

**ARTICLE**

**THE EFFECTIVENESS OF GROUP INVESTIGATION TO THE EIGHTH  
GRADE STUDENTS' READING COMPREHENSION OF  
SMPPRASETIA WIYATA NGASEM KEDIRI IN THE ACADEMIC YEAR  
2016/2017**



**By :**

**PIPIT NUR AZIZAH**

**11.1.01.08.0152**

**Advisors by:**

- 1. Drs. Agung Wicaksono M,Pd**
- 2. Suhartono, M.Pd**

**ENGLISH EDUCATION DEPARTMENT  
FACULTY OF TEACHER TRAINING AND EDUCATION  
UNIVERSITY OF NUSANTARA PGRI KEDIRI  
2017**

## SURATPERNYATAAN ARTIKEL SKRIPSI TAHUN2017

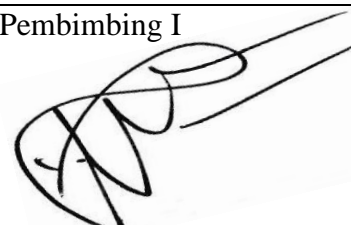
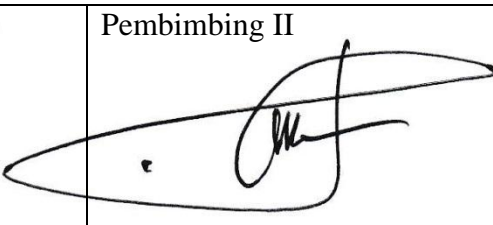
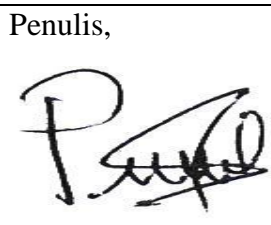
**Yang bertanda tangan di bawah ini:**

Nama Lengkap : Pipit Nur Azizah  
NPM : 11.1.01.08.0152  
Telepon / HP : 085745155737  
Alamat Surel (Email) : [pipit\\_pinza@yahoo.co.id](mailto:pipit_pinza@yahoo.co.id)  
Judul Artikel : The Effectiveness of Group Investigation to the Eighth Grade Students' Reading Comprehension of SMP Prasetia Wiyata Ngasem Kediri in the Academic Year 2016/2017  
Fakultas – Program Studi : FKIP – Pendidikan Bahasa Inggris  
Nama Perguruan Tinggi : Universitas Nusantara PGRI Kediri  
Alamat Perguruan Tinggi : Jl. KH. Achmad Dahlan No. 76 Kediri (64112)

Dengan ini menyatakan bahwa:

- a. artikel yang saya tulis merupakan karya saya pribadi (bersama tim penulis) dan bebas plagiarisme;
- b. artikel telah diteliti dan disetujui untuk diterbitkan oleh Dosen Pembimbing I dan II.

Demikian surat pernyataan ini saya buat dengan sesungguhnya. Apabila dikemudian hari ditemukan ketidaksesuaian data dengan pernyataan ini dan atau ada tuntutan dari pihak lain, saya bersedia bertanggungjawab dan diproses sesuai dengan ketentuan yang berlaku.

Mengetahui		Kediri, 2 Agustus 2017
 <b><u>Drs. Agung Wicaksono, M.Pd.</u></b> NIDN. 0716046202	 <b><u>Suhartono, M.Pd.</u></b> NIDN. 0714026901	 <b><u>Pipit Nur Azizah</u></b> NPM : 11.1.01.08.0152

# THE EFFECTIVENESS OF GROUP INVESTIGATION TO THE EIGHTH GRADE STUDENTS' READING COMPREHENSION OF SMPPRASETIA WIYATA NGASEM KEDIRI IN THE ACADEMIC YEAR 2016/2017

Pipit Nur Azizah

11.1.01.08.0152

Faculty of Teacher Training and Education - English Education Department

[pipit\\_pinza@yahoo.co.id](mailto:pipit_pinza@yahoo.co.id)

Drs. Agung Wicaksono, M.Pd and Suhartono, M.Pd

UNIVERSITY OF NUSANTARA PGRI KEDIRI

## Abstract

This study was quantitative experimental research, and the technique used was one group pre-test and post-test design. This research was held in SMPPasetia Wiyata, Ngasem Kediri. The data were obtained from the eighth grade students, of which 19 students were taken as sample. To get the data, the pre-test and post-test were applied and then analyzed using t-test formula.

