

THE IMPLEMENTATION OF GROUP INVESTIGATION IN TEACHING READING (A QUASI-EXPERIMENTAL RESEARCH AT SMAN 24 BANDUNG)

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Received on 28 February 2021 / Approved on 14 April 2021

ABSTRACT

This study aims to find out the effectiveness of Group Investigation method in improving students' reading ability. This quasi-experimental research design was involved 64 students of SMAN 24 Bandung as the participants. This study used a type of data collection technique including pre test and post test. The conceptual framework for the study included the independent variable of teaching method, and dependent variable of students' ability in reading. The experimental study was conducted within this framework by using non parametric test. The results of data analysis show that Group Investigation could facilitate the students in improving their reading ability. It can be seen from the result of mean rank and Mann-Whitney U. Furthermore, the results of the pre test and post test indicate that students' reading ability improved in four indicators, encompassing identifying the explicit information, identifying the main idea of the text, identifying the purpose of the text, and identifying the implicit information of the text. Meanwhile, the results of test in control group indicate that the students' reading ability improved in two indicators, encompassing identifying the purpose of the text and identifying the synonym of the words. Due to the limitations of the study, it is recommended for other researchers to introduce Group Investigation gradually into the classroom and practice it before the class undertakes a full-scale investigation project and to observe the students' social interaction skill in the classroom. It is also recommended for every teacher who wants to use this method to fully competent at implementing this method. Despite the need for the further research, this method can be used as a method in teaching reading to EFL learners.

Keywords: reading ability, Group Investigation

ABSTRAK

Penelitian ini bertujuan untuk mengetahui keefektifan metode Group Investigation dalam meningkatkan kemampuan membaca siswa. Rancangan penelitian kuasi eksperimen ini melibatkan 64 siswa SMAN 24 Bandung sebagai partisipan. Penelitian ini menggunakan jenis teknik pengumpulan data yang meliputi pre test dan post test. Kerangka konseptual untuk penelitian ini meliputi variabel dependen metode pengajaran, dan variabel independen kemampuan membaca siswa. Studi eksperimental dilakukan dalam penelitian ini dengan menggunakan uji non parametrik. Hasil analisis data menunjukkan bahwa Group Investigation dapat memfasilitasi siswa dalam meningkatkan kemampuan membaca. Hal ini terlihat dari hasil mean rank dan Mann-Whitney U. Selanjutnya hasil pre test dan post test menunjukkan bahwa kemampuan membaca siswa meningkat pada empat indikator, meliputi mengidentifikasi informasi eksplisit, mengidentifikasi gagasan utama. Teks, mengidentifikasi tujuan teks, dan mengidentifikasi informasi implisit dari teks. Sementara itu, hasil tes pada kelompok kontrol menunjukkan bahwa kemampuan membaca siswa meningkat pada dua indikator, yaitu mengidentifikasi tujuan teks dan mengidentifikasi sinonim kata. Karena keterbatasan penelitian, disarankan bagi peneliti lain untuk memperkenalkan Group Investigation secara bertahap ke dalam kelas dan mempraktikkannya sebelum kelas melakukan proyek investigasi skala penuh dan untuk mengamati keterampilan interaksi sosial siswa di dalam kelas. Juga disarankan bagi setiap guru yang ingin menggunakan metode ini agar kompeten dalam menerapkan metode ini. Meskipun perlu penelitian lebih lanjut, metode ini dapat digunakan sebagai metode dalam pengajaran membaca kepada pelajar bahasa Inggris.

Kata Kunci: kemampuan membaca, Group Investigation

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INTRODUCTION

Reading is one of the most important skills in English language learning besides listening, speaking, and writing. It is an important skill for our life and academic life. For our life, it enables us to gain the knowledge from many sources (Alderson, 2000, p.x). By reading, we can get more knowledge from many written sources. For academic life, Mikulecky and Jeffries (1996, p.1) state that reading can improve other general language skills and help to think in the target language, enlarge vocabulary and improve writing skill.

However, many students have difficulties in reading. McLaughlin (1987) cited in Celce-Murcia (1991) states that reading is the most complex and difficult skill students should master at school. There are several reasons causing reading difficulties for students, one of which is ineffective teaching method used by classroom teacher. One of the reasons that make reading difficult for students is ineffective teaching method used by classroom teacher (Westwood, 2001, p.26).

An effective method used by the teacher in the classroom plays an important role for the students to comprehend reading materials (Westwood, 2001, p.26). Ineffective teaching method will make the students find it difficult to comprehend the text. The result of the observation in the research site showed that the English teacher used teacher-centered method in teaching reading. The students just listened to the teacher's explanation in front of the classroom without any interaction between them. This teaching method makes the students passive in teaching learning process. In fact, reading is an active process that involves the reader and the reading material in building meaning (Anderson, 1999, p.1). Because of that, it was found that the students' ability in reading tended to be lower than that was expected.

Due to that fact, the teacher should help the learners to learn reading effectively by using effective teaching method which can make them achieve the purpose of learning

and improve their reading skill. Moreover, individual's responsibility is still the key to success in learning. One of the teaching methods that emphasize on group work and individual responsibility is Group Investigation Cooperative Learning. Through this method, students become active in the learning process, because they will learn more through a process of constructing and creating, working in group and sharing knowledge (Slavin, 1995, p. 111). Group Investigation is one of the methods in Cooperative Learning in which the classroom is reorganized into a community of inquirers, which makes Group Investigation more unique than other cooperative learning methods that focused on individuals and not on interactive, cooperative groups (Slavin, 1995, p. 111; Thelen, 1981 cited in Sharan, et al, 2006).

Moreover, Group Investigation, developed by Sharan and Sharan (1992) at the University of Tel Aviv, is a general classroom-organization plan in which students work in small groups using cooperative inquiry, group discussion, and cooperative planning and projects (Sharan and Sharan, 1992). Basically, Group Investigation involves the integration of four essential features: investigation, interaction, interpretation, and intrinsic motivation (Sharan & Sharan, 1992 cited in Tsoi, Goh and Chia, 2003, p.2).

A number of studies have investigated the implementation of Group Investigation in teaching science (e.g., Doymus and Akcay, 2012; Tsoi, Goh and Chia, 2003; Nasrudin and Azizah, 2010), in social psychological science (Simsek, et al, 2010), and in interdisciplinary core program (Huhtala, 1994) which can improve students' achievement. However, to the researcher's knowledge, research on the use of Group Investigation in teaching reading in Indonesian context has been conducted by few researchers (e.g., Mabrurroh, 2011; Zulkifli, Mahdum, and Zismulatif, untitled). The result of their studies showed that Group investigation method can improve students' reading ability. Those studies show that Group Investigation can help the students to improve their achievements in learning, and students

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enjoyed in the classroom. None of the studies was conducted in senior high school. They were undertaken in junior high school and university level.

Based on the facts above, this study aims to fill the gap by investigating the implementation of Group Investigation in teaching reading at one senior high school in Bandung. Thus, the problem in this study is Can Group Investigation facilitate the students in improving their reading ability?

LITERATURE REVIEW

Overview of Group Investigation

Since Group Investigation is one of the teaching models of cooperative learning, the explanation about cooperative learning comes first. It discusses the definition of cooperative learning. Cooperative learning is a teaching method in which students work in small groups to help one another learn academic content (Slavin, 1995, p. 2). Added by Brown (2001, p. 177), cooperative learning involves students working in pairs or groups, and they share information in order to achieve goals successfully. All cooperative learning models share the idea that students work together to learn and to be responsible to their teammates' learning as well as their own (Olsen and Kagan, 1992).

There are six models of cooperative learning, such as Write Pair Share, Group Investigation, Students Team Achievement Divisions, Team-Games-Tournament, Team Assisted Individualized and Jigsaw (Sharan, et al, 2006; Slavin, 1995; Robinson, 1991). Group Investigation is the most unique and successful of the task specialization methods in cooperative learning (Slavin, 1995, p. 111). In contrast to the cooperative learning models which are largely structured around traditional texts and classroom materials, Group Investigation is an interest-based study of topic selected by the teacher (Sharan & Sharan, 1976 cited in Robinson, 1991). In Group Investigation, the classroom becomes reorganize into a community of inquirers which select subtopics and carry out a learning

plan. Those reasons make Group Investigation is more unique than other cooperative learning models that focused on individuals and not on interactive, cooperative groups (Thelen, 1981 cited in Sharan, et al, 2006). Below is the definition of Group Investigation based on Slavin,

Group Investigation is a form of cooperative learning that dates back to John Dewey, but has been refined and researched in more recent years by Shlomo and Yael Sharan and Rachel Herts-Lazarowitz in Israel (1995, p.112).

Group Investigation was proposed by Dewey who viewed cooperation in the classroom as a prerequisite to dealing with the complex problems of life in a democracy (Slavin, 1995, p. 112). Furthermore, Dewey states that the goal of education basically was to develop socially responsible citizens who understand how to work together to solve problems and construct knowledge (Zingaro, 2008, p. 2). He saw that the classroom is a cooperative enterprise where teacher and pupils build the learning process on mutual planning based on their respective experiences, capacities, and needs. Dewey then argues that the educational environments should mirror real-world democracies in that the students have the opportunity to make choices and discuss ideas and thoughts. (Zingaro, 2008, p. 2).

