

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **A. Concept of Reading**

According to Patel and Jain, reading means to understand the meaning of printed words i.e. written symbols.<sup>1</sup> It means that reading is an activity to understand the meaning of words and symbols printed in the form of writing text. Further Patel states that reading is an active process which consists of recognition and recognition and comprehension skill.<sup>2</sup> 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.

Reading is an incredibly active occupation. To do it successfully, we have to understand what the words mean.<sup>3</sup> 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.<sup>4</sup> It means that reading is not just get knowledge about reading but we also get

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<sup>1</sup> M.F Patel and Praveen M. Jain, English Language Teaching (Methodes, Tools & Techniques) (Vaishali Nagar : Sunrise, 2008), p.113

<sup>2</sup> *Ibid.*

<sup>3</sup> Jeremy Harmer. *How to Teach English*, (London : Person Education Limited. 1998), p.70

<sup>4</sup> *Ibid.* p.68

opportunities to know about various ability in other skill such as vocabulary, grammar, punctuation, and the way we construct sentences, paragraphs and texts. Borwn stated that reading would best be developed in association with writing, listening, and speaking activity.<sup>5</sup> 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.

Based on those theories, it can be concluded that reading is the process of getting information and comprehend in a text using eyes and brain to understand what the messages conveyed by the writer in the text. It can be understood that reading is important skill for students. By reading students will get new vocabulary to help tehm understand the meaning of a text, because reading is the ability to understand the meaning of a text so that students are required to be able to understand the meaning of words one by one in a sentence.

## **B. Kinds of Reading**

### **1. Reading for Information**

Reading to learn about a trade, or politics, or how to accomplish something. We read a newspaper this way, or most textbooks, or directions on how to assemble a bicycle. With most of this sort of material, the reader can learn to scan the page quickly, coming up with what he needs and ignoring

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<sup>5</sup> H. Douglas Brown. *Teaching by Principle, An Interactive Approach to Language Padagogy*, ( London: Pearson Education. 2001), p.298

what is irrelevant to him, like the rhythm of the sentence, or the play of metaphor.

## 2. Reading for Ideas

With a philosopher one reads slowly, as if it were literature, but much time must be spent with the eyes turned away from the pages, reflecting on the text, intellectual writing, requires intellectual reading, which is slow because it is reflective and because the reader must pause to evaluate concepts.

## 3. Reading to Escape

This reading is the automated daydream, the mild trip of the housewife and the tired businessman, interested not in experience and feeling but in turning off the possibilities of experience and feeling, the reader is in control: once the characters reach into the reader's feelings, he is able to stop reading, or glance away, or superimpose his own daydreams.

## 4. Reading to Engage

If we read a work of literature properly, we read slowly, and we hear all the words. If our lips do not actually move, it's only laziness. The muscles in our throats move, and come together when we see the word "squeeze." We hear the sounds so accurately that if a syllable is missing in a line of poetry we hear the lack, though we may not know what we are lacking. In prose we accept the rhythms, and hear the adjacent sounds.

In this kind of reading we must find emotional center (what is at stake). Note literary conventions, repetitions, and related ideas. Identify things confusing or strange. Summarize or paraphrase whole.<sup>6</sup>

### C. Concept of Reading Comprehension

According to RAND Reading Study Group in Caldwell, reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.<sup>7</sup> It means that reading comprehension is the complex process that involves the extracting of meaning, the construction of meaning, and the process of understanding the meaning.

In conjunction Grabe Said that comprehension occurs when the reader extracts and integrates various information from the text and combines it with what is already known.<sup>8</sup> It means that comprehension is the process of integrating the various information of an activity and combines the information that is already known by the reader and the new information known by the reader.

They are the criteria used to measure students' reading comprehension abilities, they are:

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<sup>6</sup> Hall, Donald. *Four Kinds of Reading*. Thinking in Writing. 2nd ed. Donald McQuade and Robert Atwan. New York: Knopf, 1983: 162-167.

