still relative low.

Based on the results of the first cycle, it still required continuing the next cycle. Thus the researcher did the research activities as done in cycle I but there were some revisions.

3. Cycle II

a. Planning

In the second cycle, the action plan was a follow up of problems or obstacles encountered in the implementation of the first cycle action. The main issues contained in the first cycle with regard to the learning experience of students using spying method. Learning on the second action aimed to improve students learning activities in order to achieve the specified indicators. Implementation of the second cycle was substantially similar to the implementation of the first cycle.

b. Action

Implementation of the action in the second cycle was in principle the same as the first cycle of implementation of the action. In this cycle, the study was conducted in two meetings. At the beginning of the learning process in this cycle, a technical description of group investigation strategy still be given to students in order to improve student's writing ability. Then, the next learning process is similar to previous meetings, but with the same learning materials.

c. Observing and evaluating

Students' Score In writing Ability

In the test the students were still given same assigment as the preliminary test about writing a narrative text. 95 categorized as excellent was achieved by (36.36%) of the total 12 students, 85 categorized as good was achieved by (42.42%) of the total 14 students, 60 categorized as poor was achieved by (21.21%) of the total 7 students. It meant the students' score in cycle II had been increased. The details were presented in the following table 4.7.

Table 4.9

Students' cycle II test result

| Level competence	Number of students	Percentage
Excellent	12	36.36%
Good	14	42.42%
Poor	7	21.21%
Total	33	100%

From the result of the students' work on the test that had been designed by reaseacher, the results were excellent. Because understanding the function of group investigation strategy and supported by story board media, made students more understood and easy to do the Cycle II test. So from 33 students in the class only 7 students or 21.21% of students did not reach. From the exposure to the result of the grades presented by the students, it appeared 26 students or 78.79% of students achieved mastery learning. The details were presented in following the table.

Table 4.10

Summary cycle II test

Value	Number of students	Percentage	Description
≤ 70	7	21.21 %	Not complete
≥ 70	26	78.79 %	Complete

Chart 4.11   Students' cycle II test result
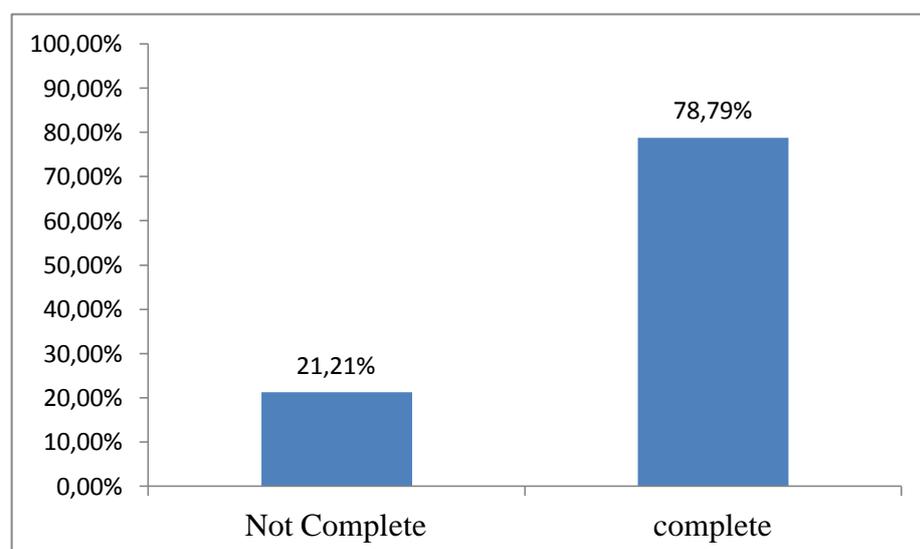
d. **Observation of Students' Activity**

Students' activity was observed based on the criteria of Interest, Attention, Participation and Presentation the followup table summary the result of observation of students' percentage activities in learning process was displayed in table below:

Table 4.12

Score of Students' Activity in the Learning Process of Cycle II

No	Aspects of Observation	score
1	Interest	74
2	Attention	86
3	Participation	98
4	Presentation	100
Means		89.5

Based on the table above it explained that in the process of teaching and learning activities the students' had shown a very good development with the average score was 89.5, from the four aspects of these observation, the presentation aspect was the highest score was 100, while the lowest was for the aspect of interest 74. The table above also shows that the activity of students' in the learning process the second cycle increased significantly.