The criteria in the Dewey's classroom then continue on in the implementation of Group Investigation. Group Investigation then has been refined and researched by Shlomo and Sharan (1992) at the University of Tel Aviv. Furthermore, Sharan and Sharan (1992), and Zingaro (2008) state 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. This method was based on the constructivist psychology of cognition that knowledge is acquired through person's interaction with the social and material

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environment (Zingaro, 2008, p. 3). Moreover, Huda (2011, p. 123) states that Group Investigation method is more emphasis on student's choice than applying several techniques of teaching in the classroom. It means that Group Investigation method allows the students to have more interaction with other students in teaching learning process.

Since the students are active participants in this method, the role of the teacher in the class is a resource person and a facilitator who help out students with any difficulties. The teacher may do several ways, such as: listening to their problems, encouraging the students, reacting nonjudgmentally, giving advice, and so forth (Slavin, 1995, p. 113; Mitchell, et al, 2008, p. 391; Zingaro, 2008, p. 2).

Principles of Group Investigation

There are four principles of Group Investigation based on Tan, Sharan and Lee (2006, p.10) called the four "I's": investigation, interaction, interpretation, and intrinsic motivation.

Investigation refers to the interactive cooperative groups. In Group Investigation, the students are divided into the small interest groups and the classroom becomes reorganized into a community of inquirers (Thelen, 1981 cited in Tan, Sharan and Lee, 2006). In applying Group Investigation, this principle plays an important part of teaching and learning process. The students were grouped into the small interest group by the teacher in order to build interactive cooperative groups not individuals. The teacher asked the students to investigate their own problems in reading.

Moreover, interaction refers to the discussion group. In Group Investigation, the students are given ample opportunity for intellectual as well as interaction at each stage (Tan, Sharan and Lee, 2006, p.11). This means that in Group Investigation, students interact with other members in their group in order to discuss their main topic.

The next principle is interpretation. It is a must in doing Group Investigation. The students should gather the information from

many sources (Tan, Sharan and Lee, 2006, p.11), and they should interpret the collected information to synthesize their ideas that can lead to better understanding of the meaning of their inquiry.

The last principle of Group Investigation is intrinsic motivation. In Group Investigation, teacher allows the students to determine what and how they will learn (Tan, Sharan and Lee, 2006, p.11). This method capitalizes on the students' personal interest and opportunity to direct their own study in groups. This become vital for stimulating students' genuine motivation to seek the information they need.

It can be concluded that Group Investigation is different from other models of Cooperative Learning. In group investigation, students are carrying out their own inquiry into the topic selected for exploration and study.

Procedures of Group Investigation

The procedures of the implementation of Group Investigation proceeds through a sequence of six stages or phases that serve as general guidelines for teacher in the management of this instructional process (Sharan & Sharan, 1992; Slavin, 1995; Huhtala, 1995; Tsoi, Goh and Chia, 2004; Tan, Shlomo and Lee, 2006; Zingaro, 2008; Hosseini, 2014).

Stage 1:

The teacher presents a multi-faceted problem to the whole class and students choose an interest group. The problem is often derived from the curriculum. Presentation of the problem that will be investigated can be supported by a display of a wide variety of resource of materials like books, pictures, videos and newspapers to arouse the students' curiosity and stimulate their interest in inquiry. Then based on it, the students generate the questions. All the questions are categorized into subtopic that will be investigated by the group (Sharan & Sharan, 1992; Slavin, 1995; Huhtala, 1995; Tsoi, Goh and Chia, 2004; Tan, Shlomo and Lee, 2006; Zingaro, 2008; Hosseini, 2014).

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Stage 2:

Groups plan their investigation. From the list of the questions, they choose the questions that are related to the subtopic add a few more questions for their investigation. The students determine the resources they need. Depending on the nature of the topic, member of the group may divide the study tasks amongst themselves. They also may set out a work plan to direct to their activities over a period of time. (Sharan & Sharan, 1992; Slavin, 1995; Huhtala, 1995; Tsoi, Goh and Chia, 2004; Tan, Shlomo and Lee, 2006; Zingaro, 2008; Hosseini, 2014).

Stage 3:

Groups carry out their investigation. The students proceed with implementing their plan. They locate information from a variety of sources, organize and record the data. They report their findings to their group mates. Together they discuss, analyze, interpret and integrate their findings in preparation for producing a product will reflect everyone's efforts (Sharan & Sharan, 1992; Slavin, 1995; Huhtala, 1995; Tsoi, Goh and Chia, 2004; Tan, Shlomo and Lee, 2006; Zingaro, 2008; Hosseini, 2014).

Stage 4:

Groups plan their presentations. Groups plan how to present to, or teach, their classmates the essence of what they have learnt from their investigation. The groups decide which of their findings to share with the class and how best to present them. The emphasis is on the presenting the main ideas and the conclusion of their investigation. The presentation can assume many forms, such as an exhibit, a skit, a role play, a model construction, a demonstration experimental, a written report, posters, or even a power point slide show. There are innumerable possibilities that go far beyond having students give verbal presentation to the class that would very likely be far more interesting than such a presentation by the teacher (Sharan & Sharan, 1992; Slavin, 1995; Huhtala, 1995; Tsoi, Goh and Chia, 2004; Tan, Shlomo and Lee, 2006; Zingaro, 2008; Hosseini, 2014).

Stage 5:

Groups make their presentations. Each group presents one aspect of the general problem they have investigated. Each group learns different facets of the same problem from the other groups (Sharan & Sharan, 1992; Slavin, 1995; Huhtala, 1995; Tsoi, Goh and Chia, 2004; Tan, Shlomo and Lee, 2006; Zingaro, 2008; Hosseini, 2014).

Stage 6:

Teacher and students evaluate the projects. The students and the teacher evaluate each group's contribution during the presentation. The evaluation takes into consideration the following: a) the final product of the group, b) the knowledge and the students acquired in the course of the investigation, c) how well the process of investigation was carried out by the group, d) the individual's experience during the process of investigation. (Sharan & Sharan, 1992; Slavin, 1995; Huhtala, 1995; Tsoi, Goh and Chia, 2004; Tan, Shlomo and Lee, 2006; Zingaro, 2008; Hosseini, 2014).

Overview of Traditional Whole Class Method

Since the teacher in the research site used Traditional Whole Class Method for teaching reading in the classroom, this study used this method in control group as the comparison with Group Investigation method. The Traditional Whole Class method refers to the traditional learning method focused on competitive learning (Slavin, 1995). It can be described as a one-way communication system in which, for most of the time, teachers talk and pupils listen, and when pupils' contributions are restricted in terms of both length and quality (Tanner, et.al, 2005; Wang, 2007). Moreover Traditional Whole Class method is defined as the situation when a teacher directs students to learn through memorization and recitation techniques thereby not developing their critical thinking problem solving and decision making skills (Sunal, et al. 1994 cited in UKessays, 2013).

Traditional teaching style is affected by behaviorists (Wang, 2007, p. 24). Since the

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teachers determine what students have to learn from general principles in relation to some particular facts or events, he/she may design her/his classroom techniques based on the evidence they observed from the students learning behaviorist (Wang, 2007, p. 24).

In traditional Whole Class method, the class is considered as a whole and the teacher teaches students within a common framework (Harmer, 2007, p. 161). Furthermore, Harmer (2007, p. 161) and Wang (2007, p. 26) explain that Traditional Whole Class method is the most common teacher-student interaction where students sitting in rows listening to a teacher who stand in front of them.

The implementation of Traditional Whole Class Method in the classroom is teacher-centered approach in which teacher is acting as a controller (Harmer, 2007, p.161, Wang, 2007, p. 26). The teacher does a lot of talking, and directs students learning. This method allows teachers to give explanation and instructions for the class in general. Harmer (2007, p.162) also argues that this method forces every students to do the same thing at the same time. Moreover, Wang (2007, p. 26) states that in this method, the students passively receive what the teacher instructs since the learning process is just one way communication.

In the implementation of Traditional Whole Class Method, the discussion and activities among peers are seldom since there are no cooperative instructions in teaching learning process (Wang, 2007, p. 6). Furthermore, Wang (2007, p. 6) argues that in order to get high scores and individual schools, the individual competition is indispensable.

Related to teaching reading, this method was used by English teacher in the research site for teaching reading. He gave the explanation and instruction to the whole class in one time by using the board. The seating of whole-group classes was orderly rows where teacher may have a clear view of all the students and the students may all see the teacher. Harmer (2007, p. 162) claims, orderly rows seating allow the teacher to work with the whole class by using the board or an overhead projector.

It can be concluded that Traditional Whole Class method is one of the teaching method in which the teacher directly transferred the knowledge to the students.

Principles of Traditional Whole Class Method

Wang (2007, p. 24) argues that traditional teaching style is affected by behaviorists. He further explains that the teachers in Traditional Whole Class method determine what students have to learn from general principles in relation to some particular facts or events, he/she may design her/his classroom techniques based on the evidence they observed from the students learning behaviorist (Wang, 2007, p. 24).

In the implementation of Traditional Whole Class method in the classroom, there are some basic principles of Traditional Whole Class method based on Walia (2012, p. 126) and Slavin (1995, p. 51). First, the use of mother tongue as a medium construction. Walia (2012, p. 126) argues that in the implementation of Traditional Whole Class method, the teachers tend to use mother tongue in the classroom. Second, it is more emphasize on reading and writing skills. The use of mother tongue in the classroom makes the students passive especially in speaking, so that this method more effective in teaching reading and writing (Walia, 2012, p. 126). Third, competitive (Slavin, 1995, p. 51). Slavin states that in Traditional Whole Class method, the interaction between students of different ethnic group is typically competitive and superficial. Through this method, the teacher facilitates the learning process (Slavin, 1995, p. 51). Last, in the Traditional Whole Class Method, the students are encouraged to guess unfamiliar words using context clues given by the teacher (Walia, 2012). It aims to help the students in solving their problem related to the unfamiliar word.

