

**IMPROVING STUDENTS' READING COMPREHENSION OF  
DESCRIPTIVE TEXT THROUGH GROUP INVESTIGATION METHOD  
AT THE EIGHTH GRADE STUDENTS OF SMP NEGERI 4 SIPOHOLON  
IN ACADEMIC YEAR 2021/2022**

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**Abstract**

*Simanungkalit, Majuedi, 2022. Improving Students' Reading Comprehension of Descriptive Text through Group Investigation Method at the Eighth grade students of SMP NEGERI 4 SIPOHOLON in Academic Year 2021/2022. A Thesis. Faculty of Teachers' Training and Education, University of Sisingamangaraja XII Tapanuli.*

*This study is based on the importance of reading comprehension but in fact the students' ability in comprehending the reading text is low. To achieve the objectives of the study, the writer conducted Classroom Action Research. This classroom action research was held at SMP NEGERI 4 SIPOHOLON. The subject of the study was the grade VIII. There were 30 students: 16 boys and 14 girls. The writer carried out four steps. They are Planning, Acting, Observing, and Reflecting. The action consisted of two cycles. The difference between these cycles was on topic of material used. Each cycle consisted of teaching and learning process and a test. Data collection was done using observation and test. In analyzing the data, the writer used a descriptive quantitative measurement to find the result. The analysis of the data showed that there was a significant difference of the students' achievement in the pre-cycle up to the second cycle. The average of the students' achievement in the pre-cycle was 50.3, the first cycle was 60.3 and the second cycle was 71. Based on this finding, it is suggested that Group Investigation Method can be used by the teachers to improve students' ability in reading comprehension.*

**Keywords : Reading Comprehension, Group Investigation, Students.**

**INTRODUCTION**

**The Background of the Study**

English has four language skills, consist of listening, speaking, reading and writing, and also three components, vocabulary, grammar and pronunciation. Reading is one of ways to study English language. Furthermore, it has an important part in teaching learning process, because by reading, students will enlarge their vocabulary directly such as Grabe and Stoler (2002) defines Reading

is the ability to draw meaning from the printed page and interpret the information appropriately. By reading, the students can absorb a lot of information that can be gained from books, magazines, newspapers and bulletins. Reading also has the value to help the students learn to express their own thoughts and to make them familiar with the language pattern and ways of using language efficiently.

Conventional method usually makes students bored because the method is monotonous and the students are not active that makes the learners get bored

easily. As Cooper (1974) states that the students feel bored in learning because the method of learning is not suitable anymore with them who always need innovation and creation in learning.

That's why the teachers need to see the reality that the teaching reading as one of the skill in English has been not effective yet. One of the ways to make the teaching reading effective is making the students active in the learning process, in order they can enjoy learning and they can improve their reading skill.

One of the teaching methods is cooperative teaching. Through this method, students are active in the learning process because they will learn more through a process of constructing and creating, working in group and sharing knowledge. Nevertheless, individual's responsibility is still the key of success in learning English.

A cooperative learning method is believed as being able to give chance for students to be involved or work in discussion, has courage and critical thinking and willing to take responsibility on his/her own learning. Although it considers as an active role of students as more important, does not mean that teacher in the classroom is not participating. In learning process, teacher has role as designer, facilitator, and guide in the learning process.

### **The Problem of the Study**

Based on the background of the study, the problem can be formulated as follows: "Does Group Investigation Method improve the Students' Comprehension in Reading Descriptive Text at The Eighth Grade Students of SMP NEGERI 4 SIPOHOLON in Academic Year 2021/2022?"

### **The Objective of the Study**

Based on the problem stated above, this study is basically conducted to find out whether The Reading Comprehension of The Eighth Grade

Students of SMP NEGERI 4 SIPOHOLON in Academic Year 2021/2022 can be improved through Group Investigation Method.

### **The Scope of the Study**

There are some types of text in English, such as: Spoof Text, Recount Text, Report Text, Narrative Text, Descriptive Text, Procedure Text, Exposition, News Item, Discussion, and Anecdote. And the writer focuses on Descriptive Text using Group Investigation Method.

### **The Significance of the Study**

The results of the study are expected to be useful for either theories or practices to the readers, namely:

- 1) For the English teachers, improving their ability to conduct a better way in teaching reading by using Group Investigation Method.
- 2) For the Students, improving their reading ability in academic and real life.
- 3) For those who are interested in doing research related to this study.

