

## CHAPTER I

### INTRODUCTION

This study is about the contribution of group investigation technique to enhance reading comprehension of the students at Islamic Senior High School. This chapter is divided into five parts, namely background of the study, statement of the problem, objective of the study, hypothesis of the study, and significant of the study.

#### 1.1 Background of the Study

Language is an important thing in our life. Language is important for human life. Language is not only used in communication, but also used in transferring information. Communication process without language will never run clearly. There are a lot of languages in this world. English is one kind of language. English is quite significant for Indonesia in the future, because English is one of subject in school since Elementary School up to Senior High School. In other word, Indonesian people use English as a second language, so they have to learn English at the school or other places. In learning English, there are four skills that should be mastered by the students. They are writing, listening, reading, and speaking. Those skills are important to be mastered the students. As we know that English is an international language. The students have to master English skill because English has an important role in the world.

As a subject taught in school, English and the other subjects are regulated by curriculum. In Indonesia, the Government always makes effort to improve the quality of English and the other subjects teaching. The government has applied the new curriculum of 2013 as a form of enhancement of the previous curriculum of KTSP. In every subject in curriculum of 2013, teachers can teach some skills even all of the skills in each subject, depending on the material. According to Ahmad (2014: 7), K-13 is a curriculum of values that occupied by character building. The main purpose of this curriculum is to shape the individuals who are faithful in God, good in characters, confident, successful in learning, responsible citizens and positive contributors to the civilizations. In curriculum of 2013, English is one of controversial subject because several issues which related to English subject. Those issues are about education of learning time in English subject, the elimination of English, and the range of English material in English syllabus. In fact, these issues are totally contradictive with the demands of time. So, English is very important in this part.

Reading is one of English skills in learning English. Reading is very important for English learners because it can enlarge their knowledge. Reading is an activity to obtain information based on printed material (books, newspapers or internet). According to Mubarok & Sofiana (2017: 121) said that reading is an activity to comprehend written text in order to

get information, knowledge, and messages implicitly or explicitly. Reading is used to understand the main idea and message of the text. The readers do not only see the printed symbols but they should also understand the text in order to find out something or do something with the information that the readers get. Reading involves comprehension, it means that students get information from what they have read from the text.

Reading is one of the most important skills in language learning besides listening, writing, and speaking. Without reading, one cannot access written information. According to Ariani, Nitasih, & Artini (2013) reading has contribution to be successful general in language learning. It means that reading has a big impact in learning process in English. In learning English, reading is one of the skills that is difficult to learn.

The important point to be made about the reading is reading comprehension. According to Novitasari & Abdullah (2013: 2) add that reading comprehension is an essential part of the reading activity. To master reading skill, the readers need good comprehension in reading activity. In reading comprehension, the reader must be able to get a deeper understanding of information that is presented in a text. It means that reading comprehension involves a thinking process. In fact, there are some problems that the writer gets in teaching learning English to the students. The problems come from the students and the teacher. Many students still have thought that English is a difficult lesson. Many students state that reading is the most difficult skill to

be master. They need a deeply understanding in reading text, it happens because the students are lack vocabulary, so they cannot get information from the text and difficult to identifying main idea. Another problem also comes from the teacher such as teacher only uses books, teacher doesn't use innovate method in teaching learning process, and teacher rarely uses interesting media. It makes them to feel sleepy and it makes the students do not interest with the material.

Some studies found that many students are difficult in reading comprehension. First study is conducted by Yuandini & Sahyar (2017) said that the process of learning in the classroom that is still using conventional learning wherestudents tend to be passive. Then the lack of conceptual knowledge of students in physics lessons, and teachers also still use the assessment in general. The second study is conducted by Asyik & Putri (2016)said that there were some problems in the teaching learning processes for reading skills in a junior high school in Aceh.First, in the reading classes, the teachers mostly explained about the material without getting the students to participate.They just received information passively, listening to explanations from their teacher.Second, the vocabulary of the students was poor and this made it difficult for them to understand the texts. Third, the teachers got the students to work individually by giving them a text and then asking them to read and answer the questions from it. By working alone, the

students found it difficult to comprehend the texts since they were not able to exchange ideas with their fellow students about the meanings in the texts.

In teaching students in this era, especially in teaching reading skill, teacher should be apply as some methods that make students feel interesting, fun, and enjoy learning. There are so many teaching methods and strategies that teacher can apply during the learning process. One of the methods is Group Investigation. Group Investigation is one of cooperative learning method on students' participation and activity.

According to Harahap & Derlina (2017: 151), Group Investigation is a model that encourage students to understand the topic, encourage students to learn and get knowledge from investigation that the students do in group and share their discussion in front of the class. This technique is best to make students encourage to read and think about the topic. It helps the students to make some interactions with other friends in class.

To solve the problem the writer needs to employ the suitable method so that the writer employs Group Investigation technique in teaching reading comprehension. By implementing the Group Investigation, the writer wants to examine the effectiveness of Group Investigation technique to improve students' ability in reading comprehension. So, the title of this research is "The Effectiveness of Group Investigation Technique to Enhance Students' Reading Comprehension".

## 1.2 Statement of the Problem

Based on the explanation in background of the study, the research question is “How is the effectiveness of Group Investigation Technique to improving students’ reading comprehensionat tenth grade students of MA Hasyim Asy’ari Bangsri in the academic year of 2018/2019?”

## 1.3 Objective of the Study

Based on the statement of the problem, the objective of this research is to examine the effectiveness of Group Investigation Technique to improving students’ reading comprehensionat tenth grade students of MA Hasyim Asy’ari Bangsri in the academic year of 2018/2019.

## 1.4 Hypothesis of the Research

The hypothesis of the research is:

a) Alternative Hypothesis ( $H_a$ )

There is a significant difference in students’ achievement between students who are taught by using Group Investigation technique in learning reading comprehension than students who are not taught by using Group Investigation technique at tenth grade students of MA Hasyim Asy’ari Bangsri in the academic year of 2018/2019.

b) Null Hypothesis ( $H_0$ )

There is no a significant difference in students’ achievement between students who are taught by using Group Investigation technique in learning reading comprehension than students who are not taught by

using Group Investigation technique at tenth grade students of MA Hasyim Asy'ari Bangsri in the academic year of 2018/2019.

### 1.5 Significance of the Research

The process and the results of this research are expected to give some benefits as follows:

#### 1. Theoretically

The result of this research can be used as a model of teaching learning or a basis for offering a model of teaching and learning process.

#### 2. Practically

##### a. For the teacher

The teacher can improve his or her ability to make effective techniques for increasing students' reading comprehension. The English teacher can also use the result of the study as a feedback, so that his or her problems in the classroom can be solved.

##### b. For the students

The students can improve their reading skill in class through suitable and enjoyable technique.

##### c. For other researchers

The result of this research can be a reference for conducting other research related to this research study.



