

**THE IMPLEMENTATION OF GROUP INVESTIGATION  
BASED ON LOCAL CULTURE TO TEACH NARRATIVE  
WRITING**

**(A Thesis)**

**by:**

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BANDAR LAMPUNG  
2021**

**ABSTRACT**  
**THE IMPLEMENTATION OF GROUP INVESTIGATION BASED ON**  
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**Juni Ariyanti**

In learning a foreign language, there are four skills that should be mastered by the students, namely, listening, speaking, reading, and also writing. This research was focusing to present the material of local culture by using Group Investigation as a bridge to deliver the material. The text used in this research was narrative short story. The objectives of the research were (1) to discover the significant effect of use the group investigation based on local culture (2) to find out whether there significant difference in students' writing before and after being taught through group investigation based on local culture and group investigation based on foreign culture, and (3) to find out significant correlation between students' motivation and students' writing ability in applying Group Investigation based on local culture.

The research was control group pretest and posttest design. The sample of this research was 30 students of SMK PGRI 1 Limau as experimental and control class. The instruments used in this study were questionnaire and writing test. The data of the research were collected through pre-test and post-test. The result of pretest and posttest in control class and experimental class was accumulated in the mean gain for writing test. The experimental class gained 10.08, while control class gained 5.13. For questionnaire the researcher was comparing the mean result for both classes. The pretest was 34.33, and for the posttest was 38,87.

The data collected from pre and post-tests were analyzed (1) by using independent sample t test through SPSS 22.00 shows that sig ( $0.001 < 0.05$ ), (2) the second research question were analyzed by using repeated measures t test showed  $t_{level} = 4,397 > t_{table} = 2.048$ , (3) *correlation product moment* was used in the third research question showed the Significant result (.000, .000, .000, .009, .000) < Significant level (0.05). The results found that the implementation of group investigation based on local culture in teaching and learning English improved students' writing ability, there were significant differences between students in control class and experimental class, then there was correlation between students' motivation and students' writing ability. Therefore, the hypotheses of this study were accepted. There was a significant improvement in presenting group investigation based on local culture towards students' motivation in writing. It could be concluded that the presence of group investigation based on local culture increases students' motivation in writing.

**Key words:** *Local Culture, Group Investigation Technique, Motivation, writing, Narrative.*

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**Research Title : THE IMPLEMENTATION OF  
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TO TEACH NARRATIVE WRITING**

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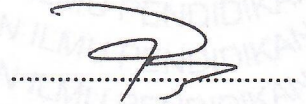
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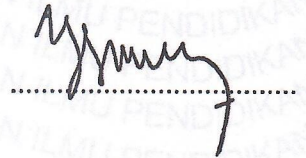
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## LEMBAR PERNYATAAN

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## **CURRICULUM VITAE**

The name of the researcher is JuniAriyanti. She was born on June 21st, 1993 in GunungTerang, Tanggamus. She is the first child of three children of Mr. Amiruddin and Mrs. Rodiyah. She has two young sisters; their name is AnnisaFitri, and Aziza Laila Rahmadani. At present, they live in GunungTerang, Tanggamus.

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## **DEDICATION**

*I dedicate this thesis to The Almighty God, myself, my beloved Parents, my Grandmother, my sisters, my family, and my friends who always support me and keep on praying for my life.*



## **MOTTO**

Knowledge is a venerable estate, good manners are a new dress, and thinking is a clear mirror.

(Ali Ibn Abi Thalib)

No one is born ugly we're just born in a judgmental society.

(Kim Namjoon)

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This thesis is submitted as a compulsory partial fulfillment of the requirements for the S-2 degree of Language and Arts Education Department of Teacher Training and Education Faculty, Lampung University. The primary aim of writing this thesis is to fulfill a part of students' task in partial fulfillment of the requirement to obtain S1-degree.

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**Bandar Lampung,     Desember 2021**

**The researcher,**

**Juni Ariyanti**

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# **CHAPTER I**

## **INTRODUCTION**

This chapter discusses background knowledge, identification of the problems, limitation of the problems, research question, objectives of the research, research use, scope of the research, and definition of terms. The explanations of the subtopics are presented as follows:

### **1.1 Background**

Language teaching concentrates on what students want to learn rather than on what is to be taught. Language teaching is influenced by ideas by the nature of the language and the learning conditions which make the learners acquire the language (Setiyadi, 2020). The success of students in the classroom is the main goal of teaching and learning activities. Many factors influence students in the classroom. One of them is culture. Culture involves learning and sharing behaviors, norms, values, and material objects. It encompasses what people create to express values, attitudes, and norms (Beamer and Varner, 2011). People should aware of these cultural aspects. Tomalin and Stempleski (1993) posited three features of cultural awareness: “awareness of one’s own culturally induced behavior, awareness of the culturally-induced behavior of others, and ability to explain one’s cultural standpoint.”It is important to relate language with culture because language must be treated in a social context. Hence, learning a language cannot be separated from learning the culture. Sowden (2007) states that culture takes a crucial role played in the classroom. Moreover, literature states that language and culture are interrelated (Hinkel, 1999). Therefore, language and

culture is the key to unlocking the language teaching methodologies in the classroom.

Teaching English in Indonesia needs a cultural and contextual approach since English is situated as a foreign language which means that English learners acquire language by their ways and cultures. Every language in the world including English has a cultural norm, some of which are not the same and maybe opposite to other cultures' norms. Consequently, learners who have never shared culture's norms may get some communication problems. One solution for such a problem is presenting students' native culture in acquiring a foreign language. From a cognitive perspective, presenting a target culture contradicts students' schema or prior knowledge or experiences. They do not have any experience with the ELT materials that have different social and culture contexts. However, students will be motivated to learn a foreign language if the material relate to their prior knowledge. In line with this notion, Freeman and Freeman (1998) suggest that adopting a local culture in the target language teaching can lead to students' positive attitude towards the target language learning and build their confidence.

Situating local cultures in learning a foreign language means providing the context of real-life in learning English. In presenting culture in the learning process, many elements must be prepared. Sinaga et al. (2020) explain that teachers, educators, and related-policy makers need to consider cultural and ideological aspects in the preparation, production, and use of EFL textbooks in the context of culture-based curriculum (local and national) and global vision. Alpetekin (1993) in Kristiawan (2012:174) claims that presenting schematic

knowledge in learning language is culturally and socially required and situated. Thus, presenting culture as a topic in language learning is very important for students. By studying local culture, students can understand their cultural values concerning ideology, ethics, habits, and way of life of a pluralistic society in Indonesia. While presenting a foreign culture itself increases students' knowledge and makes them have comparisons that they can learn and as a provider of knowledge for students in the future.

There are four skills that should be mastered by students to have good communication such as reading, listening, speaking, and writing. Writing is one of four language skills and it is considered a productive skill that is also recognized as an active skill. This skill currently becomes the main basis upon that one's learning, one's work, and one's intellect will be judged in university, in the community, and in the workplace. Sokolik and Olson in Caroline (1998) state that writing is the combination of process and product. The process refers to the act of gathering ideas and working with them until they are presented in a manner that is polished and comprehensible to readers. Based on the statement before, writing is the process done by people to express their feeling and ideas in written form.

In terms of language learning, many general factors influence second language learning and one of them is motivation. Motivation has as many faces as there are human desires. The simplest definition of motivation boils down to wanting (Baumeister, 2016). We want a change in behavior, thoughts, feelings, self-concept, environment, and relationships. Motivation is an internal process. Whether we define it as a drive or a need, motivation is a condition inside us which desires a change, either in the self or the environment. When we tap into

this well of energy, motivation endows the person with the drive and direction needed to engage with the environment in an adaptive, open-ended, and problem-solving sort of way (Reeve, 2018).

Therefore, the teachers should have several tricks to make their students have motivated to learn English. In the other words, the teacher should be make writing becomes an interesting activity in the classroom. Thus, the researcher needs strategy, model, or technique to apply in this research. Strategy or technique can make students interested when the teacher gives material and also to avoid students while getting bored in the class, the students can be more motivated and challenging. The use of the model provides language practice in various skills of speaking, listening, writing, and reading. In this research, related to the pandemic of Covid 19 the researcher used the offline session with the adaptation curriculum by using health protocol during the teaching and learning process. In this adaptation curriculum, the students only a half percent of the total number of students in the normal situation, and the duration of one session of the teaching and learning process is arranged as needed by the school.

Group Investigation (GI), developed by Shlomo Sharan and Yael Sharan in 1992, is a general classroom organization plan in which students work in a small group using cooperative inquiry, group discussion, and cooperative planning and projects. Therefore, the role of the group investigation model in teaching and learning writing cannot be denied. However, to achieve the most important from writing group investigation model, those suitable group investigation models must be chosen.



One of the aims of teaching English is to enhance students to be able to understand English which they might find in their environment. Several English textbooks do not contain students' cultural topics, especially in the Indonesian context. Students often find problems in learning English especially in terms of writing. Therefore, it needs the teacher's attention more to make the transfer of the knowledge easier to grasp and more interesting to learn. To do this difficult job, teachers are expected to have ingenuity in teaching by using any kind of teaching aids that already exist in their environment. One of those aids is using the group investigation model. The researcher chose a group investigation model and combining with local culture to help and to encourage many learners to sustain their interest and work. With a group investigation model which combines with local culture hope students can increase their motivation in learning English especially in writing.

In terms of local culture, some aspects are still alive in the society. One of the kinds of culture is about the history of heritage places. Indonesia is rich in natural resources including beautiful places and some of them have heritage places that have their own stories and are interesting to learn and can also attract many tourists. It also can be a local legend, fable, or story which only told by our grandmother as a story to sleep orally. No document can be read by the next generation especially in English. Most of the students read a story that is not relevant to their real life. For example the story of Snow White, the students could not imagine what snow is because there is none of it in the Indonesian context, and there are many foreign stories that make students are getting confused because these stories do not make sense to them. Thus, the researcher challenges

the students to investigate the story based on their culture and rewrite the short story according to their real-life in form of writing.

