

CHAPTER I

INTRODUCTION

A. Background of the Study

Reading always becomes the important activity for all people. Several factors, reasons and purposes underlie them to read the printed material. Reading is useful for language acquisition. Provided that students more or less understand what they read, and reading also has a positive effect on students' vocabulary knowledge, on their spelling or writing.¹

Reading is something many of us take for granted. We read with what appears to be little effort and little planning.² English consists of four basic skills that students must master. They are speaking, writing, reading, and listening. Through listening and reading, students build their store of knowledge by taking in new information. Basically, in listening and reading, students can find out something that their don't know. From the

¹ Jeremy Harmer, *How to Teach English; New Edition* (China: Pearson Education Limited, 2007), 99.

² William Grabe, *Reading in a Second Language: Moving from Theory to Practice* (New York: Cambridge University Press, 2009), 4.

explanation above, people who want to master English must learn the four basic skills above.

Reading is important skill for everyone to get message from written text or other printed text. Through reading skill the student can transfer and develop science, technology and culture. The student also get information that is needed for knowledge which up to date from magazines, news paper, articles, and text book. Many people who have no interest in reading book will get difficulty to access reading activities and reading program in doing reading because people can't read the text without understanding the content of the text.

Reading is not an isolated process. For language processes work together to enhance the development of each of the others: speaking, listening, reading, and writing. Listening and reading are the receptive processes (taking in information), and speaking and writing are the productive processes (giving out information). The learner might also include a fifth language process: thinking. Reading helps students develop a sense for

the structure of the language and grammar and increase their vocabulary.³

When student learning the second language especially in improving their reading skill, they still have many difficulties, such as in understanding the meaning of the message either in words or sentences. It means they can't understand the important information in the passage. Because of the difficulties, most of the students think that reading is difficult. Sometimes, learners also feel bored when reading, because reading the text is more boring than other activities in the class.

Furthermore, for Indonesian students, the ability to read English text is regarded as a bridge to understand scientific books. In the curriculum of junior and senior high school, English is one of the major lessons. Based on the observation in SMAN 14 Pandeglang. The students are familiar with English and be able to use this language to communicate well. But in fact, English material always becomes the most difficult learning subject besides the other subject such as chemistry

³ Andrew P. Johnson, *Teaching Reading and Writing: A Guidebook for Tutoring and Remediating Students*, (New York: Rowman and Littlefield Education, 2008), 7.

lesson, mathematic, and physics. The students always find difficulties when they read and don't know what is mean from vocabularies in the text. This problem is also faced by students in SMAN 14 Pandeglang. The problems appeared when they were learning reading material about procedural text. The teacher explained the materials in front of the class, the students sat and listened passively during the teaching and learning process, finally they were given exercises and homework by their teacher.

Furthermore, the numbers of the students in a classroom were many, it made the teacher explanation was not clearly absorbed by the students. This situation could made the inconvenient atmosphere for students to do their tasks. So the writer would like to know the students' reading skill about procedure text material.

“A procedure [text] is a piece of text that gives us instructions for doing something”.⁴ A procedure text is a genre among reading genres which is taught in Secondary school. This

⁴ Mark Anderson and Kathy Anderson, *Text Type in English 2* (South yarra, 1997), 50.

text consists of a sequence of steps or procedures that should be followed by the reader to accomplish the goal of the text.

Based on the problems above, the writer purposes that one of the attempts to overcome those problems is by giving a good strategy of teaching to be productive and efficient. One of the strategies is Cooperative learning, the writer uses Group Investigation (GI) as one of the technique that is used in teaching this material. According to Shlomo Sharan at the University of Tel Aviv (29) states that “Group investigation is general classroom organization plan in which students work in small groups using cooperative inquiry, group discussion, and cooperative planning and projects.”⁵ Richard I. Arends said that “In Group Investigation, students not only work together but also help plan both the topics for study and the investigative procedure use.”⁶

The writer used this strategy because many advantages to the learners. With cooperative learning models, group investigation has a positive impact in improving the student

⁵ Robert E. Slavin, *Cooperative Learning: Student Teams* (Washington, D.C: A National Education Association Publication, 1987), 17.

⁶ Richard I. Arends, *Learning to Teach* (New York: McGraw-Hill, 2012), 369.

achievement and increase the students' motivation. Group investigation learning model to train the students to have a good ability to communicate and express their opinion. The writer would like to know the students' reading skill in SMAN 14 Pandeglang by using group investigation technique.

