

# CHAPTER I INTRODUCTION

## A. The Background of the Study

Reading is one of the most important skills in language learning besides listening, speaking and writing. Without reading, one cannot access written information. In reading process, students are expected to get knowledge and be familiar with what the teacher has explained in the content, where as in comprehension the students are expected to have more skills in order to get meaning in the text. That is the purpose of reading comprehension. Therefore, it is useless if one do not have reading competence, because reading competence enables students to find the information in reading text.

The important point to be made about the reading is reading comprehension. To master reading skill, the readers need good comprehension in reading activity. In reading comprehension, reader must be able to get a deeper understanding of information that presented in a text. It means that reading comprehension involves thinking process. According to Westwood (2008:31) reading comprehension is an active thinking process which a reader intentionally constructs meaning to form a deeper understanding of information that presented in a text. An active thinking process involves the activity of linking of new information to the students' experience or background knowledge.

Every student absolutely has the prior knowledge. Each of them carries different schema or prior knowledge. Each of them carries different schema or prior knowledge. It is not same for all students. But, in the fact most of the

students still get a lack in activating their prior knowledge during the reading process, specifically in reading comprehension. Whereas, the activation of prior knowledge makes up a great amount of the process of reading comprehension. In this case, teachers have an important role. The teacher should attempt to activate prior knowledge as much as possible to reading text, allowing students to apply the prior knowledge use while reading.

Because reading comprehension is the important thing in reading, the students are expected to read various texts to get deeper understanding of information or to have knowledge. Harmer (2003:208) states that students sometimes have low expectation in reading comprehension. The students think that understanding the passage is difficult. And when the teacher in the past given them a text that they have no interest, then they would predict that the future activities will be boring. So when the teacher told them to tell some information from their reading text, most of them didn't have idea to tell some information from what they've read. For Indonesian students, reading is still difficult to learn, particularly in reading English material.

Based on the researcher's experience when researcher was in research in field (PPL), the researcher found that the students have a difficulty when the students are asks to get some interesting messages from their reading text. Although some students could read and pronounce the words well but they could not understand to comprehend the text well. And the result, most of them always get bad score in reading comprehension and could not reach minimum passing score (KKM). This condition really proves how bad the students achievement in reading.

Dealing with the fact previously mentioned, the researcher would like to conduct a research by using method that is Group Investigation (GI), it is necessary to provide a model of teaching method that may help students create a good learning atmosphere to take part actively in the classroom activity in order to increase their reading comprehension.

Group Investigation is one of cooperative learning method which focused on student's participation and activity. According to Sharan and Sharan (1992), Group Investigation is a cooperative learning method to integrate interaction and communication in the classroom with the process of academic inquiry. 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.

Group Investigation Method will motivate the students to study and several stages of Group Investigation will open their view of one case and practice critical thinking. In this group investigation method there are 3 concepts: enquiry, knowledge, and the dynamic of the learning group. The research here is the dynamic of the learning group. The students give the responses the problems and solve it. The knowledge is the learning experience that has been founded directly or indirectly. And the dynamic of the learning group that shows describing a group of student which has a good interaction and share about their ideas, exchange their experiences, in their opinions.

Things have to do in Group Investigation by Slavin (1995) are: First is growing up the group ability, When they do their homework, every member of group has their own opportunity to show their contribution. In the research, the student will find the information from the inside or outside class. Then, the students collect the information from every member of the group to do the task. Second is cooperative planning, all of the students having an investigation for their problem, which one of the sources is needed, who want to do it and how to present their project in the class. And the last is the teacher's roles; the teachers will prepare the source and facilitators. The teachers role their rule among the students groups and they pay their attention to

also organize the students job and help the students to organize their job and help them when they get the trouble of the learning process in their group.

From the explanation above, this study is designed to conduct out the research to prove whether Group Investigation (GI) Method improves students' reading comprehension.

### **B. The Problem of the Study**

Based on the previous discussion in the background of the study, a research problem is formulated as the following: *“Does the application of Group Investigation method significantly affect students' reading comprehension?”*

### **C. The Scope of the Study**

There are many learning activities that can be conducted by using cooperative learning. In this study, it is limited only on Group Investigation (GI) method on students reading comprehension.