From the explanation above, this study adopts those principles of Traditional Whole Class method in teaching. The integration of four principles above was implemented as a tool to improve students reading ability at one senior high school in Bandung.

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Procedures of Traditional Whole Class Method

There are three procedures of Traditional Whole Class method which follow the stages in teaching reading. The procedures proceed through three stages that serve as general guidelines for teacher in the management of this instructional process.

First, pre reading activity. This activity begins by following the concepts of Brown (2011) and Wallace (1992). They state that in the pre reading activity, the teacher may activate the students' existing schematic knowledge. It can be done by giving the class particular key word or key concept, then the students are invited to call out words and concepts they personally associate with the key word provided by the teacher (Brown, 2011; and Wallace, 1992). This activity begins by giving a topic for the students and asks them several questions related to the topic. It aims to activate their background knowledge (Wallace, 1992, p. 91). To activate the students' background knowledge, the teacher may use a particular key word, describe the picture, etc. Then, the students are invited to call out words and concepts they personally associate with the key word provided by the teacher.

Second, while-reading activity. This study aims to encourage the students to take full advantage of the textual context and their own schematic knowledge (Wallace, 1992, p.99). In the implementation of Traditional Whole Class method, this activity begins by explaining the students about the topic. It can be done by showing the example of the text to the students. This activity follows the theory of Wallace (1992, p. 93) which can be done by inviting the students to read in ways which are perceive to be appropriate to the type of the text being presented. Since the teacher is acting as a main source in this method, this activity was done by explaining the materials to the whole class. While presenting the material to the whole class, the teacher gives a chance to students to ask some questions related to the material given by him/her.

Third, post reading activity. In the Traditional Whole Class method, this activity

was done by concluding the material. At the end of the teaching learning process, the teacher may check the students' comprehension. The teacher may ask several questions to the students related to the reading comprehension. It is in line with the statement of Brown (2001) that post reading activity aims to help the students check their reading comprehension and lead them to deeper analysis of the text.

Based on the discussion above, it can be concluded that Traditional Whole Class method that usually used by the teacher at SMAN 24 Bandung is different with Group Investigation method. The differences between both methods can be summarized in the following table.

Table 1. The Differences between Traditional Whole Class Method and Group Investigation (Summarized from Slavin, 1995; Shlomo and Sharan, 1992; and Wang, 2007)

Aspects	Traditional Whole Class Method	Group Investigation Method
Main approach	Teacher-centered.	Student-centered.
Teacher's role	As a knowledge transmitter and the only knowledge source.	As a facilitator and scaffolder for students' learning.
Students' engagement	Students tend to be passive. Learn only from teacher and material.	Students are active participant. Students learn from teacher and groups.
Learning structure	Competitive structure	Cooperative structure.
Students' responsibility for learning	Students are only responsible for their own learning.	Students are responsible for their own learning and their teammates learning.
Learning assessment	Individual scores belong to each student.	Individual scores determine team score.
Form of interaction	Teacher-students interaction.	Teacher-students interaction. Student-student

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		interaction in small groups.
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The Implementation of Group Investigation in Teaching Reading

In connection to teaching reading, Brown (2001, p. 315), Wallace (1992, p. 86), and Iqbaria (2002) propose three stages in teaching reading, such as pre reading, while reading, and post reading stages. Iqbaria (2002) argues that each of the stages has its own characteristics, although they are related to one another. Pre reading stage leads to the while-reading stage and finally to the post reading stage. In pre reading activity, students were introduced with particular text, elicited or provided appropriate background knowledge and activated necessary schemata (Brown, 2001; Wallace, 1992; and Iqbaria, 2002). In this stage, Iqbaria (2002) gave an advice for the teacher to build students' confidence and create security within the students before they approach a reading text. This can be done by activate their background knowledge, schema in regards to the target, or brainstorming (Wallace, 1992, p.91; and Iqbaria, 2002). Moreover, Wallace (1992, p. 88) argues that pre reading activities consist of questions to which the reader is required to find the answer from the text. In activating students' background knowledge, teacher may give the class a particular key word/ key concept, describe the picture, etc. then students are invited to call out words and concepts they personally associate with the key word provided by the teacher. From that fact, it can be said that pre reading activities is important part in teaching reading since it allows the students to bring their own prior knowledge and opinions related to a particular issue given by teacher.

The next stage in teaching reading is while-reading. As a teacher, the role of the teacher for this stage is to encourage and to stimulate the students in regards to the use of the two process, top-down and bottom-up, when they actually tackle any text (Iqbaria, 2002). Moreover, this stage aims to encourage learners to be flexible, active, and reflective readers (Wallace, 1992, p. 93). Flexibility can

be done by inviting the reader to read in ways which are perceived to be appropriate to the type of text being presented. Furthermore, Wallace (1992, p. 99) and Iqbaria (2002) argue that while-reading aims to encourage students to take full advantage of the textual context and their own schematic knowledge. It can be said that while-reading might be more difficult than pre reading stage since it help the students to encourage their critical thinking and increase their comprehension.

The last stage is post reading. According to Brown (2001), post reading stage aims to help students check their reading comprehension and lead them to deeper analysis of the text. This stage helps the teacher to check his/her students' comprehension and to retention of the information of a text that they have already tacked (Iqbari, 2002). Furthermore, he describes that in this stage, the students' focus might be more on a detailed analysis of the text. They might answer comprehension questions, such as Who? What? Where? When? and How?, explain the writer's attitude, work with vocabulary through context, or draw a picture related to the text. It is also very important to have the students share and discuss different ideas related to the reading text. Iqbaria (2002) suggests the students to make a group discussion or work in pairs to discuss the text in order to share the knowledge or get knowledge from one another. From those theories, it can be concluded that in post test stage, the students develop their skills by themselves and they also have a chance to interact with other students.

Concerning the fact above, this study employs the three stages of reading: pre reading, while reading and post reading as follows:

a. Pre reading activity

By following the concepts of Brown (2001) and Wallace (1992), this stage begins by giving a broad topic for the students to select and identify the subtopic based on their interest. Teacher provides the topic about reading, then the students identify their

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difficulties related to reading. The problem is often derived from the curriculum (Sharan and Sharan, 1992; Zingaro, 2008; Slavin, 1995; Huhtala, 1995; Hosseini, 2014; Tsoi, Goh and Chia, 2004). The teacher should present the problem in reading be supported by a display of a wide variety of resource of materials like books, pictures, videos and newspapers to arouse the students' curiosity and stimulate their interest in inquiry. Then, teacher serves as a facilitator and also organizes the students into groups (Slavin, 1995, p. 115). Teacher organizes the students into 2-6 people for each group. It was organized based on students' interest and background (Slavin, 1995).

b. While-reading activity

In while reading activity, students follow the second up to the fifth stage of group investigation. After joining with the groups, each groups try to plan their investigation (Sharan and Sharan, 1992; Zingaro, 2008; Slavin, 1995; Huhtala, 1995; Hosseini, 2014; Tsoi, Goh and Chia, 2004). In this stage, students with their group investigate the topic they have chosen In this stage, each group gathers the information from many sources (from the teacher, internet, English book and other sources). Teacher allows the students to find the sources related to their topic inside and outside the classroom. After the individual groups plan and decide what to seek for in the topic, how to go about it, and how to divide among them then they collaborate in activities like analyzing and evaluating the data they gather from several resources. In doing the investigation, every member of the group discuss their work and exchange idea each other before they come up to the final result.

Finally, students should prepare final report Sharan and Sharan, 1992; Zingaro, 2008; Slavin, 1995; Huhtala, 1995; Hosseini, 2014; Tsoi, Goh and Chia, 2004). Primarily, it is an organizational stage. Slavin (1995, p. 115) argues, this stage is like stage 1 that entails intellectual activities as abstracting the main ideas of the groups' project, integrating all of its parts into a whole, and planning a presentation that will be both in instructive and appealing. In preparing the final report, every

group identifies their findings, connecting their findings to the general problems, and then deciding how to present it.

c. Post reading activity

Post reading will be done by giving evaluation (Sharan and Sharan, 1992; Zingaro, 2008; Slavin, 1995; Huhtala, 1995; Hosseini, 2014; Tsoi, Goh and Chia, 2004). In the last stage, the teacher and the students integrate all of the findings. Teacher evaluates the main ideas of outcome of the inquiry, and then he/she evaluates the factual knowledge to the students. In the end, the teacher and the students were reflecting the students' performance as investigators and group member.

RESEARCH METHODOLOGY

Research Design

This study mostly used quantitative method. The data were processed quantitatively to investigate the implementation of Group Investigation in teaching reading.

This study analyzed the effect of teaching methods in different classroom, so that it is more convenient to use quasi experimental research design. As cited on Simsek, Yiral and Küçük (2013, p. 5), they state that the use of the quasi experiment research design is more convenient when analyzing the effects of teaching methods in different classroom. Quasi experimental design is chosen for a study since the participants are not randomly assigned to the group (Simsek, Yiral and Küçük, 2013, p. 5). It means that this study used purposive sampling including experimental and control group. Frankle and Wallen (2007, p. 99) argue that in purposive sampling, the researchers use their judgment to select the sample that they believe, based on prior information, will provide the data they need. Moreover, in purposive sampling, there are naturally occurring groups or groups to which participants are assigned for reasons other than randomizing as it suggested in true

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experimental design (Frankle and Wallen, 2007; Simsek, Yiral and Küçük, 2013, p. 5). Because of those reasons, this study chose two science classes as the sample.