From the data analysis, the researcher had concluded that group investigation is effective to be used in reading comprehension. The calculation result in hypothesis testing showed that mean of students' post-test (74.37) was increased from students' pre-test (49.37). It is proved by the result of this research that t-score (10.351) which is higher than t-table (2.228) at level of significance 5%. It means that it is significant. Beside that, the writer also found that 57% students agree that Group Investigation used to comprehend the reading material.

In conclusion, the researcher concluded that Group Investigation is effective for students' reading comprehension because it can make the score of post-test is higher than the score of pre-test. The use of Group Investigation helped the students to comprehend the reading, such as understanding vocabulary, identify the detail information, identify the factual information, identify the main idea, identify the meaning of particular word, and identify the implicit information.

Key words: Group Investigation, Reading.

## I. INTRODUCTION

Reading is one of English language skills that is important for everyone to get message from the written text or other printed text. Through reading people can transfer and develop science, technology and culture. They also get up to date information that is needed for their knowledge from magazines, newspaper, articles, and text book. Moreover, reading

also brings pleasure, provides knowledge and enjoyment. Reading also helps us to sharpen our mind. It is in line with Harmer's (2007: 68) explanation that, "Many of them want to be able to read text in English either for their careers, for study purposes or simply for pleasure"

According to Fuenzalida (2011: 4) reading as the interaction between readers and texts, a degree of knowledge of the

world and determined topics, some knowledge of the target language and also the interpretation of the writer's message which can vary from reader to reader. This statement is also supported by Schoenbach (1999) that reading is a simple process which readers decode each word in a text then automatically comprehend the meaning of the words as they do with their everyday in spoken language.

Reading is one of the language skills that plays an important role in foreign language acquisition. Harmer (2007: 68) said that, "Reading is a good thing for language acquisition". In other word, reading provides a lot of information that which helps them on language acquisition.

Furthermore Permendikbud Number 23, article 1, in 2006 about the standards of competence of graduates for the units of primary and secondary education,

"Kurikulum Tingkat Satuan Pendidikan yang selanjutnya disingkat KTSP adalah kurikulum operasional yang disusun oleh dan dilaksanakan di masing-masing satuan pendidikan."

Reading comprehension standard curriculum in English for eighth grade of Junior High School students apply as;

"Memahami makna teks fungsional pendek dan esei sederhana berbentuk

narrative, dan report dalam konteks kehidupan sehari-hari".

Based on the statement above, it means that students have to comprehend and apply what they have learned from the text to solve the problem based on their aptitude and interest in.

When they learn English especially in reading, they have to comprehend what the text about is. Snow (2003:15) define that reading does not occur in vacuum, it done for a purpose to achieve some ends. During reading the reader processes the text with regard to the purpose. To be a good reader, the learner must learn how to comprehend and understand the passage. So, they can achieve the purpose of reading is done.