<sup>7</sup> Joanne Schudt Caldwell, *Comprehension Assessment a Classroom Guide*, (New York: the Guildford press, 2008), p.4

<sup>8</sup> William Grabe, *Reading in a second language Moving from Theory to Practice*, (New York: Cambridge university press, 2009), p. 14

## 1. Main idea (topic)

E.g: Bedugul was one of the tourist place in Bali that located in Candi Kuning village,baturiti district-tabanan.

## 2. Phrases in content/expression/idioms

E.g: Jump the gun, sick as a dog

## 3. Inference (implied detail)

E.g: The moon sure looks bright.

## 4. Grammatical feature

E.g: Using simple past tense (was, were, went), Using action verbs (look, run)

## 5. Detail (scanning for a specifically stated detail)

E.g: According to the passage,...

## 6. Excluding fact not written (unstated details)

E.g: Which of the following is not stated...?

## 7. Supporting idea

E.g: In Bedugul there were some tourisms place that was very interesting to visit

## 8. Vocabulary content.

E.g: go, visit, came<sup>9</sup>

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<sup>9</sup> H. Douglas Brown, *Language Assessment : Principles and Classroom Practices*, (New York: Pearson Education, 2004), p.206

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.

#### **D. Concept of Teaching Reading**

Teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning.<sup>10</sup> It means that teaching is a learning process that includes all of the learning activities and teaching is a learning facility to helps the student in the learning process so that students can learn well and teaching as a guide for the student that can lead the student to understand the lessons.

According to Harmer, teaching reading is useful for other purposes too: any exposure to English (provided students understand it more or less) is a good thing for Language students.<sup>11</sup> In other word teaching reading is an activity that can improve the ability of students not only in reading, even in other aspects as well.

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<sup>10</sup> H. Douglas Brown, *Principles of Language Learning and Teaching*, (San Francisco: Pearson Education, 2000), p.19

<sup>11</sup> Jeremy Harmer, *Op.Cit.* p.68

Teachers have some principles in teaching reading. Those principles can help teachers when they teach reading. The principles of teaching reading are state that:

- a. Reading is not passive skill
- b. Students need to be engaged with what they are reading
- c. Student should to be encouraged to respond to the content of a reading text, not just to the language
- d. Prediction is major factor in reading
- e. Match the task to the topic
- f. Good teacher exploit reading texts to the full.<sup>12</sup>

Based on those explanations, it can be inferred that teaching reading is wide activities of teaching reading, teachers should be able to choose the learning material in accordance with the student, the teacher should be a good mentor for students, teachers must be able to facilitate students in the learning process. Teaching reading also is an activity can improve many aspects of student skills in English such as vocabulary, grammar, punctuation, and the way we construct sentences, paragraphs and texts.

According to William there were some activities in teaching reading activity namely pre, while, and post reading activities.

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<sup>12</sup> *Ibid* p. 70

## 1. Pre-Reading

Preparing students for what they are going to read can make comprehension much easier. The preparatory activities below aim to help students understand the kind of text they will read and the overall meaning of the text. To do this the activities activate background knowledge, draw on students' experiences, develop interest, encourage students to make predictions and teach essential vocabulary for an understanding of the text.

The aims of pre-reading activities are:

- a. To introduce and arouse interest in the topic
- b. To motivate the learners by giving a reason for reading
- c. To provide some language preparation for the text

## 2. While-Reading

Not all reading is simply extensive or global reading. There may be certain facts or rhetorical devices that student should take note of while they read. Give students a sense of purpose for reading rather than just a reading because you order it.

According to William the purpose of this stage they are:

- a. To help understanding of the text structure
- b. To help understanding of the teacher' purpose
- c. To clarify text content

### 3. Post-Reading

The main aim of after reading activities is to give students the opportunity to react to the text in a personal way and to go beyond the text itself but there are other purpose of post reading as follow:

- a. To consolidate of reflect what has been read
- b. To relate the text to learners own knowledge, interest or views.<sup>13</sup>

Based on those explanation above, it can be concluded that teaching reading is a complex process to make student comprehend and understand the meaning of the text by their own knowledge. Teaching reading could be divided into three steps, namely pre-reading, while-reading, and post-reading.

