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**THE USE OF GROUP INVESTIGATION TO IMPROVE READING
COMPREHENSION OF THE SECOND YEAR STUDENT AT SMAN 2 BANGKO**

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Abstract

This classroom action research was aimed to improve the reading comprehension of the second year students at SMAN 2 Bangko by using group investigation. This study consisted of one cycle of classroom treatment, in which that cycle consisted of four stages, namely Planning, Action, Observation, and Reflection. The proficiency test (Pre- and Post-tests) was used for measurement, and also a set of observation sheets and field notes were used to gain the record of the classroom activity during the Group Investigation strategy applied. The subjects were 40 students from class XI IPA 1 at SMAN 2 Bangko. The results showed that the level of students' ability at the post test was better than the pre-test. It means that there was improvement achieved by students after they were taught the use of group investigation strategy in reading comprehension. It was proved that there were 14 students or 35% students could achieve the level of good to excellent. Then, there were 26 students could achieve the level of average to good. And then, there were no students got neither the level of poor to average nor poor. It proved that the research was successful to help the students improving their ability in comprehending reading comprehension by using group investigation.

Keyword : Group Investigation, Reading Comprehension

1. INTRODUCTION

Reading is one of the four basic skills. The aim teaching reading is to make students be able to read English text effectively and efficiently. The student have to master and comprehend not only the structure of the sentences in the text, but also the meaning explicitly and implicitly. For many years, three basic definitions of reading have driven literacy programs in the United States (Foertsch, 1998). Many reading methods have been used in classrooms alternately. The results show that some are successful with a particular group of students but some are not. Actually, what should be taken into consideration now is the way the knowledge is presented. As we all know, teacher-centered approaches taking place in traditional classrooms do not produce.

King and Stanley (1989:330) in Andy (2007) state that there are some components in the reading comprehension which should be focused on comprehending a reading a text. Here are the examples of components that may help students to read carefully:

Understanding the *topic*, the *gist*, or the larger conceptual framework of a textbook chapter, an article, a paragraph, a sentence or a passage is a sophisticated reading task. Being able to draw conclusions, evaluate, and critically interpret articles or chapters is important for overall comprehension in college reading. Textbook chapters, articles, paragraphs, sentences, or passages all have topics and main ideas. The *topic* is the broad, general theme or message. It is what some call the subject. The *main idea* is the "key concept" being expressed. *Details*, major and minor, support the main idea by telling how, what, when, where, why, how much, or how many. Locating the topic, main idea, and supporting details helps you understand the point(s) the writer is attempting to express. Identifying the relationship between these will increase student's comprehension.

A paragraph is a group of sentences related to a particular topic, or central theme. Every paragraph has a key concept or main idea. The main idea is the most important piece of information the author wants you to know about the concept of that paragraph.

Recognizing reference word or phrase to which they refer will help reader understands not only the ideas but also their relative significance, as expressed by the author, in other words, some of ideas are super ordinate while other subordinate.

The important is needed in reading is understanding. Writers, however does not write out everything, he expects that reader can be inferred from their sentence. In other words, an efficient reader is able to understand those implications.

Restatement is a kind of question test which use to measure the reader's ability in analyzing the relationship of ideas within single sentence. It means that, the last few question of reading comprehension ask to choose which of the four possibilities best restated the meaning of a given sentence.

Base on the definitions above, reading comprehension can be defined as an active cognitive process in which one will interact with the written symbols and interpret them to get the meaning. Hedge (2003) states that any reading component of an English language course may include a set of learning goals for: (a) The ability to read a wide range of text in English; (b) Building knowledge of language which will facilitate reading ability; (c)

Building the schematic knowledge; (d)The ability to adapt the reading style according to reading purpose (skimming and scanning)

In the 2007 Curriculum (Kurikulum Tingkat Satuan Pendidikan) for senior high school based curriculum, ability to comprehend reading materials is an important subject for senior high school. In other hand we as a teacher should help the students to increase their reading comprehension.

Most of the students at SMA N 2 Bangko have big problem in learning English especially in reading comprehension a text. They could not understand how to indentify factual information, identify the main point of the text, identify supporting details, identify the meaning of vocabulary in context, and identify reference. The students in SMA N 2 Bangko were not interesting in learning English because they did not understand the meaning of the material which given by the teacher was not interesting from them.

Group Investigation, developed by Shlomo and Yael Sharan at the University of Tel Aviv, is a general classroom- organization plan in which students work in small groups using cooperative inquiry, group discussion, and cooperative planning and projects (Sharan and Sharan, 1992). In this method, students form their own two-to-six member groups. The group choose topic from a unit being studied by the entri class, break these topics into individual tasks, and carry out the activities necessary to prepare group reports. Each group then present or displays its findings to the entire class.

2. METHODOLOGY

This research started by administering pre-test. Then a week after that, the treatments take place. Finally, the post-test is administered at the end of treatment. The treatment is given four times in four meetings based on four lessons plans.

