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## THE USE OF GROUP INVESTIGATION (GI) TECHNIQUE ON STUDENTS' READING COMPREHENSION

Ai Nurlailiah<sup>1</sup>, Lungguh Halira Vonti<sup>2</sup>, Mursidah Rahmah<sup>3</sup>

<sup>1</sup> English Language Education Study Program FKIP Pakuan University

<sup>2</sup> English Language Education Study Program FKIP Pakuan University

<sup>3</sup> English Language Education Study Program FKIP Pakuan University

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### \*Correspondence Address:

ainurlailiah04@gmail.com

### Abstract

Reading is one of the primary skills that students must learn. In reading comprehension, they should not only read the whole text, but also comprehend what the important point of the text is. However, they will face some difficulties comprehending text during reading. Therefore, Group Investigation (GI) technique is the solution to solve their difficulties. The aim of the research is to investigate the effect of Group Investigation (GI) technique on students' reading comprehension. In conducting the research, the researcher used a pre-experimental design in a one-group pretest-posttest design using a quantitative approach. The population of the research was the students of XI grade of SMK. There were 15 students in the sample, which was taken by simple random sampling. The students were given a reading comprehension test as the instrument. The result showed that that the alternative hypothesis of this research ( $H_a$ ) is accepted. It can be concluded that Group Investigation (GI) is one technique to help students in comprehending the text. In other words, Group Investigation (GI) techniques affect students' reading comprehension.

### INTRODUCTION

The second language is the language learned by a child after the first language. Rohmah (2013) Foreign Language is a language acquired and spoken by a person after the first and second language. For the Javanese child whose first language is Javanese, English is a foreign language. English as a Foreign Language (EFL) is typically educated in condition where the language of the local area is not English (Gurderson, Lee, 2019). Teaching English as a foreign language (TEFL) is generally used to implement the students learning the English language in schools and institutions in their own country as a visitor while in the target language

(Harmer, 2004, p. 39). In *Teaching English as Foreign Language*, four skills must be taught formally in school or institution; Listening, Speaking, Reading, and Writing. Among the four skills above, the researcher was going to research teaching reading.

Reading is one of the primary skills that students must learn. Heinle (2001, p. 6) stated that reading was viewed as the most usable skill to have in a foreign language since not many people travelled abroad at that time; also, few teachers could use their foreign language well enough to use a direct approach effectively in class, especially in reading comprehension. Murdi (2017) argued that students must be able to identify words rapidly, know the meaning of most of the terms, and combine units of meaning into a coherent message to understand the text. Eskey, cited in Mahmuda (2017) also stated that reading is one of many ways human beings make sense of the world. However, Students need to comprehend many competencies, the mastery of content, vocabulary, language, and grammar. Then, reading should be taught for students to be able to deal with comprehension problems.

Grabe and Stoller (2002) that reading comprehension is an ability to understand the information in a text. A process of engaging the brain and eyes in making connections is text comprehension. They should not only read the whole text, but also comprehend what the important point of the text is. The definition of reading comprehension is also defined by Rubin in Westwood (2002) that reading comprehension has been described as a complex intellectual process involving several abilities. It means students must be able to filter, interpret, organize, and reflect upon the information already acquired on the page. According to Somadayo (2011, p. 10) reading comprehension is the skill of getting meaning through students' knowledge and experience, which relates to the content of the reading text. Smith and Dale (1980:7), cited in Mahmuda (2017), stated that reading comprehension means understanding, evaluating, utilizing information, and gaining through an interaction between reader and author. From the point of view given above, it is possible to infer that reading is an active cognitive activity in which the reader attempts to gather information offered by the author and comprehends the author's goal. However, they will face some difficulties comprehending text during reading.

It is a problem for students. However, teaching reading in a conventional

way is not effective enough. Students will feel bored when the teacher teaches the reading. However, teachers must find and apply an appropriate technique to engage students' critical thinking and the student's interest in learning reading. Teaching is showing or helping a student learn how to do something, giving instructions in the study of something, providing with language, and causing them to know or understand (Brown, 2014, p. 8). It means that the teacher has to make the teaching-learning process comfortable and interesting by using creative techniques.