### **E. Concept of Genre of Text**

According to Knapp and Watkins, a text is any completed act of communication such as a greeting between friends in the street, a television advertisement, a novel, or a movie and so on.<sup>14</sup> In other words text is a communication tool with a form of writing that through text readers and writers can communicate without having to meet in person. Knapp and Watkns stated that types of text in English are divided into several types. They are the genre of describing, the genre of explaining, the genre of instructing (Procedural text), the

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<sup>13</sup> Edi Williams, *Reading in Language Teaching*, (England: Oxford University press, 1984), p.123

<sup>14</sup> Peter Knapp & Megan Watkins, *Generic Text, Grammar* (Sidney Australia: University of New South Wales Press Ltd, 2005), p.29

genre of arguing, and the genre of narrating. These variations are known as genre.<sup>15</sup> However, Gerot and Wignel classify the genre into thirteen types. They are:

1. Spoof

Spoof is a text to retell an event with a humorous twist.

2. Recount

Recount text is a text telling someone what you have done.

3. Report

Report is a text to describe the way things are with reference to a range of natural, made and social phenomena in our environment.

4. Analytical Exposition

Analytical exposition is a text to persuade the reader or listener that something in the case.

5. News Item

News item is a text to inform readers, listeners or viewers about events of the day which are considered newsworthy or important.

6. Anecdote

Anecdote is a text to share with others an account of an unusual or amusing incident.

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<sup>15</sup> *Ibid.* p.97-220

7. Narrative

Narrative is a text to entertain the reader.

8. Procedure

Procedure text is a text telling someone else how to do something.

9. Description

Description text is a text to describe a particular person, place or thing

10. Hortatory Exposition

Hortatory exposition text is a text to persuade the reader or listener that something should or should not be the case.

11. Explanation

Explanation text is a fundamental process in the exchange of information and ideas.

12. Discussion

Discussion text is a text to present ( at least ) two points of view about an issue.

13. Reviews

Reviews is a text to critique an art work or event for a public audience.<sup>16</sup>

Based on those explanations, it can be concluded that there are types of text such as narrative, recount, and report. Each text has a difference in purpose and characteristics, but researcher only focused on recount text because the researcher

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<sup>16</sup> Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar*. (New south wales: Gerd Stabler, 1994), p.192-217

want to know the ability of students to comprehend recount text, recount text is a text that tells the past events or provide information about past events in a coherent and sequential.

## **F. Concept of Recount text**

In English there are many types of text and each text has a different function and purpose such as narrative text, descriptive text, procedure text and recount text. But in this research the researcher focused on recount text.

### **1. Definition of Recount text**

According to Kanpp and Wastkins, recount text is a text tells someone what you have done.<sup>17</sup> It means that recount text is a text retells what has been done by someone in the past. Anderson and Anderson in Yusnita states that recount is a text which list and describe past experiences by retelling events in the order in which they happened (chronological order).<sup>18</sup> In other words recount text is text tells of past experience sequentially and chronologically recounting events that have happened.

Recount is the simplest text type in the genre. Formally recount is sequential text that does little more than sequence a series of events.<sup>19</sup> It means

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<sup>17</sup> Peter Knapp & Megan Watkins, *Op.Cit.* p.162

<sup>18</sup> Eni Yusnita, Clarry Sada and Dewi Novita, “*Improving Students’ Recount Text Writing by Using Picture Series*”, (Tanjungpura University Pontianak, 2012), p.3

<sup>19</sup> Peter Knapp and Megan Watkins, *Op.Cit.* p.223

that recount is simplest type of text in English and recount tells about events that have happened in the past.

Based on those statements above, it can be concluded that recount text is a kind of a text that retell sequence series of events that have happened, to give the information to the readers about the past events.

## **2. Social Function of Recount text**

Social function also can be called as purpose. Social function is the important part in text genre. Gerot and Wignell state that the social function of recount is to retell events for the purpose of informing or entertaining.<sup>20</sup> In line with Rosyadi, social function of recount is the purpose of a recount text is to give the audience a description of what happened and when it happened.<sup>21</sup> It means that the social function of recount is to retell past experience by retelling events in original sequence.