Presenting local culture in the classroom is assumed to be effective in the teaching process. Thus, students can learn something based on their context. Furthermore, in group investigation students can work in groups and share what they have known to each other and find other sources which are needed to support their knowledge. Meanwhile, the researcher tried to compare local culture with foreign culture to find effective materials in learning English. The researcher assumes that studying English based on students' culture or local culture which is mixed by every stage in Group Investigation can increase their motivation in studying English and also can be beneficial to promote students' local region. It is believed that learners who are interested in the social and cultural customs of native speakers of the language they are learning are likely to be successful ( Ellis, 1985). To sum up, combining Local culture and group investigation is assumed as an effective way to build up students' motivation in studying English. Therefore, the student's knowledge will be gained.

Some studies are dealing with local culture have encouraged the writers to use local culture in this study. The first come from (Kristiawan, 2012) that discusses the implementation of incorporating local cultures into classroom materials, that learning a target language (e.g., English), students need to be aware of how their local cultures enrich their linguistic resources and social practices, thereby making their language learning more meaningful. Furthermore, the study from (Sudartini, 2012) who conducted critical analysis on the teaching of English as a foreign language showed that in line with national goals, in which teachers

should support and promote character education in their teaching and learning activities. The other study from (Ilma, 2016) who conducted local culture to enhance students' character on the teaching of English as a foreign language showed promoting local culture in English language teaching could be the way to improve their nationalism awareness as one of character education goals as well as to broaden their knowledge of the heritage of their own country. The next study was done by (Sinaga, 2020) which conducted the cultural values in the textbook in the context of moral and character building, which emphasized the content of the Indonesian EFL textbook in terms of cultural values and gender ideology. While in another study, Sinaga (2014) examined culture from an ideological perspective, where learning, in this case, is strongly influenced by the education system and curriculum that applies in Indonesia, where ideology is cultural values which are also interpreted as life experiences and systematic ideas contained in various representations. Therefore, integrating Indonesian local culture values in English Language teaching plays important role in encouraging, improving, and maintaining the spirit of nationalism to promote character education. From the background, thus, the researcher focused on the effect of presenting local culture on students' motivation in learning English, especially in writing.

In conclusion, in this research, the researcher would elaborate the Group investigation based on Local Culture to increase students' motivation in learning English, especially in writing. Moreover, this research mainly focused on investigating writing about local culture.

## **1.2 Identification of The Problems**

Based on the explanation, the researcher formulated the identification of problems as follows:

1. The students got the material which did not relevant with their life.
2. The students got difficulties in generating idea or topic during the written activities.
3. The students did not have chance to improve their idea in term of written activities.
4. The students' writing motivation might be low.
5. The students were not interesting with the technique was used frequently.
6. The teacher served the material may be not appropriate to increase writing ability.
7. The students were given many texts from the textbook which did not relevant with the students.

## **1.3 Limitation of The Problems**

Based on the identification of problems, the researchers focused the research on the points as limitation of the problems in this research below.

1. The students got the material which did not relevant with their life.
2. The students did not have chance to improve their idea in term of written activities.
3. The students' writing motivation might be low.
4. The teacher served the material may be not appropriate to increase writing ability.

5. The students were given many texts from the textbook which did not relevant with the students.

#### **1.4 Research Question**

Based on the background of the knowledge, some research questions are formulated in order to explain specifically what this study will attempt to learn or study. The formulation of research question as follows:

1. Is there any significant difference of presenting group investigation based on local culture and presenting group investigation based on foreign culture towards students' writing ability?
2. Is there any significant difference in students' motivation writing short story before and after treatment with group investigation based on local culture and with group investigation based on foreign culture?
3. Is there any significant correlation between students' motivation and students' writing ability after applying Group Investigation based on local culture?

#### **1.5 Research Objectives**

Objectives are set to ensure that the data of this study are relevant to research question. Based on the background of the problems, the objectives of the research as follows:

1. To find out whether there is a significant difference in students' writing short story before and after being taught through group investigation based on local culture.



2. To discover the significant effect of use the group investigation based on local culture and group investigation based on foreign culture towards students' motivation.
3. To find out significant correlation between students' motivation and students' writing ability in applying Group Investigation based on local culture.

### **1.6 Research Use**

After conducting this research, the researcher believes that this research will be beneficial for several parties. The finding of this research might be useful both theoretically and practically as follows:

1. Theoretically, the finding of this research might be useful for supporting the previous theory about Local Culture for optimizing writing ability.
2. Practically, the result of this research is expected to provide teachers with a new insight that might be taken as guideline in teaching writing so that the students are able to optimize their writing ability.

### **1.7 Scope**

The scopes of this research were to explain some important information related to the research itself. The subject of this research is limited to the teaching and learning process of writing in the second grade of SMK PGRI 1 Limau Tanggamus. In addition, SMK PGRI has a tourism and hotel department, and Multimedia as their class. So, the researcher thinks that presenting local culture in the school can be accepted by the students in the school.

The object of research is the local culture which combined with group investigation to increase students' motivation in writing narrative text. Based on the 2013 curriculum of senior high school, the researcher finds that there are many kinds of writing forms that are supposed to be learned and mastered by students. Inline, the Local culture and group investigation is supporting the main point of the 2013 curriculum that is the student center.

However, this research is limited to the investigation of combining Local culture and group investigation affecting students' motivation in teaching writing to investigate the narrative story and rewrite it into text. The producing narrative text gets based on the investigation by the source that did by the students, it can be from local legend, heritage places, people and society, and so on. In producing a narrative story the students rewrite the story based on what they get from the investigation.

Meanwhile, in the studies in the pandemic season, everything must be followed by health protocol. The practice of group investigation itself is customized based on the health protocol of Covid-19. Here, the researcher divided three students into one group to avoid the crowded situation. After they have a group the students investigate the story based on their interest and rewrite it into the narrative text.

### **1.8 Definition of Terms**

In order to avoid misunderstanding, some terms used in this research are defined as follows:

## 1. Local Culture

Cultures are distributed into local cultures which refer to learners' own culture i.e. Indonesian culture, target cultures which refer to the culture of English Speaking Countries, and international culture which covers all cultures other than source culture and target culture (Cortazzi and Jin, 1999 as cited Kirkgoz, 2011:5).

The term local culture is commonly used to characterize the experience of everyday life in specific and identifiable localities. It reflects ordinary people's feelings of appropriateness, comfort, and correctness attributes that define personal preferences and changing tastes. There are four cultural topics designed by Yuen (in Xu, 2013:10), those are products, practices, persons, and perspectives.

Related to the topics about local culture in classroom teaching, several topics were prepared by the researcher in presenting local culture in the teaching and learning process. The material is presented by including the local culture in the form of a narrative story which allows the students to explore their cultural background and investigate with their group as a member of society. Thus, material are including the product of culture ( tangible and intangible), the daily life of the community in which students live, the people and the nature, and beliefs or habits that result from the point of view of the community in the area where the student lives. Then the students present it in written form.

## 2. Teaching Writing

Teaching writing is teaching the students how to express their ideas in a written form by processing models provided as one of its ways. Writing is the process that is done by people to express their feeling and ideas in written form by applying content, grammar, vocabulary, mechanics, and organization.

Writing is called by the written productive language skill. This is the skill of a writer to communicate information to a reader or groups of readers (Siahaan, 2008:2). Writing is one way to send the message or information from the writer to the reader. Therefore, it will invite both the writer to the reader in the communication process. Moreover, according to Byrne (1998:1) writing is produce a sequence of sentences arranged in a particular order and linked together in certain ways.

## 3. Motivation

Motivation is the general desire or willingness of someone to do something, a condition inside us that desires a change, either in the self or the environment. In the process of learning, motivation can be said as an inner drive to achieve learning activity so the purpose of the subject learning can be maintained in the educational environment. When someone gets motivation on something they will develop themselves to adapt to the situation which leads to the goal they want to achieve (Oga-Baldwin et al., 2020).

Motivation is the aspect that important to discuss because motivation is one aspect that has affected many aspects of human life, in this research is students. Motivation will affect the teaching and learning process. Moreover, the

motivation concept is divided into two which is stated by Gardner (1972), there is integrative and instrumental motivation. Integrative motivation is a positive attitude from the language learner towards native speakers of the target language and also its cultural aspects. Meanwhile, instrumental motivation is language learners' desire to learn the target language to achieve higher goals in their life which can guarantee a better future (Oga-Baldwin et al., 2020).

#### 4. Group Investigation

Group investigation is an organizational approach that allows a class to work actively and collaboratively in small groups and enables students to take an active role in determining their own learning goals and processes. Sharan and Sharan (1992: 1) Group investigation is a method for classroom instruction in which students work collaboratively in small groups to examine, experience, and understand their topic of study.

Group Investigation (GI) model is Cooperative Learning in which students help define topics for study and then work together to complete their investigations. 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 (GI) model 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 the teacher, the subject will be discussed in their group to make a draft then arranged as composition text.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter consist of Writing (Concept Writing, Concept of writing Ability, and Process of writing), The nature of narrative text, (Definition of narrative text, Characteristic of narrative text, Elements of narrative text, Generic structure of narrative text), The concept Of Group investigation (definition of GI, Basic feature of GI model, The use of GI), The concept of Local culture ( culture aspect in language learning, culture content of local culture in language teaching, the concept of integrating local culture in language teaching, the combining of GILC, GI based on LC in teaching writing, procedure of using GILC, Advantages and Disadvantages) Theoretical Assumptions, Hypotheses.

#### **2.1 Concept of Writing**

Writing is one of the language skills that should be mastered by the students. Writing is called by the written productive language skill. This is the skill of a writer to communicate information to a reader or groups of readers (Siahaan, 2008:2). Writing is one way to send the message or information from the writer to the reader. Therefore, it will invite both the writer to the reader in the communication process.

Moreover, according to Byrne (1998:1) writing is produce a sequence of sentences arranged in a particular order and linked together in certain ways. The sequence may be very short perhaps only two or three sentences have been put in order and linked together, they form a coherent whole. It means that writing is the

sequence of the word that is related to each other and systematically to give the information to the reader.

