

**The Implementation of Group Investigation Technique in Teaching Reading of Descriptive Text
to the Seventh Graders of SMPN 2 Sidoarjo**

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ABSTRACT

The students are expected to have skills of the English language such as reading, writing, listening, and speaking that must be taught to the students through the chosen themes. From those four skills above, reading is the focus of this research. The students should have some purpose or aims from reading that is for getting knowledge and get the meaning of the text. For that reason, a suitable atmosphere of teaching and learning process and a proper technique to conduct the teaching would affect students understanding in reading. Group investigation technique as one of cooperative learning method is an alternative way of organizational approach that allows a class to work actively and collaboratively in small groups and enables students to take an active role in determining their own learning goals and processes.

The research design used in this research is a qualitative research. The purpose of this research was to find the description of the implementation of group investigation technique in teaching reading. First, the researcher used observation checklist and field note to answer the first research question. Second, the researcher used interview to answer the second research question. Last, the researcher used reading task to answer the third research questions. According to the observation result, the researcher made conclusion that the group investigation technique can be implemented in the classroom. It could be seen from the students' task results in the group investigation technique. The students also agreed that the technique was appropriate to be used to teach English in the classroom. Group investigation can be implemented as a technique to teach reading descriptive text to the seventh grader students in SMPN 2 Sidoarjo because this technique is able to make the students more interested in study English. After the implementation of the technique, the students reading comprehension were good. The response of the student towards the technique showed that through group investigation they can communicate and interact more when learning English.

Keywords: *Group Investigation, Reading, Descriptive, Qualitative Research*

ABSTRAK

Para siswa diharapkan memiliki keterampilan berbahasa Inggris seperti membaca, menulis, mendengarkan, dan berbicara yang harus diajarkan kepada siswa melalui tema tertentu. Dari keempat keterampilan tersebut, membaca adalah fokus dari penelitian ini. Para siswa harus memiliki beberapa tujuan atau bertujuan dari membaca itu adalah untuk mendapatkan pengetahuan dan mendapatkan makna dari teks. Untuk itu, suasana yang cocok dalam proses belajar mengajar dan teknik pengajaran yang tepat untuk melakukan pengajaran dapat mempengaruhi pemahaman siswa dalam membaca. Teknik kelompok investigasi sebagai salah satu metode pembelajaran kooperatif adalah cara pendekatan terorganisasi alternatif yang memungkinkan kelas untuk bekerja secara aktif dan kolaboratif dalam kelompok kecil dan memungkinkan para siswa untuk mengambil peran aktif dalam menentukan tujuan dan proses pembelajaran mereka sendiri.

Desain penelitian yang digunakan dalam penelitian ini adalah penelitian kualitatif. Tujuan dari penelitian ini adalah untuk menjabarkan tentang pelaksanaan teknik kelompok investigasi dalam mengajar membaca. Pertama, peneliti menggunakan checklist pengamatan dan catatan lapangan untuk menjawab pertanyaan penelitian yang pertama. Kedua, peneliti menggunakan wawancara untuk menjawab pertanyaan penelitian yang kedua. Terakhir, peneliti menggunakan penugasan membaca untuk menjawab pertanyaan penelitian ketiga. Berdasarkan hasil pengamatan, peneliti membuat kesimpulan bahwa teknik kelompok investigasi dapat diimplementasikan di dalam kelas. Hal ini dapat dilihat dari hasil penugasan siswa melalui teknik kelompok investigasi. Para siswa juga sepakat bahwa teknik ini cocok digunakan untuk mengajar Bahasa Inggris di kelas. Kelompok investigasi dapat diimplementasikan sebagai teknik untuk mengajar membaca teks deskriptif untuk siswa kelas tujuh di SMPN 2 Sidoarjo karena teknik ini mampu membuat siswa lebih tertarik belajar bahasa Inggris. Setelah pelaksanaan teknik tersebut, pemahaman membaca siswa jadi baik. Tanggapan siswa terhadap teknik menunjukkan bahwa melalui kelompok investigasi mereka dapat berkomunikasi dan berinteraksi lebih ketika belajar bahasa Inggris.

