The Influence of Using Group Investigation Towards Students' Reading Comprehension on Recount Text on English as a Foreign Language (EFL) Learners: A case study in Indonesia

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Abstract:*This research was aimed to investigate the influence of student reading comprehension achievement. Reading Comprehension plays an important role in English skill to get information from the text. This research was quantitative research, in order to gather the data from the students the researcher used reading comprehension test. Therefore, the author chooses eighth grade student at MTs Hasanuddin Bandar Lampung as the research sample. The students' reading comprehension of MTs Hasanuddin Bandar Lampung is still low especially in reading recount text. It can be seen from the students' reading score in preliminary research. There were 78% of the students who got the score under 72 as the criteria of minimum mastery. To solve the problem, the researcher applied Group Investigation. Group Investigation is a very simple strategy that emphasize student to make a group and Group Investigation make sure that each student has something of value to contribute by giving students their own areas of expertise. The objective of this research is to know whether there is a significant influence of using Group Investigation towards students' reading comprehension on recount text. After that, the data collected are analyzed by SPSS, a statistical software. From those data.*
Keywords: *Reading Comprehension, Recount Text*

I. Introduction

English has four skills which have the same important part in communication, namely listening, speaking, reading and writing. One of the important language skills is reading. Reading is an activity of a reader to get information from the information consist on the text. According to Patel and Jain (2008), reading means to understand the meaning of printed words i.e. written symbols. It means that reading is an activity to understand the meaning of words and symbols printed in the form of writing text. However, Patel (2008) states that reading is an active process which consists of recognition and recognition and comprehension skill. In other word, reading is a process of finding idea of a text to comprehend the meaning of the text which is done by the reader, so that the reader can understand the messages conveyed by the writer in the form of text.

Nowadays reading becomes activities that must be mastered by human being, because in this modern era all information comes to us in the form of text. According to Grabe (2009), we read throughout the day in modern societies because print is all around us. It means that human in this modern era always get the information through the reading process and it becomes human daily activity in this modern times, such as we read magazines during the day, whether relaxing and waiting in some office. We read newspaper, flayers, and ads. We read much more than this. We read when we online on Facebook. We read when we receive and sent a text message on BBM, WA, and LINE, and when we search information on Google. We read advertisement when we watch movie at TV, computer or mobile phone. We read (reread) whenever and wherever in this modern era.

Reading is an incredibly active occupation. To do it successfully, we have to understand what the words mean. Thus, reading is an activity that is very active and reading is important in the process of getting meaning, the readers should be able to understand the meaning of each vocabulary and the meaning of each word. It can make the readers easier to get ideas of the text.

Reading text also provides opportunities to study language: vocabulary, grammar, punctuation, and the way we construct sentences, paragraphs and texts. It means that reading is not just get knowledge about reading but we also get opportunities to know about various ability in other skill such as vocabulary, grammar, punctuation, and the way we construct sentences, paragraphs and texts. Brown stated that reading would best be developed in association with writing, listening, and speaking activity. In other word, reading would be better if the process is combined with other skills and reading is not only improve one aspect of skill but other aspects too.

Støle, Mangen, and Schwippert (2020) stated that reading is the ability to understand and use the written language required by society and/or valued by the individual. As stated by Namaziandost, Gilakjani, and Hidayatullah (2020) reading comprehension refers to the thinking and constructing information before, during, and after reading by integrating the various information written by the writer with the reader's background knowledge. It means that reading is a process of integrating the various information to get new information.

Based on those descriptions, the researcher concluded that reading comprehension is a complex interaction involving various aspects such as extracting of meaning, construction of meaning, and the process of understanding the meaning and reading comprehension has a lot of criteria to assess the student's ability to read and understand the meaning of the text they read such as main idea, phrases in content/expression/idioms, inference, grammatical features, detail, excluding fact not written, supporting idea and vocabulary content.

As language learners, the student should be able to construct the various information from the text. But in fact, in several countries in Asia in which English taught as a foreign language (EFL), most of the students get more time and get some problems to construct the information from reading text. One of the proofs is revealed by Nezami (2012) who classified reading problem into four categories, (1) Importance of Vocabulary in Reading Comprehension in English, (2) Incompetence in Skimming and Scanning of the Reading Material, (3) Difficulty in the Prediction of Passage with Prior Knowledge, (4) Deficiency in the Skill of Summarizing of Text.

