Incorporating Senior High School Students' Responses Toward the Implementation of Group Investigation (GI) in Reading Narrative Text

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A B S T R A C T

Students' response to reading long texts has an impact on their understanding of the main idea of the text due to the use of uninteresting teaching and learning techniques. This study aims to investigate how the Group Investigation (GI) is implemented in reading instruction, as well as to investigate students' responses to the GI in reading instruction. Qualitative method was used to conduct this research. Data were obtained from observation, interview, and documentation. This research uses a qualitative design and case study. Researchers conducted observations, semi-structured interviews, and documentation to collect data. The data analysis used in this research was conducted thematic analysis. The results showed that the incorporation of the group investigation have positive impact to students reading competency. In addition, students gave positive responses to the implementation of GI. Based on the interview results, students felt more motivated, involved, and enjoyed in the reading classroom practice. Thus, GI is a good alternative for classroom reading practice and the its incorporation in the classroom helps students' get comprehended reading material and the classroom environment become more active and fun.

1. Introduction

Reading competency takes very important role for students' future language skill. High skilled reading comprehension helps students understand the main ideas and thoughts in the text, which is important for daily life skills such as safe use of products. Reading comprehension is very important for students because it helps them understand the information contained in the text (Nurwanti et al., 2019). Reading habits are often considered a waste, but reading is an important tool for knowledge, problem solving, and pleasure. Through reading humans can gain a lot

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of information, knowledge, fun and even problem solving (Marzona & Ikhsan, 2019). However, students can expand their reading comprehension by reading interesting texts such as novels, narratives, or fiction stories.

In the independent curriculum, English language skills are taught to first-year students, with narratives being the most interesting. These stories, which often relate to legends, myths or fairy tales, convey a moral message and include structure, complications, sequence of events, resolution and reorientation of the plot. Khoirunnisa (2019) reported that, there are generic structures that can be mentioned in narrative text, introduction to characters and settings, complications, which are commonly referred to as issues in the story, resolution as an example of a solution to the story issue, and reorientation or coda, which can be used as an optional step when the author conveys a moral message. Narrative texts that can be used as media for student reading include legend stories, fables, myths, fairy tales and slice of life. In narrative text, students must use linguistic and language features to support the storyline, including nouns, pronouns, tenses, phrases, and structures.

Vocational school students often experience difficulties in reading comprehension due to lack of interest, motivation and seriousness, as well as uninteresting reading materials and ineffective learning models (Fuzidri et al., 2014). Students should be encouraged to read more actively and collaboratively in using narrative texts and cooperative learning methods. Cooperative learning is a teaching method in which small groups of students can help each other to understand the lesson (Slavin, 2011). There are seven common cooperative learning models include STAD (Student Team Achievement Divisions), TGT (Teams Games Tournament), TAI (Team Assisted Individualization), CIRC (Cooperative Integrated and Reading Composition), JIGSAW, and GI (Group Investigation). STAD encourages diverse group learning, TGT encourages relaxation, TAI helps students with diverse backgrounds, CIRC involves active participation in reading and writing, JIGSAW encourages collaborative learning, and GI involves maximum student involvement in planning the topic, carrying out the investigation, and evaluating the results (Slavin, 1995). Suggest group investigations provide students with more opportunities to develop ethnic attitudes and collaborate effectively than standard classes (Sharan & Sharan, 1992). The process involves six steps: identifying subtopics, planning, conducting, creating, delivering, and evaluating outcomes.

There have been studies exploring students' responses in the implementation of group investigation such as Nurmila et al. (2020) and Nurlailiah et al. (2022). Research conducted by Maleng & Hartati (2021) aims to describe how Group Investigation (GI) is implemented in teaching reading and to find out the students' responses toward GI in learning reading. This research focuses on finding evidence of how far the method affects students' reading ability. In line with research conducted by Sauffi et al. (2022), cooperative learning refers to various instructional practices that encourage students to work together as they apply course material to answer questions, solve problems, or create a project. It focuses on the students' perspectives on learning experience, comprehension, and interaction. Eventhough, some researchers have investigated implementation of GI, there is slight gap need to explore like students' responses to cooperative learning in Senior

High School and the implementation of group investigation in reading narrative texts. This study will fill the gap.

2.   Methodology

This study relied on qualitative with case studies Creswell & Creswell (2018). This study was conducted at the X.9 grade students in the academic year of 2023/2024. The researchers selected one English Teacher and nine students as participants categorized based on their English skills, with 3 students each from high, medium, and low skill levels. Participants selection was done using purposive sampling.

