



THE EFFECT OF GROUP INVESTIGATION TECHNIQUE ON STUDENTS' READING COMPREHENSION OF REPORT TEXT AT GRADE XI OF SMA NEGERI 4 TANJUNG BALAI IN ACADEMIC YEAR 2021/2022

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ABSTRACT

This research was intended to find out the empirical evidence of the students achievement in reading comprehension report text by using Group Investigation Technique at the grade of SMA Negeri 4 Tanjungbalai. This research was experimental research. The population of this research was all the students of class XI of SMA Negeri 4 Tanjungbalai. The samples of this research were taken from 32 students of experimental group (class MIA 2) and 32 students of control group (class MIA 3). The instrument for collecting data was a test. After analyzing the data, the writer go; (1) The students achievement in reading comprehension report text by Group Investigation Technique got the mean 82,18 and standard deviation was 70,29; (2) The students achievement in reading comprehension in report text by using conventional strategy got the mean 77,81 and standard deviation was 65,21. The value of $t_{observed}$ was 3,90 and that of t_{table} was 2,000. So the value of $t_{observed}$ was higher than that of t_{table} , it means that there was significant effect of using Group Investigation Technique on students achievement in reading comprehension report text.

Keywords: Group Investigation Technique, Reading Comprehension, Report text

INTRODUCTION

Language is a way of life, as well as a technique for communicating in a logical and organized manner. Language can be expressed through speech and gestures (spoken language), signs, and writing, to name a few examples. Despite the fact that vocabulary is an independent component, the grammar of a language is its structure. Many nations and countries use a variety of languages, including Mandarin Chinese, Spanish, English, Russian, Japanese, Indonesian, and other dialects.

English, as an international

language taught by the vast majority of people in today's world, is essential for the development of any country in the world. Symbolic speech arbiters can influence other people who are members of their culture or have studied cultural systems in order to establish a connection with someone using language as a symbol system. Indonesian is spoken as a first or second language by the Indonesian people, depending on their level of education. In every other country, English is spoken as a second language. English, on the other hand, is considered a foreign language in Indonesia. As a result, the Indonesian government mandated that



English be taught as a compulsory subject in colleges.

English is a foreign language in Indonesia, and it is one of the subjects that students are required to learn. Many skills that should be learned by students in Indonesia include listening, writing, speaking, and reading. These are the four skills that should be learned by students in Indonesia. They are four abilities that are interconnected with one another.

English is a foreign language in Indonesia, and it is taught as a second language. One of the many activities that students in Indonesia should learn is the four skills of listening, writing, speaking, and reading. These are the skills that should be mastered. There are still four skills that are interconnected with one another.

Reading is one of the most important abilities one can have; it is the ability to read a text and comprehend what it is trying to communicate. Students must not only be able to read but also comprehend the meaning of the text they are studying in order to achieve this level of competency. As a result, in order to gain a significant amount of knowledge and information, we must devote a significant amount of time to reading and learning.

In reading comprehension, the process of interpreting and comprehending a message or piece of knowledge that has been presented in the form of words in writing is defined as follows: Reading serves the purpose of allowing the audience to become familiar with the content of the text as it is being read. As a result, a reader should pay attention to the

pronunciation, articulate, respite, and intonation of the reading text in order to allow the listener to appreciate the meaning of the reading text. Students read from a wide range of sources, including textbooks, newspapers, and tabloids, among others.

In SMAN 4 TANJUNG BALAI, preliminary research discovered that the students had difficulty with reading comprehension. The student is disinterested in the study of English. Because the students do not really speak English as a first language, it is difficult for them all to recognize the word English when they hear it. The students had difficulty comprehending the text's overall purpose as well as its general structure. The students had a limited vocabulary, and many of them were motivated to improve their reading comprehension abilities. When it comes to teaching English, it is common for teachers to choose a stale method or resource. It allows students to be distracted while the teacher is speaking. Among the difficulties we encountered while teaching English at the school, we should have been able to influence the situation in the teaching and learning process, but we did not. In order to help students learn more efficiently, we can employ a technique.

The Group Investigation Technique was used in this study to help students who were having difficulty with reading comprehension. In light of the aforementioned factors, the Group Investigation Technique that was employed will be one that involves the students in the process of understanding what they are reading. As a result of either conclusion, the



students gained valuable learning experience as well as knowledge about how to comprehend the text.

Moreover, with Group Investigation Technique, developed by Shlomo Sharan and Yael Sharan in 1992 in (Sukma, 2017), Students work in small groups to find solutions to problems using cooperative inquiry, group discussion, and cooperative planning and projects.

Based on the explanation of the facts above, this study was highly motivated to investigate the effectiveness of the group investigation technique on students' reading comprehension ability in a report text, and the results were published. Finally, the end of this study with the title "The Effect Of Group Investigation Technique On Students' Reading Comprehension Ability In Report Text At Grade XI Of SMA Negeri 4 Tanjung Balai In Academic Year 2021/2022".

