CHAPTER I
INTRODUCTION

A. Background of the Problem

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 what they read. According to Harmer, reading is useful for language acquisition.[1] It means that reading is an activity that can improve language ability. by reading, the reader will get many information from reading activity. Harmer states that reading has a positive effect on students' vocabulary knowledge, on their spelling and on their writing.[2] It means that reading is not just to get information out even more than that, reading increases various aspects of linguistic such as grammar, vocabulary, and spelling.

Reading is one of the skills to be achieved in English language learning. Geoffrey states that reading is a complex skill.[3] It means that reading is a skill that involves a lot of skill to be mastered, such as vocabulary, grammar, spelling and writing skill. Reading skill is very important skill for the students, if the students' reading skill is good, their skill in listening, speaking and writing will be good. Brown states that reading ability will best be developed in association

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[1] Jeremy Harmer, *How to Teach English* (Britain: Pearson Longman, 2007), p.99.

[2] *Ibid.*

[3] Geoffrey Broughton, et.al., *Teaching English as a Foreign Language,* (London: Routledge, 2003) p.89

with writing, listening, and speaking activities.[4] It means that reading is a skill that has a strong influence on other skills, such as listening, speaking and writing. So that when readers read many English books readers not only get information, but also get knowledge about listening, speaking and writing even the vocabulary and grammar.

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, we read throughout the day in modern societies because print is all around us.[5] It means that humans in this modern era always get the information through the reading process and it becomes human daily activity in 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.

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[4] H. Doughlas Brown, *Teaching by Principle an Interactive Approach to Language Pedagody*, (Second edition) (San Francisco: San Francisco state university, 2000), p.298

[5]William Grabe, *Reading in Second Language Moving from Theory to Practice*. (New York: Cambridge University press, 2009), p. 5

Reading is very useful for human being, but reading skill is more complex and difficult skill to be comprehensibility and mastered, especially for students. Important role of reading enables the students to be able to receive information well. Karen said that Reading is a complex process made up of several interlocking skills and processes.[6] It means that reading is a complex process between students' ability to read and process itself.

The most important thing in teaching and learning reading is comprehension of the reading material. According to Karen, comprehension is the center of reading.[7] It means that comprehension is the core of reading, comprehension has a great influence in reading so that the reader can get new information or knowledge when reading activities.

Reading comprehension is the most important thing in reading activity. According to Anderson, in Klingner reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge, and fluency.[8] It means that without reading comprehension the reader get it difficult to understand the meaning of the text and the reader may not be able to understand the information from the text. So reading comprehension is the process to find out the meaning

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[6] Karen Tankersley, *Threads of Reading Strategies for Literacy Development*. (USA: Association for Supervision and Curriculum Development, 2003), p. 2

[7] *Ibid.* p. 90

[8] Jenette K. Klingner, Sharon Vaughn & Alison Boardman, *Teaching Reading Comprehension to Students with Learning Difficulties* (New York: The Guilford Press, 2007), p.2

and the information that contained in a text and it becomes very important in reading activity.

Reading comprehension is essential both in Indonesian language and English language. Many students have no difficulty to comprehend text as reading material in Indonesian language, but they have difficulty comprehend text when they read text in English language. Many of students become confused when they have difficulties in reading comprehension of English language. It happened to the students at MTs Hasanuddin. Based on preliminary research, the researcher found some students have low score in reading. The students' score can be seen in Table 1.

Table 1
The Students' Reading Score of the First Semester at the Eighth Grade
of MTs Hasanuddin Bandar Lampung in the Academic Year of 2017/2018

No	Score	Class		Number of Students	Percentage
		VIII.A	VIII.B		
1	≥72	5	5	10	22%
2	<72	18	18	36	78%
	Total	23	23	46	100%

Source: The data of Reading Score at the Eighth Grade of MTs Hasanuddin Bandar Lampung in the Academic Year of 2017/2018.

From Table 1, there were 10 students of 46 students who passed based on standard of minimum mastery (KBM) and there were 36 students who got scores under the standard of minimum mastery (KBM). The researcher assumes that most of students find it difficult in reading comprehension. It means that most of

the students find difficulties in comprehending reading text in MTs Hasanuddin Bandar Lampung.

Besides the students' reading score is low, the researcher found most of them got bored with the strategy given by the teacher and also the students got difficulties when finding the meanings in a text and they were lack of vocabularies. So, it made the students confused in learning process.