In fact, when students learning the second language especially in improving their reading skill, they still have many difficulties, such as identifying general and main idea, identifying the meaning of certain word, antonym, synonym, then inferring information from the text, and identifying certain or specific information, also reference word from the text. It means they can't understand the important information in the passage. Because of the difficulties, most of the students think that reading is difficult. Sometimes, learners also feel bored when reading, because

reading the text is more boring than other

And for Indonesian students, the ability to read English text is regarded as a bridge to understand scientific books. In the curriculum of junior and senior high school, English is one of the major lessons, including in SMP PrasetiaWiyataNgasem Kediri. So the students are familiar with English and be able to use this language to communicate well. But in fact, English material always becomes the most difficult learning subject besides the other subject such as chemical, mathematic, and physics. The students always find difficulties when they read and don't know what is meant from vocabularies in the text. This problem is also faced by students in SMP PrasetiaWiyataNgasem Kediri. They feel that English is difficult to be learnt. Most of the students in SMP PrasetiaWiyataNgasem Kediri still have average level of reading skill.

An English teacher in SMP PrasetiaWiyataNgasem Kediri said when they read the text and answer the questions, they still have problem like, vocabulary, and they feel so confused and shy if they are false. The students also have low motivation to study. There are some factors to make the students reading skill is poor, such as internal and external factors. The internal factors come from students themselves such as motivation

activities in the class.

and knowledge. The external factors such as facilitation, teacher, and school's condition. English teachers in SMP Prasetia Wiyata Ngasem Kediri only get 4 hours in a week. This limited time make them feel difficult to teach their students well. That condition needs to find the method to resolve in order to improve reading skill. In the learning process, there are various techniques that can be used to teach reading; one of them was largely cooperative learning. Through this method, students can be active in the learning process because they will learn more through a process of constructing and creating working in group and also sharing knowledge. Nevertheless, individual's responsibility is still the key of success in learning English.

A cooperative learning method is believed as a technique to give chance for students to get involved in discussion, have courage and critical thinking and will to take responsibility of their own learning. Although it is considered as an active role of students as more important, it does not mean that teacher in the classroom is not participating. In learning process, teacher has roles as designer, facilitator and guide in the learning process. 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 model requires the students to form small interest groups, plan and implement their investigation, synthesize the group members' findings, and make a presentation to the entire class. Also, group investigation was designed to give social attitudes in students, and to improve social relations within and between groups.

Based on Daniel and Reynolds (2008: 81) idea, cooperative group investigation is one of the good methods for individual practice in active learning. From the statement above, in group investigation requires students to have a good ability to communicate in the group process. Group Investigation can train students to cultivate the ability to think independently. Active student involvement can be seen from the first stage to the final stage of learning.

Agus Suprijono (2009) states that the ways to create of group investigation are teacher divide students into several groups then they decide relevant topic according to their subject material. Isjoni (2007) said that in the group investigation (GI) model, the students divide into heterogenic member which consist of 4-5 students.

In this technique of learning, the students take part activity in discussion, preparing, investigating and presenting the topic together with their group. Group Investigation is an instance of active learning with a strong co-operative learning base. In it, students work in small groups to prepare class presentations, write reports, or prepare other products. Decisions about topics, about what will be produced, and about how labor will be divided within groups are up to the students themselves.

From the previous research, that conducted by Herlina (2013) in Junior High School Number 1 of Belitang - OKU Timur. She had shown that the result of the preliminary study at the eighth grade of Accounting Department showed that the students' motivation and reading comprehension in English still low and did not meet the criteria of success. She applied group investigation strategies in teaching learning process to the students. To solves that problems. And the last result of the research shown there was a significant difference in average of reading comprehension between the students who were taught using Group Investigation Technique and those who were taught using conventional technique.

So, the researcher would like to know the students' reading skill in SMP

PrasetiaWiyataNgasem Kediri by using group investigation strategy. The writer chooses this topic because of the following consideration. First, in group investigation the teacher must involve students in teaching learning process so the students can be active. Second, the effective learning teaching process will improve student's reading skill. Third, in this strategy, teacher is not center in learning process but more as facilitator and motivator. By having some reasons above, the researcher conduct the research under title "THE EFFECTIVENESS OF GROUP INVESTIGATION TO THE EIGHTH GRADE STUDENTS' READING COMPREHENSION OF SMP PRASETIA WIYATA NGASEM KEDIRI IN THE ACADEMIC YEAR 2016/2017".