Based on those problems, Group Investigation is the solution for students' reading comprehension problems in selecting and designing reading comprehension activity. Group Investigation focuses on group interaction and peer interaction. It is a strategy for classroom instruction in which students work collaboratively in small groups to examine, experience, and understand their topic of study. The students work together with their friends to achieve the goal so that it will help the students in achieving reading comprehension more completely (Sharan and Sharan in Ahsanah: 2015).

The result of previous research stated that group investigation has an effect to increase the students' reading comprehension. It has been applied by Zulkifli et.al., at SMAN 2 Banko, on their research entitled the use of group investigation to improve reading comprehension showed that in teaching reading this strategy makes the students more active in reading activity, because in this strategy, the students will be active readers. The students who are taught by using group investigation have the improvement score in reading comprehension.

Group investigation is also effective to be implemented in teaching learning reading comprehension. It has been applied by Girsang at SMA Singosari, on her research entitled the effect of applying group investigation on students' achievement in reading comprehension showed that in teaching reading the previous research found that the students' achievement taught by using group investigation is higher than the students' achievement taught by without group investigation. It is proven by the score of the students the mean score in experimental group of pre-test was 50.13 while the post-test was 74.53. It means that the students' scores in experimental group of post-test are higher than that in experimental group of pre-test.

Further, Group Investigation is an effective strategy to improve reading comprehension. It has been applied by Herlina at SMPN 1 Belitang, on her research entitled the effect of cooperative group investigation technique and motivation towards the Eighth Grade Students' Reading Comprehension showed that using group investigation has positive motivation that can make the student more enthusiastic in reading process. It is proven by the score of the student the average score in taught by using group investigation was 78.67 while the average score in taught without using group investigation was 62.89. It means that using group investigation student' scores were higher than not using group investigation in reading process.

Based on the previous research, the researcher concluded that all of the previous research showed the great results of the use of group investigation toward reading comprehension that have an effect to improve reading comprehension of the students. By using group investigation, students have positive motivation that can make students more enthusiastic in reading process, so it can increase the student score of reading and their abilities in reading.

There are some differences between the previous research and the current research. The previous research did not use specific genre of text to teach reading comprehension meanwhile the current research used specific genre of text which is recount text to teach reading comprehension. Furthermore, many studies have been conducted their research on the effect of cooperative learning strategy but the use of group investigation is still are explored. Based on those explanations, this research proposes the use of Group Investigation as an alternative strategy that can be used for teaching English especially for teaching reading comprehension. Finally, the researcher entitled this research was The Influence of Using Group Investigation Towards Students' Reading Comprehension on Recount Text on English as a Foreign Language (EFL) Learners: A case study in Indonesia.

II. Material And Methods

Participants

In this study used cluster random sampling for data collection technique. The population of the current study were eighth grade student at MTs Hasanuddin Bandar Lampung.

Sample is part of population. According to Fraenkel, a sample is any part of a population of individuals on whom information is obtained. Based on the definition above, sample is part of population that used in this research. The eighth grade consist two classes that were VIII A and VIII B. one class as experimental class and another class as control class.

Instrument

In this current study, the researcher used reading comprehension test to collect the data as an instrument in this research.

Research Procedure
Planning

Before the researcher applied the research procedure, the researcher made some planning to run the application well. There were some steps that were planned by the researcher. The procedure of making planning of the research can be seen as follows:

Determined the subject of the research
The subjects of the research were the students of the Eighth grade of MTs Hasanuddin Bandar Lampung.

Preparing reading comprehension test

The researcher prepared reading comprehension test that would give to the students. Before and after giving the treatment,the data was analyzed by using SPSS.

Data Collecting Technique

After conducting the reading comprehension test, the researcher analyzed the data based the score of the students by using Statistical Package for Social Science (SPSS) 18.0. They were analyzed to measure the improvement after and before the implementation through independent sample t test.

III. Result

The normality test was used to measure weather reading comprehension test are normally distributed or not. Table 1 present the Result of normality test reading comprehension test.