In addition, Brown (2001:35) argues that written products are often the result of thinking, drafting, and revising. When we write, we think from topic to the final draft of the writing. In line with Elbow (Peter Elbow in Brown, 2001:336) also states that writing is a two-step process. The first process is figuring out the meaning and the second process is putting the meaning into language. Writing represents what people think. It is because the writing process reflects things, which stay in the mind. Students who are reluctant to write things down often suffer from this activity. The students find difficulties when they start looking for some reasons to write and produce written sentences.

Writing is a progressive activity. When you first write something down, you have already been thinking about what you are going to say and how you are going to say it. After you have finished writing, you read over what you have written and made changes and corrections (Oshima, 1999:3). It means that writing is an activity that uses thought, mind, and feeling based on what we want to write.

Another idea about writing is expressed by Raimes (1983:4), learning to write is not a “natural” extension of learning to speak a language. It means that we do not need systematic instruction when we learn to speak our first language at home, while most of us had to be taught in school how to write that same language by using systematic instruction.

Based on several definitions about writing, the researcher concludes that writing is to communicate the information from the writer to the reader. Writing is

not only an activity of arranging words into the form of sentences but also when people write, they should organize some interesting stuff, which is experiences or ideas in written form.

## **2.2 Concept of Writing Ability**

Writing (Harmer, 2004:31) is one of the four skills of listening, speaking, reading, and writing. Raimes (1983:2) states that writing is a skill in which we express ideas, feelings, and thoughts that are arranged in words, sentences, and paragraphs by using eyes, brain, and hand. In line, Elbow also says that writing is the ability to create words or ideas of the writer. It means that writing ability is one of the English skills that aims to express the ideas, thoughts, and feelings to the readers can understand about the writers' ideas, thoughts, and feelings.

The concept of writing ability is the process involving two features of writing communication simultaneously, for example, the concept of writing and the use of language. Some tips can help improve writing ability, those are (Brown, 2001:343):

1. Use acceptable grammatical systems (e.g. tense, agreement, pluralization, patterns, and rules).
2. Express a particular meaning in different grammatical forms.
3. Use cohesive devices in written discourse.
4. Use the rhetorical forms and conventions of written discourse.
5. Appropriately accomplish the communicative functions of written texts according to form and purpose.



6. Convey links and connections between events and communicate such relations as a meaning idea, supporting the idea, new information, given information, generalization, and exemplification.
7. Distinguish between literal and implied meaning when writing.
8. Correctly convey culturally specific references in the context of the written text.
9. Develop and use a battery of writing strategies, such as accurately assessing the audience's interpretation, using pre-writing devices, writing with fluency in the list drafts, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.
10. Brush up on grammar and style.

In other words, to know students' writing ability the researcher will be used the aspects of the scoring system as follows (Tribble, 1996:30):

1. Content (the ability to think creatively and develop thoughts).
2. Organization (the ability to write appropriately)
3. Vocabulary (the ability to use word/idiom).
4. Language use (the ability to write appropriate structure and tenses)
5. Mechanic (the ability to use punctuation, capitalization, spelling, and layout correctly).

Based on those explanations, the researcher concludes that writing ability is the ability to create words or ideas of the writer by expressing their ideas, feeling, and thought to transfer a message to the reader. Writing is not only an activity of arranging words but also when people write, they should organize the rule of

writing at least they write their idea to be a good proper use such aspect as content, organization, vocabulary, language, and mechanics.

### **2.3 The Process Of Teaching Writing**

The writing process is the stages a writer goes through to produce something and its final written form. This process (Harmer, 2004:4) may, of course, be affected by the content (subject matter) of writing, the type of writing (shopping list, letters, essays, report, or novel), and the medium of written in (pen and paper, computer word files, etc). It means that writing is a process of our mind to produce a well-written start from the beginning until the last the written.

Writing is like building a house. There are some steps to follow in building a house. In the beginning, it is started by planning the kinds of the house until the last steps until finishing touches that make the house a pleasure to live in (Brainy, 1996:17). It means writing a paper is like building a house in a process. Both of them are done in some stages.

According to Harmer (2004:4), there are 4 stages of the writing process. The points of stages are:

#### **1. Planning**

Experienced write plan what they are going to write. It means that before starting to write or type, they try and decide what they are going to say or write. The first step in the writing process is to plan what kind of theme or topic of the paper. First, the writer needs to select a subject and narrow the subject to the topic. At the same time, the writer thinks about the purpose of the theme of the

paper, which its reader will be, and the research that the writer does to gather information.

## 2. Drafting

We can refer to the first version of the piece of writing a draft. It means that, in the drafting process, they can look for information and start to explore their idea in a write. Drafting is the stage where the writer focused on the fluency of writing and does not worry yet about grammar, punctuation, or spelling. The writer goal's is just to state the main idea clearly and develop the content of the paper with plenty of specific details. At this stage, the writer just writes down the information on the paper.

## 3. Editing(Reflecting and Revising)

Once writers have produced a draft, they usually read through what they have written to see where it works and where it does not reflect, and revising is often helped by the other readers (or editor) who comment and make a suggestion. In other words, after producing a draft they check what they have written and it can help the reader if they use or do reflecting and revising.

## 4. Final Version

One writer has edited their draft, making the changes they consider to be necessary they produce their final version. It means that, after they do the planning, drafting, and editing, they should make or produce their final version. It is the last process of their writing process.

From those statements, the researcher concludes that the writing process is a process of ordering information in form of written language.

Furthermore, the writing process is an activity to produce a good written that is suitable based on the rule of writing. In written language is needed some steps or processes. The students make good writing if they follow the rule of the writing process like they begin with planning, drafting, editing, and final version.

## **2.4 The Concept Of Motivation**

Motivation is a reason someone has for acting or behaving in a particular way. In the process of learning, motivation can be said as an inner drive to achieve learning activity so the purpose of the subject learning can be maintained in the educational environment. Motivation is one of the very important factors to encourage a learner to learn more rapidly and effectively. Motivation becomes the most important support for EFL learners in performing their comprehension because it mediates the attitudes toward the target language and the output of learning the language itself. Inline, Dornyei and Otto (1998:65) motivation can be defined as the dynamically changing cumulative arousal in a person that initiates, directs, coordinates, amplifies, terminates, and evaluates the cognitive and motor process whereby initial wishes and desires are selected, prioritized, operational zed, and (successfully or unsuccessfully) acted out.

Moreover, the motivation concept is divided into two which is stated by Gardner in 1972, there is integrative and instrumental motivation. Integrative motivation is a positive attitude from the language learner towards native speakers of the target language and also its cultural aspects. Meanwhile, instrumental motivation is language learners' desire to learn the target language to achieve

higher goals in their life which can guarantee a better future (Oga-Baldwin et al., 2020).

Oga-Baldwin et al. (2020) stated that integrative motivation has a bigger impact on learners' target language output because the higher integrative motivation learners have the better their target language comprehension. Learners who have higher integrative motivation tend to show a positive attitude and conducive behavior. They tend to be more active, more enthusiastic, work hard, and not easily give up in the learning process. Otherwise, the learners who have higher instrumental motivation will consider the target language only as a tool to fulfill their needs, not as a means to be close to the cultural aspects. When their needs are fulfilled, they will learn sufficiently.

Furthermore, motivation has three different orientations, there are intrinsic, extrinsic, and international orientations (Setiyadi et al., 2019). Setiyadi et al. (2019) proposed that intrinsic orientations are the learners' reasons for acting comes from their awareness inside themselves which deals with behaviors like the joy of doing a particular activity. Meanwhile, the extrinsic orientations are the reasons which come from outside to get extrinsic rewards such as good scores in the class. Then, the international orientation is learners' willingness and interest in conducting interactions actively with native speakers of the target language and also the non-native speakers who master the target language.

## **2.5 Narrative Text**

### **2.5.1 Definition of Narrative text**

A narrative is aimed at telling a story either a true story fictitious, which is arranged based on the time of the event or chronological order. The purpose is to make the reader enjoy and imagines what the writer is telling. Example of this text is fairy tales, mystery, horror, science, fiction, and romance story. Even though narrative texts usually refer to telling a story, they can be to describe the relating experience. Anderson and Anderson (1997: 8) say that narrative text is a piece of text which tells a story and in doing so entertains and informs the reader or listener. Meanwhile, Percy in Permana and Zuhri (2013: 2 ) state that narrative is a type of essay that tells a story or a series of events in which they occur. Its purpose is to give meaning to an event or a series of events by telling a story.

According to Ayres (2008), narrative texts are a form of discourse that has been fixed by writing. Meanwhile, Parera (1993:5) states that a narrative is one of the forms of developing writing, for example, characters told the history of something based on the development of writing from time to time. In addition, Keraf (1989:136) states that a narrative is a form of composition, which has the main objectives in the form of activities that are tied together to become an event that happened in a certain time. Furthermore, narrative text is usually a product of writing which is developed and tied together to become a story that happened at a certain time in the past.

To sum up, a narrative text is a text which contains a story ordered chronologically. So that the text can be enjoyed by the readers, the writer should

arrange the text interestingly. The purpose of telling the story is to give meaning and to entertain the readers.

### **2.5.2 Generic Structure of Narrative Texts**

Derewianka (1990: 32) states that the steps for constructing a narrative are:

- 1) Orientation, in which the writer tells the audience about who the character in the story is, where the story is taking place, and when the action is happening.
- 2) Complication, where the story is pushed along by a series of events, during which we usually expect some sort of complication or problem to arise. It just would not be so interesting if something unexpected did not happen. This complication will involve the main character(s) and often serves to (temporally) toward them, for reaching their goal. Narratives mirror the complications we face in life and tend to reassure us that they are resolvable.
- 3) Resolution. In a “satisfying “narrative, a resolution of the complication is brought about. The complication may be resolved for better or for worse, but it is rarely left completely unresolved (although this is of course possible in certain types of narrative, which leave us wondering (how is the end?).

Meanwhile, Anderson and Anderson (1997: 8) show the steps for constructing a narrative text. They are (1) Orientation, which is the opening story that tells about the characters, the setting of time, and the setting of the place. (2) Complication, which contains events of the story which stimulate the reader to guess what will happen in the story. (3) Sequence of events, where the characters react to the complication. (4) Resolution, where the characters finally solve the problem in the complication. (5) Coda, which contains a comment or moral values

which can be learned from the story, but this is an optional step. In addition, Coffman and Reed (2010: 1) state that narratives have been described as having several common components including a setting, plot (series of episodes based on goals, attempts, outcomes), resolution, or story ends.