Based on those theories, it can be inferred that social function of recount text is to retell events, information or past experience and to give the audience a description of what happened in the past for the purpose of informing or entertaining.

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<sup>20</sup> Linda Gerot and Peter Wignell, *Op.Cit.* p.194

<sup>21</sup> M. Arifian Rosyadi, *Learning Material Junior Highschool Grade VII*, p.1

### 3. Language Features of Recount Text

Language feature also can be called as grammatical feature. It is the important part in recount text and language feature as a characteristic of recount text.

There are some features of recount text are as follow:

- Introducing personal participant  
E.g: I, my group
- Using chronological connection  
E.g: then, first, after
- Using linking verb  
E.g: was, were, saw, heard
- Using action verb  
E.g: look, go, change
- Using simple past tense  
E.g: S + was/were + O/C or S + V2 + O/C.

I saw a movie.<sup>22</sup>

### 4. Generic Structures of Recount Text

Recount text consists of orientation which introduces the participants, place and time, events which describe some events that happened in the past, and

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<sup>22</sup> *Ibid.* p.2

reorientation which states personal comment of the writer. According to Knapp and Watkins the generic structures of recount consist of orientation, sequence of events, and evaluation stage are:

- a. Starting with the orientation stage, point out what orientations do in recounts they indicate to the reader the people involved, the time and the place.
- b. The sequence of events stage normally sets up a sequence of events in time and circumstance.
- c. The evaluation stage is optional, but it normally provides some interpretation by the writer of what has happened.<sup>23</sup>

Based on those explanations, it can be concluded that generic structures of recount consist of schematic structures. Such as orientation, the sequence of events, and the evaluation. Every structure of recount text has a strong influence in building the storyline so that it can inform the readers about events in the past. Recount text has special language feature, those are, explains the events what happened in the past and tell the sequence of events that happened to inform the reader.

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<sup>23</sup> Peter Knapp and Megan Watkins, *Op.Cit.* p.234

## 5. Types of Recount Text

According to Dereweinka, there are three types of recount texts, namely:

- a. Personal recount is retelling an event that the writer was personally involved.

Eg: My Very Busy Day, My Vacation with My Beloved Persons

- b. Factual recount is concerned with recalling events accurately.

Eg: News, History

- c. Imaginative recount is to entertain the reader by recreating the events of an imaginary world as though they are real.