The data collection technique used observation, interview and documentation. First, the researchers observed the process involves requesting permission from school officials, such as the principal and deputy head of curriculum, to conduct the research. Subsequently, the researchers observed students learning activities. In addition, the researchers wrote observation points resulting from actions in the school. The second step was to conduct interviews with one of the English teachers and nine non-random sampling students, according to low, medium and high English proficiency. The interview questions consisted of 10 sets of questions using semi-structured. The third step is documentation as data taken during the class activity in the form of recordings, photos of research in the field.

The researchers used data analysis from (Braun & Clarke, 2006) which goes through 6 thematic phases such as familiarizing data, namely the initial step of the researchers transcribing the results of interviews with participants. Then, generate initial codes, namely the researcher sort out interesting characteristic words and collect them into codes. The third step is that the researchers look for themes, which means that the researchers categorizes the code according to the theme. Furthermore, the researcher review themes and describe in detail about friends found by the researcher. The last step is the sixth step, the researchers analyzes the results of friends according to the research topic.

3.   Results and Discussion

The results and findings presented in this study were obtained through comprehensive observations and interviews which served as the main data collection methods. Each data obtained was carefully analyzed to be used in answering all research questions.

1.   *The Implementation of Group Investigation (GI) in Reading Narrative Text*

In this lesson, students have time to discuss the topic with their peers. The teacher presents the concept of narrative text. In this study, learning is more focused on student-centered learning, therefore the teacher acts as a facilitator and ensures the information presented is as expected.

a. **First Meeting**

The teacher introduces narrative text using power point and asks questions to students to expand their knowledge. A new learning method of Group Investigation which will be used in the first and second meetings is introduced by the teacher to the students. Before starting the text investigation activity, the teacher explains the definition, examples and some of the components contained in the narrative text. Group investigation activities in the classroom, namely, students are asked to investigate the narrative text that has been given by the teacher to each group.

The teacher asks students to discuss several components of narrative text such as characters, text types and language features as taught by the teacher. The learning method uses group investigation which requires active discussion and grouping based on reading comprehension achievement. Grouping based on reading comprehension achievement is intended so that students help each other in the same group. In the group investigation learning method, students are encouraged to discuss with peers and friends to expand their understanding. The teacher summarized the lesson and gave encouraging feedback, stating that "you did a good job today, I am happy with your activity", and the class was dismissed.

b. **Second Meeting**

participation by asking questions about the previous lesson. Before starting the teaching and learning activity using group investigation, the teacher distributed narrative texts to each group with different topics. The teacher called for a group leader to organize the group investigation.

Students are asked to identify subtopics and are divided into groups of 4 to 5 people and given time to read the narrative text. Next, students are asked to plan a group investigation on characters, pronouns, and language features. Student planning can be done by discussing together and finding solutions to problems or the results of text investigations in each group. The teacher monitors the progress, students begin to discuss and investigate the text that has been distributed by the teacher in each group so that it makes the class fun. Students also focus on investigating the text so that they can solve the problem together with some ideas conveyed by their groupmates. After the group investigation, students prepare to present the results of student analysis and make conclusions.

Figure 1 below shows an overview of the implementation of group investigation in narrative text learning.

Figure 1. Students' Activity in GI Implementation

Based on figure 1 above, this study found several stages in implementing Group Investigation in learning reading narrative text, including identifying subtopic and grouping them into group. In this approach, students work in small groups to investigate a topic, gather information, and then organize their findings in the form of a presentation or report. The stages of Group Investigation (GI) in this class align with the research by (Sharan & Sharan, 1992), the execution of Group Investigation research involves six steps: including identifying subtopic and grouping them into group. Planning an investigation, conduction an investigation, creating a presentation, delivering a presentation, and assessing achievement for evaluation. By using the six processes, students have great freedom to pick the areas of interest for inquiry, plan and carry them out, present and evaluate the outcome.

2. ***Students' Positive Response toward the Implementation Group Investigation (GI) in Reading Narrative Text Learning***
Students' responses were based on interviews conducted after the investigation. The researcher interviewed nine students and one English teacher after they had learned to read narrative texts using the Group Investigation method in class X.9 Senior High School.

In this section, the researchers found that implementing Group Investigation can helps students' reading comprehension, enhance their enjoyment of learning, and increase their interest in narrative text learning, thereby encouraging active participation.

a. **Group Investigation Helps Students Understanding in Reading Narrative Text**
Some students felt helped by the learning method using Group Investigation. The feeling of being helped to understand narrative text using the Group Investigation method, where students' thoughts or ideas can be channeled and discussed so as to get one result. The following is the interview transcript of some student responses.

