

CHAPTER II

REVIEW OF RELATED LITERATURE

There are three parts discussed in this chapter. They are previous studies, theoretical review, and conceptual framework. In the previous studies, the researcher discusses about the previous research that has been done by other researcher which related to the theory. In the theoretical review, the researcher discusses some theories and research studies which are relevant with the topic. In the conceptual framework, the researcher shows the schema's concept of the method.

2.1 Previous Studies

In this research the writer take some review of related literatures from other studies as principle or comparative study. First, the writer take the study from Baki (2010) entitled “The Application of Group Investigation Technique : The Views of the Teacher and Students The Application of Group Investigation Technique : The Views of the Teacher and Students”. The researcher concluded that by using Group Investigation technique in 20 students at 8th grade at a public elementary school in Trabzon, the students enjoyed working in groups, found the group investigation technique useful, undertook several roles and moved from an individual to a cooperative stance in the group. Based on these results, group investigation technique is recommended to be used in secondary and higher education.

The second study is conducted by Asyik & Putri (2016) entitled “Using the Group Investigation Technique in Teaching Reading Comprehension”. The researchers use experimental to collect the data. They use second grade students of the school. They use two sets of tests (pre-test and post-test) in the form of multiple choice items were administrated. The result is the EC (Experimental Class) students had higher reading scores 77 than those from the CC (Control Class) 64. It was concluded that the students taught with GIT got better results in reading than those who were taught using the standard individual reading activity method. English teachers are suggested to apply this technique in teaching reading.

The third study is from research by Iswardati (2016) entitled “The Implementation of Group Investigation to Improve the Students’ Speaking Skill”. The researcher concluded that Group Investigation can improve students speaking skill by increasing the students’ pronunciation, grammatical, vocabulary, and fluency. The students learnt how to investigate a certain problem and to solve the problem using English, the students know about how to share, discuss, give their ideas, to accept other opinions, and the students can present their ideas. The result improvement of the students’ involvement from Cycle 1 to Cycle 2 was 58.33%.

The other study is from Yuandini & Sahyar (2017) entitled “The Effect of Cooperative Learning Model Type Group Investigation Assisted Flash Media ,

Scientific Attitude on Students ' Conceptual Knowledge". The result of that study shows that the researchers use Quasi Experimental research to collect the data. They used two-way ANOVA to analyze the data. The result showed that using cooperative learning model type Group Investigation assisted flash media better than conventional learning. Type Group Investigation assisted flash media in group of students who have above average scientific attitude. The result of the average pre-test and post-test conceptual knowledge in experiment class and control class as follows: Pre-test on control class and experiment class were 38.5 and 41.0. Post-test on control class and experiment class were 62.0 and 70.0.

The last study is from Sangadji (2016) entitled "Implementation of Cooperative Learning with Group Investigation Model to Improve Learning Achievement of Vocational School Students in Indonesia". The result of that study shows that group investigation has been carried out properly and vocational students have better learning achievement. He uses techniques in-depth interviews, observation, documentation, literature studies and tests. He concluded that Group Investigation model can improve learning achievement of vocational school.

From some previous studies above, there are many researches that have been conducted with this study. In this research, the similarity is that Group Investigation is as the method used to be the solution of the problems. The

differences are the participants, location, school, time of the research and the concern focused (for some previous studies).

2.2 Theoretical Review

2.2.1 The Concept of Reading Comprehension

The focus on information being communicated by texts is more potential for interest in reading activities. Reading comprehension refers to the capability of the readers to understand what is being read. Moreover, reading comprehension is an understanding of a written text or extracting the required ideas from it as efficiently as possible.

Elita, Zainil, & Radjab (2012), reading is as essential part of language learning at every level. One of part learning since elementary school until university school. Reading is not only used in English field, but also to get information in many fields especially in human life.

According to Konza (2014) reading comprehension is requires all the component parts of the reading process to be securely in place, each of which has been supported by oral language in some way. Reading is not only read the text, but also the reader can find the meaning about what they read. Reading is about the understanding the context.

Based on the statement above, reading comprehension is an important to develop students' ability to read with understanding. In

reading process the reader or the students should understand the meaning, so they can analyzed and explain the context by using their own language.

