USING GROUP INVESTIGATION METHOD IN READING SKILL

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ABSTRACT

This research aimed to find out whether the use of Group Investigation Method improves the students’ reading skill and to describe the implementation of Group Investigation in teaching learning reading at the eighth grade of SMP Negeri 5 Karanganyar in 2016/2017 Academic Year.

The researcher used a Classroom Action Research. It was conducted at the eighth grade of SMP Negeri 5 Karanganyar in 2016/2017 Academic Year. In this research, the researcher conducted two cycles and each cycle consisted of two meetings. The data of the research were collected by using test, observation, interview and documentation. The qualitative data were analyzed using data reduction, data collection, data display, and conclusion drawing or verification. Then quantitative data were analyzed using the mean score pre-test and post-test and the score of t-value.

The result of the data analysis showed that there was improvement students’ reading skill. The mean score of the pre-test was 58.93, post-test 1 was 66.18 and post-test 2 was 76.87. It means that Group Investigation Method can improve the students’ reading skill. The improvement can be identified from the students’ reading skill achievement in term of finding main idea, references, detail information, synonym, and antonym. The students were more enjoyable and enthusiastic during teaching and learning process. From the result of the observation, Group Investigation can improve students’ motivation.

Based on the result above, Group Investigation Method really improved the students’ achievement in reading skill, increased the mean score and gave a motivation to the students. Group Investigation could be alternative method in teaching learning reading.

**Keywords:** Reading Skill, Group Investigation Method, Classroom Action Research.
ABSTRAK


Hasil analisis data menunjukkan bahwa terdapat peningkatan kemampuan membaca siswa. Nilai rata-rata pre tes sebesar 58.93, nilai post tes 1 sebesar 66.18 dan nilai post tes 2 sebesar 76.87. Hal itu berarti bahwa Group Investigation Method dapat meningkatkan kemampuan membaca siswa. Peningkatan tersebut dapat diidentifikasi dari peningkatan kemampuan membaca siswa dalam menemukan ide pokok, kata ganti, informasi detail, sinonim, antonym. Para siswa menjadi lebih menikmati dan antusias selama proses pembelajaran. Dari hasil pengamatan, Group Investigation dapat meningkatkan motivasi siswa.

Berdasarkan hasil diatas, Group Investigation Method dapat meningkatkan kemampuan membaca siswa, meningkatkan nilai rata-rata dan memberi motivasi bagi siswa. Group Investigation dapat menjadi metode alternatif dalam proses pembelajaran membaca.

Kata Kunci: Kemampuan Membaca, Group Investigation Report, Penelitian Tindakan Kelas
INTRODUCTION

This research for this paper English is important to the students in Classroom Action Research especially reading. English continues to be the world’s standard language in global popularity. English serves many people as a bridge into the world’s of higher education, science, politics, and tourism. English is foreign language arround the world the situation in which most English learners find themselves.

Language is important for human life to communicate with the other people. Communication process without language will never run clearly. According to Richards (1996 : 311), language is the system of human communication which consists of the structured arrangement of sounds.

The Indonesian government gives a priority to English as a foreign language to be taught in Indonesian education as stated in Peraturan Menteri Pendidikan Nasional Nomor 32 Tahun 2013 pasal 70 ayat 3 tentang Standar Nasional Pendidikan “ Mata Pelajaran UN SMP/MTs, dan SMPLB atau bentuk lain yang sederajat, ujian nasional mencakup pelajaran : Bahasa Indonesia, Bahasa Inggris, Matematika, dan Ilmu Pengetahuan Alam (IPA) ”. It means that “The materials of examination SMP/MTs, and SMPLB cover : Indonesian language, English, Mathematics, and Science”. It is clear that English is very important to be learnt.

English has four basic skills. To be able to use English well reading, speaking, writing, listening, all of the students in every grade should master these skills. Reading is one of English skills. It is an activity to obtain information based on printed material. Printed materials here can be in the form of books, newspapers or intenet. According to Carrel (1996: 1), reading is by far the most important of the four skills in a second language.

Standard Minimum Score for English is 7,5. For students especially class 8A that Standard Minimum Score rate is too high for them. There are some important factors in determining the students success in the learning of English at Junior High School.

These problems are teacher only uses books, teacher doesn’t use inovate method in teaching learning process, teacher rarely uses interesting media, teacher rarely teaches using LCD.
The problem from the students. They are the students have lack in vocabulary, the students have low motivation in reading, the students have low motivation in English learning process, the students have difficulties in reading, in terms of identifying main idea, identifying reference of the text, synonym and antonym.

According to Slavin in Bacon (1995: 5), Cooperative learning method has several types, they are: Group Investigation, Students Team Achievement Division (STAD), Teams Games Tournament (TGT), Team Assisted Individualized (TAI) and Jigsaw. One of its interesting types is group investigation.

According to Slavin (1995: 112), Group investigation is students ‘cooperative planning’ of their inquiry. Group members take part in planning the various dimensions and requirements of their project. Together they determine what they want to investigate in order to “solve” their problem; which resources they require; who will do what; and how they will present their completed project to the class. Group Investigation is a good method to use while finding the main idea in each paragraph of reading assignment. Group Investigation helps to comprehend the information contained in reading text. The implementation of the Group Investigation Method can help the students to be active in the class. It will give motivation to the students to improve their ideas through asking some questions and answering to find out the main ideas. Group Investigation is a alternative to teach reading skill to the eighth grade of SMP Negeri 5 Karanganyar in 2016/2017 Academic Year.

