

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. THEORETICAL REVIEW

##### 1. Group Investigation Method

###### a. Definition of Group Investigation Method

Robert E. Slavin stated that Group Investigation as follow;

“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.”<sup>1</sup>

Group Investigation which developed by Shlomo and Yael Sharan at Tel Aviv University, is planning of common class setting where the students work in small group using cooperative question, group discussion, and planning and project cooperative.<sup>2</sup>

Roy Killen said that Group Investigation is one of cooperative learning method which focused on student’s participation and activity. The teacher who use this method firstly he/she divides the class into small heterogeneous groups. This group consists of two to six and may form around friendships or around an interest in a particular topic. Students select topics for study, then every group decides what subtopics are to be investigated as well as the goals of their study, and then prepare and present a report in front of class.<sup>3</sup> This type demands to the student’s abilities of communication or the group skill. Group Investigation model exercises the students to grow up their brain skill. The students as the followers actively will show from the first step

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<sup>1</sup> Robert E. Slavin, *Cooperative Learning: Theory, Research and Practice*, (USA: Allyn & Bacon, 1995), p. 111

<sup>2</sup> Robert E. Slavin, *Ibid*, (London: Allyn and Bacon, 2005), p. 24

<sup>3</sup> Roy Killen, *Effective Teaching Strategies: Lessons from Research and Practice*, (Australia: Social Science Press, 1998), p. 99

until the last step of the learning process.

According to Robert E. Slavin important for Group Investigation is students' cooperative planning of their inquiry. Group members take part in planning the various dimensions and requirements of their project. Together they determine what they want to investigate in order to solve their problem; which resources they require; who will do what; and how they will present their completed project to the class.<sup>4</sup>

Presentation technique is done in front of class with several of presentation forms, while other group shift wait to presentation, to evaluate and give response from the topic presentation. The teacher's role in conducting a Group Investigation project the teacher serves as a resource person and facilitator.<sup>5</sup> He or she circulates among the groups, sees that they are managing their work, and helps out with any difficulties they encounter in group interaction and the performance of the specific tasks related to the learning project.

#### **b. The Steps of Group Investigation Method**

In Group Investigation, pupils progress through six steps. The steps of using Group Investigation (GI) as follow;<sup>6</sup>

##### 1) Topic Selection

Students choose specific subtopics within a general problem area, usually described by the teacher. Students are placed into small two-to six member task oriented groups. Group composition is academically and ethnically heterogeneous.

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<sup>4</sup> Robert E. Slavin,, *Cooperative Learning: Theory, Research and Practice*, (USA: Allyn and Bacon, 1995), p. 112

<sup>5</sup> *Ibid*, p. 113

<sup>6</sup> Roy Killen, *Op Cit*, p. 100

2) Cooperative Planning

Students in each group and the teacher plans specific learning procedures, tasks and goals consistent with the subtopics of the problem selected in step 1 (first).

3) Implementation

Each group gathers information, review the subtopic, analyze or evaluate it, and reach some conclusions. Kinds of sources of information can be obtained both inside and outside the school.

4) Analysis and Synthesis

Students analyze and evaluate information obtained during step 3 (third) and must prepare a summary activity. It may be in form of report, a briefing, etc., for the entire class.<sup>7</sup>

5) Presentation of Final Project

Each group in the class give an interesting presentation of the topics studied in order to get classmates involved in one another's work and to achieve a broad perspective on the topic. Group presentations are coordinated by the teacher.

6) Evaluation

In cases where groups followed different aspects of the same topic, students and the teacher evaluate each group's contribution to the work of the class as a whole. Evaluation can include either individual or group assessment or both.

**c. Group Investigation Method and Teaching Reading Ability**

In this group investigation method there are 3 concepts: enquiry, knowledge, and the dynamic of the learning group. The

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<sup>7</sup> Roy Killen, *Ibid*, p. 100

research here is the dynamic of the learning group. The students give the responses the problems and solve it. The knowledge is the learning experience that has been founded directly or indirectly. And the dynamic of the learning group that shows describing a group of student which has a good interaction and share about their ideas, exchange their experiences, in their opinions.