## **REVIEW OF RELATED LITERATURE**

### **Theoretical Framework Reading.**

Albert J. Harris (1965) states that reading is the meaningful interpretation of written symbol. He also adds that reading is the result of the interaction between the perception of the graphic symbols that represent language and readers' language and knowledge of the world.

Kenneth S. Goodman (1978) defines reading viewed as an interaction process involves three factors, namely conceptual ability, background of knowledge, and process strategies. Reading is just not a decoding system of symbol but an interaction between reader and writer's knowledge background in the text.

In addition, Kustaryo, Sukirah (1988) defines reading as a meaningful interpretation of printed or written verbal system. For the beginner, reading is considered mainly with learning to written symbol that represent language and to respond intellectually and emotionally individuals learn to adapt their strategies in accordance with the purpose of reading restriction by the materials. He also states the reading is the combination of words recognition, intellect and emotion interested with prior knowledge to understand the message to communicate.

### **The Purpose of Reading**

Nuttal C. (1982) states that the focus of interest in reading lesson in neither language nor content, but the two together, we want students to learn how language is used for conveying content. He also states that the aim of the reading lesson is to develop the students' ability to extract message from the text (1982). Before reading a text, the reader or students must determine their reading purpose. Rivers and Temperly (1978) states that there are seven purpose of reading:

1. To obtain information for some purposes or because we are curious about the topics.
2. To obtain some instructions on how to perform task for our work or daily life (e.g. knowing how an appliance works).
3. To keep in touch with friends by correspondence or to understand business letter.
4. To know what is happening or what has happened (as reporter in newspaper, magazine, reports).
5. To act in play a game or do a puzzle.
6. To know when and where something will take place or what is available.
7. For enjoyment and excitement.

### **Descriptive Text**

#### **Definition of Descriptive Text**

Descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing. As Kane Thomas S. (2000) states that Description is about sensory experience – how something looks, sounds, tastes. Mostly it is about visual experience, but description also deals with other kinds of perception.

#### **Generic structure of Descriptive Text**

According to Rakhman Halim, M.Pd (2017), there are two generic structure of Descriptive Text.

1. Identification: Contains about the introduction of a person, place, animal or object will be described.
2. Description: Contains a description of something such as animal, things, place or person by describing its features, forms, colors, or anything related to what the researcher will described.

#### **Purpose of Descriptive Text**

The purpose of Descriptive Text is to describe a particular person, thing, or place.

#### **Strategy**

Strategy is a plan, or a series of activities designed to achieve particular educational goal (J.R David: 1976). A strategy is simply a piece of knowledge stored in long – term memory that is periodically activated and recruited during the process of learning.

Roy Killen (1998) states that a teaching strategy includes: What a teacher does, the way an instruction is organized, how much the students are involved actively in learning, how much the students are responsible for the learning is assessed. This tells that a strategy is a teaching agenda that indicates the direction of classroom

activities to help the students make an achievement of a certain knowledge and skill on certain language aspects.

### **Group Investigation Method** **The Definition of Group Investigation Method**

Roy Killen (1998) states that Group Investigation is one of cooperative learning method focused on students' participation and activity. The teacher who uses this method firstly he/she divides the class into small heterogeneous groups. This group consists of two or until six students.

According to Robert E. Slavin (2008) important for Group Investigation is students' cooperative planning of their inquiry. Group members take part in planning the various dimensions and requirements of their project. Together they determine what they require: who will do that, and how they will present their completed project to the class.

### **Advantages and Disadvantages of Group Investigation Method**

#### **Advantages**

1. With cooperative learning models, Group Investigation (GI) has a positive impact in improving the students' achievement.
2. Application of a model of cooperative learning method, Group Investigation (GI) has a positive effect which can increase the students' motivation.
3. Learning that performed makes the atmosphere of mutual cooperation and interaction among students in the group regardless of their background.
4. Group Investigation learning model to train the students to have a good ability to communicate and express their opinions, and
5. Motivate and encourage the students to be active in the learning process.

#### **Disadvantages**

1. Group Investigation model is a model of learning that complex and difficult to implement in a cooperative learning.
2. Using the Group Investigation takes a long time.

### **Procedure of Group Investigation Method:**

According to Slavin (2008), in implementing Group Investigation Method can be done in six steps. Those steps are:

1. Identifying the topic and organizing pupils into groups.
2. Planning the learning task.
3. Carrying out the Investigation / Implementation.
4. Preparing a final report.
5. Presentation of Final Project.
6. Evaluation.