Base on the identification mentioned above, the writer will like to limit the problem only to the students do not know how to learn reading well and using of technique in the learning process is not suitable enough. So, this Study focused on the effect of group investigation technique on students' reading comprehension ability in report text at Grade XI of SMA Negeri 4 Tanjung Balai In Academic Year 2021/2022. This study was conducted on reading comprehension especially in finding general information from the text and also the main idea. Based on the background of the study above the formulation of the study is "Does Group Investigation Technique on Students' Reading Comprehension

Ability in Report Text at Grade XI Of SMA Negeri 4 Tanjung Balai In Academic Year 2021/2022?"

A theoretical framework is made up of concepts and their definitions, as well as references to important scholarly literature, that are used in the research study. The theoretical framework must demonstrate an understanding of theories and concepts relevant to the research paper's topic and that are connected to the three main studies:

The first previous research was done by (Haqqini, 2019). This study was conducted to investigate the effect of using Group Investigation Technique (GIT) in teaching reading comprehension at the second grade class of a junior high school in Banda Aceh and to identify the most difficult reading comprehension aspect that students at that level faced. An experimental design was used and the data were collected through tests as so for the instruments. There were two tests, namely pretest, and post-test, applied in the form of multiple-choice questions. The population of this study was all of the second-grade students. Then, two classes were randomly chosen as the samples: experimental class and controlled class. The findings indicated that there was an improvement in students' achievement in the experimental class. The study applied gain score calculation in which the mean for the experimental class was 0.57, while the controlled class was 0.22. The researchers also used the t-test to prove the hypotheses. The result showed that $t\text{-score} > t\text{-table}$ or $34.76 > 1.68$, which means the H_1 is accepted and H_0 is rejected. To conclude, the students who were



taught reading comprehension by using GIT achieved significant improvement. Besides, after the determination of the mean of the post-test and pre-test scores which were divided into four aspects of reading comprehension: main idea (MI), vocabulary (V), detailed information (DI), and reference (R), the result showed that $MI=25.91$, $V=28.64$, $DI=25.00$, and $R=31.59$. Therefore, it was found that the most difficult aspect of reading comprehension was detailed.

The second previous research was done by (Rahayu, 2021). This study aims to find out the effectiveness of Group Investigation method in improving students' reading ability. This quasi-experimental research design was involved 64 students of SMAN 24 Bandung as the participants. This study used a type of data collection technique including pre test and post test. The conceptual framework for the study included the independent variable of teaching method, and dependent variable of students' ability in reading. The experimental study was conducted within this framework by using non parametric test. The results of data analysis show that Group Investigation could facilitate the students in improving their reading ability. It can be seen from the result of mean rank and Mann-Whitney U. Furthermore, the results of the pre test and post test indicate that students' reading ability improved in four indicators, encompassing identifying the explicit information, identifying the main idea of the text, identifying the purpose of the text, and identifying the implicit information of the text. Meanwhile,

the results of test in control group indicate that the students' reading ability improved in two indicators, encompassing identifying the purpose of the text and identifying the synonym of the words. Due to the limitations of the study, it is recommended for other researchers to introduce Group Investigation gradually into the classroom and practice it before the class undertakes a full-scale investigation project and to observe the students' social interaction skill in the classroom. It is also recommended for every teacher who wants to use this method to fully competent at implementing this method. Despite the need for the further research, this method can be used as a method in teaching reading to EFL learners.

The third previous research was done by (Putri, n.d.). This study was conducted to investigate the effect of Group Investigation Technique (GIT) for teaching reading to second grade students of private high school in Pidie Jaya. An experimental design was used and the data were collected through a test as the instrument. Two sets of tests (pre-test and post-test) in the form of multiple choice items were administrated. The population of this study was all the second grade students of the school, and two classes were taken as samples, one for the experimental class (EC) and one for the control class (CC), with 36 students in EC and 32 students in CC. The findings showed that the GIT used for teaching reading improved the reading comprehension scores of the student concerned. The EC students had higher reading scores ($=77$) than those from the CC ($=64$). The reading



abilities of the students in the different classes were different as indicated by the z-score. The z- score showed that the result of the z-count was 4.29, while the result of z-table at the level of significance 5% ($\alpha=0.05$) was around $-2.04+2.04$. This means that the z- count was higher than the z-table ($4.29 > -2.04+2.04$). Therefore, the alternate hypothesis was accepted and the null hypothesis was rejected. In other words, it was concluded that the students taught with GIT got better results in reading than those who were taught using the standard individual reading activity method. English teachers are suggested to apply this technique in teaching reading.

From all definitions above, it means that Through interaction in an active process of meaning development, it is possible to gain a general comprehension of reading. When someone looks into a written text and begins to absorb information from the written linguistic message, this is referred to as "reading." In order to convey a meaningful message, reading is a complicated activity that necessitates the use of both language and thought.