2.2.2 Types of Reading

Based on Harmer (2007: 99) divides reading into two types. They are intensive reading and extensive reading.

a. Intensive Reading

Intensive reading is usually accompanied by study activities. It is more focus on the construction of reading texts which takes place in the classroom, such as short stories, novels, magazine, newspaper, and etc.

b. Extensive Reading

Extensive reading is different from intensive reading. Extensive reading is usually done by outside of the classroom. Extensive reading usually calls for pleasure because the students have a chance to choose what they want to read, like web pages, internet websites, magazine, and etc.

2.2.3 Technique of Teaching Reading

Reading is one of four skills in language. Teaching reading is a process to transferring knowledge from teacher to student. Brown (2000) define that teaching is showing or helping someone to learn how to do

something, giving instruction, guiding in the study of something, providing with the knowledge and causing to know or understand.

From definition above, we can get the definitions of teaching, we can define that teaching is helping, facilitating, and giving instruction to learn something or get knowledge to the students. Teacher is the subject in doing those because the teacher has the obligation to help the students learn especially in reading.

In teaching reading, the students must enjoy during reading process. In this process, the teacher should be pay attention how to increase reading in learning process. According to Harmer (2007: 215), most reading sequences involve more than one reading skill. Student may start by read for gist and then get them to read the text again for detailed comprehension. They may start by identifying the topic of a text before scanning the text quickly to recover specific information before going back to the text to identify features of text construction.

2.2.4 Technique of Teaching Reading Comprehension

In teaching reading comprehension, teacher not only teaching to read, but teacher also teaches the students to read the text and comprehend it. Teacher needs strategies to make the students comprehend the reading texts.

According to Brown (2000: 306-310), there are some strategies for reading comprehension:

1. Identify the purpose in reading.

Efficient reading consists of clearly identifying the purpose in reading something. By doing so, you know what you are looking for and can weed out potential distracting information.

2. Use graphemic rules and patterns to aid in bottom-up decoding (especially for beginning level).

At the beginning levels of learning English, one of difficulties students encounter in learning to read is making the correspondences between spoken and written English. While you can often assume that one to one grapheme phoneme correspondences will be acquired with ease, other relationships might prove difficult.

3. Use efficient silent reading comprehension for relatively rapid comprehension (for intermediate to advanced levels).

Intermediate to advanced level students need not be speed readers, but you can help them to increase efficiency by teaching a few silent reading rules:

- a. Try to do need to “pronounce” each word to yourself.
- b. Try to visually perceive more than one word at a time, preferably phrases.
- c. Unless a word is absolutely crucial to global understanding.

Aside from these fundamental guidelines, which if followed can help learners to be efficient readers, reading speed is usually not much of an issue for all but the most advanced learners.

4. Skim the text for main ideas.

Skimming consists of quickly running one's eyes across a whole text (such as, an essay, article, or chapter) for its gist. Skimming also gives readers the advantages of being able to predict the purpose of the passage, the main idea, or message and possibly some of the developing ideas. Another opinion by Grellet (1981: 4) skimming is the way of quickly running one's eyes over a text to get the gist of it.

5. Scan the text for specific information.

Scanning is quickly searching for some particular piece or pieces of information in a text. Ask students to look for names, or dates, to find a definition of a key concept, or to list a certain number of supporting details. The purpose of scanning is to extract specific information without reading through the whole text.

Another opinion by Mikulecky & Jeffries(1996: 15) argues that scanning is very high-speed in reading. Students only read the words that answer their question. They do not need to read every word. Practice in scanning will help the students to skip unimportant words so students can read faster.

6. Use semantic mapping or clustering.

The strategy of semantic mapping, or grouping ideas into meaningful clusters, helps the reader to provide some order to the chaos. Making such semantic maps can be done individually, but they make for a productive group work technique as students collectively include order and hierarchy to a passage.

7. Guess when you are not certain.

Learners can use guessing to their advantage to: guess the meaning of a word, guess a grammatical relationship, guess of discourse relationship, infer implied meaning (between the lines), guess about a cultural reference and guess content messages. The key to successful guessing is to make it reasonably accurate.