> ***"It helps****, maybe from what I didn't understand narrative text****, I can understand because one of the group members can explain and understand more about the text"***.

(MA; interview data 2)

The data above MA explains students' responses to implementing Group Investigation, such as the words that can help students understand narrative text in classroom learning.

b. Students' Enjoy the Learning Process Better with Group Investigation (GI)

The researcher found other responses related to implementing the Group Investigation learning method. Students gave emotional responses when learning narrative text using Group Investigation. Students enjoy learning to read narrative texts because they can exchange ideas and discuss cooperatively. The following interview transcript of the students' response.

> *"It's happy and enjoyable to be able to discussion and ask questions about things we don't understand".*

> (BM; interview data 1)

Based on the data above, BM stated that students enjoy learning to read narrative text using the Group Investigation method because they can exchange information on unknown information.

c. Students Interested Learning Narrative Text with Group Investigation Method

The following positive affective response is that students feel interested in learning narrative text using the Group Investigation method. The following interview transcript of the student's response

> *"Interested, because maybe sometimes the explanation from friends is easier to understand".*

> (MA; interview data 2)

This statement is supported by another students' statement who also stated that students are interested because Group Investigation helps students in discussion.

> *"Interested because we can ask each other, for example, if there are difficulties, we can ask our friends".*

> (BM; interview data 1)

Based on the data above, students have positive affective responses, such as exciting words, when implementing Group Investigations on reading narrative text. MA and BM stated that in learning to read narrative text using Group Investigations, students felt interested because they could understand other students' explanations

d. Students' Participant Actively in Reading Narrative Text using Group Investigation

The observation findings state that students become more active and concentrate during learning toward Group Investigation. This is in line with the findings of the interview data obtained.

> *"When I experience difficulties, **the first thing I do is ask the teacher** and then discuss it with my group mates".*

(YAD; interview data 10)

3. Students Negative Affective Responses toward the Implementation of Group Investigation (GI) in Reading Narrative Text

In addition to the positive responses given by students in learning narrative text using Group Investigation method, students gave negative affective responses, namely students expressed disinterest in learning narrative text using Group Investigation. The following interview transcript student negative responses.

> *"**I prefer to study individually** because it's quieter".*

(MM; interview data 4)

In the students' responses, there were negative responses stated that students were less interested in learning narrative text used the Group Investigation method. In line with other responses which stated that students were not interested because members only imposed one member of the group.

> *"**Not interested**, not all members want to work together like yesterday I got an assignment for a presentation paper like that, I did all the work because everyone didn't want to work together".*

(NP; interview data 6)

The researcher found that students, particularly MM and NP, were less interested in learning narrative text using cooperative Group Investigation due to its perceived calmness and the burden it placed on individual members.

Based on the findings and discussion above, implementing Group Investigation in narrative text learning in the classroom involves several significant steps that can direct students' teaching and learning activities and run them orderly. (Septiana et al., 2021) reported that applying the Group Investigation Method significantly affected students' reading comprehension; it is recommended that English teachers use the Group Investigation method to teach and motivate students' reading comprehension.

Student response refers to the response or reaction given by students to a stimulus or learning situation. This response can be in the form of answers to questions, participation in discussions, or interaction with the subject matter being taught. Student response is divided into 3 namely cognitive (knowledge),

affective (emotion) and conative (behavior). According Steven M. Chaffe theory cite in (Rakhmat, 2004) conducted, responses are divided into three parts, cognitive a response that includes students' knowledge and skills, affection a response related to emotions, attitudes, such as attitude of agreeing and disagreeing with something, and conative a response related to real behavior including actions or habits.

Based on the findings of the study, Group Investigation learning as a teaching method develops language learning, academic achievement, and social skills through student interaction. Then, grouping allows students to express their ideas because communication will always motivate students to feel free to say anything. Therefore, communication skills will always relate to their group members and each other in the classroom (Kharisma & Hidayati, 2018). During Group Investigation learning, students are very enthusiastic about learning. This can be achieved when there is mutual influence among group members. Group investigation fosters group responsibility and success by encouraging, supporting, and helping each other, increasing the overall effectiveness of group activities.

4. Conclusion

The Group Investigation learning approach supports students' reading comprehension in narrative texts. It involves identifying subtopics, grouping them, planning investigations, discussing ideas, preparing presentations, and assessing performance. Students feel more helpful in reading narrative text comprehension when actively involved. Group Investigation is a good substitute for reading instruction, expanding understanding and creating a fun learning atmosphere. Teachers should develop adequate materials, media, and exciting strategies to achieve learning objectives. This new approach to teaching reading comprehension is a promising solution.

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