Kata Kunci: *Kelompok Investigasi, Membaca, Deskripsi, Penelitian kualitatif*

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Introduction

English is one of the international languages. It has an important role in the world. Most people use English to communicate with other people from other countries. Science, technology, art and culture development also cannot be separated to the role of this language. For those reasons English has been taught at every level of education in Indonesia as the first foreign language.

The students are expected to have skills of the English language such as reading, writing, listening, and speaking that must be taught to the students through the chosen themes. From those four skills above, reading is the focus of this research. Reading is the process of constructing meaning through the dynamic interaction among: (1) the reader's existing knowledge; (2) the information suggested by the text being read; and (3) the context of the reading situation (Wixson, Peters, Weber, & Roeber, 1987). The students should have some purpose or aims from reading that is for getting knowledge and get the meaning of the text. For that reason, a suitable atmosphere of teaching and learning process and a proper technique to conduct the teaching would affect students understanding in reading.

In essence, reading is a process to understand and reconstruct the meaning contained in reading material. Message or meaning contained in the text reading is a mutual interaction, active interaction, and dynamic interaction between the readers has basic knowledge with the sentences, facts, and information contained in the text readings. It is usually means dealing with language messages in written or printed form, it involves processing language messages, hence knowledge of language. Widdowson (1979) defines reading as "the process of getting linguistic information via print". Reading is one type of written language skills who are receptive. Called receptive because by reading a person will obtain information, acquire science and knowledge and new experiences. All of which is obtained through reading would allow a person to enhance the power of thought, sharpen vision, and broaden their horizons (Zuchdi and Budiasih, 1996/1997: 49). The opinion emphasizes the importance of reading for improving the quality of one's self. In conclusion, reading is a process of getting information through written texts. The process involves both the writer and the reader. To read a text, the reader needs to comprehend the ideas that are conveyed by the writer, and the way to reach it is by mastering reading process. Grabe and Stoller said that the purposes for reading as follow;

- a) Reading to search for simple information.
- b) Reading to skim quickly.
- c) Reading to learn from texts.
- d) Reading to integrate information.
- e) Reading to write (or search for information needed for writing).
- f) Reading to critique texts.

- g) Reading for general comprehension.

There are many purposes in reading texts as stated above. Each person has to own purpose in reading text. Mikulecky states why reading is important when you are learning a new language. People usually read for a reason. There are some reasons why is reading important:

- a) Reading helps students learn to think in new language.
- b) Reading can enlarge students' English vocabulary.
- c) Reading can help students to improve their writing.
- d) Reading may be a good way to practice students English if they live in non-English speaking country.
- e) Reading can help students to prepare for study in an English speaking country.
- f) Reading is a good way to find out about new ideas, facts and experiences.

Elizabeth S. Pang et al explain that a reader reads a text to understand its meaning, as well as to put that understanding to use. A person reads a text to learn, to find out information, to be entertained, to reflect or as religious practice. So in the classroom, teachers need to be aware of their students' learning needs, including their motivation for reading and the purpose that reading has in their lives.

In the K-13 curriculum of the lesson unit level for the seventh graders junior high school students was mentioned that the purpose of teaching reading for the junior high school is to understand the meaning in the simple written interpersonal and transactional discourse formally or informally, especially in the form of recount, narrative, procedure, descriptive, and report, in the context of daily life. Among those kinds of texts for learning reading, 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. The generic structure of descriptive text is divided by identification and description. Descriptive texts are taught to the seventh grade of junior high school students in the second semester. The teacher is expected to teach English with suitable technique to make the teaching learning process more interesting to the students. Masruri (2010) introduce the generic structure of descriptive text is consist of two structures, identification and description. Identification is a part of paragraph which introduces or identifies the character. And description is a part of paragraph which describes the character. While the language feature of the descriptive text are:

1. Specific participant.
2. The use of adjectives and compound adjectives.
3. Using the simple present tense.

In learning English, the students also need to get involved in taking action which can make a difference to others. They need to experience being part of the solution rather than remaining passive observers and listeners. They need to know and understand that