## II. RESEARCH METHOD

The instruments of collecting the data in this research were pre-test and post-test to know the students' reading comprehension in their reading activity. There are processes for collecting the data: the first was pre – test. Pre – test was given by the teacher before the students were taught using group investigation strategy. It was conducted to know how far the students score in reading. This test was given in order to know how far the students ability in

reading comprehension of report text. The pre-test comprised 10 items based on the indicators of reading comprehension, in the form of multiple choices items. The second was post – test. In this step, the teacher gave reading post – test to the students after conducting the teaching through Group Investigation strategy. The post-test comprised also 10 items based on the indicators of reading comprehension, in the form of multiple choice items. Besides using reading comprehension test, the writer also used questionnaire to get the students responses when the group investigation applied in their reading comprehension activity. The test consisted of 10 questions. Moreover the researcher will give every student a questionnaire about students' responses after being taught using Group Investigation technique.

In conducting this research, the researcher used quantitative data. The quantitative data taken from the students' participation on pre-test and post-test. T – Test will be used to prove the hypothesis based on the writer said in previous chapter. From this process, the writer will know whether this research is significant or not by looking at the result of pre- test and post – test.

The formulation of T – Test non independent sample:



$$t = \frac{\overline{MD}}{\sqrt{\frac{\sum x^2 D}{n(n-1)}}}$$

Where,

t : the result of t – test

D : differences between post - test  
minus pre - test

n : number of students

$\overline{MD}$ : result of total differences from  
pre – test and post – test divided by  
number of students.

### III. FINDING AND DISCUSSION

#### A. Research Finding

The result of the research findings was considered as the guide line to answer the research questions. Based on the result of pre-test, it showed that there was a high range between the highest score and the lowest one. The highest score was 70, but the lowest was 40. Other side, from the general information of the students' post-test score; it can be concluded that there was a change of their score between the pre-test and post-test score. The highest score increases from 70 to 90, and the lowest score also increases from 40 to 60.

Based on the total score of pre-test (790) and total score of post-test (1190), it found that mean of post-test (74.37) better than mean of pre-test (49.37). It shown that there is increased on students' reading

comprehension. The result of this research showed that t-score is 10.351 at the degree of freedom 15 and t-table is 2.228 at level of significance 5%. It means that t-score (10.351) > t-table at the level of significance 5% (2.228). The data shows that t-score is higher than t-table. Therefore, the alternative hypothesis ( $H_a$ ) is accepted and the null hypothesis ( $H_0$ ) rejected. Thus, can be concluded that the result of the research is very significant or there is significant effect of Group Investigation to the eighth grade students' reading comprehension of SMP Prasetia Ngasem Wiyata in the academic year 2016/2017.

In order to complete the data analysis of the research, the researcher makes one way to know what the students' response when Group Investigation applied in teaching reading. From the data that the researcher found, can be concluded that there are more positive response from students about using group investigation in English subject especially in reading class. The writer concluded that the most of 16 students agrees that Group Investigation used to understanding the reading material, such as identified the factual information, identified the detail information, identified the main idea, identified the meaning of reference word, and identified the implicit information. It means that Group



Investigation was effective to comprehend the reading material.

## B. Discussion

According to the research findings and discussion as explained before, it can be concluded that teaching reading using group investigation has significant effect because the score of post-test is higher than pre-test. Besides that, the researcher found that teaching reading using group investigation in her teaching process has some disadvantages such as; just some of the students were active in the class shown how it can't attract all students to actively participate, there were some clashes among students which are hard to deal with, and students found it hard to the new things because they were not familiar with the activity.