### **D. The Objective of the Study**

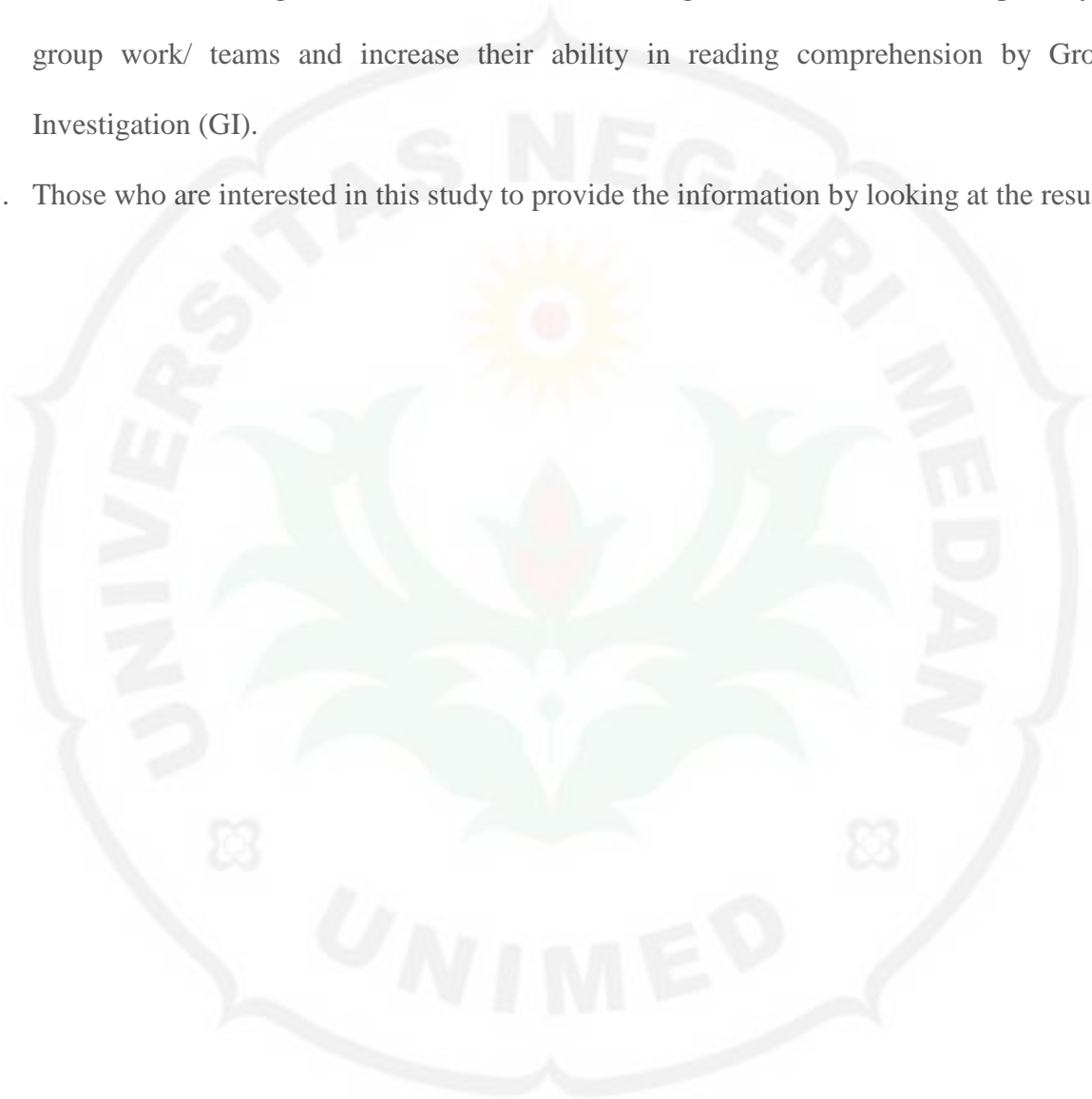
In relation to the problem, the objective of the study is to find out whether Group Investigation (GI) method significantly affects the students' reading comprehension.

### **E. The Significance of the Study**

The results of the study are expected to be useful for:

1. English teachers to provide his/her as alternative method to improved his/her methods in teaching reading

2. Students to encourage them to be more active and high motivated students. Especially in group work/ teams and increase their ability in reading comprehension by Group Investigation (GI).
3. Those who are interested in this study to provide the information by looking at the result.



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