Things have to do in Group Investigation are:<sup>8</sup>

1) Grow up the group ability

When they do their homework, every member of group has their own opportunity to show their contribution. In the research, the student will find the information from the inside or outside class. Then, the students collect the information from every member of the group to do the task.

2) Cooperative Planning

All of the students have an investigation for their problem. Which one of the sources is needed, who want to do it and how to presented their project in the Class.

3) The Teachers Roles

The teachers will prepare the source and facilitators. The teachers role their rule among the students groups and they pay their attention to also organize the students job and help the students to organize their job and help them when they get the trouble of the learning process in their group.

In teaching reading ability can be done with activity of teaching reading aloud, silent reading, reading comprehension and

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<sup>8</sup> <http://dudy-adityawan.com/education/group-investigation-method-learning/> cited on Friday 7<sup>th</sup> Jan, 2011

independent reading.<sup>9</sup> All of them have own advantage for students in junior high school. Reading aloud will help students to prepare for study in an English speaking country. Then, silent reading will help students in learning how to read with purpose. Reading comprehension will help students understanding written the text and can enlarge students' English vocabulary, because reading comprehension related with word recognition and comprehension of text. While, independent reading is one of the best ways for junior high school students to add new words to their vocabulary, because independent reading depend on their independent consumption and enjoyment.

## 2. Reading Ability

### a. Definition of Reading Ability

Reading is one of receptive skills; reading becomes the goal of most foreign language programs. It shows that reading is an important part on the teaching of knowledge. It might be to obtain some intellectual information or some common factual information or merely for pleasure. Here are overviews of present several definitions of reading:

- 1) Grabe and Stoller defined reading is the ability to draw meaning from the printed page and interpret this information appropriately.<sup>10</sup>
- 2) Caroline T. Linse defined reading is a set of skills that involves making sense and deriving meaning from the printed word.<sup>11</sup>
- 3) Hennings defined reading is a thinking process that sets two people in action together (an author and a reader).<sup>12</sup>

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<sup>9</sup> Kasihani K.E Suyanto, *English for Young Children*, (Jakarta: PT. Bumi Aksara, 2007), p. 43

<sup>10</sup> William Grabe and Fedricka L. Stoller, *Teaching and Researching Reading* , (Great Britain: Pearson Education, 2002), p. 9

<sup>11</sup> Caroline T. Linse, *Practical English Language Teaching: Young Learners*, (New York: Mc Graw – Hill companies, Inc, 2006), p. 69

So, in reading activities there are two subjects involved in. They are the writer and the reader. The writer tries to convey, to present his or her messages through letters, words, phrases and their relationship, while the reader tries to get the messages from the written verbal symbols.

Based on the definitions above, it can be concluded that reading is not merely as a process of reading words by words of the printed page but it is also a collaboration of thinking process, recollection of the past experience, interaction and it acquired language faculty to interpret the author's intention. Reading is also a process of matching information since the activity of reading is the reader matches his information that he already had with the printed page in order to get the message.

In Islam, reading becomes something important because it was the first commandment all at once the first defines revelation to the prophet Muhammad (p.b.u.h). It is stated in Quran surah Al-Alaq 1-5.

إِفْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ (1) خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ (2) إِفْرَأْ وَرَبُّكَ الْأَكْرَمُ (3)  
الَّذِي عَلَّمَ بِالْقَلَمِ (4) عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ (5)

“Read the name of your lord who created, created man from clots of congealed blood. Read! Your lord is the most beautiful one, who taught by the pen, taught man what he did not know.”<sup>13</sup>

The term ability according to Grabe and Stoller refer to what readers do while reading and processes to mental operations.<sup>14</sup>

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<sup>12</sup> Dorothy Grant Hennings, *Reading with Meaning: Strategies for College Reading*, (USA: Prentice – Hall, Inc, 1999), 4<sup>th</sup> Ed., p. 2

<sup>13</sup> Mahmud Y. Yazid, *The Qur'an: An English Translation of the Meaning of the Qur'an*, (Lebanon: Dar Al Chaura, 1980), p. 457

<sup>14</sup> William Grabe and Fedricka L. Stoller, *Teaching and Researching Reading*, (Great Britain: Pearson Education, 2002), p. 17

Learning to read is a different process because it involves learning about a symbolic system (writing) used to represent speech. So, there is close connection between oral vocabulary, grammar and sound system of the oral language. The ability to attend the individual sounds within words (phonological and phonemic awareness) is also in oral skill that is closely associated with reading ability. Reading ability will be developed best in association with writing, listening, and speaking activities.

