CHAPTER I

INTRODUCTION

A. The Background of the Study

Human is the social creature that needs interaction and socializes with each other and always lives side by side. The interaction is necessarily when the human needs their existence and it is admitted that these activities need a tool or media that is language, so since that time language has an important role in daily life. According to Jhon, "language is important to widen diplomacy affairs with any other languages, it means language have meaning, the tool of communication either in written or orally, even as socialize language in daily life."[1]

The teacher role and the influence of teacher's performance are very important to help the students in teaching learning process. In general, it has been a fact that everything around as giving influence to our life. Such the influence seems to appear in the way learns something, in the way how to behave and the way how to act. Besides that, the condition of our neighborhood or environment also influences our growth and development. Ornstein says, "human beings come into this word with a unique genetic make-up, but culture largely influence their socialization, which in turn influence their growth and development."[2]

Listening and reading are the skills included in receptive because both of them are receiving messages. Meanwhile speaking and writing skills are productive messages because both are included in language production. Writing skills were lowered after listening, speaking, and reading. In short and light communication

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[1] Koentjoro Hartono Jhon. *English Grammar.* (Surabaya: Penerbit Indah, 2003), p. 2.
[2] V. Ornstein. *Students Variables.* (Oxford: Oxford University Press, 2002), p. 34.

can be described as the process of transmitting or transferring information or messages from one person to another or among many individuals through various means such as through oral or writing short messages via electronic mail or commonly called e-mail and others to obtain information and feedback from the interlocutor who was sent a message.[3]

So many sources of information are available everywhere and always found in everyday life, but not all information can be easily understood without knowledge to understand it, most of the information is in the form of functional text. Functional text is a type of text that aims to provide information about something in everyday life. It called functional text because its use is adjusted to a certain function. This type of text is seems easy to understand, but there are many students who have difficulty and problem in understanding the function of this text especially in English text.

In this study, the researcher took the topic with the title improving students' functional text achievement through group investigation technique that the ability to read and understand an English text especially functional text that are always encountered in everyday life is a problem that is difficult for students to master. The main purpose in applying this technique is to make it easier for students to develop students' thoughts or ideas in understanding a functional text, so as to obtain an accurate understanding so that there is no misunderstanding or misinterpretation of the information contained in a functional text.

This technique is very useful for a student as a reader who often experience confusion in understanding the intent and purpose as well as the information

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[3] Sholihatul Hamidah Daulay, *Language and Society*, (Medan: Lembaga Peduli Pengembangan Pendidikan Indonesia (LPPPI), 2019), p. 10

contained in a functional text by discussing with other friends, exchanging ideas that may be the same or different perspective on the problem that occur to get a real answer. That's how this technique is described when students are in a study group to complete a learning topic. The activity of receiving information, analyzing and interpreting a message contained in a text is called reading. Therefore, this activity is not only limited to the ability to read understand the intent and purpose of the text. Most students do not understand English text, students are able to read English text well, can understand vocabulary in each part of the text, but students cannot connect the text they read with their experience or knowledge, this is related to most of the ways teachers teaching using conventional methods.[4]

It is very important for teachers to determine an appropriate technique in teaching students' reading skills so that students are not confused in reading English text, including functional texts. Like the experience the researcher experienced when was in Islamic senior high school, where the teacher did not yet have the right teaching techniques so that students had difficulties when they started reading comprehension of English text. Therefore, the researcher chooses and introduces techniques that can improve students' reading comprehension skills. The researcher also takes the subject of 10th grade Islamic senior high school students. Students should be able to read and understand a purpose and information conveyed in English reading texts. However, in fact the 10th grade Islamic senior high school students understand the intent and purpose as well as the information in the English reading text as expected by the researcher.

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[4] Sholihatul Hamidah Daulah, et al., "Activating Schemata Helps Students In Reading Comprehension". *Edukasi: Jurnal Pendidikan Dan Pengajaran*, Vol. 7 No. 2 (2020), p. 147.

Senior high school students are the right choice because at this level, students are able to think broadly and deeply and their English mastery has increased after previously studying English at the junior high school level. Therefore, this research will focus on the use of group investigation techniques to improve students' functional text achievement. The researcher chose this topic as a title of the research because of the importance of methods or techniques in teaching by a teacher has an impact on improving students' achievement in learning activities.

The Group Investigation Technique is a form of collaborative learning. Collaborative learning does more than just enable students to work in groups. This is a fundamental shift from teachers as informants and sole sources of truth to teachers as facilitators. This includes the use of tasks that must be completed with the combined effort and skill of each group member. In the Group Investigation Technique (GIT), students form interest groups in which to plan and conduct research and summarize their findings in class group presentations. A common role of teachers is to make students aware of resources that can help them conduct research.

Students are lack of understanding of English text mastery. This was in line with the students' problems in reading English text. These problems stem from teachers' teaching styles being inadequate and not responsive to student interests. Therefore, researcher used group investigation technique for teaching reading comprehension. In addition, group research helps students to be more active and voice their opinions through their classroom partner in his group.

Based on the explanation above, the researcher is interested in searching more details in his research on the application of Group Investigation Technique on

functional text in a thesis entitled: "Improving Students' Functional Text Achievement through Group Investigation Technique of the 2021/2022 Tenth Year Students of MAS TPI Sawit Seberang".

B. The Identification of the Problem

Based on the background of the study above, the researcher conducted the following problems can be identified as follow:

1. The teacher taught reading by using the general method and technique; it can be called the monotone technique as previously.

2. The students were unable to express the idea when starting to read something especially in functional text.

3. Most students need another technique to develop their reading ability, especially to make them easier in understanding meaning in English text.

4. The achievement obtained in English text was not satisfied.

C. The Limitation of the Problem

Based on some problems above, the researcher limits this study only on improving students' functional text achievement through Group Investigation Technique of the 2021/2022 tenth year students of MAS TPI Sawit Seberang.

D. The Formulation of the Problem

Based on the identification problem above, the researcher formulated the problem into a research question as follow:

"How does group investigation technique significantly improve the students' functional text achievement of the 2021/2022 tenth year students of MAS TPI Sawit Seberang?"

E. The Objective of the Study

The objective of the study is to answer the problems that have been mentioned in the previous point. In detail, the objective of this study is to find out whether Group Investigation Technique significantly improves the functional text achievement of the 2021/2022 tenth year students of MAS TPI Sawit Seberang.

F. The Significance of the Study

After completing this research, it is hoped that there are some benefits for:

1. Theoretically

   As the facilitator in classroom, a teacher can use the findings to improve their teaching atmosphere and to increase the quality of teachers' professionalism as an educator. As media for students, it develops an effective learning technique, efficient and fun to involve students actively in the process of learning English to improve their English text.

2. Practically

   a. For students

      This study is expected to facilitate and provide the benefits of the group investigation technique in reading comprehension of functional text.

   b. For teachers

      This study is expected to build the teacher's skill in teaching reading comprehension using the group investigation technique that can be applied in the learning process.

c. For researchers

This study can give new information and also can be useful as a reference in doing the learning process and can gain the students' motivation in reading comprehension with this technique.