This condition contrary with the statement of Muijs (2008: 21), he said that the use of group investigation method has more advantages than individual practice. But, there are also some condition that in lines with his idea. Researcher found that most of students to improve their social skill in the class. Also, they were tried to find out the solution of the problem in their team. Moreover, they achieved more than they would as the final result of the groups' work reflect each member

contribution. This condition done because they were could cooperate in planning and carrying out their investigation.

From the data of questionnaire, it were know that most of the students given positive response when the method applied in their reading activity. More than half of them were happy to use the method in class. It found after they taught by Group Investigation most of them agree that they could find comprehend the text better and could identifying factual information, detail information, reference word, main idea and implicit information easier.

## IV. CONCLUSSION AND SUGGESTIONS

Based on the result of the study that had been described before, the researcher took some conclusions. The conclusions were about the students' reading comprehension before and after treatment and the effectiveness of Group Investigation to the eighth grade students' reading comprehension of SMP Prasetia Wiyata in the academic year 2016/2017. The conclusions are as follows: 1) The students' reading comprehension before taught by using Group Investigation got the average score only 49.37 with the highest score that they had gained was 70 and the lowest was 40. Here, 81% of the students got under the minimum score, it

means that the students' reading comprehension was poor. 2) The students' reading comprehension after being taught using Group Investigation got the average score 74.37 with the highest score was 90 and the lowest was 60. There was the improvement of their score, so that their average score increased. It means that there was a significant improvement of the students' reading comprehension after being taught using outline activity. 3) The effectiveness of the students' reading comprehension before and after being taught by using Group Investigation can be known from data analysis. The t-score was 10.351 at the degree of freedom 15, and the t-table was 2.228 at the level of significant 5%. After comparing the result of t-result and t-table, it can be seen that t-result was higher than t-table of significant (5%)  $10.351 > 2.228$ . Since the t-table was lower than t-result, the null hypothesis was rejected. In conclusion it can be said that there was any significant effect of Group Investigation to the eighth grade students' reading comprehension of SMP Prasetya Wiyata Ngasem Kediri in the academic year 2016/2017.

Based on the result of the study above, there was any effect of using Group Investigation to the students' reading comprehension; the researcher wants to give some suggestions that relate to the

statement above. The suggestions are given to the teacher and the students. That the teacher should use the suitable technique or strategy in teaching English especially in teaching reading can enhance successful in reading comprehension, the English teacher should use various technique or strategies and also media to motivate the students and decreased students' boredom. It was known that Group Investigation can improve students' reading comprehension. In conclusion the teacher can guide the students to use Group Investigation in teaching learning process especially in teaching learning reading. The students can apply the Group Investigation especially in reading learning process because this technique was effective to use. If the students want to increase the score better, it should to apply the Group Investigation in their learning. And if the students want to understanding the text and material given, discussion with others is better technique to apply. For the other researcher, the researcher expects that they are able to improve their research and make a better research by exploring on Group Investigation for reading. The researcher hopes that this research is useful to become a reference of their research thesis in the future.



## V. REFERENCES

- Brown, H. D. (2004). *Language Assessment: Principles and Classroom Practice*. New York: Longman.
- Harmer, Jeremy. 2007. *The Practice of English Language Teaching*. Longman
- Herlina, 2013. *The Effect of Cooperative Group Investigation Technique and Motivation towards The Eighth Grade Students' Reading Comprehension At Junior High School Number 1 of Belitang - OKU Timur*.
- Isjoni. 2007. *Cooperative Learning*. Bandung: Alfabeta
- Muijs, Daniel & Reynolds, David. 2008. *Effective Teaching*. Yogyakarta: PustakaBelajar.
- MunosFuenzalida, Constanta. 2011. *Reading Comprehension Learning Strategies. An attempts to guide 4<sup>th</sup> grade students to learn some strategies for interpreting written pieces of discourse in EFL lessons*. Santiago de Chile: Universidad de Jaen.
- Snow, Chaterine. E. 2003. *Reading for Understanding: Toward a Research and Developement Program in Reading Comprehension*.