The procedures that writer used can be seen as follows:

- **Plan**

Before the writer applying Group Investigation in the classroom the writer prepare the material for teaching the students into classroom. They are:

1. Preparing the lesson plan, media or any instrument to support the strategy.
2. Preparing pre-test and post-test.
3. Preparing materials for teaching process.

- **Action**

The duration each meeting in this research was 2 x 45 minutes which was spent to apply GI method to improve reading comprehension which based on the curriculum valid for the eleventh graders through six stages:

Stage I: Grouping

In this stage, teacher dividing the student into groups from different academic level, sex and background. Each group consists of two up to six students.

- a. Students join the group studying
- b. Group composition is based on interest and heterogeneous
- c. Teacher assists in information and facilitates organization (giving material to the students)

Stage 2: Planning

Group planning investigation

Students plan together:

- a. What we study?
- b. How do we study? Who does what? (division of labor)
- c. For what purpose or goals do we investigate this topic?

Stage 3: Investigation

Carrying out investigation:

- a. Students gather information, analyze the data and reach conclusions
- b. Each group member contribute to the group effort
- c. Students exchange, discuss, clarify and synthesize ideas

Stage 4: Organizing

Preparing a final report:

- a. Group members determine the essential message of their project
- b. Group members plan what they will report and how they will make their presentation
- c. Group representatives form a steering committee to coordinate plans for the presentation

Stage 5: Presenting

Presenting the final report:

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

Stage 6: Evaluating

- a. Students share feedback about the topic, about the work they did and about their effective experiences.
- b. Teachers and students collaborate in evaluating students learning
- c. Assessment of learning should evaluate higher-level thinking

- Observation

Observation is needed to see the whole process in the classroom included teaching and learning process. It has function to see weaknesses of the teacher, technique, students' attitude and students' performance

- Reflection

The reflection is based on the test given in the end of teaching learning process and students' response to the technique during the lessons, to know whether the treatment took the effect or success. The standard of treatment effectiveness should be clear.

3. RESULT AND DISCUSSION

Here are the comparison of the students' reading comprehension ability in pre test and post test in one cycle:

**Students' Ability Level in Comprehending Reading Comprehension Text
(Pre-Test and Post-Test)**

Table 1

Classification		Pre-Test	%	Post-test	%
Rank	Ability				
80- 100	Good to excellent	0	0%	14	35%
60- 79	Average to Good	6	15%	26	65%
50- 59	Poor to Average	26	65%	0	0%
0-49	Poor	8	20%	0	0%
TOTAL		40	100%	40	100%

From the information above, there was no student could achieve the level of good to excellent at the pre-test, but there was improvement at the post test, it become 35% students could reach that level. At the level of average to good, the percentage of students' ability was 15% at the pre test. Then, the percentage increased at the post test became 65%. Then, at the level of poor to average, there was 65% at the pre test. Than the reduction occurred at the post test, there was no students achieved this level. The last, at the level of poor, the percentage was 20% at the pre test, but it directly reduced so there was no student got this level.

Based on the analysis above, it could be drawn conclusion that the students' reading comprehension ability on reading comprehension text increased after they were taught by using Group Investigation method. In other word, using group Investigation could improve the students' ability in comprehending reading comprehension text at SMAN2 Bangko.

The average score in pre test is 54.93. It means that the reading comprehension ability is about 50- 59. Therefore, it can conclude that the students' reading comprehension ability on reading comprehension text of the second year students of SMAN 2 Bangko was poor to average.

The average score of post test in this cycle increase drastically. It is 75.91. it means that students' reading comprehension ability is about 65- 79 or in level average to good. This average score is higher than the minimum criteria of achievement, 65. The result is in following:

Table 2
The Average Score of the Group in Pre Test and Post Test

The Average Score of Pre Test	The Average Score of Post Test
54, 95	75. 91

From the data above, the average score of pre test is 54. 95 and the average score of post test 75.91. So the difference mean between pre test and post test is 20.96. The improvement can be seen from all the average of students' ability in each component of reading comprehension. The highest increase is in finding factual information. The score

increased 27.50%, while the lowest increase is in restatement. The score increased is 16.25%. The other increase is in main idea, 23.75%. Then, the reference, the score increase 18.33% and the score increase in inference is 20%. It can be seen in the following table.

Table 3
The Improvement of Students' Ability in Each Component of Reading Comprehension

	Component of Reading Comprehension				
	Factual Information	Main Idea	Reference	Inference	Restatement
Pre Test	57.08%	63.33%	51.25%	41.67%	60.42%
Post Test	84.58%	87.08%	69.58%	61.67%	76.67%

Moreover, the students' improvement could also be seen at the students' average score. The average score was 79.90. It means that they could get more score than the minimum criteria of achievement of English subject at SMAN2 Bangko (KKM 65). Therefore, it can be conclude that using graphic organizer could increase students' reading comprehension on reading comprehension text.