By applying an appropriate and enjoyable technique related to reading comprehension can affect the result to achieve the goal of learning reading to become more exciting and meaningful. Besides, it can also solve students' difficulties while they are learning to read. In this case, Group Investigation (GI) technique is the solution to solve their difficulties. Based on the background of the study, the researcher found the problem. The statement of the problem is "Does Group Investigation (GI) technique affect students' reading comprehension?"

During the teaching-learning process, the teacher certainly gives assignments in the classroom to their students. However, students might not be able to do it before reading either the instruction or the subject at first. Furthermore, when they learn reading skills, it is better to learn cooperatively. Diane Larsen- Freeman (2000) cited in Mariana et al (2020) that the basic thing of cooperative or collaborative learning is the student's learning process in a group. Students can learn from each other. In the class, reading comprehension is needed when students learn reading text. They have to practice it with other students based on their group. However, to build their learning enjoyable and exciting, Group Investigation (GI) technique is a great technique to achieve the goal of learning reading.

According to Killen (1998:99), cited in Asyik and Putri (2016) stated that Group Investigation (GI) Technique is one of the cooperative learning techniques which focuses on the participation and activities of students. In this activity, teachers should divide the class into small groups. Each group usually consists of two to six students and may form around an interest in a particular topic. Students choose the topics for study. Then, every group decides sub-topics or various themes to be investigated as well as the goals of their learning. Then, they prepare and present a report in front of the class. Group Investigation (GI), also defined by

Chaidir (2018), has three main concepts: research or inquiry, knowledge, and the dynamic of the learning group. The dynamic process of students is responding to problems and solving these problems. Knowledge is a learning experience obtained by students either directly or indirectly. Meanwhile, group dynamics shows an atmosphere that describes a group interacting with each other involving various ideas and opinions, then exchanging experiences through the process' arguing with each other.

Group Investigation (GI) technique has advantages as common as other techniques of cooperative learning. The first, Group Investigation (GI) can help students think critically by elaborating their ideas, opinion, and arguments to solve specific issues or problems (Untoro, 2016). The second, the Group Investigation (GI) technique is one of the cooperative learning methods that can motivate students to take an active role in determining what is learned and how to learn it (Sharan, 2014). The last, Group Investigation (GI) helps students to achieve personal learning goals by achieving group learning goals (Slavin: 2008). Hence, Group Investigation can help students to face their difficulties when they are learning reading. Therefore, by applying this technique, students are expected to become more active during discussions with their group for their critical thinking and comprehension will be affected.

Spencer and Migual (2009) described the procedure of GI technique; The first, Identifying the Topic and organization Pupils into Research Groups. The students choose a variety of topics within an area of common problems that are usually described by the teacher first. The students are organized into groups that are oriented to the task (task-oriented groups) consisting of 2 to 6 people. The second, planning the learning task. Students and teachers plan a variety of specific learning procedures, tasks and common objectives that are consistent with a variety of topics and subtopics that have been selected from the first step above. The third, Carrying Out the Investigation. Students carry out a plan that was formulated in the second step. Students communicate with collaborators, teachers, other groups, and other resource persons. They gather information, analyze and evaluate the data, and attain conclusions. The fourth, Preparing the Final Report. The students analyze and synthesize information obtained in the third step and plan to be summarized in an interesting presentation to the class. The fifth, Presenting the Final Report. All the group presents an interesting presentation

of various topics that have been studied for all students in each class involved and achieve a broad perspective on the topic. Group presentations coordinated by the teacher. The last, Evaluation. Teachers and students evaluate the contribution of each group to work as a whole class.

## **RESEARCH METHODOLOGY**

In conducting this research, the researcher used a pre-experimental design in a one-group Pretest- Posttest design using a quantitative approach. They are before treatment which is called pre-test after treatment which is called post-test. The method and the design are adapted from Sugiyono (2017, p. 75).

The researcher engaged one group as a sample in conducting this research. In the beginning, she gave the sample the pretest in the form of a reading test to determine their reading comprehension ability.  $O_1$  was used as a symbol of the result of the pretest. Then, the students were given the reading text by using the GI technique as the treatment (X) in the teaching-learning process in the classroom. The treatment was conducted three times. In the last meeting, the post-test was given to determine the influence of the GI technique on students' reading comprehension, and the symbol of  $O_2$  was used as the post-test result.

The population of the research was the students of XI grade of SMK. The total number of the population was 20 students. In conducting the research, the researcher used simple random sampling. Therefore, the XI grade of SMK of major in office automation and governance was selected as the sample in this study.