The writer chooses this topic because of the following consideration. First, in group investigation the teacher must involve students in teaching learning process so the students can be active. Second, the effective learning teaching process will improve student's skill. Third, in this technique, teacher is not center in learning process but more as facilitator and motivator. Based on the explanation above, researcher wants to hold scientific research about **“THE EFFECTIVENESS OF GROUP INVESTIGATION TECHNIQUE IN TEACHING READING SKILL ON PROCEDURE TEXT”**

B. Statements of the Problem

Based on the background of research above, the writer makes statements of the problems as follows:

1. How is the application of group investigation technique in teaching reading procedure text?

2. How is the effectiveness of group investigation technique in teaching reading procedure text?

C. The Aims of the Study

The aims of the study are:

1. To investigate the application of group investigation technique in teaching reading procedure text.
2. To explain the influence of group investigation technique in teaching reading procedure text.

D. Assumption and Hypothesis

1. Assumption

The writer assumes there are significance differences between the result of the using group investigation technique and without using group investigation technique.

2. Hypothesis

H_a (alternative hypothesis): there is a significant difference of students' reading skill achievement between students who are taught using group investigation technique

and students who are taught without using group investigation technique.

H_0 (null hypothesis): there is not significant difference of students' reading skill achievement between students who are taught using group investigation technique and students who are taught without using group investigation technique.

The assumption of this hypothesis as follows:

If $t_o \geq t_{table}$, the Null Hypothesis (H_0) is rejected and alternative hypothesis (H_a) is accepted. It means there is a significant difference of students' reading skill achievement between students who are taught by using group investigation technique and students who are taught without using group investigation technique.

If $t_o \leq t_{table}$, the Null Hypothesis (H_0) is accepted and Alternative Hypothesis (H_a) is rejected. It means there is not a significant difference of students' reading skill achievement between students who are taught by using group investigation technique and students who are taught without using group investigation technique.

E. Previous Study

To prove the originality of this study, the writer presents some previous researches that deal especially with teaching English. The first research is conducted by Yuli Widyawati (2016) who studies the teaching English entitled “The Effectiveness of using GI (Group Investigation) Technique in Teaching Reading Comprehension”. This research shows that there are some problems in reading’s activity, the problems that students get in comprehending reading text and their do not know which strategies is suitable for their reading. This condition motivates the researcher to consider a strategy that is suitable for teaching reading in order to make the learning process becomes effective. Her conclusions is the group investigation technique can be used to improve the quality of the teaching learning process, especially in teaching reading for junior high school.⁷

Another research is done by Herlina (2013) entitled “The Effect of Cooperative Group Investigation Technique and

⁷ Yuli Widyawati, “The Effectiveness of Using GI (Group Investigation) Technique In Teaching Reading Comprehension, (*Quasi-Experimental Research At MTs Al Ma’rif Tulungagung*)”. (A Paper, Program Sarjana Degree, “State Islamic Institue of Tulungagung”, Tulungagung: 2016.

Motivation towards The Eighth Grade Students' Reading Comprehension at Junior High School". This research focused on students reading comprehension, the problems are affected by two main factors, internal and external factors. The internal factor about student vocabulary is not satisfactory yet, and the external factor from the teachers, physical environment, learning facilities and soon. Referring to the problem, the researcher used one of the strategies is called Group Investigation. This method that can bring students out of boring, monotonous and individual class atmosphere, to be more student centered, and that can improve students' reading comprehension. Her conclusions is there was a significant influence of group investigation technique towards the students' reading comprehension, and there was no any significant interaction effect of group investigation technique and motivation towards the students' reading comprehension.⁸

Considering the previous researches above, the writer wants to conduct the similar research, but with different subject.

⁸ Herlina, "The Effect of Cooperative Group Investigation Technique and Motivation toward The English Grade Students' Comprehension, (*Quasi-Experimental Research At Junior High School Number 1 of Belitang*)". (A Paper, Program Sarjana Degree, "OKU Timur", Belitang:2013.

Both previous researches were conducted on junior high school but the writer tries to conduct a research with different field: senior high school.

F. Clarification of the Terms

To avoid some incorrect interpretation on this research title, the writer wants to clarify and explain the terms used.

1. Reading Skill

Reading is a process shaped partly by the text, partly by the reader's background, and partly by the situation the reading occurs in.⁹ According to Perfetti said that “ Reading skill is an individual’s standing on some reading assessment.”¹⁰

2. Group Investigation

Group investigation is part of cooperative learning method. According to Shlomo Sharan at the University of Tel Aviv (29) states that “Group investigation is general classroom organization plan in which students work in small groups using cooperative inquiry, group discussion, and

⁹ Julian Hermida, “The Importance of Teaching Academic Reading Skills in First-Year University Courses”, *The International Journal of Research and Review*, Vol. 3, (September, 2009), 23.

¹⁰ Charles A. Perfetti, *Reading Skill* (Oxford: Pergamon, 2001), 12800.

cooperative planning and projects.”¹¹ 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 can not alone, they always need other man to life together.

¹¹ Slavin, *Cooperative Learning: Student Teams*, 17.