8. Analyze vocabulary.

Recognize a word is to analyze it in terms of what they know about it. There are several techniques are useful:

- a. Look for prefixes (co-, inter-, un-, and etc) that may give clues.
- b. Look for suffixes (-tion, -tive, -ally, and etc) that may indicate what part of speech it is.
- c. Look for roots that are familiar (e.g. intervening may be a word a student does not know, but recognizing that the root *ven* comes from latin “to come” would yield the meaning “to come in between).

- d. Look for grammatical contexts that may signal information.
 - e. Look at the semantic context (topic) or clues.
9. Distinguish between literal and implied meanings.

The fact that not all language can be interpreted appropriately by attending to its literal, syntactic surface structure makes special demands on readers.

10. Capitalize on discourse markers to process relationship.

Many discourse markers in English signal relationships among ideas as expressed through phrases, clauses, and sentences. A clear comprehension of such markers can greatly enhance learners' reading efficiency.

2.2.5 Group Investigation

2.2.5.1 Definition of Group Investigation

Teaching method is needed in the teaching learning process to help the students to become active. Group Investigation is one of the techniques that can be used in the teaching learning. This technique makes the students more active in the group work activity. Group Investigation model designed by Herbert Thelen and expanded and improved by Sharan and his colleagues from the University of Tel Aviv.

According to Al-Tabany (2017: 127) Group Investigation is the model of learning that students divided into 5-6 people. Then, this model involves students from the planning, both in determining the topic as well as a way to learn through investigation, and do investigation about the topic. After that, prepare to present in front of the class.

According to Baki (2010) Group Investigation is a learning process that involving four fundamental stages. This technique consists of the stages of determination of instructional goals, establishment of groups, implementation of the group investigation, and evaluation of the group investigation.

So, Group Investigation is one of cooperative learning that can be used to make students work in group, actively participated in discussion, share information, and can make students increasing their participation in the learning process.

2.2.5.2 Procedure of Group Investigation

Group Investigation is a cooperative learning strategy that holds each student accountable for learning the material by having students work together in a group.

According to Slavin (2005), there are procedure in group investigation:

1. *Stage I:* Students choose the topics and make small group consist of 5-6 people. In this stage, the students scan sources and sort them into categories. The categories become subtopics. Then, the students join with their group to study the subtopic of their choice or the teacher's choice.
2. *Stage II:* Every group makes an outline about the topic that will be investigated. Every member in group plan their investigation cooperatively; they decide on what they will investigate, how they will go about it and how they will divide the work among themselves.
3. *Stage III:* Every group makes their investigation. Every member in group gather, organizes, and analyzes information from several sources. The students collect their finding and form conclusion. Every member in group discusses their work in progress in order to exchange ideas and information, and to expand, clarify, and integrated them.
4. *Stage IV:* Every group prepare for their presentation. Every group determines the main idea of their investigation. The students plan how to present their findings.

5. *Stage V*: Every group is ready to present the result. Presentation is made in front of the class. The audience and the teacher evaluate the clarity and appeal of each presentation.

2.2.6 Improving Reading Comprehension Through Group Investigation

Group Investigation is a one of cooperative learning technique and effective teaching strategy. It is way to teach the students to make them master in learning material. In this study, teach reading using Group Investigation technique. Group Investigation technique can help the students to communication with some people if they get problems in reading text.

Before involving students in Group Investigation technique, firstly, the teacher introduces the concept of Group Investigation technique in learning process. Then, the teacher explains in detail to the students that Group Investigation would be helpful to improve the students' reading comprehension. After that, the teacher explains the rules and the way how to apply the Group Investigation technique.

There are some student's activities by using Group Investigation technique:

- a. Firstly, the teacher divides the students into small group consist of 5-6 students. Each group is given a different text or subtopic of their choice or the teacher's choice.
- b. Secondly, every group makes an outline about the topic that will be investigated. Then, every group makes their investigation. Every member in group gather, organizes, and analyzes information from several sources. After that, the students collect their findings and form conclusion.
- c. After the students discuss about the text and get the conclusion, every group prepare for their presentation. Then, the students in group presentation the result in front of the class. The audience and the teacher evaluate the clarity and appeal of each presentation.

