THE USE OF GROUP INVESTIGATION METHOD TO IMPROVE STUDENTS READING SKILL
(A Classroom Action Research at the Tenth Grade Students of SMK Negeri Jumantono in 2015/2016 Academic Years)

Heri Febriyono

Dr. Ch. Evy Tri Widyahening, M.Hum.

Slamet Riyadi University

ABSTRACT

The aims of this research are to know whether Group Investigation Method can improve the students reading skill and to describe the implementation of Group Investigation Method. This research was conducted at the tenth grade students of SMK Negeri Jumantono Karanganyar 2015/2016 academic years especially Class X TKJ 2. It was conducted on February 2016 until March 2016. The subject of this research was class X TKJ 2 that consisted of 37 students. This procedure of the research consisted of identifying the problems, implementing the action, observing, reflecting, and revising the plan. The technique of collecting the data used test and non-test. In analyzing the data, the researcher used qualitative and quantitative data to analyze the data. In the result of the research it showed that Group Investigation Method could improve students’ reading skill. The students could: (1) Identify the main idea in a text or paragraphs, (2) Identify the generic structure of the text, (3) Find detail information in the text, either implicit and explicit information, (4) Determine the meaning of unfamiliar word. It could be seen by the increase of students’ mean score before and after the implementing of the action through pre-test and post-test. The mean score of pre-test was 64,27, and it increased to 74,81 in post-test 1. It increased up to 75 in post-test 2. Moreover, there was also the improvements during teaching and learning process. The students were more active and enthusiastic in teaching and learning process. So, it can be concluded that Group Investigation Method can improve the students reading skill in the tenth grade students of SMK Negeri Jumantono Karanganyar 2015/2016 academic years especially Class X TKJ (Teknik comuter Jaringan).

Key words: Reading Skill, Group Investigation Method, Classroom Action Research,
INTRODUCTION

In modern era, English is very important to be learnt. English becomes an international language. Therefore, people must mastering the English to communicate with other people from other countries. English as international communication is widely used by the people around the world as the main tool of communication. English as foreign language involves many areas of life, such as education, economic, social, politics, tourism, culture etc. English in Indonesia, just like as a subject for study rather than as a living language to speak in daily conversation.

The Indonesian government has determined English as the first foreign language to be learned by the students of Indonesia. The Indonesian government includes English in the curriculum started from the elementary level to University in order to prepare the students in covering the globalization era. As Mulyasa (2003 :78) states that “Mata pelajaran Bahasa Inggris diberikan mulai kelas IV sesuai dengan kemampuan”. It means that English subject given from class IV appropriate with the ability.

Reading is important skill to be learnt by students. By reading, students can get more knowledge and information about everything in education. Students must active to develop their reading skill in English class. Reading is a constantly developing skill. Like any skill, students get better at reading by practicing. And conversely, if students do not practice, students will not get better and their skill may deteriorate.
There are some obstacles in teaching learning English in SMK Negeri Jumantono, Karanganyar especially class X TKJ 2, such as: (1) Students do not understand about English text, (2) Students do not understand about vocabulary, (3) Many students feel that English is difficult to be learnt, (4) Students have low motivation to learn English.

One of the ways to overcome this problem is the use of method. According to Richards and Rodgers (2001: 201), method is theoretically related to an approach, organized by the design, and practically realized in procedure. One of good method is Group Investigation (GI). According to Ivy Geok-chin Tan (2006: 10), Group investigation method 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. Group Investigation Method is very compatible to be applied in X TKJ SMK Negeri Jumantono Karanganyar, because this method can improve students to be active and interested in teaching learning English especially in reading.

Reading is important skill to be learnt by students. By reading, students can get more knowledge and information about everything in education. Students must active to develop their reading skill in English class. Reading is a constantly developing skill. Like any skill, students get better at reading by practicing. And conversely, if students do not practice, students will not get better and their skill may deteriorate. According to Paris, Wasik, and Turner (2009: 221), reading skills as
skills to refer informal processing techniques that are automatic whether at the level of recognizing grapheme-phoneme correspondence or summarizing a story. Then, Grabe (2009: 2001), reading skill are commonly not defined explicitly but are implied, whereas strategies are defined explicitly.

Teaching learning reading is a activity to get information about text, it is important activity in teaching learning reading. Beside that in teaching learning reading there are three principles. According to Jeremy Harmer (2001:70), the principles of teaching learning reading are:

1) Reading is not passive skill
2) Students need to be engaged with what they are reading
3) Students should be encouraged to responds to the content of a reading text, not just to the language
4) Prediction is a major factor in reading
5) Match the task to the topic
6) Good teachers exploit reading texts to the full

Group Investigation is part of cooperative learning method. Cooperative learning actually can be as alternative method in teaching because the useful integrated elements of cooperative learning relates to the nature of human life that cannot alone, they always need other man to life together. Group investigation was introduced by Slavin as an alternative method with cooperative learning.
According to Slavin (in Isjoni, 2007) in cooperative learning methods, students work together in four member teams to master material initially presented by the teacher. (Isjoni, 2007: 65) the reasons make heterogeneous group: give opportunity peer tutorial, increase relation and interaction between ethnic and gender, easily to make class group because every group has member who special ability so can help another friends to problem solving in group. Further, Slavin (2005: 215) said that group investigations cannot implementation in educational environment which not to support interpersonal dialog or not give pay attention to social from learning process in the class.