Furthermore, Best (1989) and Hatch and Farhady (1982) state that quasi experimental research design is used to test hypothesis by acquiring valid conclusion of the relationship between independent variable and dependent variable. Thus, the independent variable in this study was the use of Group Investigation, and reading score was the dependent variable. Experimental design provides a method of hypothesis testing (Hatch and Larazaton, 1991). In doing experimental design, the researcher firstly defined the problem, and then proposed a tentative answer or hypothesis which consisted of null hypothesis and alternative hypothesis.

Moreover, the design of the this study consists of several steps: it has two groups of subject named the experimental and control groups; then the two groups were compared in order to measure the reading score of the students between those groups; after that, both group were given the test twice named pre test and post test. Pre test was given for the first measurement for the same time to measure the dependent variable for experimental and control group. The experimental group was conducted in XI IPA 5 which was taught using Group Investigation method while the control group was conducted in XI IPA 4 which was taught by using Traditional Whole Class method. The design of the quasi experimental is as follows:

G1	(treatment)	T1 X T2
G2	(control)	T1 O T2

Explanations:

G1 : Experimental group

G2 : Control group

T1 : Pre test

T2 : Post test

X : Treatment (using Group Investigation method)

O : Treatment (using Traditional Whole-Class method)

(Hatch & Lazarraton, 1991)

Research Setting and Participant

This study was conducted at SMAN 24 Bandung, West Java. This school was chosen because of two reasons, firstly the location of the school can be easily accessed by the researcher. This reason made the researcher easily manage the time and cost in finishing this study. As McMillan and Schumacher (2001, p. 432) and Frankael and Wallen (2007, p. 91) state in choosing research site, it should make the research more feasible and suitable in terms of time, mobility, and skills. Secondly, after interviewing the English teacher, it was found that most of the students in his class face many difficulties in comprehending the text and the ability of the students in learning English especially in reading material that tended to be lower than that was expected.

The participants selected in this study were second-grade students of SMAN 24 Bandung which consisted of thirty two students for each class. They were chosen because the researcher assumed that both classes had the equal ability in reading. As Hatch and Farhady (1982, p. 7) state in selecting participant, it is based on the historical factors and pre-existing ability. From the data of the students, it was found that all of the students had been learning English since they were in elementary school and in this grade they had been studying English with the same English teacher.

Population and Sample

Population is defined as a group to whom the researcher would like to generalize the results of the study (Fraenkel and Wallen, 2007, p. 91). It aims to identify some phenomena (Santoso, 2008, p. 4). This study was conducted in SMAN 24 Bandung and involved the second grade students as population. There were ten classes of second grade in that school which consists of six science classes and four social classes. Meanwhile, sample is a group in research study in which information is obtained (Fraenkel and Wallen, 2007, p. 90). The sample was taken from or selected from the

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population (Santoso, 2008, p. 6). Two classes were chosen as the sample for this study, i.e XI IPA 5 as the experimental group and XI IPA 4 as the control group, both of the group consists of 32 students for each class. Since this study used quasi experimental research, it employed purposive sampling. It means that the sample is taken based on certain consideration (Simsek, Yiral and Küçük, 2013, p. 5; Frankle and Wallen, 2007, p. 90).

The sample was chosen as the participants because those classes have the same ability in reading. It was proved by gaining their score from the English teacher, from the normality test, and from the mean score of pre test. From the teacher, it was found that the mean score for XI IPA 5 was 63.6 while XI IPA 4 was 63.3. This means that both groups had almost the same ability. Furthermore, from the normality of the test, it also found that both classes had similar score. The normality of the test consists of the result of Mann-Whitney U. The table below shows the result of the normality test of ranks of two groups and the result of Mann-Whitney U. The table below shows the result of the normality test.

Table 2. The Result of Ranks of the Groups

Group	N	Mean Rank	Sum of Ranks
Value 1	32	31.25	1000.00
2	32	33.75	1080.00
Total	64		

Table 2 shows the result of mean rank of pre test in control group and experimental group. The table consists of the total number of participants (N) and the mean rank of two different groups. From the result of the normality test between two different groups, it shows that the mean rank of the control group (XI IPA 4) was 31.25 while the mean rank of experimental group (XI IPA 5) was 33.75. From the result of table 2, it can be seen that both groups had a slight difference score. It means that the pre existing ability between control group and experimental group was almost the same. Furthermore, it was strengthened by the result of pre test, lowest

score, and highest score for each class. The lowest score in control group was 51.3 and the highest score was 85.7. Meanwhile, the lowest score was 54.3 and the highest score was 80. Because of that, XI IPA 4 and XI IPA 5 were chosen as the sample for this study.

Instrument of the Study

This study used one instrument that was a test consisting of pre test and post test.

Pre Test and Post Test

This study employed two tests related to reading in order to measure students' reading skill named pre test and post test. In order to know students' initial ability in reading for experimental and control group. The pre test was administered before the treatment. At the end of the study, post test was administered after the treatment to find out the students' improvement in reading.

Before administering the tests to the real participants, the pilot study was administered. It was conducted before tests were done by the real participants. It aimed to evaluate the quality of the reading test and to try out the test items before giving them to the real participants. The data were collected from 30 students' answer sheets. The test was conducted in the class which had the same level of ability with the real participants. It consisted of 40 items by five alternatives for each. The reading test items were constructed based on Standard Competence //focusing on responding meaning and rhetoric steps of written essay texts accurately, fluently, and acceptably in daily contexts to access knowledge narrative, spoof, and hortatory exposition. The data were analyzed by using Anatest Version 4.0.2 developed by Karnoto and Wibisino. The analysis covered seven aspects: score weights, reliability, group of students, level of discrimination, level of difficulty, correlation between score of each item with the total score, and the effectiveness of distracters.

After conducting pilot study for the test, it was decided that the pre test and post test consisted of 35 multiple choice questions for each test related to the reading, especially

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for hortatory exposition and spoof texts. Multiple choice questions were chosen by the researcher because it was the commonest way of assessing reading (Alderson, 2000, p. 203). Based on standard competence for this semester, the material consists of short functional text and essay of narrative, spoof and hortatory exposition. As a result of interview the teacher, he stated that the students had already learnt narrative text. Because of that fact, the test of this study consisted of two others texts that should be learnt by the students for this semester-hortatory exposition and spoof.

Furthermore, the test were also involved the validity and reliability. A good instrument (whether test or non test) must be valid and reliable (Sugiyono, 2012, p. 169). By using SPSS16, the validity of the test was analyzed with correlation product moment formula. The item was valid if scale item deleted < 0.05 and the item was not valid if scale item deleted > 0.05 . The test items will be valid and makes it qualified to be part of the instrument if the result shows that the entire scale item is lower than 0.05. Meanwhile, reliability refers to the consistency and dependability of the same test that is given on different occasions (Nunan, 2003, p. 310; Brown, 2004, p. 20; Harmer, 2007a, p. 381 & 2007b, p. 167). The reliability coefficient is measured by Kuder-Richardson approach which is ranged from .00 to 1.00. A coefficient of .00 indicates no reliability at all and 1.00 indicates perfect internal consistency of the test (Fraenkel & Wallen, 1993, p. 157). Added by Fraenkel & Wallen (1993, p. 157), reliability of the test should be at least .70 or higher. Based on the result in Anatest, the reliability coefficient of the test was 0.83, it means that the reading test can be used in different occasions because it has high internal consistencies indicating the consistent result of the test.

Procedure

This section consists of procedure of the study and procedure of teaching process. At first, it discusses the procedure of the study which consists of two steps. The first step was

constructing the reading tests. The reading test items were constructed based on *Standar Kompetensi (SK) 11* and *Kompetensi Dasar (KD) 11.2* focusing on responding meaning and rhetoric steps (*langkah rethorica*) of written essay texts accurately, fluently, and acceptably in daily contexts to access knowledge narrative, spoof, and hortatory exposition. Thus, this test only focused on spoof and hortatory exposition because narrative text had been tested by the teacher in the previous semester. Before conducting the test to the real participants, the test items were tried out to thirty students out of the control and experimental group. By looking at the score of every class, the test was conducted in XI IPA 1 which has the same level ability in reading with control group and experimental group. The test consisted of 35 items by five alternatives for each. After analyzing the result of try out test, the last step was conducting the test to thirty two students in the control group and experimental group. Both classes were asked to answer thirty five reading test.

Data Analysis

The data were taken from the two classes of second grade students which consists of 32 students for each class. The analyses of data included one data collection techniques which was a test.

Pre Test and Post Test

This study used several ways in analyzing the test. The first, the data were analyzed by using Anatest Version 4.0.2 developed by Karnoto and Wibisino (2003). Anatest Version 4.0.2 covered seven aspects: score weights, reliability, group of students, level of discrimination, level of difficulty, correlation between score of each item with the total score. It helped the researcher to know the effectiveness of distracters automatically. This analysis was done before conducting the test to the real participants.

