CHAPTER I

INTRODUCTION

This chapter discusses about background of the research, problems of the research, objectives of the research, hypothesis of the research, significant of the research, scope and limitation of the research, definition of key terms and organization of the research.

A. Background of the research

English is an international language (Brown, 2001 : 118). Being an international language, English is spoken in the most International events and it is used as the medium of information flow on science, technology, and culture as well. Thus, it is not surprising that the teaching of English is carried out in many parts of the world. In Indonesia, English as foreign language has been taught from the kindergartens until the university. The goal of teaching and learning English is to produce and comprehend language that are spoken and written. English language learning consists of four skill, they are listening, reading, speaking and writing. One of the language skills, reading is considered as the most important skill in learning a foreign language. By reading student get the input of information, knowledge, and idea from various sources that can add their insights to the world and its development. Patel and Jain (2008:113) stated that reading is an important activity in life with which one can update his or her knowledge.

Reading is needed by students to improve their knowledge and other English and components. Through reading, students can learn ideas, concepts, and attitudes. Furthermore, by reading, students can get many vocabularies they need

to be applied in speaking and writing. They also get more additional knowledge which has not gained from lessons at school from the teacher's explanations. Reading also helps the student to refresh their ideas, and also they can understand many types of word and sentence which can improve their ability.

In reading class, most of the reading activities are focused in reading for comprehension. Reading for comprehension is the primary purpose for reading (Richard and Renandya, 2002: 27). So that way, when people talk about reading it might be automatically related to comprehension or understanding. Kendeou, et al (2007:28) states that a general component in many definitions of comprehension is the interpretation of the information in the text, the use of prior knowledge to interpret this information and, ultimately, the construction of a coherent representation or picture in the reader's mind of what the text is about. The important thing you can do to improve reading comprehension is to become an active reader. Students do not only read but also comprehend the text in order to catch some ideas from the text. Reading comprehension is an attempt to understand, evaluate, and also recognize the author's ideas of reading text. A reader needs comprehension to catch the content of message or information from the text.

In Junior high schools based Curriculum (*Kurikulum Tingkat Satuan Pendidikan/ KTSP*), the teaching of reading is focused on some types of text, i.e. recount, narrative, procedure, descriptive, and news item. Among the texts offered, descriptive text should be easily understood. But in fact, the students thought that descriptive text is difficult to study. Descriptive text is a text that describes a particular person, place, or thing. By reading descriptive text, they can

engage themselves in describing thing, animal, place or etc. Nevertheless, the purpose of reading descriptive which is for express characteristics of thing, animal, place or etc. could not be reached if one's reading ability is poor.

Based on the problems stated above as the researcher's experience when researcher was doing on the job training. She also found that there are some problems in reading's activity. The problem that students get in comprehending reading text especially descriptive text shows that the students do not know which strategies is suitable for their reading. They also considered that reading was a boring work and wastes much time. Therefore, they felt bored, were passive and were not interest.

This condition motivates the researcher to consider a strategy that is suitable for teaching reading in order to make the learning process becomes effective. The strategy its self should be adjusted with the condition of the class and the ability of the students. A strategy is especially important for language learning because with the suitable strategy the teacher can easy to manage the class.

The researcher thinks that the above mentioned problem can be effectively solved using Group Investigation (GI) technique. As Sihombing (2014: 80) stated that group investigation is one kinds of model learning that democratic because students become actively learn and practice self-sufficiency in learning. This technique is one kinds of cooperative learning method which is useful for students not only to comprehend the English text but the students can learn how to share, discuss and work together with another because this technique requires students work in a group.

According to Slavin (2005:24) 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, 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 entire 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.

This technique suitable as a model of teaching method that makes the condition in the classroom become conducive and active. The students are taught to work together with their friends. They work together to achieve the goal or the success which has always been desired by them. It will help the students in reading comprehension ability. It also create the students enjoy and be stimulated in learning English.

To prove that strategy is effective to be used we can take a look the previous studies. The first is thesis written by Mabruroh conducted a research entitled *the use of group investigation (GI) method to Improve students' reading ability in Descriptive text*. The research conducted in Classroom Action Research with (CAR). There were two cycles applied in conducting this study. Each cycle consisted of two meetings. The result of the research showed that Group Investigation (GI) technique can improve students' reading achievement in reading comprehension.