#### **b. Aspects of Reading Ability**

There are some aspects that must be mastered by the English students in improving their ability in reading. These aspects will help the students in understanding texts or even passages. The students are actually trained to master some important aspects of text as follow;

##### **1) Reading comprehension**

Reading comprehension refers to reading with understanding. According to Grabe and Stoller reading comprehension is an extraordinary feat of balancing and coordinating many abilities in a very complex and rapid set of routines that makes comprehension a seemingly effortless and enjoyable activity for fluent readers.<sup>15</sup> Grellet states that understanding the written text means extracting the information from it as possible.<sup>16</sup> Simanjuntak points out that reading comprehension is most likely to occur when students are reading what they want to read, or at least what they see some good reason to read.<sup>17</sup>

Reading is one of the basic communicative skills, but it is a very complex process. In the process of reading, there are some

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<sup>15</sup> William Grabe and Fedricka L. Stoller, *Ibid*, p. 29

<sup>16</sup> Françoise Grellet, *Developing Reading Skill: a Practical Guide to Reading Comprehension Exercise*, (Cambridge University Press, 1998), p. 3

<sup>17</sup> Simanjuntak, *Developing Reading Skills for EFL Students*, (Jakarta:Depdikbud, 1988), p. 4

factors, which influence reading comprehension. According to Harris and Smith explained some factors influencing reading comprehension that are:<sup>18</sup>

a) Background experience

The knowledge backgrounds and the past experiences of the students are very important in reading in order to anticipate the author's message. The ability to reconstruct meaning from printed page, including various kinds of skills and style the writer has, is based on the reader's previous experience with a topic, his familiarity with key concepts, and his knowledge of how language works. In summary, readers must have ability to relate the text to their own background knowledge efficiently.

b) Language abilities

Reading and language are two things that cannot be separated because reading is one of the skills in learning a language. As a means of communication the expresses ideas, thought, opinions, and feelings. Language abilities refer to the abilities of students in using a language. It includes the ability to understand the structure underlying the passage and the vocabulary of the language.

c) Thinking abilities

Thinking abilities refer to the students' ability to link their new experience with their previous one. In this case, readers should think the act of recognizing words, whereas, teachers give the appropriate questions to help the students develop their thinking abilities.

d) Reading purposes

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<sup>18</sup> Haris and Smith, *Reading Instruction: Diagnostic Reading Ability*, (New York: Richard C. Owen Publisher'r. Co., 1997), p. 27

The purposes for reading are reading for information and reading for pleasure. It is important to judge the purpose of reading because it will influence us in choosing the technique.

e) Affection

Motivation, interest, belief, and feelings belong to affection. They may have improved the influence on students' reading comprehension.

## 2) Reading Purpose

Reading is a skill that must be developed, and can only be developed, by means of extensive and continual practice. Students learn to read by reading. Their reading will tend to be effective when they have a purpose and motivation to learn first.

Grabe and Stoller said that the purposes for reading as follow;<sup>19</sup>

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

There are many purposes in reading texts as stated above. Each person has to own purpose in reading text. Mikulecky states why reading is important when you are learning a new language.<sup>20</sup> People usually read for a reason. There are some reasons why is reading important:

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<sup>19</sup> William Grabe and Fedricka L. Stoller, *Teaching and Researching Reading*, (Great Britain: Pearson Education, 2002), p. 13

<sup>20</sup> Beatrice S. Mikulecky and Linda Jeffries, *More Reading Power*, (New York: Pearson Education, 2004), p. 2

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

Elizabeth S. Pang et al explain that a reader reads a text to understand its meaning, as well as to put that understanding to use. A person reads a text to learn, to find out information, to be entertained, to reflect or as religious practice.<sup>21</sup> So in the classroom, teachers need to be aware of their students' learning needs, including their motivation for reading and the purpose that reading has in their lives.