The second, the analysis of the students reading test. The test consisted of thirty five multiple choice questions for pre test and post test. The highest score was 100 and the lowest score was 0 with the grading

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formula: the real score divides the total number of the questions then times it with 100. After getting the score, the data would be analyzed by using SPSSV.16. There were three steps in analyzing the students' score in reading test. First, test the normality of the data. This study used Shapiro-Wilk and Kolmogorov-Smirnov. The result of normality test consists of df (degree of freedom), and Significance/Sig. (the low probability of obtaining at least as extreme results given that the null hypothesis is true). After testing the normality of both classes, it was found that the score were under the significance of 0.05. It means that the data were not distributed normally, so that it used non parametric statistics. Howell (2002) cited in (Hall-Larson, 2010, p. 373) states that non parametric statistics are also called distribution-free statistics because they do not require that the data be normally distributed. Moreover, this study used non-parametric statistics to the Independent-samples T-Test because this study has two mean scores from different groups (Hall-Larson, 2010, p. 373). Because the data from the normality test did not fit the assumptions of parametric test, this study analyzed the variable by using Mann-Whitney U test. Hall-Larson, 2010, p. 376 states that when the data did not fit with the assumptions of parametric test, the researcher should use Mann-Whitney U. The result of Mann-Whitney U was based on the score of Asymp. Significance (2-tailed). Last, test the homogeneity of control and experimental group by using Levene Statistic. It is used to know the different variant data. If the significance score was 0.05, it means that null hypothesis is rejected and alternative hypothesis is accepted.

FINDINGS AND DISCUSSION

The Analysis of Pre test of the Groups

The analysis of pre test of the control group and experimental group aims to know the students' reading ability before getting the treatment. The pre tests were given to the two groups in order to know whether they have

approximate level initial reading ability. This section discusses the analysis of pre tests of control group and experimental group. This section consists of the analysis of normality test, the homogeneity test, and the result of Mann-Whitney U test.

Normality Test

The normality test aims to know whether the data was normally distributed or not. The result of normality test determined which formula used in the next step of the analysis. The normality test would show whether the analysis of the data should use parametric test or non-parametric test. The table below shows the result of normality test.

Table 3. The Result of Normality test of Pre Test

Kolmogorov-Smirnov ^a			Shapiro-Wilk		
Statistic	Df	Sig.	Statistic	Df	Sig.
.166	32	.024	.939	32	.041
.160	32	.036	.938	32	.065

Table 3 shows the result of normality test by using Kolmogorov-Smirnov and Shapiro-Wilk. The result consists of df and the significance score between the control group and the experimental group. The normality tests can be seen from the score of significance (Sig.). The significance score between the two groups were lower than 0.05 which means that the data is not distributed normally. From the result of normality test, it can be concluded that this study used non parametric test since the data was not distributed normally (Hall-Larson, 2010, p. 373).

The Homogeneity Test

Homogeneity test aims to know the different variance of the data. This study used Levene statistics to test the homogeneity of the two group variants. The table below shows the result of homogeneity test by using Levene statistics.

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Table 4. The Result of Homogeneity Test of Pre Test

	Levene Statistic	df1	df2	Sig.
Value Based on Mean	.074	1	62	.786
Based on Median	.058	1	62	.811
Based on Median and with adjusted df	.058	1	59.532	.811
Based on trimmed mean	.045	1	62	.833

Table 4 shows the result of homogeneity test of two different groups. The result of homogeneity test can be seen from the value of *based on mean*. The significance score was .786 which means that the score was higher than 0.05. The result of significant score shows that the variant of the two groups were homogeny.

Mann-Whitney U

It has been explained before that the data from the normality test did not fit the assumptions of parametric test, so that this study analyzed the variable Mann-Whitney U. It is in line with Hall-Larson's (2010, p. 376) statement that when the data did not fit the assumptions of parametric test, the researcher should use Mann-Whitney U test. The result of Mann-Whitney U test consists of ranks and the result of Mann-Whitney U statistics. The table 5 shows the result of ranks of the tests of two different groups.

Table 5. The Result of Mean Ranks Score of Pre Test

Group	N	Mean Rank	Sum of Ranks
Value 1	32	31.25	1000.00
2	32	33.75	1080.00
Total	64		

Table 5 shows the result of ranks between two different groups. It can be seen that the in the control group (group 1) the mean rank was

31.25, while the mean rank of experimental group (group 2) was 33.75. Statistically, the result of the mean ranks from the control group and the experimental group shows that the pre existing ability between both groups was almost the same. Furthermore, the result of Mann-Whitney U test can be seen from the table below.

Table 6. The Result of Mann-Whitney U Test of Pre Test

	Value
Mann-Whitney U	472.000
Wilcoxon W	1.0003
Z	-.540
Asymp. Sig. (2-tailed)	.589

Table 6 shows the result of Mann-Whitney U test. It shows that the U-value was 472.00 and the Wilcoxon W score was 1.0003. If the score was converted into 2, the score was -.540. The associated *p*-value was .589. The result of Mann-Whitney U test shows that the result of *p*-value was higher than 0.05. It means that alternative was rejected and null hypothesis was accepted. Statistically, this result shows that there is no difference between the control group and the experimental group. From the result of the Mann Whitney-U test, it shows that both groups have almost the same pre reading ability before conducting the treatment.

The Analysis of Post Test of Groups

The analysis of post test of the control group and experimental group aims to know the students' reading ability before getting the treatment. The post tests were given to the students in control and experimental group. It aims to measure the students' improvement in reading after the treatment. This section discusses the analysis of post tests of control group and experimental group. This section consists of the analysis of normality test, the homogeneity test, and the result of Mann-Whitney U test.

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Normality Test

The normality test aims to know whether the data was normally distributed or not. The result of normality test determined which formula used in the next step of analysis. The normality test will show whether the analysis of the data should use parametric test or non-parametric test. The table below shows the result of normality test.

Table 7. The Result of Normality test of Post Test

Kolmogorov-Smirnov ^a			Shapiro-Wilk		
Statistic	Df	Sig.	Statistic	Df	Sig.
.157	32	.044	.923	32	.026
.158	32	.040	.957	32	.230

Table 7 shows the result of normality test of Kolmogorov-Smirnov and Shapiro-Wilk. The result of df and the significance score between the control group and the experimental group. The normality test can be seen from the score significance. The significance score between the two groups were lower than 0.05 which means that the data was not distributed normally. From the result of normality test, it can be concluded that this study used non-parametric study because the data was not distributed normally (Hall-Larson, 2010, p. 373).

The Homogeneity Test

Homogeneity test aims to know the different variance of the data. This study used Levene statistics to test the homogeneity of the two group variants. The table below shows the result of homogeneity test by using Levene statistics.

Table 8. The Result of Homogeneity Test of Post Test

		Levene Statistic	df1	df2	Sig.
Value	Based on Mean	.635	1	62	.428
	Based on Median	.634	1	62	.429
	Based on Median and with adjusted df	.634	1	61.347	.429
	Based on trimmed mean	.612	1	62	.437

Table 8 shows the result of homogeneity test of two different groups. The result of homogeneity test can be seen from the value of *based on mean*. The significance score was .428 which means that the score was higher than 0.05. The result of significance score shows that the variance of the two groups was homogeneity.

Mann-Whitney U

It has been explained before that the data from the normality test did not fit the assumptions of parametric test, so that this study analyzed the variable Mann-Whitney U. It is in line with Hall-Larson's (2010, p. 376) statement that when the data did not fit the assumptions of parametric test, the researcher should use Mann-Whitney U test. The result of Mann-Whitney U test consists of ranks and the result of Mann-Whitney U statistics. The table 9 shows the result of ranks of the tests of two different groups.

Table 9. The Result of Mean Rank Scores Post Test

Group	N	Mean Rank	Sum of Ranks
Value 1	32	23.34	747.00
2	32	41.66	1333.00
Total	64		

Table 9 shows the result of the mean rank score between control group and experimental group. This mean rank score of control group

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(group 1) was 23.34 while the mean rank score of experimental group (group 2) was 41.66. The result of mean rank in experimental group was higher than the mean rank in control group. It means that the experimental group had a higher mean rank score than the control group. There was a different score between the result of mean rank scores in pre test and post test. From the calculation, it can be seen that the mean ranks score in pre test were higher than in post test. It can be concluded that there was an effect of the used of Group Investigation and Traditional Whole Class Method in teaching reading. Moreover, the result of the Mann-Whitney U of the post test of two groups can be seen as follow.

Table 10. The Result of Mann-Whitney U

	Value
Mann-Whitney U	219.000
Wilcoxon W	747.000
Z	-3.956
Asymp. Sig. (2-tailed)	.000

Table 10 shows the result of Mann-Whitney U of the post test. It shows that the U-value was 219.000 and the Wilcoxon W score was 747.000. The associated *p*-value was .000. The result of Mann-Whitney U was lower than 0.05. From the result of Mann-Whitney U, it can be concluded that the null-hypothesis was rejected and the alternative hypothesis was accepted. It means that there was a significant difference of mean ranks between the implementation of Group Investigation method and the implementation of Traditional Whole-Class method in teaching reading.

From the analysis of the statistic above, it can be seen that the students in experimental group got higher reading score than in control group. It shows that the implementation of Group Investigation can help the students improve their reading ability. It is in line with several previous studies related to the use of Group Investigation that can improve students' reading ability

(Mabruroh, 2011; Zulkifli, Mahdum, and Zismulatif, untitled), and achievement (Huhtala, 1994; Doymus and Akcay, 2012; Simsek, et.al, 2010; Tsoi, Goh and Chia, 2003; and Nasrudin and Azizah, 2010). It is also supported by Simsek et,al (2010) who found that teaching through Group Investigation was more effective in increasing academic achievement compared to the traditional whole class method.