### **Conceptual Framework**

Reading is a complex process, it complex to learn and to teach. Reading is the skill of reader or group of readers to interpret information transferred by the writer. It involves understanding the connection between sentences (Coherence and Cohesion), understanding different kind of text, and also making sense of the text through our knowledge.

In reading comprehension, sometimes, after reading a text, students still don't know what the information in the text is. Comprehending the text still becomes one of the students' problem that have to be overcome by the teacher. Many students feel that reading comprehension is a difficult activity.

They are unable to use their prior background knowledge to construct their understanding. In addition, the researcher on reading comprehension point to the importance of background knowledge that a reader brings to the reading task. It is argued that the more the students know about the topic and apply their

background of knowledge when reading a text, the more he will comprehend (Anderson T. H : 1978). Therefore, the English teacher has an important role in teaching reading. Teacher is a mediator and facilitator in teaching and learning process. He should be able to motivate and stimulate students actively.

## RESEARCH METHOD

### Research Design

This research used classroom action research. It is a way for teacher to know what problem usually faced in everyday practice and the analyzing it in order to make some helpful decision later on. Watts (1985) states that action research is a process in which educators examine their educational practice systematically and carefully using technique of research.

In this study, classroom action research design was applied to see the improvement of students' comprehension in reading descriptive text by the application of group investigation method. Michael J Wallace (1998) states that action research is different from other more conventional or traditional types of research in that focuses on individual or small group professional practice and it is not so concerned with making general statements. The main function of action research is to facilitate the reflective stage and this way provides an effective method for improving professional action.

Kemmis and Mc. Taggart (1988) states that there are four stages of action research: Planning, Action, Observation, and Reflection. Planning

The writer arranged the lesson plan for each meeting. In scenario of teaching, the writer applied Group Investigation Method as the way to improve students' comprehension in reading descriptive text.

#### 1. Action

Action is the implementation of planning. The action continued until the

research finds the improvement. The action in this study collaborated by giving the model of Group Investigation, arrange the students into groups, ask them to work in groups, giving test in order to make sure that the teaching and learning process improved. The action in this study conducted in cycles form.

#### 2. Observation

In Observation, the researcher established objective data concerning with what already happened in most classroom. In this study, the researcher used observation sheets during the learning process.

#### 3. Reflection.

Reflection is the activity of evaluating critically the progress or change of the students. In this step, the writer observed whether the action activity can deliver any improvement. To support the study, the researcher used test to gather the data.

## The Population and Sample

### Population

Alfred Russel Wallace (1889) states that population is a group of that you wanted to find out about by doing your research. The population of this research is the Eighth Grade of SMP NEGERI 4 SIPOHOLON. There were two parallel classes, one class consists of 30 students, and the total of the students is 60 students.

### Sample

According to Suharsimi Arikunto (2013) Sample is number or part of investigated population, the writer chose sample by using Cluster Random Sampling technique, in Cluster Random Sampling technique, it is possible to use only one class as sample from several classes, and the writer chose one class consist of 30 students.

## Procedure of Research

In the Classroom Action Research, the researcher was conducted a pre-cycle

formerly and two cycles by using Group Investigation method. There are 4 steps in action research, they are:

1. Planning (Plan to use Group Investigation method)
2. Acting (Implement of Group Investigation method)
3. Observing (The researcher observes the teaching learning process and students' activity in classroom)
4. Reflecting (The students and the researcher, )

### Pre- Cycle

Pre cycle was an activity to measure the ability of each student. In this activity, the students were giving test consist of 20 questions. After the researcher gets the data from pre-test, the researcher analyzes the result to determine the method would be used in teaching English reading comprehension using Group Investigation method.

### Cycle I

The writer tried to do appropriate treatments condition that the students have difficulties in Reading Descriptive Text. The writer explained about descriptive text and give them real illustration of reading descriptive text.

### Planning

1. Prepare lesson plan.
2. Prepare the teaching of Descriptive text.
3. Preparing the reading material and test.
4. Preparing the observation scheme.

### Action

In this activity, the teacher introduced Group Investigation method in teaching reading comprehension ability. In this first cycle, the students read descriptive text. Descriptive text is a text which says what person or a thing is like. Its purpose is to describe and reveal

a particular person, place, or thing. Steps of Group Investigation are:

1. Teacher introduces and explains the topic.
2. Students are divided into groups.
3. Teacher distributes the passage to the students.
4. Students read the passage.
5. Students identify the structure of text, the main idea, detail information, generic structure and difficult words.
6. Students find out data as many as they can from the descriptive text given by the teacher.
7. Students prepare a report.
8. Students deliver the report for the whole class.
9. Teacher gives chance for students to ask or respond toward other presentation.
10. Teacher helps the students if they face problem.
11. Students and the teacher evaluate each other group's contribution to the work of the class.
12. Teacher give students test.

