

# **THE EFFECT OF APPLYING GROUP INVESTIGATION METHOD ON STUDENTS' ACHIEVEMENT IN READING COMPREHENSION**

**Rasta Elisa Girsang**

## **Abstract**

This study was conducted as an attempt to discover the effect of applying Group Investigation Method on students' achievement in reading comprehension. It was an experimental research. The subject was students of Grade X, Senior High School Singosari (*Sekolah Menengah Atas: SMA*), which consisted of 60 students. The research was divided into two groups: experimental and control groups. The instrument used to collect the data was reading test. To obtain the reliability of the test, the writer applied Kuder Richardson 21 formula. The result of the reliability was 0.77, and it was found that the test was reliable. The data were analyzed by using t-test formula. The analysis showed that the scores of the students in the experimental group were significantly higher than the scores of the students in the control group at the level of significant = 0.05 with the degree of freedom (df) 58, t-observed value 4.26 > t-table value 2.00. The findings indicate that applying Group Investigation Method significantly affected the students' achievement in reading comprehension. So, English teachers are suggested to use Group Investigation Method in order to improve students' achievement in reading comprehension.

*Keywords: GI (Group Investigation Method), Students' Reading Achievement, Reading Comprehension, Experimental Design, Reading Test*

## **Introduction**

### *Background of Study*

Reading is one of the most important skills in language learning besides listening, speaking and writing. Without reading, one cannot access written information. In reading process, students are expected to get knowledge and be familiar with what the teacher has explained in the content, where as in comprehension the students are expected to have more skills in order to get meaning in the text. That is the purpose of reading comprehension. Therefore, it is

useless if one do not have reading competence, because reading competence enables students to find the information in reading text.

The important point to be made about the reading is reading comprehension. To master reading skill, the readers need good comprehension in reading activity. In reading comprehension, reader must be able to get a deeper understanding of information that presented in a text. It means that reading comprehension involves thinking process. According to Westwood (2008:31) reading comprehension is an active thinking process which a reader intentionally constructs meaning to form a deeper understanding of information that presented in a text. An active thinking process involves the activity of linking of new information to the students' experience or background knowledge.

Every student absolutely has the prior knowledge. Each of them carries different schema or prior knowledge. Each of them carries different schema or prior knowledge. It is not same for all students. But, in the fact most of the students still get a lack in activating their prior knowledge during the reading process, specifically in reading comprehension. Whereas, the activation of prior knowledge makes up a great amount of the process of reading comprehension. In this case, teachers have an important role. The teacher should attempt to activate prior knowledge as much as possible to reading text, allowing students to apply the prior knowledge use while reading.

Because reading comprehension is the important thing in reading, the students are expected to read various texts to get deeper understanding of information or to have knowledge. Harmer (2003:208) states that students sometimes have low expectation in reading comprehension. The students think that understanding the passage is difficult. And when the teacher in the past given them a text that they have no interest, then they would predict that the future activities will be boring. So when the teacher told them to tell some information from their reading text, most of them didn't have idea to tell some information from what they've read. For Indonesian students, reading is still difficult to learn, particularly in reading English material.

Based on the researcher's experience when researcher was in research in field (PPL), the researcher found that the students have a difficulty when the students are asks to get some interesting messages from their reading text. Although some students could read and pronounce the words well but they could not understand to comprehend the text well. And the result, most of them always get bad score in reading comprehension and could not reach minimum passing score (KKM). This condition really proves how bad the students achievement in reading.

Dealing with the fact previously mentioned, the researcher would like to conduct a research by using method that is Group Investigation (GI), it is necessary to provide a model of teaching method that may help students create a good learning atmosphere to take part actively in the classroom activity in order to increase their reading comprehension.

Group Investigation is one of cooperative learning method which focused on student's participation and activity. According to Sharan and Sharan (1992), Group Investigation is a cooperative learning method to integrate interaction and communication in the classroom with the process of academic inquiry. The students are taught to work together with their friends. They work together to achieve the goal or the success which has always been desired by them. It will help the students in reading comprehension ability.