Eg: Cinderella, Malin Kundang, Beauty and the beast.<sup>24</sup>

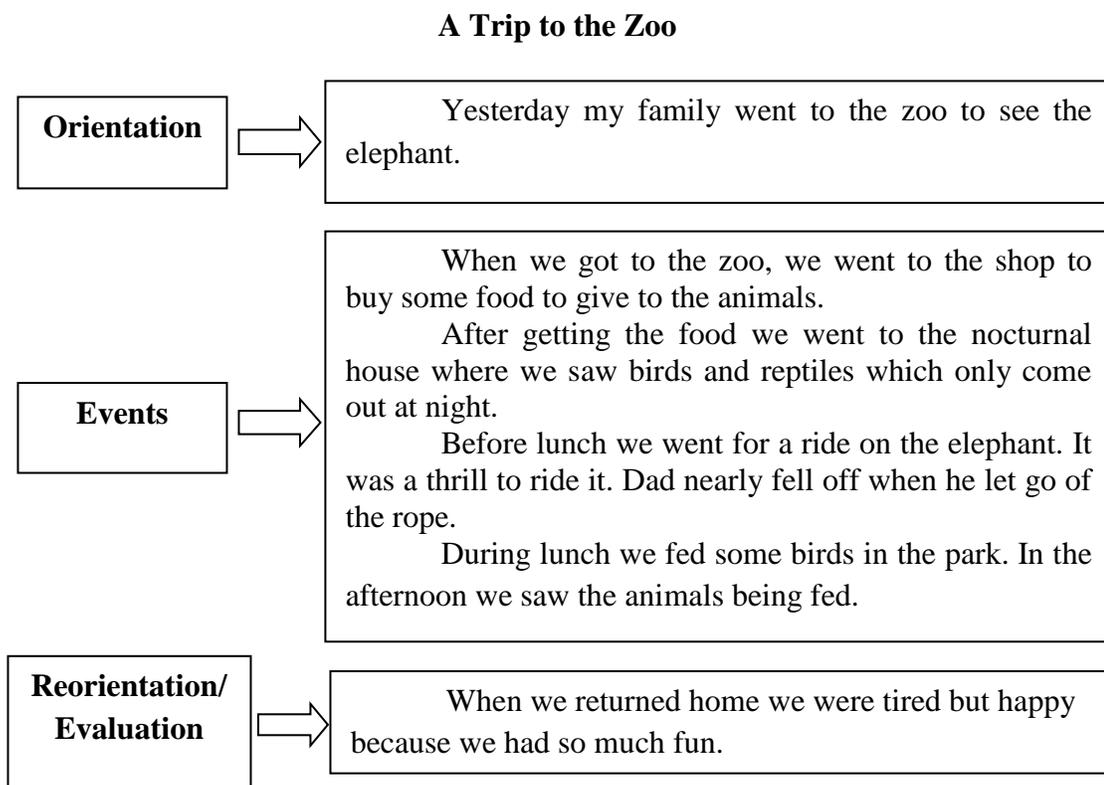
Concerning the description above, it can be inferred that there are personal recount, factual recount, and imaginative recount types of recount text. In MTs Hasanuddin Bandar Lampung the teacher also taught students all types of recount text that is, personal recount, factual recount and imaginative recount text. But in this study, the researcher focused on the personal recount text. The reason why the researchers chose to focused research on personal recount because it is a text that explains about the personal experiences on the past hence that the content in this text is very interesting for junior high school students.

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<sup>24</sup> Uci Mulyani and Muh. Al-Hafizh, "Teaching Junior High School Students to Write Recount Text Through Wikis Media", *Journal of English Language Teaching*, 1:1 (Jakarta, Sep. 2012), p.227

## 6. Example of Recount Text

The following is example of personal recount text.



**Figure 1**  
**Example of Recount Text**

From Figure 1, we can see that the first paragraph of recount text is orientation. Then second paragraph is Events, after that, the last paragraph is evaluation / reorientation.<sup>25</sup>

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<sup>25</sup> Professional Development Service for Teacher, *Writing Genre – A Structured Approach*. (2013).p. 9

## **G. Concept of Group Investigation**

Strategy in the process of learning English was very helpful to teachers and students. By applying this strategy in the process of learning can help students to more easily understand the material in teaching by teachers. There are many of strategies that can be applied by the teacher, one of the strategies is Group Investigation. Group Investigation is a cooperative learning. It is a good strategy to improve students' reading comprehension because this strategy make students to work together with their friends and find the solution of the problem together or in reading student work together to find the main idea or the story on the text.

### **1. Definition of Group Investigation**

According to Slavin, the Group Investigation is the most complex of all the cooperative learning.<sup>26</sup> It means that Group Investigation is the most structured of all the existing strategies in cooperative learning and it is a strategy well structured so it make the students work well as a team to find solutions from the problem.

Slavin et.al., stated that Group Investigation make sure that each student has something of value to contribute by giving students their own areas of expertise.<sup>27</sup> In other words group investigation makes students to work and think

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<sup>26</sup> Robert Slavin, et.al., *Learning to Cooperative Learning to Learn*. (New York: Plenum Press), p. 8

<sup>27</sup> *Ibid.* p.9

actively, students are able to contribute in the team so that all students can contribute their own ability.

Sharan and Yael Sharan in Herlina explained 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. Thus, group investigation is a learning strategy that divides students into small groups that make students work together in the group.<sup>28</sup>

In addition Group Investigation includes four important components: investigation, interaction, interpretation and intrinsic motivation.