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values are only realized when they are reflected in one's actions. This can be achieved if the schools provide opportunities for students by using structures and practices that support cooperative learning. In recent years, Cooperative Learning (CL) provides a good method for teaching-learning process. According to Açıkgöz (1992), cooperative learning (CL) is a process in which students learn by working in small groups and helping each other's learning for a common aim. By constructing learning groups in which students can collaborate, teacher can ensure that every student is engaged in positive and caring alliances with peers. When implemented properly, Cooperative Learning can provide an ideal way to cultivate supportive relationships between students. The cooperative learning model is applied with different methods in education. The forefronts of these methods are: Learning Together, Student Teams Achievement Divisions, Group Investigation, Let's Ask and Learn Together, Jigsaw and Reading-Writing-Presentation. In this study, the Group Investigation methods were used. Using cooperative learning in the classroom has positive effects on interethnic relationships, the development of English proficiency, acceptance of mainstreamed academically handicapped students, self-esteem, liking of self and others, also attitudes toward school and teachers.

- a. When students work together toward a common goal, academic work becomes valued by peers.
- b. Students are motivated to help one another learn.
- c. Students take responsibility for their own learning.
- d. Students translate the teacher's language into kid talk for one another.
- e. Students learn to see situations from another's viewpoint, justify their own viewpoints, and analyze ideas.
- f. Students have fun learning.

Group investigation is an organizational approach that allows a class to work actively and collaboratively in small groups and enables students to take an active role in determining their own learning goals and processes. Group investigation method requires the students to form small groups, plan and implement their investigation, synthesize the group members' findings, and make a presentation to the entire class. This method is viewed as a solver for the problem stated above. Adopting this method, teacher is expected to be able to run the teaching learning process effectively, especially teaching of reading. They will work in groups by explaining given materials. Thus, when teacher put the students in groups he or she has to ensure that the students whose levels are different are put together. The activity offered in Group investigation is interesting so that the students will feel the new atmosphere in classroom and are interested in learning reading. In addition, there are also some results from the other studies in using group investigation technique. The conclusion is this

technique can bring a good atmosphere in learning and fun activity with the other classmates. Also, it brings more creativity for the teacher to choose best materials for teaching and increasing the way of thinking of students to solve some tasks.

According to Slavin in Cooperative learning (2005: 218) said that in the Group Investigation Strategy, the students work through six stages:

- a. Identifying the topic and organizing students into group.
 - 1) The students scan source, propose topics, and categorize suggestions.
 - 2) The students join the group studying the topic of their choice.
 - 3) Group composition is based on interest and heterogeneous.
 - 4) The teacher assists in information gathering and facilitates organization.
- b. Planning the learning tasks.

The students make the planning together: about what we will learn? How we learn? What the purposes we investigate the topics? And divide the assignment.
- c. Carrying out the investigation.
 - 1) The students gather the information, analyze the data, and reach conclusions.
 - 2) Each group member contributes to their group effort.
 - 3) The students share their mind, discuss, clarify, and synthesize all of the idea.
- d. Preparing a final report.
 - 1) Group members determine the essential messages of their topic.
 - 2) Group members plan what they will report and how they will make their presentation.
 - 3) Group representative form a steering committee to coordinate plans for the presentation.
- e. Presenting the final report.
 - 1) The presentation is made to the entire class in a variety of forms.
 - 2) Part of the presentation should actively involve the audience.
 - 3) The audience evaluates the clarity and appeal of presentation according to criteria determined in advance by the whole class.
- f. Evaluation
 - 1) The students share feedback about the topic, about the work they did, and about their affective experiences.
 - 2) The teacher and student collaborate in evaluating student learning.
 - 3) Assessment of learning should evaluate higher-level thinking.

Research Methods

This study used descriptive qualitative research which is aimed at obtained a deep understanding of a

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specific organization or event, rather than surface description of a large sample of a population. It provides a better understanding through firsthand experienced, truthful reports, and quotations of actual conversations. It aims to understand how the participants derive meaning from their surroundings, and how their meaning influences their behavior. Qualitative research, in contrast, focuses on understanding social phenomena from the perspective of the human participants in natural settings. It does not begin with formal hypotheses, but it may result in hypotheses as the study unfolds (Donald, Ary. 2010:22).

This study is conducted to describe about the implementation of group investigation technique in teaching reading of descriptive text to seventh grader students smpn 2 sidoarjo. The researcher used non-participant observation since the researcher was not involved in the teaching and learning process. The main data was obtained from observations using observation checklist and field note, interview, and students' task.