In applying Group Investigation technique in teaching reading is a good activity to make the students active in the learning process. Students can discuss and get information or knowledge from other friends about the text. Based on the some activities above, group investigation technique is really appropriate to apply teaching reading.

2.2.7 Assessing of Reading Comprehension

Haertel said in Sainsbury, Harrison, & Watts (2006: 8) test are settings for structured observations designed to provide an efficient source of information about attributes of examinees. Often, these are attributes that cannot be observed directly. The necessity of making inferences to a

broader domain than the test directly samples brings a need for some deeper theoretical basis for linking test and criterion. This is a need for construct validation. The validation of a test consists of defining the underlying construct of interest and establishing the theoretical and empirical links between this and test performance.

Reading assessment is used to know the students' improvement in reading lesson. According to Brown (2000: 189) the various assessments of the task is depend on the type of reading. There are some types of reading test. It could be multiple choice, short answer, and etc. In this study, the writer only used multiple choice. Multiple choice task responses are not only a matter of choosing some possible answers. Many people think that in multiple choice tasks, we only choose the right answer by crossing a, b, c, d, or e. There are some other formats, such as: circle the answer, true or false, choosing the letter and matching.

Haertel & Means (2003: 11) said that in many cases, technology-based interventions seek to foster analytic, problem-solving, or design skills that are not covered by conventional achievement tests. It means that the various assessment of the tasks depend on the type of reading. After assessing the students', it will show the report about the effect of the Group Investigation technique in improving students' reading comprehension skill or not.

To see whether the students do make progress in reading comprehension or not, an assessment should be done. Here, assessment is different from testing. Those are kinds of assessments that are usually done by the teacher. In teaching reading comprehension, the teacher needs to assess his or her students' competence in reading comprehension. The teacher can use some reading assessments that are proposed by Alderson(2000: 206-232), as follows:

1. Integrative test

Integrative test is testing students reading comprehension on more than one aspect. It aims to assess more than how well students read, but also how astudents understand the text and respond to the message of the text.

2. The cloze test and gap-filling test

The cloze test is test that is constructed by deleting from selected texts every number of words (usually being a number somewhere between 5 and 12). Test taker has to restore some words that have been deleted. Whereas gap-filling test is test which is constructed by deleting some words in rational basis so there is no pseudo-random deletion.

3. Multiple-choice techniques

A multiple-choice technique is testing technique that provides choices for students in answering the question. Using multiple-choice technique,

testers can control the range of possible answers as distracters and the students' thought process when they are responding the text.

4. Matching techniques

Matching technique is testing technique which allows students to match against each other. For example match the title to its paragraph.

5. Dichotomous techniques

Dichotomous technique is a testing technique which presents a statement which is related to the target text, and provides two choices only for students to answer. For example, exercise true or false and agree or disagree.

6. Short-answer techniques

Short-answer technique is a testing technique which allows students to answer question in a few words or a brief response.

7. The summary test

The summary test is a testing technique which asks students to summarize the main idea of the text that they have been read.

The teacher can choose more than one of reading assessments to check students' competence. Those reading assessments can be used to measure the students' competence in the form of score.

2.3 Conceptual Framework

In this research, the writer chooses the tenth grade students of MA Hasyim Asy'ari Bangsri in the academic year of 2018/2019 as a sample. The writer finds

a problem in there. The problem is there are some students who feel bored to teaching learning process because the teacher teach them with a monotonous model. They need another technique in teaching learning process. Group Investigation technique is one of cooperative learning. The writer uses a true-experimental research to collect the data. Both of classes will get pretest in the first meeting. It used to know that both of them have same knowledge. Then the writer will give a treatment by applying Group Investigation technique in experiment class. In the last meeting, the writer will give posttest to both of classes to know the students' achievement differences after giving a treatment and the class who are not given a treatment.

So, the writer assumes that there is a significance improvement of tenth grade students who taught by using group investigation technique of MA Hasyim Asy'ari Bangsri in the academic year of 2018/2019. Based on the statement above, the writer will investigate the effectiveness of group investigation technique in improving students' reading comprehension. The research framework of this research as follows:

Figure 2.1: Conceptual Framework