The researcher used a reading test to collect the data and found the effect of the GI technique on students' reading comprehension. There were 16 multiple-choice questions about the information related to analytical exposition text.

There were three steps in collecting data. First, the researcher gave the sample pre-test to know their reading comprehension. The students were given sixteen multiple-choice questions in the pre-test. Besides, the pre-test was given in the first meeting. It was done to get an initial score from each student. Second, the researcher gave the treatment in three meetings by using Group Investigation (GI) technique. After the treatment, students were given a post-test to measure their reading comprehension and investigate the impact of using GI techniques. The students were given fourteen multiple-choice questions with the same categories.

## **DISCUSSION**

Based on the result of the research, there is an effect of the use of Group Investigation (GI) technique on students' reading comprehension. It can be seen from the differences in students' scores between pretest and post-test. This finding supports the theory from the previous research by Girsang (2014) and Setiawan, Purwati (2015) that the GI technique affects students' reading comprehension. They found that the GI technique can make students interested, and they also can communicate and interact well in studying English, especially in reading. It means, the GI technique has a positive effect to be applied in teaching reading, especially in reading comprehension.

It is also confirmed by the theory of Somadayo (2011, p. 10) who stated that reading comprehension is a skill of getting meaning through students' knowledge and experience. It means, the students practiced it with other students based on their group during the treatment, and it looked more meaningful for getting their comprehension in learning reading.

In addition, the result was in line with Slavin (2008) that the Group Investigation (GI) technique in one of the cooperative learning methods is helpful to achieving personal learning goals by conducting a group learning goal. By dividing students into groups during the treatment, each student in the group collaborated or cooperated to help another student who cannot still understand the content of the reading text.

In the second and the third treatment, the students actively participated in the group discussion to share their opinion and confirm their comprehension of each other. They also participated in dividing the job among other students in the group to answer the questions that had been given by the teacher; the result was in line with Setiawan (2015).

Besides, the general ability of outcomes is limited by the sample condition when in the field. The researcher encountered a reduced sampling because of the pandemic and the weather conditions at that time. At that time, there were just 15 students who attended the class during the research. Besides, five students rarely attend the class during this second semester. Thus, future research should consider the condition of the population in the field. He/She should observe them in detail.

## CONCLUSION AND SUGGESTION

The researcher compiled the research entitled "The Use of Group Investigation (GI) Technique on Students' Reading Comprehension." The study was conducted from 7th February until 12th February 2022. The technique was applied at the sample class. The research sample was 15 students of eleventh grade. Based on the result of the calculated data, the Group Investigation (GI) Technique affects students' reading comprehension.

Based on the data before, the researcher finds that the eleventh-grade students of *SMK Qotrunnada Al-Ilmi* have increased their reading comprehension in analytical exposition text. It can be seen that the post-test score is better than the pretest score. Furthermore, the result also proves that the t-test value is higher than the t-table value. It means the alternative hypothesis ( $H_a$ ) is accepted. Therefore, the GI technique affects students' reading comprehension, especially in analytical exposition text.

Concisely, Group Investigation (GI) technique is an appropriate and valuable technique to foster students' reading comprehension. In other words, it can help students comprehend the text, especially an analytical exposition text. Therefore, the Group Investigation (GI) technique can be applied as an alternative strategy to facilitate students in understanding the text.

Based on the result of the research, there is a suggestion that it might be helpful for English teachers and further researchers. First, the Group Investigation (GI) technique is suggested for English teachers to teach reading. In applying this technique, the teacher should prepare an exciting theme or familiar topic for students. It can make students feel enthusiastic about the learning process in the class. In case the researcher was only focused on steps of the technique while conducting this research. It makes it difficult for the students to do the task. Then, the researcher believes that achieving the learning goal depends on the teacher whether or not they can apply the exciting technique and prepare good media and appropriate material to support the students to motivate them in the learning process, especially in reading skills. Then, the GI technique is the new solution for teaching reading comprehension.

Second, this research is suggested for further researchers interested in researching reading comprehension. In conducting this research, there was limited time, and the treatments were done in just three meetings. While

conducting the research, the treatment did not run well. Hence, it is suggested for further researchers to find teachers' appropriate time and to build good coordination in order to make the treatment more effective and run well

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