

The Effect of Group Investigation Model on Reading Comprehension and Critical Thinking Skills of Grade V Elementary School Students

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Abstract

This Study aim For-know influence model learning Group Investigation of ability reading comprehension of elementary school students on discourse text material. Research subject consists from two schools namely SDN 47 as the experimental class and SDN 48 as a class control. Subject study determined based on results mark mean pretest and posttest. Research design which used in study. This is draft study pseudo (Quasi Experiment) which involve group control and experiment, with a non-Equivalent Control Group Design research design. Ability to read comprehension students measured with use test choice double. Data results measurement analyzed using the t-test with the help of the program SPSS 16.0 for Windows. Results study show that the average percentage increase learning model Group investigation to reading ability students' understanding is 76.33 higher than students who learn by learning conventional. Research data analysis techniques were carried out by descriptive analysis and statistical analysis using a t-test with a significance of 0.050 for hypothesis testing.

Keywords: group investigation, reading comprehension ability, critical thinking.

1. Introduction

Role very education important for life man in his life and also have influence for prepare life man in period front. For that education must more take precedence and held since early childhood. In increasing the role of education through various ability understanding students, There are a number of Skills in ability speak which owned by humans. According to Targan (2008) Skills the thing that must be possessed is reading skill. Reading is a skill speak which including on important category And No can be detached from everyday life which is fundamental as a handle somebody in everyday life. Reading also requires deep understanding reading so that student can understand what has been read in reading comprehension. Read understanding is activity important which must be required so that more skilled in read to use for obtain something information or science. Related with importance ability read understanding, students are expected to be able to understand reading with Good, understand understanding simple, understand meaning, understand content, and understand speed read (Dalman, 2017). Understanding in something reading is something process which takes place where the reader reconstructs the meaning of the reading text through a process of interaction with the reading text (Smadi, et al., 2015). Reading ability understanding on generally have to owned student in activity process learn r , and in the read No only get knowledge of science through information but must know correctly or nope information will but must know Correct or no information Which obtained in reading through precision, accuracy, and critical accuracy through reading.

There is various various definitions of reading comprehension ability. Dalman, (2014) Reading understanding is activity understand content reading for obtain message from reading. Agree with matter the t ompkins, (20 1 1) also stated that reading comprehension is a process of understanding that begins with activating knowledge beginning by reading and then responding to the contents of the reading with their own sentences. Read understanding according to Abidin, (2012) is a process that really has to be done by reader so that get information through message and meaning contained within something reading. As in explain by Somadyo, (20 1 1) that reading comprehension is A process in acquire knowledge in reading independently so that involve understanding for every student in reading to be more skilled and control content reading. Various opinion Which has discussed para expert such, then conclusion in this is if reading

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comprehension is an activity of understanding and interpreting Meaning writer through reading Which associated with knowledge beginning readers and content text reading so that can make knowledge new And can make conclusion from the contents of the reading through their own sentences. Ability read understanding in study this in measuring from achievement or result achieved in read understanding. Results which achieved through group activities as well individual in carry out read understanding use the Group Investigation model. Tool measuring which used for-know ability reading comprehension is a test. It is highly recommended to use the test as a measuring tool according to Harsiati (2013) because read understanding is process cognitive Which characteristic receptive (writing comprehension) so that deep test form objective nor essay can used in assessing basic reading comprehension competence.

Which factor affect in ability read understanding is with the use of the Group Investigation model Which in do it through steps applied by the teacher in learning to use For reach something results study and help participants educate in achieving a learning process. Due to the group investigation model is learning Which done in cooperative with involve cooperation group Which Already given Teacher, so that students use cooperative inquiry in the process learning (planning and group discussion) can then present work result they in front class, (Sumami 2012). Group investigation is learning in groups which is mentoring student in finish and solve something problem in a manner critical and scientific (Hosnan, 2001). Rusman (2010), opinions written as guidelines for developing learning cooperative Group investigation as follows: 1) to determine success student in solve A must problem more put first understanding component of emotional control ability and resistance attitude which done. 2) For improve students' ability to gain creativity Which both in developing their potential by carrying out appropriate activities with their thinking process in using creative thinking towards something awareness and development of teaching aids that teachers use well to be dukun creativity student on process formation mentally Which involve an idea Which There is on student self. 3) To train the ability to control emotions must takes precedence over intelligence in answering various questions regarding ideas. Based on objective from description Which exposed regarding this research, namely to find out whether there is an influence on the Group Investigation model used for learning related to the reading ability of elementary students' understanding of text material discourse in implementation model Group investigation, And there is an effect of this model on the reading comprehension ability of elementary school students. Hope results the Can can be useful for schools and teachers in particular so they can know and search know level ability read understanding student in accordance with ability and made as material for consideration in selecting good alternatives to models, methods, and learning strategies.