e. **Observation of Teacher Performance**

The result of observation on teacher performance in teaching and learning process by using spying method was presented in the table below:

Table 4.13

The Percentage of Teacher Performance In Cycle II

No	Activity	Percentage
1	Aperception	90
2	Material Explanation	85
3	Explanation of Learning method	95
4	Technique part of group	90
5	Management of discuccion	84
6	Giving question or quiz	89
7	Ability to Evaluate	100
8	Giving reward to Individual	95
9	Determining the score of Individual	90
10	Concluding Learning Material	85
11	Closing The Learning	90
Means		**90.27**

From the data above the teacher is performance with the average at 90.7. The highest score of teacher's activity in teaching process belonged to ability to evaluate 100 and the lowest one went to Management of Discussion with scored 84.

f. **Reflecting**

The followings were some of the achievements after the implementation of the second cycle, namely:

1. In the process of teaching and learning, students' activities already tended to be better through group investigation strategy and story board media. This is evident was from the ability of students in participating had been that more actively in groups to carry out the tasks assigned by the researcher. This condition was seen from the

increased activity of students was better than 66 scored in the first cycle to 90.27 scored in the second cycle.

2. The students' score in learning material looked significantly based different on the data of the mean value of the results in the both cycle it was success.

B. Discussion

Writing narrative text used group investigation strategy and story board media which could improve critical's thinking in writing narrative. Based on the results of the study, before giving an averaged action the initial test scored was still in poor category. After giving a question about writing narrative text, the average value of cycle I of learning results test increased 21.21 % . if students' learning results haven't yet reached the Minimum Mastery Criteria (KKM) of 75, then students who were said unpassed. And if 75% of the total students had not reached the value of the 75 then the classical completeness were not be fulfilled so that it was continued in cycle II. In cycle II students were given same question, strategy, and media. And in this Cycle II the students' grades had a very satisfying improvement. The following chart could be seen the average value of the level of mastery leraning of students on the priliminary test, cycle I,cycle II, and could be described in the form of chart as following:

Chart 4.14

Students' learning completeness diagram on the priliminary test, Cycle I

and Cycle II
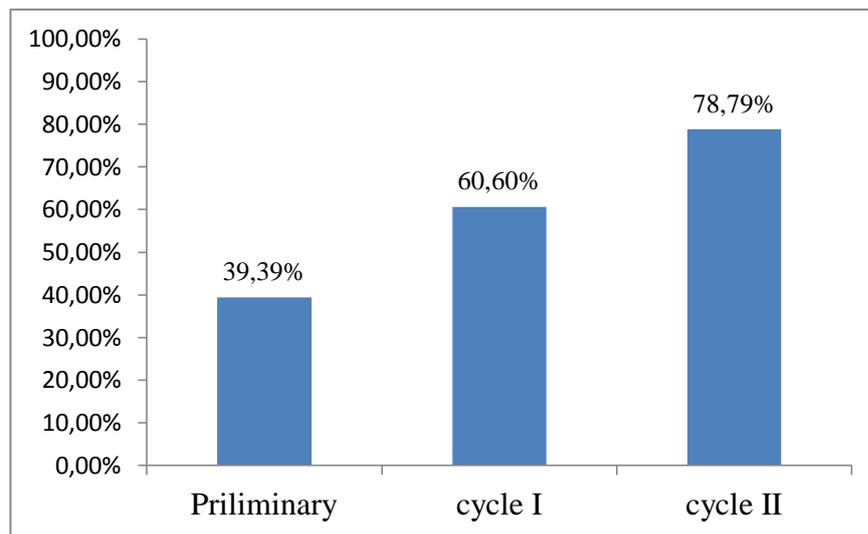
By taking action through the group investigation strategy and the story board media in the 10th grade of Al-Hikmah High School Medan, in the students critical thinking in writing which could improve the students' learning results. This case was seen from the completeness of students' learning before giving an action or post test percentage value of 39.39%, cycle I with a percentage value of 60.6%, and cycle II with a percentage value of 78.79%. it showed that the change of significance from the priliminary test, cycle I, cycle II. It also showed an increasing in the students' pass in the priliminary tets, cycle I, and cycle II after giving the implementation of the strategy investigation group and the story board media. Then the researcher stopped in the cycle II because it had reached completeness, it meant that the usage of the group investigation strategy and story

board media could improve the students' learning results in grade 10 A-hikmah high school Medan T.P 2019/2020.