RESEARCH METHODOLOGY

The location of this research will be conducted at grade XI students of SMAN 4 Tanjungbalai in 2020/2021 Academic Year. The school is located in Jln. Hiu, Pematang Pasir, Tlk. Nibung, Kota Tanjungbalai. The time of this research will begin on May 2022. Arikunto (2013) stated the study is primarily concerned with the general public. If someone chooses to investigate every aspect of the research area, the results will be more

comprehensive. As a result, the investigation is classified as a population study. The population of the study are students at grade XI SMAN 4 Tanjung Balai in 2020/2021 Academic Year, that consist of 253 students. Arikunto (2013) stated sample is a small faction or representative sample of the population under investigative process. If we want to generalize the results of a sample study, we use the term sample population. According to Arikunto (2006), if the topic has less than 100 individuals, all should be taken, however if the subject has more than 100 people, 10-15%, 20-25%, or more should be taken. Sample of the research will conduct to students of class XI MIA 2 consist of 32 students as experimental class and class XI MIA 3 consist of 32 students as a control class, so the total of the research sample were 64 students which will take by random sampling technique. Arikunto (2006) stated using only a few students as samples, random sampling is used.

This research is the quantitative approach means evaluating numerical, measurable information. Arikunto (2013) stated concrete data, such as numbers, values, statistics, facts, and figures, are used in quantitative measurement. The data scores were analyzed using a quantitative approach.

In this research, the writer used an experimental design. Arikunto (2013) experimental research is designed to see if there is a response to something that is imposed on the subject being studied. This design used to find out the effect on the students' reading comprehension



ability by using group investigation technique. There are two groups of students, namely experimental group and control group. The experiment group will teach by using group investigation technique and control group will teach conventional. Both of groups will be given pre-test and post-test, the design is as follow.

RESEARCH FINDINGS AND DISCUSSION

The Description of Data

The purpose of this research is to know the effect of Group Investigation Technique on students reading comprehension text at eleven grade of SMA NEGERI 4 Tanjungbalai in academic year 2021/2022. The writer collected the data from students pre-test and post-test. The data was describe into two points as the data of experimental group and control group. XI MIA 2 consisted of 32 students as an experimental group that uses Group Investigation Technique and XI MIA 3 which consist of 32 students as control group without Group Investigation Technique.

The writer used report text as learning materials. Furthermore, test scores of students was compared using t-test to determine in effect Group Investigation Technique in the teaching reading comprehension. The data which was obtained described into tables as follows:

From the data above, it showed that students score in pre-test was lower than post-test. The mean of students score in pre-test was 70.15, after giving the treatment by using Group Investigation Technique, it

increased and the score mean was being 82.18 in post-test.

From the data above, it showed that students score in pre-test was lower than post-test. The mean of students score in pre-test was 65, after giving the treatment by using conventional strategy the score mean was being 77.81 in post-test.

Hypothesis Test

To test the hypothesis, the formula of t-test and the distribution of t-table are applied the result show that t-critical must higher than t-table. The hypothesis testing is done in order to know weather is acceptable or rejected.

After analyzing the data into t-test, it was score product moment degree of freedom (df) N_1+N_2-2 or $32+32-2 = 62$. So, the critical score of t-table with the significant 0,05 was 2,000. So, the writer concludes that t-score > t-table.

So, the writer had been successfully, H_a is accepted and it revealed that hypothesis using Group Investigation Technique on students reading comprehension is effective because reading comprehension by using Group Investigation Technique get higher scores than without using Group Investigation Technique.

Discussion

Based on the work of analyzing on the skips, there were several discoveries which are actually by the research. The research found answered from the formulation that use Group Investigation Technique have an influence to students knowledge in reading comprehension.



Furthermore, in order to know that using Group Investigation Technique was significant or not, the research used comparison of both strategy means score. It showed that the means score of experimental group in post-test was higher control group (82,18>77,81). So, it means that Group Investigation Technique on students reading comprehension knowledge.

CONCLUSION AND SUGGESTION

Conclusion

From the data obtained it is seen that the result of the students achievement in reading comprehension on report text by using Group Investigation Technique is higher than by using conventional strategy at grade XI SMA NEGERI 4 Tanjungbalai. Group Investigation Technique is significant to be used in the effect on the students achievement in reading comprehension. The level of significance 0,05 with the degree of freedom 62. It means that the H_a is accepted and H_o is rejected. There is a significant effect of using Group Investigation Technique on the students achievement in report text.

After analyzing the data, the writer concluded that:

1. The students can improve reading comprehension in report text by using Group Investigation Strategy.
2. The students understand the topic or general structure in report text.
3. The students more motivated and focused in the class.

Suggestion

From the advantages of using Group Investigation Technique in teaching reading in English at grade XI of SMA NEGERI 4 Tanjungbalai, the research would to give some suggestion as follows:

- a. For the teacher
 1. The teacher also suggest their student to practice reading especially report text to improve their reading comprehension.
 2. English teacher should consider using Group Investigation Technique to teach their students in mastery of reading comprehension.
 3. The teacher must be able to make the class enjoyable in studying English.
- b. For other writers
 1. For the further writer, this strategy can be applied to the next experiment in senior high school students.
 2. For other writers can apply this strategy with more interesting ways for students.

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