The subject of the study is the Seventh grade students of SMP Negeri 2 Sidoarjo. The research was conducted to the 34 students of class VII-6 in February at the date of 4, 6, and 11 on the second semester in academic year 2014/2015. It's implemented according to the schools daily. The researcher chooses to conduct the research there because the group investigation technique is has been used on this school. The researcher was only observing the teaching learning routine of how the technique is being implemented in the classroom.

The researcher uses three instruments in having this research done: observation checklist and field note, interview, and reading task. The source of the data is taken from the classroom observation and classroom activity when the group investigation technique is being implemented. The researcher use observation checklist and field notes to obtain the data for answering the first research question. The researcher also uses interview to support the observation data. The interview is conducted to get the information related to the students' responses towards the implementation of group investigation technique activity in teaching reading descriptive text. The interview data are used for answering the second research question. Moreover, the reading task is given after the teaching of descriptive text is conducted to see the students understanding in reading descriptive text. The result of the task is used to answering the third research question.

The instruments used in this research, associated with this research being a descriptive qualitative research, are the researcher himself. The researcher also used other instruments to support him collecting data in conducting research which are:

1. Observation checklist and field note

Observation checklist and Field note is used in obtaining the data during the observation process. There were used as a

guide in determining which aspects of the teaching learning process are the key phenomena to observe, and which aspects can be put aside. Donald Ary once said that field notes is the most common method of recording the data collected during observation. And observation is a basic method for obtaining data in qualitative research and is more than just "hanging out". The researcher will have the observation while the English teacher is teaching in front of the class. It is done so that the researcher gets any information needed in terms of the eligibility of the implementation of "group investigation" activity in the classroom considered which is based on the criteria stated in the observation sheet.

2. Interview

Interview is a meeting of two persons to exchange information and idea through question and responses, resulting in communication and joint construction of meaning about a particular topic. Interview is used to evaluate of student condition in learning and teaching process or students' interest towards material. It is done the researcher during reflection by giving the questions to the students and taking note from the interview. According to Seidman (1991) in Glanz's book said that interview is the most suitable data collection method if we are to understand the experiences of others and the meaning they make of them. It means that interview enable the researcher to learn the complexities of the participants' experiences from his or her point of view. The goal is to understand each participant's experiences and perceptions. In this study the writer used semi structure interview, in this case the interviewer gives questions to the students. The questions are attached. They are about the use of group investigation method in teaching reading ability.

1. Do you like English lesson?
2. Are you often read about English text?
3. What is your opinion about reading lesson with group investigation?
4. Do you like it? Why?
5. Does the group investigation technique help you to understand the descriptive text better?

3. Reading Task

Reading task is used to measure whether the students have understood what they have read. The purpose is to find specific information, so the comprehension questions will focus on that information. Research has demonstrated that students of varying abilities and ages can improve their ability to comprehend new texts and monitor their own comprehension after receiving instruction in

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question-answer relationships (Pearson, 1985). In order to measure the students reading comprehension, several type of question in reading task has been prepared such as:

1. Identifying information (True/False/Not given)

In this type of question, you are given a number of statements and are asked: 'Are the following statements agree with the information in the text?' You have to write 'True', 'False' or 'Not given' in the boxes on your answer sheet. It is important to understand the difference between 'False' and 'Not given'. 'False' means that the statement contradicts the information in the text. 'Not given' means that the statement neither agrees with nor contradicts the information in the text. You must be careful not to use any information you already know about the topic of the text when choosing your answer. This type of question tests your ability to recognize specific information given in the text.

2. Matching information

In this type of question, you have to find specific information in the paragraphs of a text. You will need to write the letters of the correct paragraphs on your answer sheet. Not every paragraph may be used and some paragraphs may be used more than once. This type of question assesses your ability to scan a text in order to find specific information. It focuses on specific information rather than the main idea. You may have to find: specific details, an example, reason, description, comparison, summary or explanation.

3. Matching picture with description word

In this type of question, you have to match the specific picture with the options word which describes the picture the most. This type of question tests your ability to recognize relationships and connections between picture and the describing text.