Therefore, the generic structures of narrative texts are can be concluded as (1) Orientation which introduces the main characters and possibly some minor characters. Some indication is generally given of where the action is and when an action happened. (2) Complication where the writer tells how the problem arises, sometimes something unexpected events will happen. (3) Resolution which is an optional closure of the event. The complication may be resolved for better or for worse, but it is rarely left completely unresolved. The writer can conclude that resolution is the end of a story.

Meanwhile, from these statements, it can be inferred that narrative texts are concerned with a story. The story includes some events which are presented to amuse the readers or listeners. So, written narrative texts are aimed to entertain the readers. Narrative text tells us about an interesting story that can make students enjoy. So, the material that has the ideal features is the Narrative story.

## **2.6 The Concept of Group Investigation**

### **2.6.1 Definition of Group Investigation (GI) model**

Group investigation method is one of the cooperative learning. Cooperative learning teaching model is one model of learning that supports contextual learning. Cooperative learning teaching system can be defined as a system of



work or study in a structured group. Included in this structure are the five basic elements (Johnson & Johnson, 1994), including positive interdependence, individual responsibility, personal interaction, collaboration skills, and group process. Group investigation is a method for classroom instruction in which students work collaboratively in small groups to examine, experience, and understand their topic of study (Sharan and Sharan 1992: 1). So, GI is a teaching method that can make the students interact in the classroom because they have to have positive interdependence and individual responsibility, they also have to have great interaction with their friends because they have to work in a group. They should collaborate their skills to discuss many topics with their group.

Group Investigation was developed by Sharan and Sharan (1976) which is one of the complex methods of group learning that requires students to use the high skill of thinking. Group Investigation (GI) Model is a cooperative learning strategy in which students work in small groups to “Investigate” a learning topic. The type demands the student’s abilities of communication or group skill. Group Investigation (GI) model exercises the students to grow up their brain skills. The students as followers actively will show from the first step until the last step of the learning process.

Group Investigation (GI) model is Cooperative Learning in which students help define topics for study and then work together to complete their investigations. In Group Investigation (GI) model 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 (GI) model 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 the teacher, the subject will be discussed in their group to make a draft then arranged as composition text.

### **2.6.2 Basic Features of Group Investigation (GI) Model**

There are four basic features of Group Investigation:

#### **1. Investigation**

The classroom becomes a “Inquiring community” and each student is an investigator of the class topic or problem.

#### **2. Interaction**

Students interact in small groups throughout the stages of investigation.

#### **3. Interpretation**

Students interpret findings from the information they gather from a variety of sources.

#### **4. Intrinsic Motivation**

Students are intrinsically motivated by their active role in the task and their natural curiosity in the subject matter.

### **2.6.3 The Procedure of Group Investigation (GI) Model**

According to Slavin in cooperative learning (2005:218) states that in the Group Investigation (GI) model, the students work through six stage:

#### **1. Identifying the topic and organizing students into group.**

- a. The students scan source, purpose topic, and categorize suggestion.

- b. The students join the group studying the topic of their choice.
- c. Group composition is based on interest and heterogeneous.
- d. The teacher assists in information gathering and facilities organization.

## 2. Planning the learning tasks

The students make the planning together: about what we will learn? How we learn? What the purpose we investigate the topics? And divide the assignment.

## 3. Carrying out the investigation

- a. The students gather the information, analyze the data, and reach conclusions.
- b. Each group member contributes to their group effort.
- c. The students share their mind, discuss, clarify, and synthesize all of the idea.

## 4. Preparing a final report

- a. Group members determine the essential messages of their topic.
- b. Group members plan what they will make their presentation.
- c. Group representative form a steering committee to coordinate plans for the presentation.

## 5. Presenting the final report

- a. The presentation is made to the entire class in a variety of forms .
- b. Part of the presentation should actively involved the audience.
- c. The audience evaluate the clarity and appeal of presentation according to criteria determined in advanced by the whole class.

## 6. Evaluation

- a. The students share feedback about the topic, about the work they did, and about their affective experience.
- b. The teacher and student collaborate in evaluating student learning.
- c. Assessment of learning should evaluate higher-level thinking.

### 2.6.4 The use of Group Investigation (GI) Model

There are some methods in English teaching as second language, each method has own strengths and weakness. Group investigation (GI) model as one of teaching strategies was introduced by Slavin as an alternative method with cooperative learning, but has been refined and researched in more recent years by Shlomo and Yael Sharan. Sharan argues that group investigation gives students more opportunity to have ethnic attitude and cooperative better than the students who study in traditional class. Group Investigation (GI) Model offers the development of moral and social issues; students are organized by cooperative inquiry on social and moral problem or academic problems. According to Slavin (2005: 220) explain the six stages in details:

- a. Stage 1: identifying the topic and organizing into research group. This stage is devoted to organizational matters. Stage begins with class wide cooperative learning, which can proceed in several ways:
  - 1. The teacher presents a problem to the entire class and asks.” What do you want to know about this problem?” each student raises questions about the aspect of the problem he or she would like to investigate.

2. Students meet in discussion groups where each person expresses his or her ideas about what to investigate. In each group, they write down all ideas and then they report them to the whole class. A short class discussion results in a shared list of suggestions for subtopics to be investigated.
  3. Planning begins with each student writing down his or her suggestion, and continues in progressively larger groups as members compare their lists and the final list represents the interest of all members.
  4. To make all the suggestions available to the whole class, the teacher or students can do this by writing all suggestions on the board. After each student has a list of everyone's suggestions, the class classifies them into several categories.
  5. Participation in this stage enables students to express their own interests and to exchange ideas and opinions with their classmates. Full, unhurried implementation of this initial planning stage demonstrates that the group learning process is based on individual members' experiences and needs.
  6. In the final step of this stage, the subtopics are shared with the whole class, usually on the board. Groups are formed based on students' interest; each student joins the group studying the subtopic of his or her choice.
- b. Stage 2: Planning the investigation in groups. At this stage, group members determine the aspect of the topic. Many groups find it useful to fill out a worksheet containing questions relevant to this planning stage.
  - c. Stage 3: carrying out the investigation. In this stage, each group carries out the plans it formulated earlier and needs more time. During this stage, students, singly or in pairs, gather, analyze, and evaluate information, reach

conclusions, and apply their share of new knowledge to the resolution of the group's research problem. Groups may choose to have one member record their conclusions, or each member may present a written summary of his or her findings.

- d. Stage 4: preparing a final report. This stage is a transition from the data-gathering and classifying stage to the stage where the groups reports the result of its activities to the class. At the conclusion of the investigation stage the teacher asks each group to appoint a representative to a steering committee. Of course, students have been telling their group mates all along about what they are doing and learning, but now they begin to plan how to teach their classmates in a more organized fashion the essence of what they have learned. When teacher meet steering committee, her or she may wish to highlight the following guidelines to help the group plan their reports:
  1. Emphasize the main ideas and conclusions of the Investigation.
  2. Inform the class about the source the group consulted and how it obtained information.
  3. Allow for questions and answers.
  4. Involve classmates as much as possible in the presentation by giving them roles to perform; don't have them sit and listen for long periods.
  5. Make sure everyone in the group plays an important role in the presentation.
  6. Make sure all necessary equipment or materials have been requested.
- e. Stage 5: Presenting the final report. The groups are now prepared to present their final report to the class. These final reports afforded an experience. All members of the class participate in many of the presentation, by performing

tasks or answering questions; the presentation were not just a matter of performing rehearsed roles and reciting line. The following guidelines may helpful:

1. Speak clearly and succinctly when addressing the class, but the lecture as little as possible.
  2. Use the blackboard to illustrate concepts.
  3. Use audiovisual equipment, such as an overhead projector.
  4. Conduct formal dates in front of the class if appropriate.
  5. Think of preparing learning situations where classmate can perform tasks prepared by the group.
  6. Consider dramatizing some portion of the work, or simulating certain events.
  7. Consider quiz programs as one way to get an audience interested.
  8. Consider displays of picture, drawing, or photographs to liven up the presentation
- f. Stage 6: Evaluating achievement

In Group Investigation(GI) Model teacher should evaluate students' higher level thinking about the subject they studied-how they investigated certain aspects of the subject, how they applied their knowledge to the solution of new problems, how they used inferences from what they learned in discussion questions requiring analysis and judgment, and how they reached conclusion from sets of data. This kind of evaluation is best achieved through a cumulative view of the individual's work during the entire investigation

project. Teachers and students can collaborate in evaluating student learning. One possible suggestion is peer evaluation.

## **2.7 The Concept Of Local Culture**

### **2.7.1 Culture Aspects In Language Learning**

People in the world have their own identity that is different from other people called local culture. The identity can be represented by some components of its culture. There are seven characteristics of local culture; 1) it is a part of the cultural item in community, 2) there is a feeling of belonging from the community, 3) close to nature, 4) it is a universal sense, 5) it is practical, 6) it has some shared knowledge, and 7) it is inherited to people generations (Victorino, in Hatimah, 2006:41).

The characteristics simplify to select the number of local cultures as material content in teaching English. The local content as valuable shifted within the text type. It is absolutely to consider the students' profile (their needs, students' interests, students' cultural background, and literacy level) in developing material. Material content based on cultural topics and students' profiles is expected to enchant effective learning. Hesselgreen 2003, in Kristiawan 2012:184) elaborates the categories cultural aspects as follows:

1. The ability to cope with daily life activities, tradition, and living conditions (e.g., home, school, festivals, etc.). For instance, Everyday family life: foods, daily activities, pets, and other animals, free time: exercise, holidays. Festivals (tradition, food ritual). Country location: occupation and farming activities.