### Observation

In this case, the writer observed all the situations or conditions that happen during the process of teaching and learning in cycle I.

1. Observe students' interest, students' behavior, attitude, and students' response to this method.
2. Observe the group discussion/participation students in their group/work.
3. Observe students' comprehension.

### Reflection

Reflection is feedback from the action, it is necessary to help the researcher to decide what should be done or revised.

1. Write down the observation result.
2. Evaluate observation result.
3. Analyze the result of teaching learning process.
4. Improve the weakness for the next cycle.

3. Student's activeness in present the material.
4. Student's concern toward other groups' presentation.
5. The student's activeness in asking and answering the question.

## Cycle II

The second cycle is done after the teacher or researcher reflected the first cycle. In case the result from observation show that the quality of students' reading ability is still low, it is needed another action to make quality improvement. The steps and activities are same with the first cycle.

1. Planning :
2. Action :
3. Observation :
4. Reflection :

## Technique of Data Collection

In this research, the research used some technique to collect the data, as follows:

### Observation

Observation plays an important role not only in classroom research, but also more generally for supporting the professional growth of teacher, in addition on the process of school development. In this observation, the researcher collaborated with Ma'am Tatyana Simarmata as the English Teacher.. It needs for monitoring the condition of class and students and to know students difficulties with material and method that uses during teaching learning process. In addition, the researcher also observed the effect of his teaching in improve students' reading comprehension ability.

Aspects observed in this study are as follow:

1. Student's concern toward teacher's explanation.
2. Student's cooperative in teaching learning process.

## Test Instrument

Test is a set of question or exercise or other instrument which use to measure knowledge, intelligence, ability or attitude of groups or individual (Suharsimi Arikunto, 2013 ). Reading test items were given after the action to know whether the students' improved or not. The type of the test is Multiple Choice test.

### Pre-Test

Pre-test used to know how far the students' ability in reading skill before the implementation of Group Investigation Method.

### Post-Test

Post-test used to know how far the students' ability in reading skill after implementation of Group Investigation Method.

## Technique of Data Analysis

The writer analyzed the data use qualitative and quantitative data. The quantitative data counted by analyzing the students' score. While the qualitative data found from observation sheet.

### Method of Analyzing Test

In every cycle, after treatment researcher gave test to the student. The test used to measure the ability in reading text. While the average of average of the students' result conducted by using the following formula:

$$X = \frac{\sum X}{N}$$

Explanation:

X = average of students' score  
 $\sum X$  = sum of item scores

N = number of the students  
Mean of score from the pre-test compared with mean of the post test I and post test II.

## DATA AND ANALYSIS

### Data

In this chapter, the writer would like to describe and discuss the findings of the research. This study is classroom action research on the use of group investigation method in teaching reading ability. Its purpose is to know the use of group investigation method in teaching reading comprehension ability, and to identify the improvement of students' reading ability. In this study there were two cycles and before conducted the cycle, the researcher gave pre-test (the researcher got base score students reading comprehension ability) and compared with each cycle after taught using Group Investigation method.

### Quantitative Data

The Quantitative data were taken from the result of Pre-Test, Post Test I and Post Test II. The Pre Test was given to the students without any treatment, The Post Test I and Post Test II were given to the students after teaching for each cycle had been completely finished. The score of the students from the Pre-Test, Post Test II and Post Test II showed improvement continuously.

### The Qualitative Data

The qualitative data were taken from observation sheet. Observation was used to identify to know the students' concern, cooperative, activeness in group. By using observation, it could be seen whether there were significant improvement in students' progress in learning progress.

### The Data Analysis

After the researcher implemented the use of group investigation method to improve students' reading ability, the

researcher got the data. It was analyzed of pre-cycle and two cycles the researcher got the result of classroom action research.

### Quantitative Data

#### Pre-Test

In this meeting the teacher gave pre-test to the students to measure the students' ability in reading comprehension.

- a. Measuring the students individual improvement

After conducting the test, the researcher gave score. Each correct answer was scored 5 and 0 to each wrong answer. The maximum score was 100.

From the result of pre-test showed that many of students still low in their reading comprehension ability. From 30 students, 9 students get 60 and 13 students get 50 and 8 students get 40.

