

CHAPTER I

INTRODUCTION

A. Background of Study

Reading is one of language skills should be mastered well by the students in their learning process, because reading is an essential factor that influences one's activity in communication.¹ By reading, people can get the information widely without going anywhere. It means that Reading is very important, students can know everything about something if student read. In other side, Reading is an activity done by people in order to get some information and the meaning from the text. In reading, the reader is able to protect at his own speed and go back to read what have not grasped at once yet. Reading is one of the most important activities in the school. It is needed in the kind of field of study. In order to get information well, student should have reading comprehension skill or must comprehend the content that have been read by them. Reading comprehension is an activity that has purpose to get information from written text in fully understanding.² Students should find information that found in the text. If they have good comprehension skill, they will understand well about what they have been read. To get students good in reading comprehension, it is needed a good teaching reading comprehension from the teacher.

¹ Danielle S. McNamara, *Reading Comprehension Strategies : Theories, Interventions, and Technologies* (New Jersey : Lawrence Erlbaum Associates, 2007), 3.

² Janette K. Klingner, Sharon Vaughn, and Alison Broadman, *Tracing Reading Comprehension to Student with Learning Difficult* (New York: The Guildford Press, 2007), 8.

Based on the explanation above, reading is important skill because the students can know the knowledge widely and they can know something like another country they have not ever gone there. They can know about it because they read. Many of students can read but some of students cannot comprehend the content of the text. To improve students' reading comprehension needs the best teaching from the teacher in teaching to the students.

Reading is not easy because reading is useful of other purpose too: any exposure to English (provided students understand it more or less) is a good thing for language students.³ Further, every student is lazy to read. They think that reading is boring activity so only a little of students like reading. For example, the teacher gives a full text consist two or more paragraphs and then the students must read and understand it, it makes the students confused and bored.

In addition, the teacher must develop the material to improving reading comprehension of students. When the teacher is teaching reading, it must have a good strategy that the students are not bored in learning reading, because the strategy was not interesting for students. So, the writer concludes that reading is the activity that the little of students like to do because based on this problem the strategy was not interactive to students.

From the observation in SMAN 1 Kramatwatu, the researcher found that the students did not focus in reading text in English because they were confused

³ Jeremy Harmer, *How to Teach English* (Edinburgh: Addison Wesley Longman Limited, 2001), 68.

when reading and answering the question from the text. It occurs because they have less vocabulary so they did not answer question well. The students think that read the text in English made them difficult to understand the whole of the text using English lesson.

In other side, the students' activities in teaching learning process of reading skill seems monotonous because teaching reading was focused on reading aloud, translating the entire words in the passage and finding the difficult words then translating whole passage into Indonesian language. Furthermore, the teacher liked to dominate in teaching learning process, the students occurs was not interesting learning this lesson, they gave a full test of English and one by one to read the text. In every lesson the teacher taught English using that strategy so that made the students dislike to study English lesson especially in reading comprehension.

Based on the observation above students have difficult to learn English because a little of students curiosity to learn English and the teacher strategy in teaching made students not interesting to learn English especially in reading comprehension. So, the teacher must have the best strategy in teaching reading.

There are some strategies in teaching reading comprehension. The teacher must be able to make variations and choose the suitable strategy in order to attract students' interest in reading. Cooperative learning is one of learning method which believed can make learning process better. The essence from this method make the students can teach their friends or can be peer tutoring.

Teaching friend will give the students chance for learning in the same time so they will become a teacher for their friends. It makes the students are more interest to learn English. For this purpose, the writer purposes a strategy named group investigation, it is a part cooperative learning method to provide long term support for students' development in reading comprehension.

The writer uses Group Investigation strategy because the strategy can make students easier when learning reading comprehension. The students have friend who can help them to teach them when they confused about the task or text, because sometimes students feel afraid to ask the teacher. Therefore, in this strategy students are grouped in different academic ability, so that if they find a problem, they can ask their teammates. Students are also taught to be responsible because every student has a problem that must be done by them. Shlomo Sharan state that Investigating in groups calls for students to use all the interpersonal and study skills acquired in other cooperative learning methods and to apply them to the planning of specific learning goals.⁴

Based on the explanation above, the writer assumed that Group Investigation strategy can improve students' reading comprehension. Group investigation strategy of cooperative learning and show how teachers and students can implement it successfully in their classrooms. Due the benefits, the writer conducts a quasi-experimental research with title "*The Effectiveness of Group Investigation Strategy in Teaching Reading Comprehension.*"

⁴ Shlomon Sharan, *Handbook of Cooperative Learning Methods* (New York: Praeger Publisher, 1999), 97.

B. Identification of Problem

The writer identified several problems in teaching learning reading process in the class, as follow:

1. The students felt difficult to learn English especially in comprehend text in reading session at first grade senior high school of SMAN 1 Kramatwatu.
2. Unattractive teaching made students bored in learning reading in English.
3. The method used by teacher did not make the students interest to teaching learning process.
4. Students are lack of vocabularies.