2. Method

Which draft used on study this is it quasi research design (Quasi Experiment) involving control and experimental groups. On Design Non Equivalent Control Group Design. The experimental and control groups were both given pretest and posttest. Can know whether there is influence or not between Group Investigation models to ability read understanding. Data research results will be implemented with analysis usage descriptive and statistics inferential. Statistics descriptive ones use table, pictures and graphs to make it easier for the reader to understand the results study this next the test carried out through t test / t-test (independent simple test). The t-test is used with a significant 5% (0.050) (Suharsaputra, 2012). The form of the research design can be found in table 1.

Table 1. Research Design

Group Pretest Treatment			Post-test
Experiment	O ₁	X	O ₂
Control	O ₁	-	O ₂

Source: Sugiyono (2012)

Information:

O₁ = Pretest for experiment and control

O₂ = Posttest for experiment and control

X = Learning with the Group Investigation learning model

- = Learning as done by the Indonesian teacher at SDN Krisik 03 Blitar Regency, namely: lectures and questions and answers.

Subject which there is on study this that is fifth grade students at SDN 47 North Ternate subdistrict, totaling 30 students in one class and 29 students at SDN 48 available from one class, which amount whole student counted 59 participant educate. Instruments given to measure the ability of students in reading comprehension that is question choice double. The questions used consist of 10 questions starting from the cognitive domain C1-C 5. Aspects Skills reading to be measured follows the PIRLS scoring taxonomy. Taxonomy Evaluation PIRLS (Mullis, 2016) reading comprehension categories can be divided into 4, that is 1) look for information explicit, 2) inspect and evaluate the contents of the reading text, 3) interpret and integrate ideas, and information, 4) draw conclusions directly. Category read understanding Taxonomy Evaluation PIRLS Which each indicator has been created in accordance with narcognitive can classified from C1-C5 namely finding (C1), answering (C2), (C3), connecting (C4), making (C5).

Data results of students' reading comprehension test (score 1-100) then measurement analyzed with use analysis descriptive and inferential statistics with the SPSS program 16.0 for Windows. So that Can know what influence on model Group Investigation to students' reading comprehension ability based on the t-test (independent simple test) furthermore For to know students' reading comprehension ability seen from the average value of reading comprehension ability.

3. Result and Discussion

Results test statistics there is data results study which covers score pretest and the posttest there is the influence of the Group Investigation model on reading comprehension skills participant educate with use test t-test (independent simple test) in the SPSS program 16.0 for Windows. Table 2 disclose if result obtained significant from analysis test T -test gain score is 0.000 so can concluded when H1 accepted which means model Group Investigation affects the reading comprehension of elementary students. The results show there is influence between Model Investigation Group against reading comprehension with level trust 0.01. This result is in line with the research conclusions of Nym Suryani, et al., (2014) Analysis deep results study the state If, There is difference in Skills read understanding significantly from the learners who were taught from use of the Group Investigation (GI) model and participants educated in teach with use learning conventional. Model Group Investigation besides influencing can also increase read student understanding. Factors that cause increased ability read understanding the-with through test p retest and post-test between experimental classes and control class. Furthermore, it is also seen from the syntax of the model used in implementation process learning in the classroom. So that can affect learning outcomes to be achieved.

Table 2. Independent Sample Hypothesis Test T - Reading Comprehension Test

GAIN SCORE Levene's Test-for Equality of Variance	F	Sig	D	df	T-test for Equality of Means
					Sig. (2 tailed)
<i>Equal variances assumed</i>	1,057	.309	4,336	57	.000
				56.01	.000
<i>variances not assumed</i>				0	

**. Cor relation is significant at the 0.01 level (2-tailed)

There are test hypothesis (Test T) ability read understanding, in this research Also show how much big the influence of the Group Investigation model on ability read understanding students in learning, the value contained in the hypothesis test (t-test) according to the table, namely 0.56.010, meaning that there is an influence on the Group Investigation model on the reading comprehension ability of fifth grade students in language learning Indonesia including category Enough tall (table 3). The value of hypothesis testing (Test- Test) on statistical tests worth positive or significant, It means the higher the value of the Group Investigation model then ability read understanding students are even higher. The results of the hypothesis test (Test-test) are worth positive can interpreted that with the Group Investigation model has a positive effect can interpreted that participant educate that taught in use the Group Investigation model of the ability to read comprehension is more improved than students who are taught in conventional learning.