The researcher focused on two problem that can Group Investigation method improve students in reading skill. And how far can Group Investigation method be implemented in teaching learning reading.
METHODOLOGY

This study is Classroom Action Research. It was conducted at SMP Negeri 5 Karanganyar which is located at Jl. Lawu No.368 Karanganyar. This research was held in September-October 2016 in 2016/2017 Academic Year. The subject of this study was students of class VIII A consisted of 32 students, 17 girls and 15 boys.

According to Burns (2009 : 2), action research is part of broad movement that has been going on in education generally for some time. It is related to the ideas of ‘reflective practice’ and ‘the teacher as researcher. In line with that, Elizabeth in Burns (2009:5), states action research is research carried out in the classroom by the teacher of the course, mainly with the purpose of solving a problem or improving the teaching learning process. Moreover Wallace (1998: 15), action research is a process of answering question by using various kind of reasoned way.

This study was conducted into two cycles. Each cycle consisted of two meetings in Classroom Action Research procedure, they are: planning, action, observing, reflecting. In planning the researcher prepared lesson plans, teaching materials, and teaching media to be taught to the students. In action the researcher implemented the lesson plans by using descriptive text and Group Investigation Method in reading class. In observing the researcher observed the weaknesses and strengths during teaching and learning process by using Group Investigation. In the last steps of reflecting the researcher evaluated the teaching learning process.

In collecting data, the researcher used test and non test. Test is one of technique collecting data. Test is method of measuring a person ability, knowledge, or performance in a given domain. A test must measure, which as a process of quantifying a test performance. In this research, the researcher used a test which formed test by multiple choice consist of 50 items through pre-test and post test. And non test consisted of documentation, interview, and observation.
RESULT AND DISCUSSION

This is the result of the research conducted at the eighth grade of SMP Negeri 5 Karanganyar 2016/2017 Academic Year. Group Investigation Method can improve the students’ reading skill. Based on the observation and interview done in the pre-research, the researcher found the fact that the eighth grade students of SMP N 5 Karanganyar had some problem in reading, the students reading skill was still low. It could be seen from the students reading achievement scores. They got difficulties to find explicit and implicit information of the text, main idea of the text, detail information of the text, identify reference, synonym and antonym.

In pre test researcher found that the problems of the students were difficulties about finding main idea, reference of the text, detail information of the text, synonym and antonym. The mean score of students pre test was 58.93. The problems were solved using Group Investigation to improve students’ reading skill. In the first meeting in cycle one the students looked confused when the researcher explained about Descriptive Text and Group Investigation. The caused in the first meeting there was a problem that LCD in class not connect, the researcher also explained using white board. In the second meeting the situation of the class is condusif, teaching learning was better than first meeting. The students could follow the instruction from the researcher. The students active in learning of their group, they had a good enthusiastic to presents in front of class with their group. The third meeting the researcher conducted post test 1. This test was conducted to determine students achievement in Descriptive Text. The results of post test 1 showed good improvement of students mean score. The mean score increased from 58.93 pre test and then increased to 66.18 at post test 1.

In the cycle two the researcher planned to focus on the problem in cycle one. The researcher more increase in identify of the text, main idea of the text, synonym and antonym, and also reference of the text. The researcher must handle situations in the class is that not noisy in learning process. The researcher gave a video motivation to students after learning process. Video motivation can make the students spirit, active, and interested.

In the first meeting in cycle two students have motivated and active in learning process. The problem of the students were still found word meaning on the text. In the
second meeting in cycle two, teaching learning process is good. The students paid
attention the researcher explained about material and they are work in groups very
well. The condition in class could be manage by the researcher. They looked confident
when present in front class with partner in each groups different with cycle one were
still noisy in the class if the researcher gave them assignment. The third meeting the
researcher conducted post test two. This test was conducted to determine students
achievement in Descriptive Text. The results of post test two showed good
improvement of students mean score. The mean score increased from 66.18 post test
one and then increased to 76.87 at post test two.

The improvement after the action was also supported by the score of the test.
The comparison between the mean score of pre test, post test 1, and post test 2, it can
be seen in the following table:

<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>The t-value cycle 1</th>
<th>The t-value cycle 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>58.93</td>
<td>66.18</td>
<td>76.87</td>
<td>8.95</td>
<td>26.7</td>
</tr>
</tbody>
</table>

Based on the data above, the researcher can conclude that Group Investigation
method can improve students’ reading skill at eighth grade students’ of SMP Negeri 5
Karanganyar in the academic year 2016/2017.

The results of the process and the results of the tests, it is found that the use of
Group Investigation can improve the students’ reading skill at VIII A. This method
made the students creative and also made the students explore their ideas with other
friends in groups.

The improvement can be seen from both the process and result of test. The
mean score of pre test is only 58.93, increasing in the post test 1 become 66.18. The
mean score increases again in post test 2 become 76.87. It can be concluded that the
upgrading of the mean score from pre test, post test 1, and post test 2 shown
improvement in students’ reading skill.
CONCLUSION

The use Group Investigation to improve students’ reading skill at the eighth grade of SMP N 5 Karanganyar in the academic year 2016/2017. The improvement of the students’ reading skill can be proven by the mean score from pre test, post test 1, and post test 2. The mean score of pre test is only 58.93, increasing in the post test 1 become 66.18. The mean score increases again in post test 2 become 76.87. It can be concluded that the upgrading of the mean score from pre test, post test 1, and post test 2 shown improvement in students’ reading skill.

In conducting the classroom action research (CAR) the researcher encouraged the students confident the activities during the lesson. There is a significant difference between the teaching and learning process in the class before given the action and after the researcher conducted the action. After the researcher conducted the teaching and learning process using Group Investigation Method, the condition in the class could be manage by the researcher. Learning process conducive, the students not noisy. The students active in work in each groups and enjoy in presented in front of class. They paid attention when the researcher explained material. The students were motivated learning using Group Investigation.
REFERENCES


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