Group Investigation Method costist of six stages. They are :

1) **Stage 1**: Identifying the topic and organizing into research group

   This stage is devoted to organizational matters. Stage begins with class wide cooperative planning.

2) **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 question relevant to this planning stage

3) **Stage 3**: Carrying out the investigation

   In this stage each group carries out the plans it formulated earlier and need more time. During this stage student, 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 their findings.

4) **Stage 4: Preparing a final report**

This stage is a transition from the data-gathering and classifying stage to the stage where the group reports the results 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.

5) **Stage 5: Presenting the final report**

The groups are now prepared to present their final report to the class. All members of the class participate in many of the presentations, by performing tasks or answering questions; the presentations were not just a matter of performing rehearsed roles and reciting lines.

6) **Stage 6: Evaluating achievement**

In group investigation 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.
Based on the definitions above, the researcher chose Group Investigation Method to improve students reading skill. Because, in Group Investigation students can work together in member teams to master material initially presented by the teacher to solving the problem in group. So, Group Investigation Method is the appropriate method to improve students reading skill.

The problem can be formulated as follows:

1. Can Group Investigation Method improve the students reading skill at the tenth grade students of SMK Negeri Jumantono Karanganyar 2015/2016 academic years especially Class X TKJ (Teknik Komputer Jaringan) ?

2. How far is the implementation of Group Investigation Method in teaching learning reading at the tenth grade students of SMK Negeri Jumantono Karanganyar 2015/2016 academic years especially Class X TKJ (Teknik Komputer Jaringan) ?
METHODOLOGY

This research carried out at SMK Negeri Jumantono, Karanganyar. The location of SMK Negeri Jumantono was in Blorong, Jumantono, Karanganyar. They were the class X TKJ 2 students at SMK Negeri Jumantono, Karanganyar. The number of student was 37, it consisted of 17 males and 20 females.

The type of the research was Classroom Action Research. According Carr and Kemmis (1986: 162), Action Research is simply a form of self-effective enquiry undertaken by participants in social situations in order to improve the nationality and justice of their own practice, their understanding of these practice and the situation in which the practice were carried out. According to Burns (1999: 30), Action Research is the application of fact finding to practical problem solving in social situation with a view to improve the quality of action within involve collaboration and coorporation of the researcher, practitioner and laymen.

According to Hopkins (1993:48), this research is conduct in three cycles. Each cycle is conduct in two meetings. Each cycle consist of planning, action, observation, and reflection. The procedure of the action research in this study as follows.

a. Planning the action

The researcher planned everything to the action, there are Preparing material, making lesson plan, preparing sheets for classroom observation, preparing worksheets, and preparing test.
b. Action

The researcher acted teaching learning activity of reading skill using Group Investigation Method. And there are four step in researcher method; Giving pretest, teaching English class using Group Investigation Method, giving occasion to students to ask any problems or difficulties, and giving post-test.

c. Observation

The researcher observed all activities in teaching learning process. The situation of teaching and learning reading process was still monotones by teacher it only makes students listen the teacher in classroom.

d. Reflection

After doing observation, the researcher continued to the next step namely reflection. The researcher reflected how the teaching and learning process run. It was very important to know the strength and weakness. The result of this reflection is very useful to the next cycle.

According to Burns (1999: 79), it is used to find out the situation of the teaching learning process when method is applied and the students responses and feeling toward learning using the method. In this Classroom Action Research, the there are the technique of collecting the data. There are:
1) Test

Test is an activity whose main purpose is to convey how well the tested knows or can do something. In the test, the researcher used a pretest and post-test. In this study the researcher used multiple choices items. Here the researcher gave 50 questions to the students.

2) Non Test

a) Interview: Interview was taken to the students and a teacher by the researcher about English teaching learning process

b) Observation: The researcher observed all activities in the class during teaching and learning process to get the observed data, such as lesson plans and classroom materials.

c) Document: Document is collect the data dealing with the variable in the term of notes, book, newspaper, magazine, meeting minutes, agenda and soon document are overviews, lesson plan, classroom materials.
This research used two techniques of analyzing data. They were Qualitative and Quantitative:

1. Qualitative Data

The analysis of data was very important part of the Classroom Action Research in this research, the researcher used interactive model for qualitative data analysis by Milles and Huberman (in Hopkins, 1993: 159-161) It can be described as follows:

a. Data Collection

Data collection is a process or activity to collect data through interview, observation, and documentation for obtain complete data.

b. Data reduction

Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written up field noted. Data reduction process continues.

c. Data display

Display is an organized assembly of information that permits conclusion drawing and action. Looking at display help us to understand, what is happening and to do further analysis for action based on understanding.
d. Conclusion drawing or verification

From the beginning of data collection, the classroom action research is beginning to decide what thing mean, regularities, patterns, explanation, possible configuration, casual flows, and proposition. The component researcher holds the conclusion are still there, inchoate, and vague at first, then increasingly explicit and grounded.