The improvement of students' reading ability was not only can be seen from the statistical analysis of the tests but also from the certain reading skills which become the indicators of the reading in this study. It has mentioned in literature review that the eight indicators are based on Graduate Competence (Minister of Education and Culture, 2013), which consists of (1) the ability to find the general idea of the text, (2) the ability to identify the explicit information, (3) the ability to identify the synonym, (4) the ability to identify main idea of paragraph, (5) the ability to identify the reference, (6) the ability to identify the purpose and type of the text, (7) the ability to identify detailed information, (8) the ability to identify implicit information. From the result of the group discussion, the six groups decided seven indicators (indicators number 1, 2, 3, 4, 6, and 7) to be discussed as the subtopic.

The results of the pre test and post test in experimental group indicate that the students' reading ability improved in four indicators, such as the ability to identify the explicit information, the ability to identify the main idea of paragraph, the ability to identify the purpose of the text, and the ability to identify implicit information. Other indicators showed that the students' ability was consistent before and after getting the treatment.

From the result of the analysis, it was found that most of the students got improvement in identifying the purpose of the text. By providing seven texts with seven questions related to the purpose of the text, most of the students could answer the questions correctly. The findings of pre test showed that from 32 students, there were 10 of

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them could answer questions number 3, number 19, and number 22 correctly. Then, 13 of them could answer correctly for the questions number 8, number 26, number 29, and number 33. Meanwhile, the result of post test showed that most of the students could answer all of the questions related to the purpose of the text correctly. It can be seen from the result of the total number of the students who could answer the questions related to the purpose of text. There were 30 students to 32 students could answer the questions number 8, number 19, number 26, and number 33. For item number 3, there were 28 of the students could answer it correctly. Moreover, there were 28 of the students could answer correctly for number 22, and 20 students could answer the item number 29 correctly. The result of findings for the indicator number 6 shows that GI can facilitate the students to improve their ability in identifying the purpose of the text. This might happen as a result of learning reading through GI which in line with some experts in their studies (eg., Mabrurroh, 2011; Huhtala, 1994; Doymus and Akcay, 2012; Simsek et.al., 2010; Tsoi, Goh, and Chia, 2013; Nasrudin and Azizah, 2010) who state that Group Investigation (GI) may help the students in improving their achievement and their reading ability.

The next indicator is identifying the explicit and implicit information. It has been stated before that in GI, the teacher allows the students to formulate and to select various subtopics for inquiry. The result of the discussion agreed that there was a group who discussed the topic for the indicator number 2 and number 8 together. That group discussed the explicit and implicit information of the text. The result of pre test shows that from the six texts, most of them could not answer the questions related to the explicit and implicit information correctly. After the students learn reading through GI, the data of post test shows that most of the students could answer the questions correctly. This might happen as the result of learning reading through GI. In the phase of analyzing and synthesizing, students analyze and evaluate information obtained and

plan how it can be summarized in some interesting presentation to classmates (Azizah and Nasrudin, 2010, p. 765). In the final product, all groups give an interesting presentation of the topics studied in order to get other friends involved in each other's work and to achieve a broad perspective on the topic. It means that this phase could help the students got much information on how to identify the explicit and implicit information correctly.

Furthermore, based on the analysis of indicator number four, it showed that most of the students could not answer the questions related to the finding out the main idea of the paragraph. It can be seen from the result of every item question of the main idea in the test, such as questions number 1, 4, 11, 13, 20, and 25. Only quarter of the students could answer it correctly, and the rest of them could not answer it. After the implementation of GI in the classroom, most of the students could answer it correctly. It reveals that the implementation of GI can facilitate the students in identifying the main idea of the paragraph. It has already discussed in literature review that GI promotes open verbal interaction and enables students to become resource persons for other students. It means that they learn how to identify the main idea of the paragraph from the discussion in the classroom. This result was in line with the Zingaro's (2008) statement that GI could improve learning English including comprehension.

The rest of the indicators are finding out the general idea of the text and identifying the synonym. In line with those indicators, most of the students showed the consistency in finding out the general idea of the text and identifying the synonym. In identifying the general idea or topic of the text, the result reveals that the students' ability did not show any significant improvement. This might happen as they have learnt about identifying the topic from their English teacher in the previous semester. It became most of the students could identify the topic from the text correctly. Meanwhile, some of the students did not make any significant improvement in

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identifying the synonym. This might happen since they found so many unfamiliar words in the text. Their lack of vocabulary (as the result of interview) might be the main reason of the ineffectiveness of the program in facilitating the students in identifying the synonym words. The result of the evaluating phase shows that the students were agree to open their dictionary and try to guess the meaning in order to help them in identifying the synonym. This indicates that GI did not help the students much in completing these three categories.

On the other hand, the results of the tests in control group indicate that students' reading ability improved in two indicators, encompassing identifying the purpose of the text and identifying the synonym.

Through traditional whole class method in learning reading, the students might improve their reading skill especially in identifying the purpose of the text and identifying the synonym. Other indicators show that the students' reading ability was consistent before and after getting the treatment.

From the result of the analysis, it was found that most of the students in control group got improvement in identifying the purpose of the text. By providing several questions related to identifying the purpose of the text, most of the students could answers the questions correctly. The findings of the post test showed that the total numbers of the students who answer the questions correctly were improved. The data also showed that the students' reading ability improve especially in identifying the synonym. It is in line with the principle of Traditional whole class method proposed by Walia (2012) that the teacher in this method is encouraged to guess unfamiliar words using context clues.

The result of the data analysis of control group shows that traditional whole class method might help the students in identifying the purpose of the text and identifying the synonym.

From the analysis above, it can be seen that the students' reading ability of experimental group that taught by using GI shows any significant improvement than that

of the control group which is taught by traditional whole class method. This fact is in line with the finding of Zingaro (2008, p. 5) which is found that GI can improve their learning English especially in reading comprehension, and Sharan, associates (1980) cited in Slavin (1995, p. 53) which is found that students who experienced GI had much more positive ethnic attitudes than students in traditional classes. It is also in line with previous studies done by Maburoh (2011); Huhtala (1994); Doymus and Akcay (2012); Simsek, et.al (2010); Tsoi, Goh and Chia (2003); and Nasrudin and Azizah (2010). The result of their studies showed that GI can help the students to improve their reading ability and their achievements in the classroom.

Based on the finding of the test, it can answer the research question: Group Investigation can facilitate the students in improving their reading ability.

CONCLUSION AND SUGGESTIONS

Conclusion

The result of the findings and discussion of the data collected from the test shows that the students in SMAN 24 Bandung, in experimental group that all of students were taught by using Group Investigation, they got higher score in reading test than the students in control group. It can be seen from the result of Mann-Whitney U test that the students in experimental group have some improvement after receiving the Group Investigation treatment. Though some students did not make any significant improvement in their score, overall their score was higher than the students in control group. From the result of the test, it can be concluded that Group Investigation as one of the methods of Cooperative Learning can be used by the English teacher to teach reading in the level of senior high school. It can also help the students improve their ability in reading comprehension, especially in identifying the explicit information, identifying the main idea of paragraph, identifying the purpose of the test, and identifying implicit information of the text.

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To conclude, the implementation of Group Investigation can improve the students' ability in reading comprehension.

Suggestions

Referring to the result of the study, this study showed that Group Investigation tend to have more effect. Apart from the conclusion, this study has some problems or difficulties. The problem comes from the students' difficulties at the beginning of the process of Group Investigation. It was because the teacher did not introduce Group Investigation into the classroom and practiced in a variety of situations before the class undertook a full-scale investigation project. Because of that, it is recommended for other researchers to introduce Group Investigation gradually into the classroom and practice it before the class undertakes a full-scale investigation project. It is also recommended for every teacher who wants to use this method to fully competent at implementing this complex method.

Furthermore, it is because too many students who involved in the classroom, the teacher faced some difficulties. Firstly, it was difficult to monitoring the students' individual ongoing progress in teaching learning activities, especially in monitoring the students' social interaction skill in the classroom. Because of that, it is better for other researchers who want to conduct this method to consider the number of the students in the classroom. Group Investigation may be better conducted in small classes so that the teacher can easily monitor students' individual ongoing progress. Secondly, in the presentation stages, some of the students did not fully pay attention to the presenters so that the class becomes noisy. It is recommended for future researchers to gives the purpose of every stage in Group Investigation to the students so that they will fully understand the important of every stage.

Last but not least, the limitation of time provided by the school may affect to the process of teaching reading using Group Investigation. As mentioned earlier that the process of Group Investigation takes longer

time than Traditional Whole Class method, the inadequate time allocation from the school may hinder the process of teaching learning. It is better for future researchers to consider the time given by the school, and to well-manage the limited time in order to fulfill all of the process of Group Investigation.

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Appendix

Name :

Class :

Choose A, B, C, D or E for the correct answer.

The following text is for question 1 and 3

Let's Make a City Clean and Fresh

A clean and fresh city will surely make the inhabitants healthy. Every morning especially in dry season, all roads must be watered with clean water and swept by the workers of regional government under the mayor's instruction.

To protect people from heavy pollution caused by cars, trucks and motorcycles, enough trees must be planted along the roads. Every building or house in the city must be surrounded by short and small trees which bear colorful flowers.

Bad and improper habits which cause disadvantages, such as smoking and throwing rubbish anywhere should be stopped at once.

The city mayor will have to think over the way to educate people, so they realize how important cleanliness and health are. More public lavatories are badly needed.

It will be wise if the city mayor decides a certain amount of fine to be paid by those who break the government regulation on cleanliness matter. For example, a man who urinates not a lavatory, smokes not at a smoking room or throws rubbish at the roads should be fined. Besides dirtying the environment with cigarettes butts, smoking will also cause pollution and bad lung disease to other people.