After scoring result the reseacher also make an observation sheet to monitor students and teacher activites during the teaching learning processed in class. the student's learning activities used groupinvestigation strategy and story board media reached the mean score 67 with the detail 63 of interest, 63 of attention, 72 of participation, and 70 of presentation. The student's participation in learning was considered as the highest level compared to the other aspects. And the teacher performance in applying spying method in teaching speaking was looked relative low at average percentage at 66 while the ideal score is 75. The result of teacher activity, the highest score was at ability to evaluate 85 and the lowest score was at giving reward to individual at 47. In cycle II result of observation sheet start there was an icreas such as the students' had shown a very good development with the average score was 89.5, from the four aspects of these observation, the presentation aspect was the highest score was 100, while the lowest was for the aspect of interest 74. And the teacher is performance with the average at 90.7. The highest score of teacher's activity in teaching process belonged to ability to evaluate 100 and the lowest one went to Management of Discussion with scored 84. The details were presented in following the chart.

Chart 4.15

Observation sheet result cycle I and Cycle II
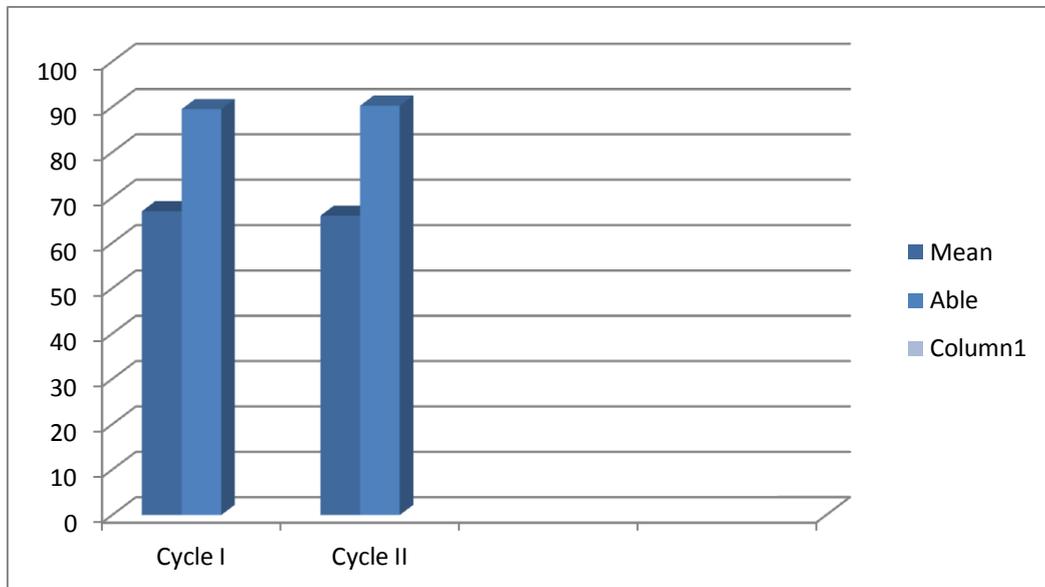
CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the explanation in the previous chapter, there were two points that could be concluded. Firstly, there were some problems faced by the teacher and the tenth grade students of SMA Al-Himkah Medan in teaching narrative text. One of the problems is the students are really difficult to get an idea to write narrative text and also express their creativity in writing text. On the other hand, narrative text is really important because can make students think more logically in controlling their time. The teacher needed fresh media and materials to achieve the goals in teaching and learning process. Hence, to support teaching process, some aids had to be found to help both students and teacher. The solution for them

is improving the new writing media. Group investigation strategy and story board media could be interesting in learning to understand about the text.

B. Suggestion

Based on the conclusion above, some suggestion were offered, in teaching writing, such as writing narratie text, teacher needed intresting teaching media to attract the students' attention and enable them in gaining the ideas and build those ideas into a coherent and understandable text. Story board could be a new media to help both the teacher and the students in writing narrative text.

The students should encourage themselves to learn English especially in writing by trying to write something that interested them. The students could have more execises of writing narrative text by finding other sources to learn.

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