Based on the result of the interviewing the teacher the researcher found some teacher' problems in the teaching and learning reading process in the class. In teaching reading process the teacher did not use specific strategy that focuses on reading comprehension. She only asked the students to read the text then she corrected what students read and she gave an example how to read the text correctly, and also she only focused on pronunciation without asking the students to comprehend the text. [9]

That condition needs to find the strategy to resolve in order to improve reading skill. Group investigation is one of the teaching strategies that can be used in teaching reading to develop the students' reading skill. In educational development, group investigation was introduced by Slavin as an alternative strategy with cooperative learning. According to Slavin, cooperative learning are structured, systematic instructional strategies capable of being used at any grade

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[9] The result of interview from the English teacher (Elviarni), and the student of MTs Hasanuddin Bandar Lampung, February 08, 2017.

level and in most school subjects.[10] It means that cooperative learning is a complex strategy to make students to be active when learning process and it is a strategy that can be used at all grade levels in school. Shlomo and Sharan in Zulkifli said that Group Investigation is a general classroom- organization plan in which students work in small groups using cooperative inquiry, group discussion, and cooperative planning and projects.[11] 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.

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 had been taught by using group investigation have high score in reading comprehension. It is proven by the score of the students. The average of the pre-test score was 54.95 and the average of the post test score was 75.91, while the minimum criteria of achievements of English subject at SMA N 2 Bangko is ≥ 60%. It means that the

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[10] Robert Slavin, et.al., *Learning to Cooperative Learning to Learn*. (New York: Plenum Press), p. 6

[11] Zulkifli, et.al., "*The Use of Group Investigation to Improve Reading Comprehension of the Second Year Student at Sman 2 Bangko*", Academic Journal, (Riau University) p.3

students can get higher score than the minimum criteria of achievement in post test.[12]

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.[13]

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

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[12] *Ibid. p.8*

[13] Rasta Elisa Girsang, "*The Effect of Applying Group Investigation Method on Students' Achievement in Reading Comprehension*", p.6-7

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.[14]

Based on those previous research, the researcher can conclude that all of the previous research show 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 has been done at SMAN 2 Bangko, SMA Singosari, and SMPN 1 Belitang, meanwhile the current research was conducted at MTs Hasanuddin Bandar Lampung. All previous research did not use specific genre of text to teach reading comprehension by using Group Investigation meanwhile the current research used specific genre that is recount text to teach reading comprehension by using Group Investigation. And all previous research used experimental research design as a research method and the current research also used experimental research design as a research method, it means that in the

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[14] Herlina, "*The Effect of Cooperative Group Investigation Technique and Motivation towards The Eighth Grade Students' Reading Comprehension At Junior High School Number 1 of Belitang - OKU Timur"*, p.11-12

last point there is no differences in this point, we use the same method in research method.

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 at the first semester of the eighth grade of Mts Hasanuddin Bandar Lampung in the academic year of 2017/2018.

B. Identification of the Problem

Based on the background of the problem above there were some problem:

1. The students' reading comprehension is still low.

2. The students were not interested with the method of the English teacher in reading activity.

3. The students had difficulties in comprehending text because of their lack of vocabulary.

C. Limitation of the Problem

This research focused on the influence of using group investigation toward student' reading comprehension on recount text on personal recount at the first semester of the eighth grade of MTs Hasanuddin Bandar Lampung in the academic year of 2017/2018.

D. Formulation of the Problem

Based on the limitation of the problem the writer was formulate the problem as follows: Is there any significant Influence of using Group Investigation towards toward student' reading comprehension on recount text at the first semester of the eighth grade of MTs Hasanuddin Bandar Lampung in the academic year of 2017/2018?

E. Objective of the Research

The objective of this research was to know whether there is an influence of using Group Investigation towards toward students' reading comprehension on recount text at the first semester of the eighth grade of MTs Hasanuddin Bandar Lampung in the academic year of 2017/2018.

F. Significance of the Research

The uses of this research are as follows:

1. Practically
   a. For the researcher

      This research gave contribution to the researcher to find out the best strategy to improve student' reading skill.
   b. For the student

      To motivate the students in learning English especially in reading comprehension on recount text.

    c. For the English teacher

        To Inspire the teacher to determine the model of learning appropriate to the material and conditions of learners.

    d. For the institution

        The result of this research contributed the institution to fulfill the demand of English curriculum.

2. Theoretically

        The result of this research expected to give information to the next researcher about the influence of using group investigation towards students' ability in reading comprehension on recount text, hence the result of this study can be used as a comparison for further research.

G. Scope of the Research

1. The Subject of the Research

        The subject of the research were the students of the first Semester of eighth grade of MTs Hasanuddin Bandar Lampung 2017/2018.

2. The Object of the Research

        The object of this research was group investigation towards students' reading comprehension on recount text.

3. The Time of the Research

        The time of the research conducted at the first semester in academic year 2017/2018.

4. The Place of the Research

The place of the research conducted at MTs Hasanuddin Bandar Lampung.