### **3) Models of Reading**

According to O'malley and Valdez Pierce in their books, reading process in a second language is similar to those acquired in the first language in that they call for knowledge of sound or symbol relationships, syntax, grammar and semantics to predict and confirm meaning. As they do in their first language, second language readers use their background knowledge regarding the topic, text structure, their knowledge of the world, and their knowledge of print to interact with the printed page and to make prediction about it.<sup>22</sup> O'malley and Valdez Pierce also explained models of reading that are;

- a) Bottom-up Models

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<sup>21</sup> Elizabeth S. Pang et al, *Teaching Reading*,  
<http://www.curtin.edu.au/curtin/dept/smec/iae> p. 15 cited on 15th May, 2010

<sup>22</sup> J. Michael O'malley and Lorraine Valdez Pierce, *Authentic Assessment for English Language Learners*, (United states of America: Addison Wesley, 1996), p.94

Bottom-up models refer to the decoding of individual linguistic units on the printed page, working one's way up from smaller to larger units to obtain meaning and to modify one's prior knowledge.

According to Brown bottom-up processing is readers must first recognize a multiplicity of linguistic signals (letters, morphemes, syllables, words, phrases, grammatical cues, discourse markers) and use their linguistic data processing mechanisms to impose some sort of order on these signals.<sup>23</sup>

#### b) Top-down Models

Top-down models the reader's hypotheses and predictions about the text and his or her attempts to confirm them by working down to the smallest units of printed text. According to Harmer top-down processing the reader or listener gets a general view of the reading or listening passage.<sup>24</sup>

#### c) Interactive Models

Interactive models of reading are proposed for second language learners to give balanced emphasis to these top-down and bottom-up process.<sup>25</sup> In these models, the term interactive has three meanings: a) the interaction between the reader and the text, b) the interplay between lower and higher level reading process (decoding and using prior knowledge) and c) the relationship between form (text structure) and function (genre) in text.

### 4) Reading Skills

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<sup>23</sup> H Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, 2<sup>nd</sup> Edition, (San Fransisco State University: Longman, 2001), p. 299

<sup>24</sup> Jeremy Harmer, *The Practice of English Language Teaching*, 3<sup>rd</sup> Edition, (Malaysia: Pearson Education, 2001), p. 201

<sup>25</sup> J. Michael O'malley and Lorraine Valdez Pierce, *Op Cit*, p. 95

Reading skills can be categorized into four types: skimming, scanning, intensive reading and extensive reading. These four skills are usually used integrative when reading a text. For instance, a reader may skim the text first to find out whether it is relevant for his/her purpose and then decide to read it intensively.

a) Skimming

This skill is used in reading to get the main ideas of a text. The function of skimming is to read quickly to discover the gist to see whether the text is worth reading or not according to the reader's purpose. According to Mikulecky skimming is high-speed reading that can save you time and help you get through lots of material quickly.<sup>26</sup> Skimming consists of quickly running one's eyes across a whole text (such as an essay, article, or chapter) for its gist. Skimming gives readers the advantage of being able to predict the purpose of the passage, the main topic, or message, and possibly some of the developing or supporting ideas.<sup>27</sup>

b) Scanning

This skill is used to look rapidly for a particular piece of information. According to Mikulecky scanning is very high speed reading that you do when you are looking for a specific piece of information.<sup>28</sup> Scanning exercises may ask students to look for names or dates, to find a definition of a key concept, or to list a certain number of supporting details. The purpose of scanning is to extract specific information without reading

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<sup>26</sup> Beatrice S. Mikulecky and Linda Jeffries, *Op Cit*, p. 38

<sup>27</sup> H Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, 2<sup>nd</sup> Edition, (San Fransisco State University: Longman, 2001), p. 308

<sup>28</sup> Beatrice S. Mikulecky and Linda Jeffries, *Op Cit*, p. 25

through the whole text.<sup>29</sup> The skill of scanning is supposed to ensure that learners do not read word-by-word but instead they will glance at the text quickly and look for the information which they know is in it.