4. Sentence completion

In this type of question, you have to fill in a gap in each sentence by choosing words (it can be found from the text or words that has been provided in the instruction). You must write the words you choose on the answer sheet. This type of question tests your ability to find detail/specific information appropriate to the sentences.

To see the students reading comprehension, the researcher set an indicator for analyzing the students' task which is conducted with the group investigation technique.

The data of this research are obtained through direct observation, interview, and reading task. During the observation, the researcher takes part in the classroom as an observer who is responsible in making notes and filling the observation checklist during the teaching learning process in the classroom. While by doing interview, the researcher obtains the data in terms of the students' responses. The last is reading task to see the students reading comprehension in group investigation technique which is taken along with the implementation of the group investigation technique.

The data collected from the classroom were analyzed according to the fact in the field which is described descriptively. The researcher selected and identified the data from observation checklist, field note, interview, and reading task which is relevant with the research questions. The data of observation checklist and field note were analyzed by describing what happen during the teaching learning process of "group investigation" activity. The researcher also uses the analysis of the students' responses to process the data obtained with interviewing some students with prepared questions. By doing so, the researcher expects to find out the students' responses after "group investigation" activity is applied during the teaching learning process of reading descriptive text in the classroom. The researcher analyses the students reading comprehension by giving them a reading task in group investigation activity. This way he will be able to gain more data of the students reading skills. Finally, the researcher made a conclusion.

Results and Discussion

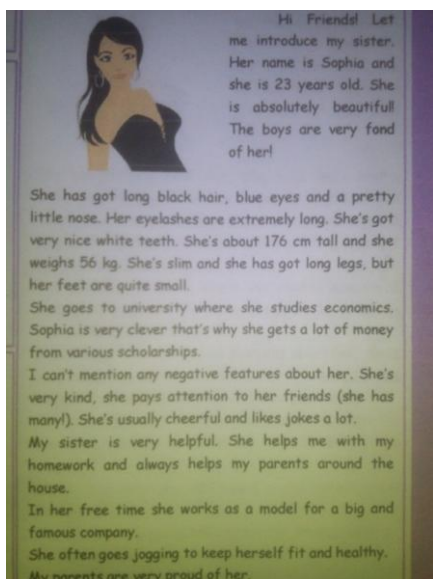
Result of Students Reading Task in Group Investigation

Reading task was the instrument which could answer the 3rd research question. It was given as a part of group investigation activity. The researcher set an indicator for analyzing the students' task. The researcher set lowest result to *Adequate* as the standard. It is show that the students manage to do the task and understand the material well. Below is the indicator that will show the students reading comprehension.

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	Failing	Adequate	Good	Excellent	Perfect
COMPREHENSION	Student answers resulted from the comprehension questions correctly.	Student answered result at least 60% of the comprehension questions correctly.	Student answered result 75% of the comprehension questions correctly.	Student answered result 90% of the comprehension questions correctly.	Student answered result 100% of the comprehension questions correctly.

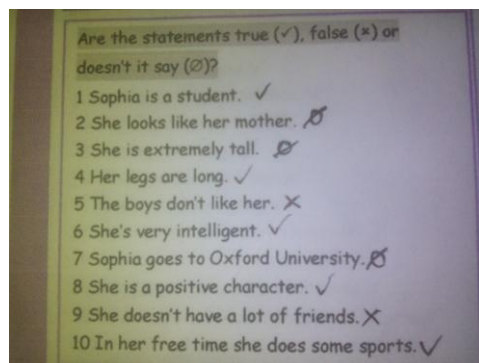
The student task is a descriptive text about person. It is entitled "My Fabulous Sister" and it consists of seven paragraphs with five sections. Below are the descriptive text used to see the students reading comprehension.



4.1.3.1 Descriptive text

The students are expected to complete each section with suitable information from the text (except for section three). On section one, the type of task is Identifying information (True/False/Not given). Each

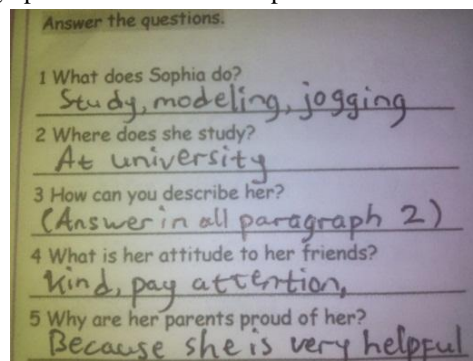
group has to give a symbol of true (√), false (×), or not given (Ø) in the end of the statements according to the descriptive text. Below is the example of section one.