2. Qualitative Data

The quantitative data analysis is used to analyze the data from the speaking test. This analysis was done after pre-test and post-test. The result was used to conclude that their student’s skill is improved or not.

![Diagram](image)

Picture 2 Component of data by Miles and Huberman’s

(in Sugiyono, 2014: 431)
RESULT AND DISCUSSION

A. Result

From the result of interview and observation, the researcher concluded that the problems were the students’ low motivation and the students’ achievement in teaching learning reading. The teacher (Atik Wuryandari S.Pd) said that the students’ low motivation because they came from many background. Then, based on interview to the students, they said that their low achievement in reading was caused by their low vocabulary mastery.

From the collected data, the researcher analyzed the students’ reading score. The pre-test was conducted on February 9th 2016. The type of pre-test was multiple choice test consist of 50 questions. The mean score of pre-test was 64,27. This score is lower than the KKM that is 75. Then, the researcher applied the Group Investigation Method to solve the problems faced by the students in two meetings. After that, the researcher gave them post-test 1. The result of post-test 1 showed good improvement of students’ mean score. It could be seen from the result of the pre-test and post-test 1. The researcher compared the result of pre-test and post-test. The mean score of pre-test was 64,27 and the post-test 1 was 74,81. The students’ achievement and students’ motivation was also increased. The students seemed more understood about the material. They did the task and assignment seriously although the class was little noisy.
B. Discussion

Eventhough the students’ score was still under the KKM, but Group Investigation Method made changes for the students. In cycle 1, the researcher found some strength and the weaknesses during the lesson. He found that the students’ understanding about the reading material was increase but it was not optimal yet. So, the researcher decided to conduct the next cycle to reach the goal of the research. For the next cycle, the researcher was revising the plan. In the cycle two, the researcher planned two meetings as the first cycle.

Table 4 The Improvement of Students’ Mean Score

<table>
<thead>
<tr>
<th>The mean of pre-test</th>
<th>The mean of post-test 1</th>
<th>The mean of post-test 2</th>
<th>T-value of post-test 1</th>
<th>T-value of post-test 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>64,27</td>
<td>74,81</td>
<td>80</td>
<td>0,99</td>
<td>0,96</td>
</tr>
</tbody>
</table>

Based on the result of the analyzing using t-test, the result of test between pre-test and post-test 1 were 0,99 And the result of pre-test and post-test in cycle 1 were compared with \( db = (n-1) = (37-1) = 36 \). The t table in significance 5% = 2,045. It could be concluded that \( t_0 < t \) table was significance 5% (0,99 < 2,045). It meant that there was no significance from teaching learning reading using Group Investigation Method in pre-test and post-test 1.
Then the result of analyzing using t-test between post-test 1 and post-test 2 were 0.96 and the result of post-test 1 and post-test 2 were compared with db = (n-1) = (37-1) = 36. The t table was significance 5 % = 2.045. It could be concluded that $t_o > t_{table}$ was significance 5 % ($0.96 < 2.045$). It meant that there was significance from teaching learning reading using Group Investigation Method.

**CONCLUSION**

The improvements of students’ reading skill was shown by the increase of student’s mean score through pre-test, post-test 1 and post-test 2. The score of pre-test was 64.27 while the score of post-test was 74.81, in cycle 1, and the score of post-test was 80 in cycle 2. Meanwhile the KKM (*Kriteria Ketuntasan Minimal*) is 75, So Group Investigation Method could improve the reading skill in X TKJ 2 at SMK Negeri Jumantono. By applying Group Investigation Method, it made students more active and paid attention. The students became more active in reading activities. They were also enthusiastic in joining the lesson. They were more confidence in sharing their ideas to the whole class and gave more respect to others. The situation of teaching learning became cooperative. They worked in pairs to discuss the answer of the questions and shared the result of their discussion to the whole class. The improvement of students’ motivation in teaching learning English especially in reading also gave positive contribution in the increase of mean score.
The atmosphere of teaching learning English was different. The students became active in classroom, enthusiastic, excited and motivated during teaching learning process. The students gave more attention to the lesson and they were attracted to do the exercise during teaching learning process. The students more focused on the lesson during the activity in teaching learning process. The activities of Group Investigation Method attracted the students’ motivation. The researcher found that that Group Investigation Method made the class became conducive.
REFERENCES