- b. Measuring mean

The mean score of reading class can be searched by using this following formula:

$$\begin{aligned}\bar{X} &= \frac{\sum X}{N} \\ &= \frac{1510}{30} \\ &= 50,3\end{aligned}$$

The average achievement of students in the pre-cycle was 50,3. The result of pre-cycle was lower than the criterion that has been stipulated by KKM (66). The researcher concluded that the treatment in each cycle was necessary to improve students' reading comprehension ability result.

#### Post Test I

In the first cycle the teacher taught reading using group investigation method.

- a. Measuring the students individual improvement

After conducting the test, the researcher gave score. Each correct

answer was scored 5 and 0 to each wrong answer. The maximum score was 100.

b. Measuring mean

The mean score of reading class can be searched by using this following formula

$$\begin{aligned}\bar{X} &= \frac{\sum X}{N} \\ &= \frac{1810}{30} \\ &= 60,3\end{aligned}$$

The average achievement of students in the cycle I was 60,3. From 30 students, 9 students get 70 and 13 students get 60 and 8 students get 50. It meant the students score in the first cycle was categorized as fair. The researcher concluded that the treatment in cycle I was necessary to improve students' reading comprehension ability. And the researcher could continue to the next cycle because the average of the students' achievement still not reached the level of KKM yet.

**Post Test II**

In the second cycle the teacher taught reading using the same method as previous meeting that is group investigation method. This activity makes the students enjoy the lesson more than before they worked in their groups and did their roles better than before.

a. Measuring the students individual improvement

After conducting the test, the researcher gave score. Each correct answer was scored 5 and 0 to each wrong answer. The maximum score was 100.

b. Measuring mean

The mean score of reading class can be searched by using this following formula:

$$\begin{aligned}\bar{X} &= \frac{\sum X}{N} \\ &= \frac{2130}{30} \\ &= 71\end{aligned}$$

The average achievement of students in the last cycle was 71 or very good mark. From 30 students, 8 students get 80, 17 students get 70 and 5 students get 60. It can be said the second cycle was successful since the result was better than in the pre-test and in the first cycle. The researcher concluded that there is improvement students' reading comprehension ability from pre-cycle until cycle II.

From the score explanation above, the use of group investigation method to improve students' reading can help students to understand and comprehension the reading material. So, in this classroom action research of the implementation of group investigation method to improve students' reading in descriptive text at SMP NEGERI 4 SIPOHOLON was success.

**Qualitative Data**

According to the result of the observation sheet, it was concluded that the teaching learning process had a significant improvement after implementation. Before the implementation, some of students tended to make some noisy with other friends at teacher's explanation, students did not cooperate in their group, Students did not take part in deliver the material, students did not concern toward presentation and make noisy in learning activity, and students also did not ask question and students did not give answer the question. And after implementation, majority of the students joined the class enthusiastically. All activities in the second cycle had run well. It can be seen from their responses.

The students paid attention toward teacher's explanation. They more cooperative in to do the group work and they were to be more active than previous meeting. They took active in answering question although helped by the teacher.

## CONCLUSION AND SUGGESTION

### Conclusion

From all the data analysis about using Group Investigation Method to improve students' reading comprehension in descriptive text (a Classroom Action Research with eighth grade students of SMP NEGERI 4 SIPOHOLON in academic year 2021/2022), it can be concluded that The implementation of Group Investigation method to improve effective way to teach reading comprehension ability.

students reading ability are: The improvement of learning tool. Teacher chooses interesting descriptive text in every cycle that appropriate for junior high school in order to make students interested with the text. Motivate students to cooperate in group. Since the students accustomed to think individually, teacher should motivate students to discuss the reading material cooperatively and cooperate in group when they are assigned to do the group work. Motivate the passive students to be more active during the lesson. This relates with student ability to pay attention during the lesson, to understand the material and to speak up their mind in order to brave to express their mind.

### Suggestion

In this study, the writer would like to offer some suggestions to improve the students' ability in reading comprehension in order to get better result. For the teacher, it is important that the teacher uses of group investigation sometimes as an alternative method in teaching reading skill. Usually, reading is such kinds of activities that often bored the students. So, the use of this method will always give the students fresh and new condition. Hopefully, it can motivate the students and make them interested in reading and the students can cooperate with other friends who have difference background both in academically and

gender. For the student, it is very useful for the passive students' to improve their abilities of communication or the group skill. The writer hopes other researchers can use it as a reference to conduct their

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