2. Ability to deal with social convention (e.g., manners, dressing, and meeting people). For instance, roles and relationships: boys-girls, men-women; social event: party, wedding; clothes: traditional custom.
3. Confidence with the values, beliefs, and attitudes of the foreign language users (e.g., what they are proud of, worry about, and find funny). For example people characteristics: friendly, polite, impolite; beliefs: physical appearance, skin-hair color. Cultural heritage: national history and independence, national and local heroes, singers. Ethnic identities. Sense of humor: humor, jokes.
4. Ability to use verbal communication means (e.g., greeting, apologizing, expressing gratitude, embarrassment, and love). For instance, addressing people: degrees of politeness and distance, greeting, apologizing, proverbs: animal references(i.e. as stupid as).
5. Ability to use non -verbal language (e.g., body language and facial expression). For instance, Body language: shaking hands, kissing, hugging, nodding, gesticulating-hand signal. Body contact: touching, standing too close, too far. Facial expression: eye contact, winking, smiling, crying.

### **2.7.2 Cultural Content Of Local Culture in Teaching**

Cultures are distributed into local cultures which refer to learners' own culture i.e. Indonesian culture, target cultures which refer to the culture of English Speaking Countries, and international culture which covers all cultures other than

source culture and target culture (Cortazzi and Jin, 1999 as cited Kirkgoz, 2011:5).

Language learners usually bring some attributes including cultural matters in the classroom. Acquiring either a foreign or second language is acquiring its culture. The existence of culture (target culture and source culture) in language learners is natural. Willis in Palfreyman (2017:1) stated, in presenting local culture teacher suggested to do following activities in the classroom; a) develop and promote cultural awareness, b) use local knowledge or belief with appropriate methodologies, c) promote an ethnographic imagination, d) use comparative perspective in presenting material, e) reconsider “universal” in teaching and learning.

There are four cultural topics designed by Yuen ( in Xu, 2013:10), those are products, practices, persons, and perspectives. In the context of students’ cultural backgrounds, the researcher describes specific local culture topics by students’ environment and background knowledge. The topics are elaborated as follows:

1. Cultural specific events, people from one region usually have some traditions to commemorate a special day in every year.
2. Cultural specific items, items are divided into the following specific item.  
Every region has specific features of customs, every region has typical food and drinks that people loved, every region has typical interior and building design, and every region has a specific heritage related to the culture.

3. Local legend, every region has folklores. People keep it through telling stories to their generation. The classroom is the best setting to learn and build cultural awareness to intrigue students' pride in their own culture.
4. Beliefs, cultural values influence people's beliefs. A belief refers to something that obligates someone to do and not to do.
5. People. From one group to another group are differently viewed from characteristics and physical appearances.
6. Heritage spot. It refers to a place that represents a community.
7. Music and dance, there is part of cultural product. This is to show the identity of the community.

To begin teaching local culture as materials in the classroom, the teachers should know students' language background, students' prior knowledge, their needs, their interest, and their cultural background. It is impossible to introduce the local culture that all of the students do not have any idea of that culture or the teachers give materials that are not appropriate and relevant to the curriculum. So that the teachers have to be wise to choose the most suitable materials to deliver to the students based on their needs and to gain the main objectives of learning English based on the curriculum.

Related to the topics about local culture in classroom teaching, several topics were prepared by the researcher in presenting local culture in the teaching and learning process. To bring local culture as a material in teaching, the teacher asks some students to tell their interest and their knowledge in their region. After that, the teacher tells a similar story to enhance students' knowledge and ask them

to investigate cultural aspect based on the story. In this session, the students freely mention the topics based on their interests.

### **2.7.3 The Concept of Integrating Local Culture in Language Teaching**

Culture background of English learners is still relevant to discuss. Learning a language, in other ways seems to learn culture from the language being learned. To discuss the relationship between culture and language, it is better if we start from the definition of language. Culture commonly is defined as a valuable custom and way of life in a social environment.

Hofstede(1991:5) says that culture is the set of assumptions in the mind which distinguishes the member of a certain group from another. Moreover, Judd (2002:10) defines that culture as a system of shared objects, activities, and beliefs of a given group of people. Inline, Kramsch (1998:127) states that a shared practice is a membership in a discourse community that shares common social space and history, and a common system of standards of perceiving, believing, evaluating, and acting.

Robinson and Nacon (1996) in Brown(2000) mention that the nation of culture learning is “a magic carpet ride to another culture”. They continuously suggest that culture learning is a “process, that is a way of perceiving, interpreting, feeling being in the world...and relating to where one is and whom one meets”. Language learners commonly bring some attributes including matters in the classroom. Acquiring either a foreign or a second language is acquiring its culture. The students who are learning a language and its culture try to create meaning with a culture representative of both their culture and other culture.

According to freeman and freeman (1998, in Kristiawan, 2012:175), they claimed that adopting a local culture in the target language teaching can lead to students' positive attitude toward the target language learning and build their confidence. However, language learning must be well managed to achieve the learning goal.

Neff and Rucynski (2013:14) suggested that teacher needs to design their language classroom with the following sequence of activities (Presentation, Practice, and Production) such as:

1. Presentation is used to introduce the topic,
2. The students are allowed to have contact with English in the practice phase,
3. Students are assessed on their performance in the production stage.

## **2.8 The Combining Of Group Investigation with Local Culture**

Based on Hornby (2000), a modification is an act or process of changing something to improve it or make it more acceptable. In the case of learning strategy, a modification is a must-done act if the strategy does not work well for the students in the learning process. This current study will conduct the modified Group Investigation by adding "Local culture" before applying Group Investigation Model. The students will guide to make a narrative story that relates to the lesson given by the teacher. The writer will try to deliver the material through small group, the researcher will add the procedures of making a story based on the local culture or the story that exist in their daily life before the students are given the project to make a narrative story the teacher give the students example of the short story related with the local culture, i.e. the teacher

tell the story about Roro Anteng and Joko Seger, and TanggkupanPerahu Mountain. Those stories were chosen because it related to the origin of the region and it will guide the students to make a narrative story related to their region.

Hofstede(1991:5) says that culture is the set of assumptions in the mind which distinguishes the member of a certain group from another. Moreover, Judd (2002:10) defines that culture as a system of shared objects, activities, and beliefs of a given group of people. Inline, Kramsch (1998:127) states that a shared practice is a membership in a discourse community that shares common social space and history, and a common system of standards of perceiving, believing, evaluating, and acting. From those statements, using local culture can be applied in the learning process to share the idea and the aim of communication with other people in the nation. In the EFL context using local culture in writing text can be one new alternative to promote our local culture to the wide space and show it in the international. Moreover, local culture in a narrative story can be a reference for the next generation if they want to learn English and promote the national culture to the international.

## **2.9 Group Investigation Based On Culture In Teaching Writing**

Group investigation is an organizational approach that allows a class to work actively and collaboratively in small groups and enables students to take an active role in determining their own learning goals and processes. Group Investigation (GI) Model is a cooperative learning strategy in which students work in small groups to “Investigate” a learning topic. The type demands the student’s abilities of communication or group skill. Group Investigation (GI)

model exercises the students to grow up their brain skills. The students as followers actively will show from the first step until the last step of the learning process.

The term of local culture is commonly used to characterize the experience of everyday life in specific, identifiable localities. It reflects ordinary people's feelings of appropriateness, comfort, and correctness attributes that define personal preferences and changing tastes. There are some elaborate topics which containing in local cultures such as cultural specific events, cultural specific items, local legend, beliefs, people, heritage spots, music, and dance. Those elements will be investigated by the students in their group to finish their group project which is making a narrative story.

### **2.9.1 The Differences about Group Investigation based on Local Culture and Group Investigation with Foreign Culture**

Culture has always been considered an important element that takes a role in the learning process of a language (Nambiar & Anawar 2017, Nguyen 2017, Brown 2007, Kramsch 1998, Kramsch & Zhu, Kuang 2007) and should be taught simultaneously with the language itself (Schulz 2007). Culture and language are intertwined and deeply rooted and complement each other. The issue here is which culture should be integrated into language learning matters and in what proportion.

In this research, the researcher is going to differentiate the culture materials in terms of local culture and foreign culture which are combined by group investigation to teach English learning which focused on the written narrative

story. The term of local culture classified by Brennan (2009), who claimed that local culture provides a sense of identity for rural communities and residents. This identity facilitates common understandings, traditions, and values, also all central to the identification of plans of action to improve well-being. Culture contributes to building a sense of local identity and solidarity. It influences the confidence of rural communities for coming together to address specific needs and problems.

Meanwhile, English as a foreign language in the Indonesian context cannot be separated from a foreign culture. Foreign culture itself is defined as a way of life of people which is not known to a group of people in a society. In this context, while the teacher uses the material about Snow White, there is no snow in Indonesia. So here, the teacher has a responsibility to describe the snow for students, besides, the teacher has to tell the students about the moral value which comes from this foreign culture.

In combining the culture with the group investigation method, the researcher will use some steps in transferring language to the students in the classroom. The differences may be seen by looking at the steps and procedures of presenting group investigation in the classroom. It can be seen when the students come to investigate the material, while in foreign cultures the students investigate materials by finding other sources such as books or the internet to reach the materials. Moreover, students who learn by considering the local culture as their material will gain knowledge on their schematic knowledge. Besides, the students can reach the materials based on the investigation to the field by asking and interviewing the society.



In addition, learning English by using materials about local culture and foreign culture has its advantages and disadvantages. However, the most prominent advantage of the local culture is that learner can share their culture with others, moreover, they can promote their culture worldwide.

## **2.10 The Procedure of Using GI Original with Foreign Culture and GI based on Local Culture in Teaching Writing**

**Table 2.1 The Procedures of GI and GILC**

No	Procedures Of GI	Procedures Of GILC
1	Grouping stage	Organizing students into group
	-	Identifying the topic : Introducing Local Culture and the characteristic
2	Planning stage	Planning the learning tasks with local culture approach
3	Investigation Stage	Carrying out the investigation
4	organizing stage	Preparing a final report
5	Presenting Stage	Presenting the final report
6	Evaluating	Evaluation

The table shows the differences between using GI and GILC. The first columns are about the origin steps of group investigation according to Slavin (1995), there are six stages in applying the Group Investigation (GI) model. There are the grouping stage, planning stage, investigation stage, organizing stage, presenting stage, evaluating stage.