4.1.3.2 Section One

Based on the result of student task, group 6 successfully answered each statement with the right symbol. While the group 3 making the most wrong answer with 4 numbers of mistakes. Out of ten statements in section one, most of the group who has wrong answer was failed to identify the statements in the number 2, 7, and 10. The right answer for the number 2 and number 7 is (Ø) because the text doesn't say or given information about the statements in the number 2 and number 7. And for number 10, the right answer is (√) because the text does give information in paragraph seven. It said "She often goes jogging to keep herself fit and healthy". The word jogging here is indicated as a sport conducted by the sister.

Next is section two, the type of the task here is matching information. Each group has to answer the question based on the specific information in the paragraphs. Below is the example of section two.



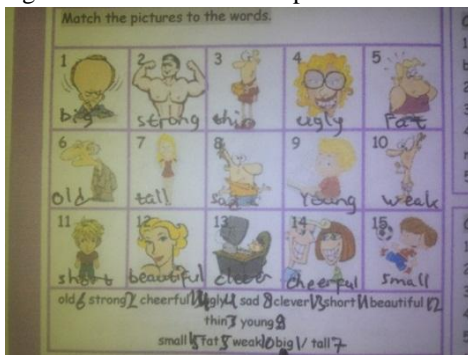
4.1.3.3 Section two

Based on the result of student task, no group were successfully answered the entire question right. Moreover, group one couldn't make a single right answer in this section. Out of five questions in section two, most of the group has made wrong answer in the questions number 4 and number 5. For the question number 4, the question was "What is her attitude to her friends?". The right answer of number 4 can be found in paragraph four. There was mentioned that "She's very kind, she pays attention to her friends". And for the question number 5, the question was "Why are her parents proud of her?". The right answer of number 5 can be found in paragraph five. There was mentioned that "My sister is very helpful. She helps me with my

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homework and always helps my parents around the house”.

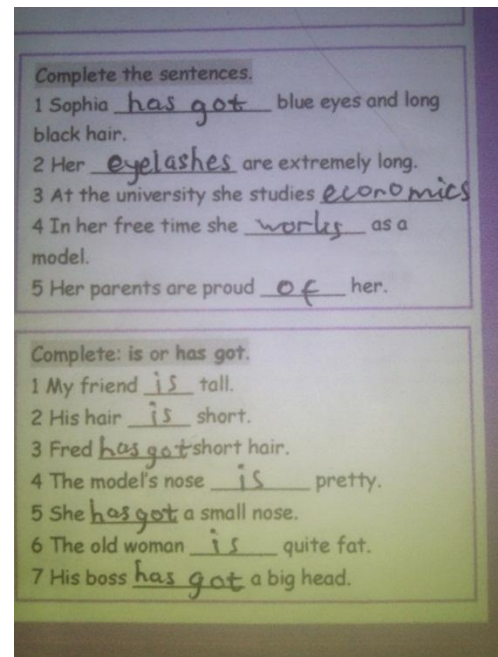
Next is section three, the type of the task here is matching picture with description word. Each group has to choose the right word which described picture on the box above. There are 15 pictures and 15 described word to be matched. They can answer it by write down the descriptive word the box with the picture or by giving specific number of picture near the description word. This section has nothing to do with the descriptive text entitled “My Fabulous Sister”. Instead, this section was to see the ability to recognize relationships and connections between picture and the describing text. Below is the example of section three.



4.1.3.4 Section three

Based on the result of student task, no group was successfully answered it without a mistake. Best group with the lowest mistake is group 3, they only make two mistakes in number 1 and number 9. While the group 6 was making the most mistakes with only 6 answer right. Out of 15 pictures to be described, most of the group has made wrong answer in the pictures number 7, 9, 13, and 15. The right answer of picture number 7 is “tall” and it was confused with picture number 3 which is “thin”. Next right answer of number 9 is “young” and it was confused with picture number 13 which is “clever”. And the last, the right answer of number 15 is “small” and it was confused with picture number 14 which is “cheerful”.