- a. Investigation refers to focus on the process of inquiring about a chosen topic.
- b. Interaction is focus on students to explore ideas and help one another to learn.
- c. Interpretation focus on student elaborates the material to enhance understanding and clarity of ideas.

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<sup>28</sup> 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.4

- d. Finally, intrinsic motivation is kindled in students by granting them autonomy in the investigative process.<sup>29</sup>

Based on those explanations, it can be concluded that Group Investigation is a complex strategy in cooperative learning that can help the students to understand what they read by discussing with their friends. This strategy make students to work together with their friends to solve their problem as a team.

## **2. Procedure of Teaching Reading Recount Text By Using Group Investigation**

In this research, the students will be taught reading comprehension on recount texts through Group Investigation. In Group-Investigation, pupils progress through six consecutive stages, as follows:

*Stage I: Identifying the Topic and Organizing the Pupils into Research Groups.*

Students divide into several groups, after that the students have to choose a topic that has been provided by the teacher.

*Stage II : Planning the Learning Task.*

The groups decide what is to be studied and how it is to be studied, and they determine the goal of their study.

*Stage III : Carrying Out the Investigation .*

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<sup>29</sup> Daniel Zingaro, *Group Investigation: Theory and Practice*, (Ontario: Ontario Institute for Studies in Education), p.1

The students gather information, analyze and evaluate the data, and reach conclusions.

*Stage IV: Preparing a Final Report*

Students prepare the results of the investigation material for the final report.

*Stage V: Presenting the Final Report.*

Students presented the results of the investigation material to their friends in front of the class

*Stage VI: Evaluation.*

Teachers and students together to evaluate the results of the learning they do, the teacher gives feedback to students.<sup>30</sup>

### **3. Advantages of Group Investigation**

Every strategy has its advantages, by applying group investigation in the learning process of reading has some advantages, there are some advantages of using group investigation in teaching reading, they are:

- a. The concern of group investigation is not only about how many facts or basic skills the students acquire, but also about how the students develop as persons.

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<sup>30</sup> Robert Slavin, et.al., *Op.Cit.*, p. 72-73.

- b. The goal is for students to become actively identified with learning so that they naturally express their curiosity and pursue their interests via communication with others.
- c. The process orientation is viewed not as the fixed acquisition of predetermined knowledge, but as facilitation of a student's personal development.
- d. Emphasis is placed not only on *what* is learned but also on allowing students to learn *how* to learn.<sup>31</sup>

Based on those advantages of group investigation, it can be concluded that Group Investigation is the strategy that can make students able to contribute in the team so that all students can contribute their own ability, student have chance to share their idea or their statement so that helps students to develop their skills not only in reading but also in speaking, their interactions and even how the way they solve the problem.

Further, Johson in Girsang mentions that there are some advantages of group investigation as follow:

- a. providing a share cognitive set of information between students, motivating students to learn the material.
- b. providing that students construct their own knowledge.

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<sup>31</sup> *Ibid.* p.75

- c. providing formative feedback.
- d. developing social and group skill necessary for success outside the classroom.
- e. promoting positive interaction between members of different cultural and socioeconomic groups.<sup>32</sup>

From those explanations, it can be inferred that teaching reading by using group Investigation has more advantages that can help student in learning reading comprehension, Group Investigation not only helps student to comprehend the reading text both also it can help student to increase their speaking ability. By applying Group Investigation in teaching learning process will run affectively because Group Investigation can increase the interaction between teacher and students, students and students. Group Investigation is very helpful strategy because this strategy make student more active in the class and this strategies divide the student to some group to investigate the problem and solve it.

## **H. Concept of Reading Aloud**

Reading aloud is one of the many strategies that assist teachers in learning reading process so that students are able to understand the material presented by teachers well. In this study, the researcher used this strategy as control class to compare with Group Investigation as experimental class.

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<sup>32</sup> Rasta Elisa Girsang, "*The Effect of Applying Group Investigation Method on Students' Achievement in Reading Comprehension*", p.4

## 1. Definition of Reading Aloud

Panova in Ilona said that reading a text aloud is important for maintaining and perfecting the pronouncing skills of the learners.<sup>33</sup> It means that reading aloud is a strategy that emphasizes students to read clearly (pronunciation) on every word spoken by students.