After doing observation to the students and the teacher during the treatments, the writer found that the process of teaching and learning were better than before. It influenced the students' achievement in comprehending reading comprehension text. They were more active learning in the classroom.

When the teacher presented the group investigation to the students, they were interested and enthusiastic in following the procedure of using group investigation. Most of them pay attention to what the teacher did on group investigation. All of them read the text and applied the group investigation strategy. They also responded to the teacher's question about the text. Then, they did the task and answer the question based on the text. Below is the description of the students' activities in learning reading by applying Group Investigation method.

Table 4
The Result of Observation Sheet for Students

Meeting	Students' Activities				
	Reading	Using Group Investigation Strategy	Write Down the Keys Information	Doing Task	T. Average
1	27	27	27	27	67.50%
2	36	35	33	38	88.75%
3	38	36	34	38	91.5%
4	40	39	39	40	98.75%
T. Average	35.25	34.25	33.25	35.75	
Percentage	88.12%	85.62%	83.12%	89.37%	86.62%

Based on the table above, the students were active in learning by using group investigation. It was proven by the fact that there were 88.12% students who read the texts, 87.50 students used Group Investigation method, 85.62 % students wrote down the key information of the text. Then, there were 89.37% students could do the task about the text. And the last, the average score of students' activities in the class were 86.56%. It means that more than 65% of students in class were active in teaching and learning process.

Furthermore, based on the observation sheet for teacher, the writer also found the improvement in teaching learning process. It showed the way of teacher in applying group investigation method. Starting from greeting, checking attendance list, giving information, explaining the purpose of reading, applying group investigation method, mastering learning subject, showing good attitude, getting good response from the students, using simple sentence in explaining the subject, giving clear explanation, concluding the material, and giving exercises to the students. From the first meeting to the fourth, teacher did all of the activities but only the first meeting teacher couldn't get good response from the students. It might be because the students still got confused about how to apply group investigation method.

In conclusion, there were improvements to the students' activities in learning reading comprehension text by using group investigation method in the class room.

At the end of the cycle, the researcher reflects to the students' achievement in comprehending reading comprehension. It could be drawn the reflection that the result of the first cycle to increase the students' reading comprehension ability on reading comprehension text by using group investigation is satisfied. It could be proven by the following reasons:

- a. There was the involvement of the students in class activities. It was 86.62% of students who were active in class. It means that more than 65% of students in class were active in teaching and learning process.
- b. The average score in pre test is 54.95 (poor to average level) and the average score of post test was 75.91 (average to good level), while the minimum criteria of achievement of English subject at SMAN 2 Bangko is ≥ 65 . It means that the students could get more score than the minimum criteria of achievement in post test.

From the result of the reflection above, the writer concluded that he was success in using group investigation strategy to the second year students at SMAN 2 Bangko at the first cycle. So the writer did not need continue this study to the second cycle anymore.

During the research, the writer found some strength and weaknesses in applying Group Investigation method: (a) Most of the students become more active in teaching and learning process because they could know the effective way to comprehend reading comprehension; (b) Most of the students become highly motivated during teaching and learning process because they were interested with Group Investigation method; (c) The students were trained to study together because group investigation was used to help them comprehend the text better; (d) At the beginning of this study, the writer found difficulties

to guide the students to use group investigation effectively; (e) Classroom become more noise; (f) Students asked the meaning of the difficult word to the teacher

4. CONCLUSION

Referring to the result of the research in chapter IV, the writer draws conclusion as the following:

The students' average score in pre test is 54.95. It means that the level of students' reading comprehension ability is 54.95%. This achievement is smaller than the minimum criteria of achievement that is $\geq 60\%$.

Group Investigation strategy is an effective strategy in teaching reading comprehension to the students because there is a significant improvement that could be achieved by the students in comprehending that text. It is proven by the score of the students. The average of the pre-test score is 54.95 and the average of the post test score is 75.91, while the minimum criteria of achievements of English subject at SMA N 2 Bangko is $\geq 60\%$. It means that the students can get higher score than the minimum criteria of achievement in post test. Therefore, this research was one cycle because the aim of the research had been reached.

The involvement of the students in the class activities was 86.62%. It means that more than 65% of students in class were active in teaching and learning process. However, the researcher was success in applying Group Investigation strategy to the second year students at SMA N 2 Bangko. So the second cycle does not need to be conducted anymore.

It was proven that the use of Group Investigation to improve students' reading comprehension ability in the first cycle could achieve the minimum criteria of achievement that had been determined, so it could be concluded that using Group Investigation can improve students' ability of the second year students of SMA N 2 Bangko in comprehending reading comprehension.

SUGGESTION

Related to the result of research which was conducted for the fifth grade students of SMA N 2 Bangko, the writer would like to give some suggestion as following:

Teacher can use Group Investigation as an alternative way to teach reading comprehension to the students.

It is better for teacher to apply this strategy in teaching reading for other kinds of text type.

Teacher needs to be creative and innovative in teaching and learning.

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