C. Limitation of Problem

There are many problems in the students, the writer limits the problem, this study focus in applying Group Investigation strategy in teaching reading comprehension. Moreover, in teaching reading, we need strategy which is more effective in order to learn English easily. So, the writer using Group Investigation strategy to developing student's reading comprehension at first grade students of SMAN 1 Kramatwatu.

D. Statement of the Problem

Based on the backgrounds discussed above, the writer underlines the problems as follow:

1. How is the application of Group Investigation strategy in teaching reading comprehension at first grade senior high school of SMAN 1 Kramatwatu?

2. How is the influence of Group Investigation in students' reading comprehension at first grade senior high school of SMAN 1 Kramatwatu?

E. Objectives of the Research

Based on the statement of the problem, the writer has the objectives of this research as follow:

1. To know the application of Group Investigation strategy in teaching reading comprehension at first grade senior high school of SMAN 1 Kramatwatu.
2. To know the influence of Group Investigation in student's reading comprehension at first grade senior high school of SMAN 1 Kramatwatu.

F. Significance of Study

Based on the content of this paper, it is expected to get the result of the research can be used as:

1. Theoretical

This research can be used the answer from developing student's reading comprehension through Group Investigation strategy at first grade senior high school of SMAN 1 Kramatwatu.

2. Practically

The result of this research is expected to be useful for:

a. The students

Group investigation strategy is hopefully able to develop student's reading comprehension in descriptive text easily.

b. The Teacher

It is expected that Group Investigation strategy can be interesting strategy and stimulate the students. It can support and motivate other teachers to make new ways in teaching learning process so that learning activity will not be monotonous.

c. The Researcher

It can be used to improve her experience in teaching English by using Group Investigation strategy in teaching reading comprehension in descriptive text and it is expected the result of this study can be reference for other researchers who want to conduct research with the same problem.

G. Previous Study

The writer refers to several previous researches in academic research. The previous researches come from journals. In this term, the writer mentions two previous researches that related to this research.

The first previous from Zamira Merkuri and Aleksander Boboli entitles “Teaching Reading Strategies to Students who Study Foreign Languages” The researcher concluded that on completion of the program, the students are expected to be able to read and understand newspaper articles, on topics familiar to them, without depending on dictionaries. These activities help the students to reflect on written texts critically and to progress from an intermediate to an advanced level of proficiency. Studying reading has an obvious practical payoff

in terms of education. It is also a good place to be doing psychological science. Reading is a well-delineated behavior, at least by comparison with many other domains, and hence it offers prospects for real progress.⁵

The different between her research and the writer are in different strategy that her research focuses on teaching reading strategies to students who study foreign languages and the writer focuses on the effectiveness of Group Investigation strategy in teaching reading comprehension.

The second previous research from Finaty Ahsanah entitles “ Group Investigation: A Cooperative Learning Method for the 10th Grade Students in Speaking English Classroom” the researcher concluded that by using the group investigation technique it can train the students to be more cooperatively in an group in solving problem. Besides that, it also trains the students to be more confident to speak up either in group or in front of the classroom. It also can be alternative technique to teach speaking to improve students speaking ability especially to the tenth grade students of SMAN 1 Paciran. It is shown the data from result of the questionnaire and the result of the speaking ability test showed that most of the students got the good score of FSI level. So, it could be concluded that the group investigation technique is a good technique and to be implemented in the teaching speaking.⁶

⁵ Zamira Merkuri and Aleksander Boboli, “Teaching Reading Strategies to Students who Study Foreign Languages” *International Journal of Linguistics*, Voll. 4, No. 2, (June 1, 2012), 332.

⁶ Finaty Ahsanah, “ Group Investigation : A Cooperative Learning Method for the 10th Grade Students in Speaking English Classroom” *TELL Journal*, vol. 3, (April, 2015), 12.

The different between her research and the writer are in different skill that her research focuses on Group Investigation: a cooperative learning method for the 10th grade students in speaking English classroom and the writer focuses on the effectiveness of Group Investigation strategy in teaching reading comprehension.

H. Organization of the Writing

This paper divided into five chapters. Each chapter explains different matters in line with the topic that is discussed:

Chapter one explains about introduction. This chapter the writer describes background of study, identification of problem, limitation of problem, statement of the problem, objectives of the research, significance of study, previous study, and organization of the writing.

Chapter two explains about theoretical foundation. It contains the parts of theory about reading comprehension, cooperative learning, Group Investigation strategy.

Chapter three explains research methodology. It covers research method, place and time, population and sample, technique of data collecting, technique of data analysis and research hypothesis.

Chapter four explains about result and discussion. It contains the application of using Group Investigation strategy in teaching reading comprehension, the influence of using Group Investigation strategy in teaching

reading comprehension, and interpretation of the data contains testing hypothesis and discussion of research findings.

Chapter five explains about conclusion and suggestion which consists of conclusions and suggestions.