Last is section four and five, the type of the task here is sentence completion. For the section four, each group has to find the right word and complete the sentences from the descriptive text entitled “My Fabolous Sister”. And for the section five, each group has to choose the right word provide in the instruction and it does not related to the descriptive text entitled “My Fabolous Sister”. Section four is consist of 5 numbers of questions and section five is consist of 7 numbers of questions. This section has nothing to do with the descriptive text entitled “My Fabolous Sister”. Below is the example of section four and section five.



4.1.3.5 Section four and Section five

Based on the result of student task, group 6 was successfully answered all question in section four and section five without a mistake. Most of the other groups has made wrong answer in number 1 of section four and in number 2, 5, and 6 in section five. The right answer of picture number 1 of section four is “has got” which can be found in first line of the second paragraph, but some of the group only answer it “has” which is incompletely. Next is on the section five, since the answer provided here by the instruction was only “is” and “has got” each group has to choose the right answer according to the sentences they wanted to completed. Some of the groups still confused with the sentences form. Then, for the question number two and number 6 the right answer should be “is” and for the question number 5 the right answer should be “has got”. The complete result of the student reading task in group investigation can be seen in appendix 5 and appendix 6.

The Discussion about The Implementation of Group Investigation Technique

From the result, it shows that the implementation of group investigation technique was conducted on the 2nd meeting. There were 6 stages of group investigation technique that the teacher conducted in according to Slavin (2005), the first three stages were conducted on the 2nd meeting and the rest is continued on the 3rd meeting:

- a. Stage 1 : Identifying the topic and organizing students into group

At the 1st stage, the teacher starts the class with refreshment of the 1st meeting materials about descriptive text. She told the students that the descriptive text about “a person” will be the topic for the group

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investigation technique. Then, she continued with organizing all of the students into several group. Each groups consist of 4 to 5 members students before she begin to distribute the papers about the topic to each group.

b. Stage 2 : Planning the learning tasks

At the 2nd stage, the teacher told each group to make a plan on how will they learn from the paper. Since there are 5 section of question, each group will have to divide the work among the members. Each group then begins to divide the section with each member. After given some times, the students start to do the work.

c. Stage 3 : Carrying out the investigation

At the 3rd stage, the teacher only observes the students works while maintaining the classroom order. She was allowed the students to use the entire source they have like gadget, laptop, or phone to access information they need. Each of students focuses on their each section and tries to solve their section.

d. Stage 4 : Preparing a final report

At the 4th stage, the teacher told the students to prepare for a presentation. Each group was had to choose 1 group representation to deliver their group work in front of the class. The students then begin to mixing each of their member work and selecting 1 person to deliver their result.

e. Stage 5 : Presenting the final report

At the 5th stage, the teacher selects a group randomly to presenting their work. The group which is chosen then sends their representation to present their work. Each group will only presented one section. The teacher coordinates and led the course of the presentation.

f. Stage 6 : Evaluation

At the 6th stage, after every presentation the teacher together with the students evaluate the presentation. The evaluation is conducted together while presentation occurs. The teacher asks to the other students as the audience to give a proper answer or giving another opinion before she does. In the evaluation, the teacher gives a praise and applause to motivate the students without any scoring for their work.

All of the stages were conducted in the classroom in 2 times meeting. The implementation of group investigation technique is finish and then the teacher collected the entire group works. The result of each group works then given to the researcher to be used as a part of data of students work using the group

investigation technique (see appendix 5). From the work, it could be seen that almost all of the section were filled with each group answers. They were able to do the work in group and cooperating with their friends. The technique was successfully create the learning atmosphere in the class more fun and enjoyable for the students.

The Discussion of the Students' Interview

The researcher chooses four students randomly for the interview. It is tenth of the number of all students from the class VII-6. Most of the students like English lesson, but they still faced many difficulties in gathering information from the text. Reading was still considered as the most difficult skill. The student's motivation in reading English text itself may worsen the situation, because the best way to improve our English is simply by reading English text more often.