So, bad habits and impolite attitude should be immediately stopped, otherwise the city will be dirty, unhealthy, badly polluted and will never attract foreign and domestic tourist as well.

1. What is the main idea of paragraph 5?
 - a. Bad habits and impolite attitude should be stopped
 - b. Smoking will also cause pollution and bad lung
 - c. The city mayor decides a certain amount of fine for those who break the government regulation on cleanliness marker
 - d. A man who urinates not a lavatory, smokes not at a smoking room or throw rubbish at the roads should be paid the fine to the city mayor
 - e. A smoker should be paid of fine to the city major

2. Which of the following helps clean the air form dust?
 - a. Smoking only in a smoking area
 - b. Making a cleanliness regulation
 - c. Urinate at someone's fence
 - d. Planting small trees in every building or house
 - e. Watering roads especially in dry session

3. What is the purpose of the text?
 - a. To tell the reader the way to protect the people from heavy pollution
 - b. To persuade the reader that bad habits and impolite attitude should be stopped
 - c. To entertain the reader about bad habits and impolite attitude

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- d. To educate the reader about bad habits and impolite attitude that produce heavy pollution
- e. To inform the reader about heavy pollution caused by cars, trucks and motorcycles

The following text is for questions 4 to 6

Nowadays, students experience grading pressures. They focus more on achieving good grades rather than learning materials. Therefore, they sometimes cheat in order to achieve good grades. Obviously, cheating is morally wrong, for several reasons.

Cheating could lead to dishonest behavior and weak life styles. When one cheats, one humiliates oneself before one's teacher and classmates.

Besides, when one cheats and to achieve a good grade, it is unfair to other students who studies hard, but achieved lower grades. Remember! When one cheats, one does not benefit from the actual meaning of learning.

So, if students are caught cheating, it could lead to serious consequences, such as failing the tests or even being dismissed from school.

In conclusion, cheating is negative behavior. Students should avoid it. Not only that. Teachers play a crucial part in preventing students from cheating. They should set strong rules about cheating, warn students about the consequences of cheating and enforce those rules.

4. What is the main idea of the last paragraph?
 - a. Why cheating is bad
 - b. Why cheating is morally wrong
 - c. How to prevent students from cheating
 - d. Cheating could lead the students to dishonest behavior
 - e. What serious consequences arise from cheating
5. The following are reasons why cheating is bad for students, *except*
 - a. Students may face serious consequences
 - b. It humiliates the cheaters before their teacher or classmates
 - c. It is unfair to other students who studied hard and achieved lower grades
 - d. Students realize the actual meaning of learning
 - e. It leads to dishonestly
6. "... Cheating is morally wrong (paragraph 1). The underlined word has the similar meaning to..
 - a. mistaken
 - b. true
 - c. correct
 - d. honest
 - e. sincere

The following text is for questions 7 to 9

Playing computer games is fun. However, spending too much time on computer games bring about negative impacts on children's health, social life and personal development.

Spending hours playing computer games makes children too dependent on them. They inactivate children increase health problems. Continuous use of computer games can damage both eyesight physical posture of children. In addition, being over-weight and obese are significant threats for children, because they are inactive.

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Excessive playing of computer games may also isolate children and decrease their communication skills, thus resulting in becoming shy and introvert. Children will find it difficult to make friends and interact with other people in their neighborhood.

Several computer games happen to be violent. Thus, gamers have a tendency to become aggressive. Computer games which include violence can lead to children's disobedience and bad temper.

Parents need to keep track of how much time their children spend in front of the screen playing games and what type of games they play. Parents should also watch children and introduce them to more educative and safer games.

7. What is the text about?
 - a. Pros and cons of computer games
 - b. Several computer games happen to be violent.
 - c. Appropriate computer games for children
 - d. Negative impacts of spending too much time playing computer games
 - e. Disadvantages of computer games on children's social life

8. What is the purpose of the text?
 - a. To tell the reader about playing computer games
 - b. To inform the reader about negative impact of playing online computer games
 - c. To persuade the parents to restrict their children's time for playing online computer games
 - d. To entertain the reader about computer games
 - e. To educate the reader how to encourage children to be creative

9. "...thus reading in becoming shy and introvert." (Paragraph 3). What is the antonym of 'introvert'?
 - a. Responsible
 - b. Industrious
 - c. Extrovert
 - d. Vibrant
 - e. Active

The following text is for questions 10 to 11

Do you like eating instant noodles? Relatively cheap and easy to make, aren't they? However, it is not healthy for us to consume instant noodles regularly.

Do you know that certain ingredients in instant noodles affect digestion? Children who eat instant noodles regularly may lack in nutrition because of this.

Besides, instant noodles substances which are not good for the body, like food coloring, addictive substances and preservatives, which affect the body metabolism.

Another thing is that instant noodles contain propylene glycol or anti-freeze to make them moist and its accumulation in the body weakens the immune system. It is also harmful to organs such as the heart, liver and kidneys.

Based on the reasons mentioned, we should not consume instant noodles regularly. Moreover, when we consume them, we should use only half of the ingredients included. It is healthier to eat the noodles with other vegetables, such as carrots, spinach and cabbage. We should also cook the broth and the noodles separately. Here is how to do it. First, we prepare the ingredients on a plate. Then, we bolt the noodles and get rid of the water. After that, we boil fresh water for the broth. Pour the boiling onto the ingredients.

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10. What is the text mainly discuss?
 - a. Instant noodles and its effect
 - b. The disadvantage of consuming instant noodles regularly
 - c. The way to cook instant noodles
 - d. The ingredients of instant noodles
 - e. Instant noodles and its ingredients

11. What is the main idea of paragraph 5?
 - a. How to cook instant noodle properly
 - b. The ingredients in instant noodles are not good for our body
 - c. Instant noodle contain propylene glycol or anti-freeze
 - d. Instant noodles is not healthy for us to consume regularly
 - e. Children who eat instant noodle may lack in nutrition

The following text is for questions 12 to 15

A blonde and a lawyer are seated next to each other on a flight from LA to NY. The lawyer asks if she would like to play a fun game. The blonde, tired, just wants to take a nap, politely declines and rolls over to the window to catch a few winks. The lawyer persists and explains that the game is easy and a lot of fun. He explains, "I ask you a question, and if you don't know the answer, you pay me \$5.00, and vice versa."

Again, she declines and tries to get some sleep. The lawyer, now agitated, says, "Okay, if you don't know the answer you pay me \$5.00, and if I don't know the answer, I will pay you \$500.00."

This catches the blonde's attention and, figuring there will be no end to this torment unless she plays, agrees to the game. The lawyer asks the first question. "What's the distance from the earth to the moon?" The blonde doesn't say a word, reaches into her purse, pulls out a \$5.00 bill and hands it to the lawyer. "Okay" says the lawyer, "your turn."

She asks the lawyer, "What goes up a hill with three legs and comes down with four legs?" The lawyer, puzzled, takes out his laptop computer and searches all his references, no answer. He taps into the air phone with his modem and searches the net and the library of congress, no answer. Frustrated, he sends e-mails to all his friends and coworkers, to no avail. After an hour, he wakes the blonde, and hands her \$500.00.

The blonde says, "Thank you", and turns back to get some more sleep.

The lawyer, who is more than a little miffed, wakes the blonde and asks, "Well, what's the answer?" Without a word, the blonde reaches into her purse, hands the lawyer \$5.00, and goes back to sleep.

12. What does the text talk about?
 - a. A plane which a blonde and a lawyer took.
 - b. A lawyer who played a game with a blonde.
 - c. A lawyer who bet on something with a blonde.
 - d. A blonde who was tricked by a lawyer.
 - e. A blonde who lost her money.

13. What is the main idea of the first paragraph?
 - a. A blonde and a lawyer are seated next to each other
 - b. The blonde feels tired
 - c. A blonde and a lawyer have a flight from LA to NY

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- d. The lawyer invites the blonde to play a fun game
 e. A blonde and a lawyer have a great fun game
14. What was the rule of the game finally?
 a. If the blonde could answer the lawyer's question, she paid him \$4.00, and vice versa.
 b. If the blonde could not answer the question, she should pay \$5.00. If the lawyer could not answer her question, he should pay \$500.00.
 c. If the blonde could not answer the lawyer's question, she paid him \$500.00 to the lawyer and she may go back to sleep
 d. If the blonde could not answer the lawyer's question, she paid him \$500.00. If the lawyer could not answer her question, he paid her \$5.00.
 e. If the lawyer could not answer her question, he paid her \$500.00. If the blonde could not answer his question, she did not have to pay him.
15. The word "miffed" in the last paragraph has the similar meaning to...
 a. shy
 b. happy
 c. generous
 d. doubt
 e. angry

The following text is for questions 16 to 17

A man walked into a toy store to buy a Barbie doll for his daughter.

"How much is that Barbie in the window?" he asked the shop assistant.

Politely, the shop assistant responded, "Which Barbie? We have *Barbie Goes to the Gym*, *Barbie Goes to the Ball*, *Barbie goes Shopping*, *Barbie Goes to the Beach* and each of item is Rp 195,000. However, that Barbie, *Barbie Goes to the Funeral*, is very special. You have to pay for Rp3,950,000."

The guy asked, "Why is *Barbie Goes to the Funeral* more expensive than the others?"

"That's obvious," the assistant stated, "*Barbie Goes to the Funeral* comes with her father's hose, her father's car, her father's boat and her father's furniture."