Table 1 The Normality Test

Class	Shapiro-Wilk		
	Statistic	Df	Sig.
Experimental Control	.959	19	.555
	.916	17	.125

a. Lilliefors Significance Correction

Based on Table 5, it can be seen that Pvalue (Sig.) for experimental class was 0.555 and Pvalue (Sig.) for control class was 0.125. Because *Sig. (*Pvalue) of experimental class $>\alpha$ 0.05. So, H_o is accepted and *Sig.* (Pvalue) for the control class $> \alpha$ 0.05. So, H_a is rejected. The conclusion is the data in the experimental class and control class had normal distribution.

The researcher tested Homogeneity Test after we got the score of students' reading comprehension in experimental class and control class (pre-test and post-test of student' reading comprehension by using SPSS).

Table 2 The Homogeneity Test

		Levene Statistic	df1	df2	Sig.
Score	Based on Mean	.001	1	34	.981

Based on the results obtained in the test of homogeneity of variances in the column, it could be seen that *Sig.* (Pvalue) = 0.981 > α = 0.05. It demonstrated that H$_o$ was accepted because *Sig.* (Pvalue) > α = 0.05. It means that the variance of the data was homogenous.

Table 3Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means							
									95% Confidence Interval of the Difference	
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference		Lower	Upper
Ga in Equal variances assumed	.001	.981	4.368	34	.000	25.36223	5.80664		13.56172	37.162 74
Equal variances not assumed			4.388	33.960	.000	25.36223	5.78018		13.61497	37.109 49

Based on the results obtained in the independent sample t-test in Table 3, that the value of significant generated Sig. (Pvalue) = 0.000 < α = 0.05. So, Ha is accepted and Ho is rejected. Based on the computation, it can be concluded that there was a significant influence of using Group Investigation toward student reading comprehension on recount text.

IV. Discussion

From the result, we can see that the result of students' post-test is higher in pre-test. Besides that, group investigation can improve each aspect of students reading comprehension including main idea (topic), expression / idiom/ phrases in content, inference (implied detail), grammatical feature, detail (scanning for a specifically stated detail), excluding fact not written, supporting idea, vocabulary in content. The result of pre-test and post-test also showed that the students who taught by using Group Investigation got better result than the students who taught by using Reading Aloud.

Based on the analysis of the data and the testing of hypothesis, the result of T-test null hypothesis (Ho) is refused and alternative hypothesis (Ha) is accepted. It means that the treatments had influence of using Group Investigation towards students' reading comprehension on recount text, hence alternative hypothesis is accepted. It had been supported by the previous research conducted by Zulkifli et.al., about The Use of Group Investigation to Improve Reading Comprehension of the Second Year Student at Sman 2 Bangko, this strategy makes students give idea and share their idea to their friend. Hence students can get new idea from their friend, student can make a discussion, connection, and comment, ask a question and clarify something. Therefore, they need help the teachers work to motivate and in support them to increase their comprehension in reading and science to make them interest about it. group investigation also gives the students a chance to work with a group discussing what will happen next in the text, if the students share their ideas with the friends in reading class, it will help their friends who are not understand the content of the text.

This study examined the reading comprehension achievement of Indonesian students to learn a foreign language and to find the improvement after the implementation of group investigation. Two interesting findings emerged from the study. Firstly, it is encouraging to know that Indonesian students were high score of reading comprehension test. This finding is supported by information gathered from score of student reading comprehension test that has been conducted in this study. The score shows that most of student in Indonesia has potential ability to learn English as a foreign language in this country.

The second interesting finding of this study relates to the improvement after and before the implementation. We conducted this research want to know is there any significant influence by using group investigation. From the result of analyzing the data by using independent sample t test through SPSS, the result indicates a significant influence (0.00 < 0.05).

V. Conclusion

At the end of the research, the post-test was given to measure the influence of Group Investigation towards students' reading comprehension on recount text in both classes after treatments done. The mean score of post-test in experimental class was 80.6 and the mean score of post-test in control class was 78.22. It showed that the students' post-test score in experimental class was higher than students' post-test score in control class.

The result can be seen from sig. (2-tailed) of the equal variance assumed in the independent sample test table where the sig. (2-tailed) is 0.000. It is lower than $\alpha = 0.05$ and it means that Ho is rejected and Ha is accepted. Based on the result of data analysis, the researcher concluded that there was significant influence of group investigation towards students' reading comprehension on recount text.

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