The students like to study with group investigation technique because they could interact and do the task together. For them, the learning atmosphere in the classroom become more fun and enjoyable, they like to learn using this technique and hoping that this technique will be implemented more often. The students agreed that they can understand the lesson better because of the group investigation technique. As Seidman (1991) said in Glanz's book, the data collected by the interview was suitable for this research. The researcher is able to see the students experience about their learning with group investigation technique. He also can see the point view from the students' eye from the interview result. From the discussion above, it could be concluded that the students' response to the implementation of group investigation technique was good and the technique was suitable with the students' interest.

The Discussion about the Students' Reading Task in Group Investigation

The researcher used reading task to see the students' reading comprehension after the implementation of group investigation technique in reading descriptive text on the end of the 3rd meeting. If we look closer to each of section, some groups have managed to clear at least one section with full right answer. For group 1, 3, 4, and 5 they manage to make all correct answers in section four. Group 6 was managing to make all correct answer in section one, four, and five. And group 2 and 7 did not make even one. But, overall result of each section combined together, group 2 was gained the best result of reading comprehension with 80% (good) while the lowest result was gained by group 1 with 62% (adequate). Still, these results are above the indicator minimum at 60% (adequate). As the theory stated by Pearson (1985), the researcher concluded that the students with each own ability when gathered in group investigation to solve task together by combining their idea could manage to solve the task given by the teacher. The students are able to gain the correct information from

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the text they have read. Thus, the students were able to answer almost all the questions from the students' task right.

Conclusion

Group investigation technique is one of cooperative learning activity for teaching introduced by Slavin (2005). From the analysis, it can be seen that the group investigation technique is successfully implemented to teach reading descriptive text. Based on the observations result of the technique conducted on February 6th and 11th and the result of the students interview and students task, it could be concluded that:

1. In the second meeting, the implementation of group investigation technique was conducted from the stage one until the stage three. The rest of the stages were conducted on the third meeting start from stage four until the stage six. When the group investigation technique is conducted, all of the students show a good interest and effort in the learning activity. They actively involved and communicate with their members together to solve the task. The guidance of the teacher when implementing this technique is good so the students can understand procedure of the technique. The teacher was successfully maintained the classroom order. Up until the third meeting, the condition of the class is maintained better. Until the end of the implementation of group investigation technique, the student was showed some good interest to the teacher questions and giving answer correctly.
2. The students' response toward the implementation of group investigation technique was good. All of them like English lesson, but they occasionally reading English text. The technique was helping them to understand better and they were enjoying learning using the group investigation technique. They got some interest in the technique and suggested that it should be applied more. They like the technique and wanted the teacher to use it more often in the classroom. The technique was suitable with the students' interest.
3. After the implementation of the technique, the reading task was conducted and the result was satisfying. Based on the result from student reading task in group investigation, there is no group with the result of Failing. Adequate result was the lowest result from the students reading task, and Good result was the highest result they can gained. It means that the students reading comprehension after the implementation of the group investigation technique is good. The students were able to comprehend main idea of the reading text they have read. Although none of them got Excellent or Perfect result, the reading comprehension of the students is good.

The researcher concluded that the students with each own ability when gathered in group investigation to solve task together by combining their idea could manage to solve the task given by the teacher. The students are able to gain the correct information from the text they have read. Thus, the students were able to answer almost all the questions from the student's task right.

Suggestions

In order to make the technique successfully implemented in teaching learning process, the researcher formulated some suggestions for the English teacher and for future researchers.

a. For English teachers

The teachers should be more creative in reading class to avoid boredom. This group investigation technique could be one of many ways to conduct teaching reading in the classroom to create a good atmosphere for learning English lesson. They also have to be more selective and able to gather newest materials for teaching. And also, make the materials for teaching more interesting by providing pictures, colors, ect. to increase students motivation. The last is to don't forget to give praise for their effort is highly recommended.

b. For future researchers

This study can be a reference to another study with cooperative learning technique. Thus for a study who wants to implemented the group investigation technique for other skills such as speaking, writing, and listening to teach in other kinds of texts. Thus, the other researcher can modify the technique in order to find appropriate way to deliver the teaching materials in the classroom.

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