There are difference level ability reading comprehension seen from students in classes that were given treatment (experimental) and classes that were not given treatment (control) is also found in the results average ability read understanding (Figure 1). Results show ability read understanding student class experiment increased more than the control class. Participant educate class experiment show average mark with presentation 76,33 whereas participant educate For class control have average mark ability read understanding more low that is with percentage 70.00. Average

difference This is due to the implementation of the G-roup Investigation model syntax with Good in process Study teach And answer student class experiment in answering the questions that have been given related test ability read understanding on the material text discourse Can answered more Good also than in the control class. This is in line with study Which done by mayuni, et al., (2014) also found that the influence of the model learning cooperative Group Investigation type on reading comprehension skills Which significant anara student Which taught using the Group Investigation model (GI) And student Which Study using conventional learning. Safril (2006) also find with use method investigation group (MIK) in learning reading comprehension there is a very good increase in students' ability to understand the contents of the reading.

Table 3. Classification of Hypothesis Results (Independent Sample T-Test)

Mark Classification	
0.800-1.000	Very High
0.600-0.799	High
0.400-0.599	Moderately
0.200-0.399	High Low
0.000-0.199	Very Low

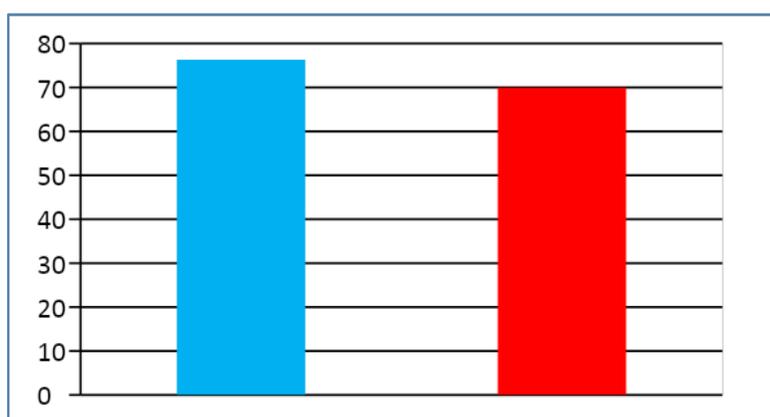


Figure 1. Average Skills Read Understanding based on Pretest and Post-test

Overall based on average deep ability read understanding of class V students elementary school 47 And elementary school 48 on eye lesson Language Indonesia still grouped Good. From score 1-100 average ability read understanding Which obtained by participant educated class experimentand control only 76.33 whether or not the results of students' reading comprehension skills are influenced by the model used by the teacher in the process learning in the classroom. Karunia, (2015) In concluding on his research that method investigation the group is very suitable for learning Indonesian with the goal to be achieved in reading comprehension can meet the criteria of a significant value so that students are more active and more easily understand the learning material.

Table 4. Score results Average of Each Question

Total Student	1(C3)	2(C3)	3(C3)	4(C4)	5(C2)	6(C2)	7(C1)	8(C5)	9(C5)	10(C5)	Average Total
59	80	60	90	80	90	70	70	70	70	60	76,33

Table 5. Classification Level of Reading Comprehension Ability

Mark Classification	
80 to 100	Very Good
60 to < 80	Good Fairly
40 to < 60	Good
20 to < 40	Good Low
0 until < 20	Very Low

Factors that influence high or low test results in reading comprehension participant educated class V SD in learning Indonesian is seen from the implementation of the syntax taught by the teacher in the group investigation model in class and wrong One ability cognitive student Also in finish question pretest and posttest. Average yield ability read understanding (Table 4) from shutter cognitive in describe the lowest to the highest (C1-C5) indicating a decrease in value. Ability student in deciding (C3) And connect (C4) including good category with an average value of each above 100, namely 90,90,80,80,70,70,70,70, then students' ability to make conclusion (C5) And determine (C3) category Good with mark average in lower 70, namely 60 and 60. The average value of students' reading ability which is included in the low category in determining and make conclusion, matter this caused because ability students who answered question No in accordance with question which given or proposed by the teacher. Lack of student in own ability to answer and solve related questions with determine idea subject matter, for example, such as determining the main idea in paragraphs and making conclusions on a reading text.

4. Conclusion

Based on the presentation of the research results which are described in general so that conclusions can be drawn if there is an influence in the use of the Group Investigation model on the ability read understanding participant educate. The influence of the model on reading ability understanding participant educate class V SD about material text discourse that is applied in learning Language Indonesia with obtained results on percentage Good. Matter which can affect study this is with exists implementation syntax on group models investigation so that can walk with Good and conducive, And seen too from Participants educate class experiment own reading comprehension ability is better in comparison participant educate class control. Then in a manner overall reading comprehension ability in matter finish various question which related with each which indicator has given by the teacher. And as a suggestion in this research based on the findings of researchers in the field, it can be suggested that, (1) the research should be able to facilitate learning with use model Group investigation. (2) Teachers need use model Group Investigation because this model is able to provide stimulus, motivation and can respond well to students problem Which There is around r , And (3) For researcher furthermore so that continue study This with title and different schools.

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