The weakness of the group investigation (GI) model According to Santoso (in Yuniasih, 2013) is a learning model that has different difficulty levels with other cooperative models. The degree of difficulty of this model lies in organizing group investigations. In addition, students will be confused at the time of presentation because students are less willing to express opinions in front of a classmate. Thus, the researcher is combining the local culture and group investigation to reduce this weakness.

Meanwhile, there are some procedures in using group investigation based on local culture. The procedures are as follows:

1. Grouping Stage

In this stage, the students join the group studying. Group composition is based on interest and heterogeneous.

2. Identifying the topic.

- a. The teacher facilitates the group related to the topic of local culture. The teacher tells students about the characteristic local culture and part of the culture.
- b. The teacher tells some stories about the local culture and guides them to find another story in line with the teacher given.
- c. The students analyze the narrative story and find some characteristics of local culture.
- d. The teacher tells the part of a narrative story and gives the students printed paper of a narrative story.

3. Planning the learning tasks with local culture approach

- a. The students make planning about their project “what will be investigating” with their group.
  - b. The students find the topic that will be investigated with their group and divide the assignment to the member.
4. Carrying out the investigation
  - a. The students gather the information, analyze the data, and reach conclusions. In these steps, the students collect the information by interviewing and observing the local culture based on the people and the place related to the topic.
  - b. The students share the information which they get and discuss it with their members.
5. Preparing a final report
  - a. Group members determine the essential messages of their topic.
  - b. Group members plan what they will make their presentation.
  - c. Group members make a draft to make a short story.
6. Presenting the final report
  - a. The presentation is made in writing text in form of a narrative story.
  - b. The group presentation showed their project in a paper to the teacher and other group members.
  - c. The audience clarity and appeal of presentation according to the form of writing and the aspect of local culture.

#### Evaluation

- a. The students share feedback about the topic, about the work they did, and about their affective experience.

- b. The teacher and student collaborate in evaluating student learning.
- c. Assessment of learning should evaluate higher-level thinking.

## **2.11 Advantages and Disadvantages of GILC in Teaching Writing**

Every method or strategy certainly has advantages and disadvantages, such as “group investigation” has several advantages and disadvantages. Here are some advantages and disadvantages while group investigation combining with the local culture.

### **2.11.1 The Advantages Of GILC**

1. It allows students to use inquiry skills that many educators believe will better prepare learners for the future than will more traditional teaching-learning strategies.
2. It provides opportunities for more intensive investigation of a study or problem. While the GILC gives the students new knowledge related to their environment.
3. The strategy is conducive to developing student leadership in teaching the skill of discussion and group processes.
4. It allows pupils to become more actively involved in their learning and to participate more freely in this discussion. Students tend to participate more actively in small group situations.
5. It gives the students new knowledge about the local culture and gives them motivation in writing the story.
6. It provides opportunities to develop respect for other students whose work helps the group progress in reaching its goals.

7. It provides opportunities to promote the local culture into the international field.

### **2.11.2 Disadvantages of Group Investigation Method**

1. Just some of the students are active in the class showing how it can't attract all students to actively participate.
2. There are some clashes among students which are hard to deal with.
3. Students find it is hard to find new things because they are not accustomed doing so.
4. The reference is incomplete.

### **2.12 Theoretical Assumption**

Writing is the process that doing by people to express their feeling and ideas in written form by applying content, grammar, vocabulary, mechanics, and organization. Teaching writing is teaching the students how to express their ideas in a written form by processing models provided as one of its ways.

Group investigation is an organizational approach that allows a class to work actively and collaboratively in small groups and enables students to take an active role in determining their own learning goals and processes. This aspect is guides students to investigate the material related to the topic that will be learned. While local culture is commonly used to characterize the experience of everyday life in specific, identifiable localities. It reflects ordinary people's feelings of appropriateness, comfort, and correctness attributes that define personal preferences and changing tastes.

The term of Group Investigation based on local culture is the modified model that develops to engage students in writing narrative stories related to local culture. The students will motivate because it is something different from what they do every day. Writing ability is improved because they were motivated to show their culture to the international.

### **2.13 Hypotheses**

The following hypotheses were proposed in order to answer the stated research questions.

1. There is significant difference between group investigation based on local culture and group investigation original with foreign culture towards students' writing ability?
2. There is a significant difference in students' motivation before and after treatment with group investigation based on local culture.
3. There is a significant correlation between students' motivation and students' writing ability after applying group investigation based on local culture.

## **CHAPTER III**

### **METHODOLOGY**

This chapter will discuss about the method used by the researcher in conducting this research. The discussion will cover research design, population-sample and sampling, research variable, research instruments, validity and reliability testing, data collecting method, research procedure, data analysis, and hypotheses testing.

#### **3.1 Research Design**

The research design applied in this research was an experimental research design with a quantitative approach to know the effect of group investigation based on local culture towards students' motivation in producing written text. Creswell (2008:6) stated that quantitative research is a type of educational research in which the researcher decides what to study, asks a specific, narrow question, collects quantifiable data from participants, analyzes these numbers using statistics, and conducts the inquiry in an unbiased, objective manner. Quantitative is research that is used a statistical technique to understand and explain phenomena.

Meanwhile, Ary et al (2010: 26) stated that experimental research involves a study of the effect of the systematic manipulation of one variable on another variable. The manipulated variable is called the experimental treatment or the independent variable. The goal of experimental research is to test hypotheses to establish cause and effect of relation. Another sentence of the purpose of experimental research is to determine whether a particular approach or way of

doing something is “better” than the “older” or more traditional approach that has served as the standard practice (Lodico et al, 2006: 12).

According to Ary et.al (2010:302), there are many kinds of experimental research design, such as pre-experimental design, true experimental, factorial design, and quasi-experimental designs. This research used the Control Group *Pretest-Posttest* Design formulated by Setiyadi (2018) which is seen below:

**Table 3.1 A Diagram One Group Pretest-Posttest Design**

Group/ Class	Pre-test	Independent Variable	Post-test
E	T1	X1	T2
C	T1	X2	T2

Notes:

E : Experimental group

C : Control group

T1 : Pre-test

T2 : Post-test

X1 : Treatment (presenting group investigation based on local culture in Experimental class)

X2 : Treatment (presenting group investigation based on foreign culture in control Class)

The pre-test was used to know students’ ability in learning English, especially in writing. Then, the treatment was given in both class experimental and control classes in form of learning activities by presenting group investigation based on local culture in writing a narrative story. Meanwhile, the control class



was given the treatment by using foreign culture. Then the post-test was used to know the effect of students' ability in both classes. The writing test was used for examining the students' improvement and the questionnaire was given to find out the motivation of the students in learning the materials of local culture in group investigation.

### **3.2 Research Variables**

A Variable is a research object or something that becomes the viewpoint of research. A Variable is a characteristic or attribute of an individual or an organization that researchers can measure or observe and varies among individuals or organizations studied (Creswell, 2008: 123). This study has two variables; they are independent variable and dependent variable.

#### **a. Independent variable**

Independent variable is the variable that influences dependent variable, in the other words independent variable causes variable. An Independent variable is an attribute or characteristic that is dependent on or influenced by the independent variable (Creswell, 2008: 126). In this research, the independent variable was students' writing ability by using group investigation based on local culture in experimental Class(X1) and the second was students' writing ability by using group investigation based on the foreign culture in control Class(X2).

#### **b. Dependent variable**

The dependent variable is the variable that is influenced by the independent variable. According to Creswell (2008:126), the dependent variable is an attribute

or characteristic that influences or affects an outcome or dependent variable. The dependent variable in this study was the students' motivation in writing ability(Y).

### **3.3 Population and Sample**

The population of this research was the eleventh-grade vocational high school students of SMK PGRI LimauTanggamus, while the sample of this research was two classes of Hotel and Tourism students of the eleventh grade of SMK PGRI LimauTanggamus school year 2020-2021 which consist of 15 students in each class.

The reason the researcher chose this school was that this school has a Hotel and Tourism class that must be entered into the culture as their subject of study. These subjects have been supporting students to be able to promote their job in the future. Students need to understand the importance of local culture in terms to communicate in global space. Besides, their motivation in learning writing had not been examined before, thus this is a great opportunity to figure out their motivation in learning English writing.

### **3.4 Research Instrument**

In conducting the research, the researcher used some research instruments which were appropriate, there were questionnaire and writing test.

#### **3.4.1 Questionnaire**

In this part, there was a motivational questionnaire to be given in this research. The questionnaire was used to investigate the students' motivation in learning English of used local culture as materials by using group investigation in

writing a narrative story. The questionnaire was presented based on 4 Likert scales and it is adapted the motivational orientations in learning English stated by Setiyadi (2018) with adaptation based on the need for writing ability. The item range is from 1 up to 4, there are categories 4 for “strongly agree”, 3 for “agree”, 2 for “disagree”, and 1 for “strongly disagree”.

The researcher took 4 scales instead of 5 scales because if there were odd scales in the choices, the participants tended to choose the scale in the middle and the odd scales present that the choices were showing neutral attitude. The even scales were advised to be used to make the subjects have a clear position that represents their ideas towards the questions delivered. Moreover, if the subjects generally have a neutral attitude towards the questions, the data which are collected will have less meaning to be analyzed (Setiyadi, 2018).

### **3.4.2 Writing Test**

The researcher collected the data by giving the test of writing narrative short story texts by the student. The researcher gave the test twice (pre-test and post-test). The pre-test was given before the students got the treatment or explanation about the materials by using Group investigation through local culture, while the post-test was given after receiving treatment. This test was given to know the effect of students' ability in writing a narrative story. The test in this study was an essay test. In both pre-test and post-test, the researcher gave the assignment to rewrite the text which they investigate before as a group. The students had to pay attention to the five aspects of writing which would be used in the assessment.

These five aspects were as follow, content, organization, vocabulary, grammar, and mechanic.

### 3.5 Scoring Procedure

In this study, the researcher used a writing test to measure students' ability in writing short story. To score the test paper, the researcher used analytic score which categorized by some categories. Brown (2001: 246) stated that, there were five major items or categories in analytic scoring writing test, namely content, organization, vocabulary, syntax (grammar), and mechanic.