Reading Aloud is possible to master the sound system of a foreign language and it strengthens the phonetic ability to re-code signals at the letter level, as well as at the level of word, sentence and text.<sup>34</sup> It means that by applying reading aloud students were able to master the sound system in English. Gibson and Bolos in Alshehri have also said that reading aloud indicates the relationship between the printed word and meaning.<sup>35</sup> It means that reading aloud is the strategy in teaching and learning that can help student to understand the meaning from the text.

Based on those explanations, it can be concluded that reading aloud is the strategy in teaching reading that emphasize the student to read aloud and clearly, and also reading aloud is the strategy can help student to understand the meaning from the text.

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<sup>33</sup> Huszti Ilona, “*The Use of Learner Reading Aloud in The English Lesson: A Look At The Micro and Macro Levels of Oral Reading*”, p.32

<sup>34</sup> *Ibid.*

<sup>35</sup> Mohammed Alshehri, *Improving Reading Comprehension for Saudi Students By Using The Reading Aloud Strategy*, (State University of New York at Fredonia: Dec. 2014) p.12

## 2. Procedure of Teaching Reading Aloud

According to Teacher safe schools and Kailani in Alsehri, there are some steps in teaching and learning using reading aloud, specifically:

- a. The teacher should choose a story or a book that will be interesting to the students.
- b. The teacher should pre-read the story/book and highlight the words that are key to understanding the story/book.
- c. The teacher should relate the story/book to the students' previous knowledge by asking them some questions pertaining to the story/book.
- d. The student should read the story/book once without interruption.
- e. The teacher should read the text more than once because reading the same text several times will help the students comprehend.
- f. After the first uninterrupted reading, the student can interrupt the rereading to get an explanation of the words.
- g. The teacher should ask some question to assess the students' comprehension, while the reader is rereading the story/book.
- h. At the end of the class, the teacher will ask the students to do reflective discussions about the story/book.
- i. The teacher will assess the students' understanding of the new words by asking them some questions about the meaning of the new words.<sup>36</sup>

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<sup>36</sup> *Ibid.* p.14

### 3. Advantages of Reading Aloud

Every strategy has its advantages one of the strategies in the teaching reading is reading aloud that has advantages for improving the ability of students. Reading aloud has five functions or advantages in teaching reading.

- a. Practice pronunciation
- b. Improve oral English
- c. Get deeper understanding
- d. Strengthen the knowledge
- e. Improve the classroom atmosphere.<sup>37</sup>

#### I. Frame of Thinking

Reading is an important ability in English learning, because in the modern era all the information comes to us in the form of text, so we should have the reading ability to be able to know the information because reading (text) is a tool of communication between readers and writers. Therefore, we should be able to comprehend the text so we can get the information from the text.

Many students got difficult to comprehend the text, so they had difficulty to find the main idea of the text because they have lack of vocabulary. Therefore, the researcher should use the suitable strategy in reading comprehension to solve this problem and to increase the student reading comprehension.

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<sup>37</sup> Lianguang Huang, "Reading Aloud in the Foreign Language Teaching", *Asian Social Science*, 6:4 (Zhenjiang, April. 2010), p.149

Group Investigation is an effective strategy for reading comprehension because this strategy emphasizes learning that collaboration among students so that students can help each other to comprehend the text. Group Investigation also emphasizes the student to active in learning process. Students make a group and investigate the problem with their friend, and then student make discussion with their friend in the group. So the student can understand a lot of material quickly because they share information each other with their friend.

Based on those explanations, it can be concluded that Group Investigation towards reading comprehension will increase students' ability in reading comprehension, it helps the students to understand the information from the text because they can share the information each other, so by using group investigation students to be more active in the learning process and students can more easily understand the meaning of the text that they read.

## **J. Hypothesis**

Based on the theories and assumption, this research formulated the hypothesis as follows:

Ha: There was a significant 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.

Ho: There was no significant 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.