16. The following statement is true based on the text, *except*.
 a. A man walked into a toy store to ask about the Barbie's price
 b. Barbie Goes to the Funeral was the most expensive Barbie than others
 c. There were five kinds of Barbie in the toy store
 d. Barbie Goes to the Gym has the same price with Barbie Goes to the Beach
 e. A man should pay Rp3,950,000 if he wants to buy Barbie Goes to Funeral.
17. "...more expensive than the others?" (paragraph 4). What is the antonym of the underlined word?
 a. Important
 b. Luxurious
 c. Cheap
 d. Costly
 e. Easy

The following text is for questions 18 to 21

There are many reasons for keeping dogs as pets in the city area, but many people feel that keeping pet dogs should not be allowed in the city. Dogs are often not taken properly. They are kept in small backyards and rarely taken for walks. They are left in the yard all day by themselves while family at work. Very little attention is given to the dog and it is not a very good life for it. It is no wonder why these dogs bark and disturb the neighbors and become a nuisance to the community.

On the other hand, not all people treat their dogs this way and why should the people receive a lot of pleasure and enjoyment from dog's suffer? Dog can make lonely person's life happy or make wonderful playmate. It can also teach a child responsibility as they not only get on lay with the dog, but also need to exercise, feed, and care for the dog.

I feel that we should be allowed to keep dogs in the city, because if it is taken care of properly, dogs can be a great source of pleasure. As a child I used to enjoy playing and taking care of my pet. There is no greater loyalty a person can get than from a well-cared dog.

18. What is the main idea of paragraph 1?
- The neighbors like having pet dogs
 - The dogs can be a great source of pleasure
 - Many people feel that keeping pet dogs should not be allowed in the city
 - The dogs' presence does not disturb the neighbors
 - The writer always taking care of his pet
19. What is the purpose of the text?
- To tell the reader about people's life
 - To entertain the reader about dogs
 - To persuade the reader to allow to keep dogs in the city
 - To educate the reader the way to keep dogs in city area
 - To inform the reader about the phenomenon of dogs in city area nowadays
20. The main idea of the last paragraph is...
- The writer used to play and took care of his pet when he was child
 - The writer has no objection to keeping dogs in the city
 - Dogs can be a great source of pleasure
 - Pet dogs are loyal animal
 - Pet dogs are more loyal than human
21. "...dogs can be a great source of pleasure" (last paragraph). What does the underlined word mean?
- joyful
 - tragic
 - greatness
 - happiness
 - sorrow

The following text is for questions 22 and 23

One afternoon, a man went to his doctor's clinic and told him that he had not been feeling well lately. The doctor examined the man, left the room and came back with three different bottles of pills.

The doctor said, "Please take these three different pills."

The man replied, "When should I take them, doctor?"

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The doctor answered, "Take the green pill with a big glass of water when you wake up. Take the blue pill with a bog glass of water you've had lunch. Then just before going to bed, take the red pill with another big glass of water."

Startled to be put on so much medicine, the man stammered, "Doc, exactly what is my problem?"

The doctor replied, "You're not drinking enough water."

22. What is the purpose of the text?
- To tell the reader the way to drink pill
 - To entertain the reader about a man who got lacked of water
 - To inform the reader about the story of a man and a doctor
 - To persuade the reader to drink enough water
 - To educate the reader to go to doctor's clinic regularly
23. What is the text mainly discuss?
- A man got lacked of water
 - The doctor should drink three different pills
 - The doctor went to his clinic
 - Three different pills are good for our health
 - Three different pills

The following text is for questions 24 and 26

Last week I took my five-year old son, Willy, to a musical instrument store in my hometown. I wanted to buy him a set of junior drum because his drum teacher advised me to buy him one. Willy likes listening to music very much. He also likes asking me everything he wants to know. Even his questions sometimes seem precocious for a boy of his age. He is very inquisitive.

We went there by car. On the way, we saw a policeman standing near a traffic light regulating the passing cars and other vehicles. He blew his whistle now and then.

Seeing the policeman blowing his whistle, Willy asked me at once, "Dad, why is the policeman using a whistle, not a drum?"

Hearing his unexpected question I answered reluctantly, "Because he is not Phil Collins!"

24. What does the text talk about?
- Willy bought a new drum
 - Phil Collins and his drum.
 - A policeman and his whistle.
 - Willy's drum private teacher.
 - The writer's five-year old son.
25. What is the main idea of paragraph 1?
- The history of Willy
 - Willy bought a new drum with his father
 - Willy likes listening to musing very much
 - The writer took her son to a musical instrument store
 - Willy asks many things in a musical instrument store

26. What is the purpose of the text?
- To tell the reader about Willy's story
 - To persuade the reader to buy drum
 - To entertain the reader about Willy's story
 - To educate the reader how to answer children's question
 - To inform the reader about Willy's story

The following text is for questions 27 and 28

Nowadays people are more concerned about global warming (climate change), caused by human beings through high emissions of so called greenhouse gases (mainly carbon dioxide, CO₂). Carbon dioxide is inevitably emitted when fossil fuels (coal, natural gas or oil) are burnt.

One major effect of global warming is the anticipated increase of Earth's temperature, by about 3^o to 5^o C, by the year 2010. Increasing global temperatures are causing a broad range of changes. Sea levels are rising due to thermal expansion of the patterns of precipitation are changing, the total annual power of hurricanes has already increased.

Changes in temperature and precipitation patterns increase the fluency duration and intensity of other extreme weather events, such as floods, droughts, heat waves and tornadoes. Other effects of global warming, diseases like malaria are returning to areas where they were distinguished previously.

In conclusion, we should do something to stop global warming. Here are simple, yet affective ways to stop global warming. Simple light bulbs should be replaced with fluorescent light bulbs. Do not keep your computers or televisions on all the time. You do not need your care to go to a nearby shop, only to buy bread. If you have money, go for a hybrid car. Plant tree. Plants reduce dioxide and help oxygen supply.

27. One of the effects of increasing global temperature is...
- decreased sea levels
 - the melting of ice lands
 - less powerful hurricanes
 - decreasing number of natural disasters
 - patterns of precipitation stay the same
28. "carbon dioxide is inevitably emitted ... (paragraph 1). The underlined word is closest in meaning to...
- Obtained
 - Formed
 - Deprived
 - Released
 - Transferred

The following text is for questions 29 and 30

Anybody who is over the age of six knows that there is nowhere safe for stakeholders to skate. This prevents young people from enjoying an active, energetic and adventurous pastime.

Just watch a local street for a short while and not the steady stream of skaters speeding up and down the footpaths. Toddlers can be trampled on and old ladies can be knocked over, as they struggle home carrying their purchases from supermarkets. Thunderous rattles are heard on our main roads each night as skaters travel without lights and without notice to oncoming cars.

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Skateboarding is a serious sport that improves young people's health. It increases fitness, improves balance and strengthens the knee joints and ankles. Although it appears to be a solo sport when groups practice together and complete to perform stunts or runs, they form firm friendships.

Young people should be prevented from becoming overweight couch potatoes. If they are actively involved in skating, they do not smoke, take drugs or break laws.

Kids will seek thrills and excitement. They need to practice their 180s, 360s, and Ollie's free of restrictions. We must build skate parks in the suburbs, so that streets are safe for small children and senior citizens, and skaters have spaces where they can race, chase, speed, and soar under the sun.

29. The writer's purpose in writing text is...
- to invite the local teenagers to skate in a park built specifically for skaters
 - to persuade the readers that skaters need a safe place to skate
 - to provoke the reader to become a skater
 - to promote the writer's business of skateboarding classes
 - to inform parents about the goodness of skateboarding
30. What is the text mainly discuss?
- skateboarding is a serious sport
 - young people enjoy skating
 - the benefit of playing skateboard
 - skateboard should play in the skate parks
 - skateboarding can increase fitness only

The following text is for questions 31 and 35

A young lion came to a small zoo in Europe. In the next cage was a tired, old lion, which did nothing except lie about and sleep. "Lion ought not to be like that!" Young lion said to himself, so he roared at all the visitors and tried to break the bars of the cage.

At three o'clock a man brought a big piece of meat and put it in the old lion's cage then he put a bag of nuts and two bananas in the young lion's cage. The young lion was very surprised. "I don't understand this," he said to the old lion, "I behave like a real lion while you lie there doing nothing, and look what happens!"

"Well, you see," said the old lion kindly, "this is a small zoo. They haven't got enough money for two lions, so in their books you are here as a monkey

31. What is the text mainly discuss?
- A young lion came to a small zoo in Europe
 - A young lion met an old lion
 - A young lion is a monkey in that small zoo
 - A man brought a big piece of meat and put it in the lion's cage
 - The old lion who lived in a small zoo
32. "I behave like a real lion..." (Paragraph 2). The underlined word is closest in meaning to...
- understand
 - eat
 - misbehave
 - bring
 - comport

33. What is the purpose of the text?
- to inform the reader about young lion and old lion
 - to persuade the reader to take care the lion
 - to educate the reader about small zoo in Europe
 - to entertain the reader about the a young lion who came to the small zoo
 - to tell the reader the history about monkey
34. What did the man put in the young lion's cage?
- A small piece of meat and banana
 - A bag of nuts and two bananas
 - Only two bananas
 - A big piece of meat
 - A big piece of meat and banana
35. The young lion was very surprised because ...
- the old lion who lived in a small zoo act like a monkey
 - there was only one lion in the zoo
 - a man gave a different food for young lion and old lion
 - the zoo was too small for lion
 - the small zoo book the young lion as a monkey