**Table 3.2 Percentage of The Element of Writing**

<b>Element of writing</b>	<b>Score</b>
1. The content mastery	30
2. The organization mastery	20
3. The vocabulary mastery	20
4. The syntax (grammar) mastery	25
5. The mechanic mastery	5
Total of score	100

#### **Explanation**

- **Content** : The substance of writing, the ideas expressed.
- **Organization** : The organization of the content.
- **Vocabulary** : The choice of idioms, words and lexical item to give a particular tone or flavor to writing.
- **Grammar** : The employing grammatical and syntactic forms.
- **Mechanic** : The use of graphic convention of the language.

Based on the purpose of the research, the researcher employed scoring guidance criteria by Tribble (1996) which was included by some aspects. Those were content, organization, vocabulary, language use/grammar, and mechanic. Based on the explanation, the researcher concluded a test needed to measure students' ability in writing. In technique scoring test, there were five components in writing and all of them would be analyzed in this research.

### **3.6 Validity and Reliability Testing**

The quantitative research always depends on measurement. These measurements are validity and reliability through instrument of research. The instrument of this research was test. In this research, writing test used to measure the students' achievement in mastering writing after they had been taught by using GILC. Validity and reliability testing of this test was very important to know scores derived from instrument used in the research.

#### **3.6.1 Validity**

Validity is concerned with how accurate the test measure and the appropriate of the test for the subjects. It is one characteristic of a good test. According to Ary et al (2010:225) validity was defined as the extent to which an instrument measured what it claimed to measure. Heaton (1988; 159) stated that the validity of the test is the extent to which it measures what it is supposed to measure and nothing else. Inline, Setiyadi (2006) mentions that validity shows how far the test measures what is supposed to be measured. In the case of validity, Hatch and Farhady (1982: 281) proposed that there are two basic types of validity; content and construct validity.

a. Questionnaire validity

The validity of the questionnaire is measured to find out whether the questions are related and in line with the relevant theories of motivation towards writing. The researcher applied a questionnaire of students' motivation which has been applied by Setiyadi, Mahpul, & Wicaksono, (2019) with adaptation based on needed of writing ability. There will be 12 items listed in the questionnaire which consists of both integrative and instrumental motivation. The scores range is 1 to 4 the ranging from "strongly disagree" to "strongly agree". The questionnaire measure the students' motivation, there are extrinsic, international, and intrinsic orientation. The following table of specifications students' motivation in learning English writing will be described each motivation.

**Table 3.4 Description of Motivational Orientation Item**

Construct	Item
	I want to improve my English because in the era of globalization I need English.
	I want to improve my English because it will allow me to have access to information spoken or written in English.
Extrinsic orientation	I want to improve my English because it will allow me to get a good job.
	I want to improve my English because it will allow me to get good scores of English in school.
	I want to improve my English because it will allow me to meet with more speakers and literacy of English.
	I want to improve my English because it will allow me to participate more freely in the activities of writers of English.
International orientation	I want to improve my English because it will allow me to gain good friends more easily among writer or speakers of English.
	I want to improve my English because it will enable me to better understand the cultures of English.
	I want to improve my English because I want to master a foreign language.
Intrinsic orientation	I want to improve my English because I enjoy learning a foreign language.
	I want to improve my English because mastering English makes me confident.
	I want to improve my English for travelling to the world.

(Source: Adapted from Setiyadi, Mahpul, and Wicaksono (2019))

b. Writing Test Validity

The writing test is used to measure students' writing ability since the instrument can be stated as valid when it measures what to be measured. In this instrument validity, the researcher used two kinds of validity, namely content and constructs validity. The test would have content validity only if it includes a proper sample of the relevant structures (Hughes, 1989:22). The researcher created questions of the test based on the components of writing testing that were matched by the syllabus so that was not out of content. The researcher made this test based on the course objectives in the syllabus of the Eleventh grade in SMK PGRI 1 LimauTanggamus.

**Table 3.5 Content Validity of writing Test**

A thing to be explained	Students are able to give the information about the thing to be explained to the other in form of writing text.	Take turns to present the topic by giving the example of the story.	writing exercises	Shyla K. Londe (2016, Forward an English)
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Moreover, Creswell (2008: 173) stated that construct validity is established by determining if the scores from an instrument are significant, meaningful, useful, and have a purpose. In this research the components which were represented the students' ability in writing test are proposed from Tribble (1996), which are in term of content, organization, vocabulary, language use/grammar, and mechanic. Moreover, construct validity means the test measures the skills which should be measured. In construct validity, there would be some aspects to

be assessed which represent such indicators. The test would be done by conducting a presentation about the topic discussion, which was narrative short story. Before presenting the topic, the students were given the materials by the teacher in using group investigation based on local culture. The components to be assessed are presented in the following table.

**Table 3.6 The Scoring Rubric**

Area	Score	Descriptor
<b>Task Fulfillment/Content</b>	20-17	<b>Excellent to very good:</b> Excellent to very good treatment of the subject, considerable variety of ideas or argument; independent and through interpretation of the topic; content relevant to the topic; accurate detail.
	16-12	<b>Good to average:</b> Adequate treatment of topic, some variety of ideas or argument; some independence of interpretation of the topic; most content relevant to the topic; reasonably accurate detail.
	11-8	<b>Fair to poor:</b> Treatment of topic is hardly adequate, little variety of ideas or argument; some irrelevant content to the topic; lacking detail.
	7-5	<b>Very poor:</b> inadequate treatment of topic, no variety of ideas or argument; content irrelevant, or very restricted; almost no useful detail.
	4-0	<b>Inadequate:</b> fails to address the task with any effectiveness.
<b>Organization</b>	20-17	<b>Excellent to very good:</b> Fluent expression, ideas clearly stated and supported; appropriately organized paragraphs or sections; logically sequenced (coherence); connectives appropriately used (cohesion).
	16-12	<b>Good to average:</b> Uneven expression, but main ideas stand out; paragraphs or sections evident; logically sequenced (coherence); some connectives used (cohesion).
	11-8	<b>Fair to poor:</b> Very uneven expression, ideas difficult follow; paragraphing/organization does not help the reader; logical sequenced difficult to follow (coherence); connectives largely absent (cohesion).
	7-5	<b>Very poor:</b> Lacks fluent expressions, ideas very difficult to follow. Little sense of paragraphing/organization; no sense of logical sequence.
<b>Vocabulary</b>	20-17	<b>Excellent to very good:</b> Wide range of vocabulary; accurate word/idiom choice and usage; appropriate selection to match register.
	16-12	<b>Good to average:</b> Adequate range of vocabulary; occasional mistakes in word/idiom choice and usage; register not always appropriate.
	11-8	<b>Fair to poor:</b> Limited range of vocabulary; a noticeable number of mistakes in word/idiom choice and usage; register not always appropriate.
	7-5	<b>Very poor:</b> No range of vocabulary; uncomfortably frequent mistakes in word/idiom choice and usage; no apparent sense of appropriate
	4-0	<b>Inadequate:</b> Fails to address his aspect of the task with any



		effectiveness.
<b>Language</b>	30-24	<b>Excellent to very good:</b> Confident handling of appropriate structures, hardly any errors of agreement, tense, number, word order, articles, pronouns, prepositions; meaning never obscured.
	23-18	<b>Good to average:</b> Acceptable grammar-but problem with more complex structures; mostly appropriate structures; some errors of agreement, tense, number, word order, articles, pronouns, prepositions; meaning sometimes obscured.
	17-10	<b>Fair to poor:</b> Insufficient range of structures with control only shown in simple constructions; frequent errors of agreement, tense, number, word order, articles, pronouns, prepositions, meaning sometimes obscured.
	9-6	<b>Very poor:</b> Major problems with structures – even simple ones; frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions; meaning often obscured.
	5-0	<b>Inadequate:</b> Fails to address his aspect of the task with any effectiveness.
<b>Mechanics</b>	10-8	<b>Excellent to very good:</b> Demonstrates full command of spelling, punctuation, capitalization, and layout.
	7-5	<b>Good to average:</b> Occasional errors in spelling, punctuation, capitalization, layout.
	4-2	<b>Fair to poor:</b> Frequent errors in spelling, punctuation, capitalization, and layout.
	1-0	<b>Very poor:</b> Fails to address his aspect of the task with any effectiveness.

### 3.6.2 Reliability

Reliability is a necessary characteristic of any good test for it to be valid at all and a test must be reliable as a measuring instrument. According to Ary et al (2010:236), the reliability of a measuring instrument is the degree of consistency with which it measures whatever it is measuring. Reliability is the extent to which the results of a measurement can be believed. It deals with the consistency of the measuring tool in its scoring or how far its tool can measure the same subject at different times for showing relatively similar results (Setiyadi, 2018). So, reliability is an important part to know the test is good or not in using the test to measure students' master in writing of this research. A reliable test is consistent and dependable. Thus, if the students are given the same test on two different

occasions, the test should yield similar results, and the more similar scores, the more reliable the test.

#### 1. Questionnaire Reliability

Reliability is the consistency of the measurement, or the degree to which an instrument measures the same way each time it is used under the same condition with the same subjects. In discovering the reliability of the questionnaire, the researcher used Cronbach Alpha which measured according to the average of the questions' correlation to see the consistency of a questionnaire used.

#### 2. Writing Test Reliability

Reliability is a measurement of accuracy, consistency, dependability of fairness of scores resulting from administration of particular examination. To ensure the reliability of the scores and to avoid the subjectivity of the researcher used inter-rater reliability. Inter-rater reliability used when scores on the test are independently estimated by two judges or raters. Later, the data gotten would be compared and aggregated. Then, Pearson Product Moment Correlation applied to measure the correlation between the pretest and posttest score given by the researcher and the observers. Moreover, the first rater was the teacher and researcher herself and other observers will help in giving the scores to the students' text. According to Vansickle (2015: 4) the classification of reliability test is:

**Table 3.7 The Criteria of Coefficient Correlation**

<b>Reliability Test Coefficient</b>	<b>Classification</b>
Less than 0.20	Poor
0.20 to 0.40	Fair
0.40 to 0.60	Moderate
0.60 to 0.80	Good
0.80 to 1.00	Very Good

### **3.7 Data Collecting Method**

The data collecting method is the method to obtain the data in the research. The method in collecting data of this research was administering test. The researcher gave twice test to the students. The first test was pre-test and the second post-test while there were teaching activities or treatment between both tests.