The second written by Jismulatif conducted a research entitled *The Use Of Group Investigation To Improve Reading Comprehension Of The Second Year*

Student AtSman 2 Bangko. The research conducted in Classroom Action Research with (CAR). This study consisted of one cycle of classroom treatment, in which that cycle consisted of four stages, namely Planning, Action, Observation, and Reflection. The result of the research showed that the research was successful to help the students improving their ability in comprehending reading comprehension by using group investigation.

Based on the previous studies above, it can be concluded that Group Investigation (GI) is effective to be used in teaching and learning process, especially for reading comprehension. Because of this condition, the writer intended to apply Group Investigation (GI) to improve reading comprehension of the first grade students at MTs AL Ma'arif Tulungagung.

B. Problems of the Research

1. How is students' reading achievement before being taught by applying Group Investigation technique?

2. How is students' reading achievement after being taught applying Group Investigation technique?

3. Is there any significant different between students' reading comprehension achievement before and after being taught by using Group Investigation technique?

C. Objectives of the Research

1. To find out students' reading achievement before being taught by applying Group Investigation.

2. To find out students' reading achievement after being taught by applying Group Investigation.

3. To find out significant different of the students' reading achievement before and after being taught Group Investigation.

D. Hypothesis of the Research

The hypotheses of the research are:

1. Null Hypothesis

There is no significant in the teaching reading comprehension score between the students before taught using Group Investigation and after using Group Investigation.

2. Alternative Hypothesis

There is significant in the teaching reading comprehension score between the students before taught using Group Investigation and after Group Investigation.

E. Significance of the Research

The result of the research is expected to give some contributions for students and teachers.

For the students, the finding of the research can be used as a new reference to learn English, especially reading. And also the result of this research will help the student to solve their problem in reading comprehension.

Meanwhile, for English teachers can give motivation the English teacher to teach the students by using easier technique especially at reading comprehension class. Furthermore the teacher can develop the teaching method this in interesting and enjoyable.

F.   Scope and Limitation

The scope of this study is about cooperative learning. According to Brown (2001:47) cooperative learning is defined as students work together in pairs and groups, they share information and come to each other's' to get helps. Students not only to comprehend the English text but the students can learn how to share, discuss and work together with another because this technique requires students work in a group.

However, in order to do this research optimally the writer limits this study on the student's reading comprehension achievement by using Group Investigation for MTs Al Ma'arif Tulungagung.

G.   The Definition of the Key Terms

In this part, there is explanation from the title and research questions mentioned in the previous items. The definition of key terms is as follow:

1. Cooperative Learning

   Cooperative learning is defined as students work together in pairs and groups, they share information and come to each other's' to get helps Brown (2001:47). It is learning strategy that required students work in small team. They are learning how o discuss some topic in a group. In this case students unconsciously learn how to respect, open-minded, responsible to their self or their group itself.

2. Group Investigation

   Group investigation is planning of common class setting that emphasis student to work together with their friends. They work together to achieve

the goal or the success which has always been desired by them. The teacher and the students select of certain topics and the problems that can be developed from the topics. After the topic and the problem approved, the students and the teacher determine of research method which developed to solve the problem. It will help the students in reading comprehension ability.

3. Reading comprehension

Reading comprehension is defined as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language (Snow, 2002: 11). In short, reading comprehension is the interaction between the readers with the written text to get meaning and message or information from the text. The students do not only read but also comprehend the text in order to catch some ideas from the text.

4. Teaching Reading

Kimbly and Garmezy in Brown (2000:7) define that teaching is the activities to show or help someone to learn how to do something, give instructions, guide in the study of something, provide with the knowledge, and cause to know, understand knowledge and give new knowledge. Teacher as an important role to manage the student in process teaching and learning. In teaching reading, the teacher has to concern about the material that is used. The topic and type of reading texts are worth considering too.

H. Organization of the Research

In order to write a good thesis, it is necessary to arrange it systematically. The organization of the main issued discussed. This thesis is divided in to five chapters as follows:

1. Chapter I (Introduction): it presents the background of the research, problem of the research, Objectives of the research, significance of the research, scope and limitation of the research, hypothesis of the research, definition of key terms, and organization of the research.

2. Chapter II (Review of literature): This chapter presents the general concept of reading, Teaching Reading Comprehension, Cooperative Learning strategy, and Previous study.

3. Chapter III (Research method): It covers Research design, Population and Sample, Research Instrument and Instrumentation, Validity and reliability testing, and technique data analysis.

4. Chapter IV (Finding and Discussion): Data Presentation, Data Analysis, and Hypothesis Data and Discussion.

Chapter V presents the conclusion of the research and suggestion for further research.