Group Investigation Method will motivate the students to study and several stages of Group Investigation will open their view of one case and practice critical thinking. In this group investigation method there are 3 concepts: enquiry, knowledge, and the dynamic of the earning group. The research here is the dynamic of the learning group. The students give the responses the problems and solve it. The knowledge is the learning experience that has been founded directly or indirectly. And the dynamic of the learning group that shows describing a group of student which has a good interaction and share about their ideas, exchange their experiences, in their opinions.

Things have to do in Group Investigation by Slavin (1995) are: First is growing up the group ability, When they do their homework, every member of

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

From the explanation above, this study is designed to conduct out the research to prove whether Group Investigation (GI) Method improves students' reading comprehension.

#### *Research Question*

In relation with the background of the study, the problem is formulated in the form of a question as follows: "Is there any significant effect to the students' achievement in reading comprehension by applying Group Investigation Method?"

#### *Conceptual Framework*

. Teaching learning English in high school demands on the active participation of the students as the subject of four-skill implementation, listening, speaking, writing and also reading. Reading is one of the most important language skills of those. Reading is essential skill for all students in all stages.

Reading is referred to receptive skill. One of the main key in reading is the important role prior knowledge plays in order to understand written text. So, we have to know the importance of the prior knowledge in reading process for students. In its relation to this case, the teachers also have an important role, because they take the responsibilities in student's learning achievement, specifically, in students' reading comprehension achievement. The lack of students' comprehension may be the result of many factors. The reading material may be too difficult or the students not having the necessary background or

schema for reading a selection and the teaching method or strategies are not appropriate to the students' need.

The success of teaching reading comprehension is influenced by the technique, method, and strategy that is used in teaching process. That is why the teacher should select the appropriate method in teaching. Group Investigation (GI) Method has many advantages such as providing a share cognitive set of information between students, motivating students to learn the material, providing that students construct their own knowledge, providing formative feedback, developing social and group skill necessary for success outside the classroom, and promoting positive interaction between members of different cultural and socioeconomic groups (Johnson, 1994). Adopting this method, teacher is expected to be able to run the teaching learning process effectively, especially teaching of reading. They will work in groups by explain materials that given. Thus, when teacher put the students in groups he or she has to ensure that the students whose levels are different are put together. In addition, the activity offered in Group Investigation is interesting so that the students will feel the new atmosphere in classroom and this method is expected be able to energize the students' motivation to be interested in reading. It is also expected can improve their reading comprehension.

#### *Methodology*

This research was conducted by using experimental research design with pre-test and post test design. The research consists of two variables. The dependent variable of this study was Group Investigation (GI) method while the independent variable was reading comprehension. The sample was divided into two groups, one group as the experimental group was taught by using Group Investigation (GI) method and another one as the control group was taught without Group Investigation (GI) method. Both of groups were given pre-test and post-test with same items. The design can be seen as following table:

**Table 1 The Research Design**

<b>Groups</b>	<b>Pre-test</b>	<b>Treatment</b>	<b>Post-test</b>
Experimental	✓	Applying Group Investigation Method	✓
Control	✓	Without Applying Group Investigation Method	

### **A. Population and Sample**

#### **1. Population**

According to Best (1982: 13) that population is any group of individual that have one or more characteristics in common that is of interest to the researcher. It means that population is a group of individual that share one or more characteristics from which data can be gathered and analyze:

The population of this research was the 2013/2014 students of the Grade Ten of SMA Swasta Singosari Delitua which is located at Jalan Besar Medan-Delitua Km 11 no 1. There are three parallel classes, and each class was consisted of 30 students. So the total number 90 students.

#### **2. Sample**

A sample is a group of individuals who represent the whole individuals in the population (Arikunto, 2006: 38). The number of the samples will be 60 students and then they will be divided into two groups. The experimental group will be given the treatment taught by using GI method and control group will be taught by using without GI method.