#### **3.7.1 Pre test**

Pre-test was given before the treatments. Lodico et al (2006: 178) a pretest is a test given before the experimental treatment. So pretest is done before treatment process to know the students' writing ability before taught by used local culture in group investigation. The scoring was only based on five aspects to be considered, there were: content, organization, vocabulary, language and mechanics.

#### **3.7.2 Treatment**

The treatments gave by the researcher to know the effect of group investigation based local culture towards students' motivation in writing

narrative short story. This treatment was focusing in group investigation based on local culture increased students' ability and motivated students to learn English especially in producing written form.

The researcher taught narrative short story by using group investigation method based on local culture, the treatments of this research describe as follow:

1. Organizing students into group.
2. Identifying the topic: Introducing Local Culture and the characteristic.
3. Planning the learning tasks with local culture approach.
4. Carrying out the investigation
5. Preparing a final report
6. Presenting the final report
7. Evaluation

Based on the procedures, the main point of these procedures was the ability of students to investigate the topic in their environment and report it becomes a narrative short story. So, this method is in line with the aim of 2013 curriculum "contextual learning" or "students' center".

### **3.7.3 Post Test**

Post-test was held after all treatments were conducted. A posttest is a measure on some attribute or characteristic that is assessed for participants in an experiment after a treatment (Creswell, 2008: 297). The test items in the post-test were exactly the same as those in pre-test. The post-test was done to see final score and to know the different of the students' score before got the treatment and after they got the treatment.

### 3.8 Research Procedure

To get the data that was need in the research, there were few of ways to do it, there were:

#### 1. Preparation

- a) The researcher chose the place of the study.
- b) The researcher gave information for the instance that related to show this study.
- c) The researcher made instrument try out.
- d) The researcher showed the try out the class that has been determine.
- e) The researcher analyses try out

#### 2. Implementation

- a) The researcher gave the treatment and quiz about local culture and narrative short story.

#### 3. Conclusion

- a) The researcher gave the test to the students.
- b) The researcher calculated the result of test.
- c) The researcher put the data to the table had been prepared.

### 3.9 The Procedures of Teaching by using GILC and GIFC

In the term of implementing the treatment the researcher did the prosedures which shown in the table bellow. There were:

No	Procedures Of GI	Procedures Of GILC
1	Grouping stage	Organizing students into group
	-	Identifying the topic : Introducing

		Local Culture and the characteristic
2	Planning stage	Planning the learning tasks with local culture approach
3	Investigation Stage	Carrying out the investigation
4	organizing stage	Preparing a final report
5	Presenting Stage	Presenting the final report
6	Evaluating	Evaluation

The table shows the differences between using GI and GILC. The first columns are about the origin steps of group investigation according to Slavin (1995), there are six stages in applying the Group Investigation (GI) model. There are the grouping stage, planning stage, investigation stage, organizing stage, presenting stage, evaluating stage.

Meanwhile, there are some procedures in using group investigation based on local culture. The procedures are as follows: grouping Stage, identifying the topic, planning the learning tasks with local culture approach, carrying out the investigation, preparing a final report, presenting the final report.

### **3.10 Data Analysis**

Data analysis is an activity after the data of whole respondents or other source data have been accumulated (Sugiyono, 2012, p.207). Before the data analysis was conducted, the researcher makes sure the data come from a normal distribution. A normality test is to identify whether data distribution is normal or not. The normal distribution of the data was tested by using the Kolmogorov-Smirnov test. Moreover, the homogeneity test was utilized to see whether the data

are appropriate to be compared or not. Then, an independent group t-test was applied after the data shows its normality and homogeneity.

After the data showed normal distribution and homogeneity the researcher conducted several analysis types in analyzing the data. The steps in data analysis were correlated with the research questions. The first research question was about to examine the significant difference between presenting group investigation based on local culture in Hotel and Tourism class 1, and presenting group investigation based on the foreign culture in Hotel and Tourism Class 2. Then, it was answered by organizing the data which will be analyzed by using *an independent group t-test* by using SPSS statistics 22.0 to find the differences mean of pretest and posttest.

Moreover, the second research question was about to find out the significant difference in students' motivation to write a narrative story before and after treatment with local culture in group investigation. Based on the second research question, it was answered by organizing the data about the students' learning motivation gotten through a questionnaire at the pretest and posttest. The data was analyzed by using *a repeated measures t-test*. The data would be gotten through a questionnaire which was distributed at the pretest and posttest.

The last, to analyze the correlation between students' motivation and students' writing ability, which was the third research question, the researcher used *correlation product-moment* since it compared two different data or mean of the same sample (Setiyadi, 2018). It was used to examine the average scores of the pre-test and post-test writing tests which the students have done. The

correlation is taken from each aspect of writing ability. There are 5 aspects that will be correlated with students' motivation in learning English one by one. Here, the researcher would know which writing ability or components developed after applying such treatment to the class.

### **3.11 Hypotheses Testing**

Social Sciences (SPSS) windows version 22.0 was used to examine these research hypotheses. The hypotheses was analyzed at significance level of 0.05 in which the hypothesis is approved if  $\text{Sig} < \alpha$ . It means that probability of error in hypothesis is only about 5%.

The hypotheses were drawn as follows:

- $H_{01}$  : There is no significant difference between group investigation based on local culture and group investigation original with foreign culture towards students' writing ability.
- $H_1$  : There is a significant difference between group investigation based on local culture and group investigation original with foreign culture towards students' writing ability.

In relation to the second research question, the hypotheses were figured as follows.

- $H_{02}$  : There is no significant difference in students' motivation before and after treatment with group investigation based on local culture.
- $H_2$  : There is a significant difference in students' motivation before and after treatment with group investigation based on local culture.



The third research question had been presented hypotheses as follows:

$H_{03}$  : There is no significant correlation between students' motivation and students' writing ability after applying group investigation based on local culture.

$H_3$  : There is a significant correlation between students' motivation and students' writing ability after applying group investigation based on local culture.

## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTIONS**

This chapter offers the conclusions of the research findings and suggestions for further research.

#### **5.3 Conclusions**

Based on the discussion of the research findings in the previous chapter, the researcher comes to the following conclusion. Based on the research, it can be concluded that the analysis of the independent group t-test shows that there was a statistically significant difference in writing achievements between the students taught by group investigation based on local culture (GILC) and those taught by group investigation with foreign culture. It showed both of them affect the students' writing achievement. In addition, the students who were taught by GILC have a higher gain than those taught by the GIFC. Yet, both classes had differences in aspects' significant value. The GILC increased all the aspects significantly. Meanwhile, the GIFC got all aspects significantly increased, except for content. Thus, the GILC is better in increasing all aspects significantly and could significantly increase the gain of the students' writing achievement.

Furthermore, GILC could enhance the students' writing achievements in the organization aspect since the result shows that the students taught by GILC have the highest increase in this aspect than the students taught by the GIFC. On the other hand, those taught by the group investigation based on foreign culture have the highest improvement in language use than the students taught by GI based on local culture. The result shows that content had the highest increase in GI based on local culture, it was caused by the investigation in the real environment based on their background applied on the step of GILC. In contrast,

language use reached the highest gain in group investigation based on foreign culture. The investigation steps with study in library and search from the internet might be the reason why their language use improved. However, both classes get the mechanics aspect at the very least to improve. In the experimental class, all writing aspects improved significantly, yet only content did not increase significantly in the control class. The students might be more focused on the organization and development of ideas when they wrote. Furthermore, the time limit could also affect the result of mechanics, since they had to do the writing twice; making the outline and making the whole composition.

Lastly, the result shows that most of the students of both classes have increasing motivation towards writing. Furthermore, there was a significant correlation between the students' writing motivation and their writing achievements. It is believed that writing motivation solved the students' problems in writing. In addition, it is also believed that writing motivation could affect the achievement, yet activities or language learning strategies applied might play a role in determining the result. Related to the improving of GILC and GILF, the researcher concluded that all technique will improve students' abilities in teaching and learning process if thus accordance with students' need and their interest.

## **5.2. Suggestions**

Referring to weakness of the teaching and learning process by using GILC, some suggestions could be listed for the teachers, and further researchers:

### **5.2.1 For the Teachers**

It is suggested to apply the group investigation based on local culture (GILC) to enhance the students' writing achievements. By adding investigation n based on the real environment or the students' background in the steps of GILC, the teachers could help their students to organize the ideas easily. The teacher could also give a variety of topics so that the students would be interested in writing. The teacher is suggested to apply the technique not only for a day since it could rush the students.

Furthermore, the teacher could use local culture or foreign culture in language teaching writing activity, hence the culture is interrelated with the language. Meanwhile, the GILC could be used when the teachers would focus on the content and vocabulary. It means when a longer writing composition and a further draft are needed to be submitted since the modified one does not improve mechanics significantly.

The researcher also suggested to the teacher to learn the culture well before applying it to the process of teaching and learning in the classroom. Here, the teacher must know the cultural background of the students before using the local culture in the classroom. Hence, in a foreign culture, the teacher must learn it before sharing it with the students. It can avoid misunderstandings about the culture itself so the teaching and learning activities would be more effective.

### **5.2.2 For Further Researchers**

For the further researchers who will be researching the field of cultural study, it is not easy as it seems. We need true study about the culture itself to

avoid misunderstandings while we use the culture in the classroom. Here, the researcher suggested for the further researchers to prepare and learn more about the culture who will be taking as the research object.

In the term of this research, it is suggested to conduct more research in improving mechanics since mechanics is the least improved in both techniques. In addition, the researcher could also conduct the research related to the local culture in a longer period, since doing the whole steps for a day has a time limitation and could rush the students in making the writing composition.

Moreover, it is also suggested to test their language learning strategies along with writing motivation and GILC, so that it could get a reliable correlation. Since this research was conducted in writing skills, further research should conduct the local culture in other skills such as speaking and reading, larger sample size, the text type, and a longer period to get the more reliable and valid result of the research. Lastly, the other factors that can affect writing ability, such as students' motivation, learning styles, types of personality, and multiple intelligences should be considered to be taken into further research.

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