#### *Technique of Analyzing the Data*

To find out the effect of Group Investigation in teaching reading on students' achievement in reading comprehension, mean of the control group and experimental group was compared by using t – test, as follows:

$$t = \frac{M_a - M_b}{\sqrt{\left(\frac{d a^2 + d b^2}{N a + N b - 2}\right) \left(\frac{1}{N a} + \frac{1}{N b}\right)}}$$

In which:

- Ma : the mean of experimental group
- Mb : the mean of control group
- da : the standard deviation of experimental group
- db : the standard deviation of control group
- Na : the total numbers of experimental group
- Nb : the total numbers of control group

### **Result and Discussion**

This study was conducted by applying an experimental research. There were two groups in this research, namely experimental and control group. The students in experimental group were taught by applying Group Investigation Method (GI) while the students in the control group were taught without applying GI. The population of this research was the first year students of SMA Swasta Singosari Delitua. Since all classes are homogen, the sample was taken randomly. Class X-1 was decided as an experimental group and class X-2 was decided as a control group. The research was conducted during two weeks. The treatment was given to the experimental group in three meetings after administering the pre-test. Indeed, the students in experimental group had better comprehension than those in control group. This was because the students in experimental group were taught how to read the text well and how to find the information by applying GI; it was different with the control group which was taught by conventional or lecturing method. After administering the treatment, the post-test was done to both groups to measure the students' achievement in reading comprehension.

This research applied an objective test called multiple choice test which consists of 25 items. The total score is 100. After conducting the research, the researcher got the data of students' scores in pre-test and post-test from both experimental and control group.

The data shows that the total score in control group of pre-test is 1486 and post-test is 1974. The mean score in the control group of pre-test is 49.53 and the post-test is 65.8. Moreover, the total score in experimental group of pre-test is 1504 and the post-test is 2236. The mean score in experimental group of pre-test is

50.13 while the post-test is 74.53. Based on the data above, it proves that there are different scores between the two groups. The students' scores in experimental group are higher than that in the control one.

### **Conclusion And Suggestions**

#### *Conclusion*

Based on the result of this study, the researcher found that the students' achievement taught by using Group Investigation Method is higher than the students' achievement taught by without Group Investigation Method. It is indicated from analyzing the data statistically that the result of calculation of t-test that t-observed value 4.28 is higher than t-table value 2.00 at the level of significant of 0.05, which implies that the alternative Hypothesis ( $H_a$ ) is accepted.

#### *Suggestions*

The study showed that the applying of Group Investigation method could improve the students' reading comprehension. Based on the conclusion given, the writer suggests that:

1. English teachers should apply Group Investigation Method in their teaching learning process so that they can improve their students' reading comprehension because this method is designed to relate the students' background knowledge with reading text. So it is expected for the students to understand the story easily
2. Students should apply this learning method in comprehending a text because it can stimulate students' critical thinking when the students relate their background knowledge with reading text. Therefore, the students will find by applying Group Investigation method is easier to comprehend the text.
3. The readers who are interested for further study related to this research should explore the knowledge to enlarge their understanding about how to improve reading comprehension and search another references.

## References

- Arikunto, S. 2006. *Prosedur Penelitian: Suatu Pendekatan Praktek*. Jakarta: Rineka Cipta.
- Best, J. W. & Khan, J. V. 2002. *Research in Education 7<sup>th</sup>*. New Delhi: Prentice Hall.
- Daniel, Zingaro. 2008. *Group Investigation: Theory and Practice*. Ontario Institute for studies in Education Journal. Toronto. July 18, 2008.
- Harmer, Jeremy. 2003. *The Practice of English Language Teaching third edition*). London: Longman.
- Hedge, Tricia. 2003. *Teaching and Learning in the Language Classroom*. London: UOP
- Ivy Geok-Chin Tan, Shalomo Sharan, and Cristine Kim Eng Lee. 2007. *Group Investigation Effects on Achievement , Motivation, and Perceptions of Students* : Singapore. The Journal of Educational Research. Vol. 100, No.3, February 2007. Accessed on February 10, 2012.
- Richard, Jack, C. 1998. *Beyond Training*. New York: Cambridge University Press
- Joyce, Bruce, and Weil Marsha. 1980. *Model of Teaching Second Edition*. New Jersey: Prentice-Hall.
- Roy Killen. 1998. *Effective Teaching Strategies: Lessons from Research and Practice*. Australia: Social Science Press.
- Sharan, Y & Sharan, S. 1992. *Expanding Cooperative Learning Through Group Investigation*. NewYork: Teachers'Collage Press.
- Slavin, R.E. 1995. *Cooperative Learning: Theory, Research, and Practice*. Boston: Allyn & Bacon
- Westwood Peter S. 2008. *What Teacher Need to know about Reading and Writing Difficulties*. Melbourne: Australian Council for Educational Research.