c) Intensive Reading

Intensive reading is usually a classroom oriented activity in which students focus on the linguistic or semantic details of passage.<sup>30</sup> Intensive reading calls students' attention to grammatical forms, discourse markers, and other surface structure details for the purpose of understanding literal meaning, implications, rhetorical relationships, and the like. Intensive reading also may be a totally content related reading initiated because of subject matter difficulty. In other words the aim of intensive reading is to achieve a detailed understanding of the text.

d) Extensive Reading

Extensive reading is carried out to achieve a general understanding of a usually somewhat longer text (book, long article, or essays, etc).<sup>31</sup> Most extensive reading is performed outside of class time. Extensive reading is also to obtain global or general meaning from longer passages; use extensive reading is to improve general knowledge.

**c. Components of Reading Abilities**

Reading comprehension abilities are quite complex and that they vary in numerous ways depending tasks, motivations, goals and language abilities. One might even get the impression that large

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<sup>29</sup> H Douglas Brown, *Op Cit*, p. 308

<sup>30</sup> H Douglas Brown, *Ibid*, p. 312

<sup>31</sup> H Douglas Brown, *Ibid*, p. 313

differences exist among the various ways of reading. However, there is a set of common underlying processes that are activated as we read.

According to Grabe and Stoller, there are two parts activated that are lower-level processes and higher-level processes. Lower-level processes represent the more automatic linguistic processes and are typically viewed as more skills oriented. Whereas, the higher-level processes generally represent comprehension processes that make much more use of the reader's background knowledge and inference skills.<sup>32</sup> Reading processes that are activated when we read as follow;

1) lower-level processes

a) Lexical access

Automatic word recognition or lexical access is the calling up of the meaning of a word as it recognized.

b) Syntactic parsing

Syntactic parsing is a process where a fluent reader is able to take in and extracted. The ability to recognize phrasal groupings, word ordering information, and subordinate and super ordinate relations among clauses quickly is what allows good readers to clarify how words are supposed to be understood.

c) Semantic proposition formation

Semantic proposition formation is the process of combining word meanings and structural information into basic clause level meaning units.

d) Working memory activation

Working memory refers to the information that is activated, or given mental stimulation, for immediate storage and

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<sup>32</sup> William Grabe and Fedricka L. Stoller, *Teaching and Researching Reading*, (Great Britain: Pearson Education, 2002), p. 20

processing. The words that are accessed, the information that is cued grammatically and the emerging meaning are all active for a short period of time in working memory.

2) Higher-level processes<sup>33</sup>

a) Text model of comprehension

The most fundamental higher level comprehension process is the coordination of ideas from a text that represent the main points and supporting ideas to form a meaning representation of the text.

b) Situation model of reader interpretation

Situation model of reader interpretation is built on and around the emerging text model. The reader is likely to interpret the text (and begin to create a situation model) differently if he/she knows that the text is the beginning of a good mystery novel, a biography of a well-known photographer or a social statement on waste in society.

c) Background knowledge use and inferencing

Background knowledge takes on the most importance and when inferencing abilities play a greater role in reading. As the reader transforms information from clause-level meaning units to the text model of comprehension, and then to the elaborated situation model of reader interpretation, both background knowledge and inferencing take on greater importance.

d) Executive control processes

Executive control processes (or monitor) represents the way that we assess our understanding of a text and evaluate our success.

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<sup>33</sup> William Grabe and Fedricka L. Stoller, *Ibid*, p. 25

#### d. Teaching Reading Ability

According to Suyanto activity of teaching reading ability particularly can be distinguished between reading aloud, silent reading, reading comprehension, and independent reading.<sup>34</sup>

##### 1) Reading Aloud

Reading aloud forms a foundation for the early literacy framework. By having stories read to them children learn to love stories and reading. Reading aloud involves children in reading for enjoyment and provides an adult demonstration of fluent reading.<sup>35</sup>

This activity refer to train the students serve as an evaluative check on bottom up processing skill, double as a pronunciation check, and serve to add some extra student participation if you want to highlight a certain short segment of a reading passage.<sup>36</sup>

##### 2) Silent Reading

Silent reading refers to read the text is not oral reading, but read the text by heart. Silent reading may be subcategorized into intensive and extensive reading. Intensive reading is usually a classroom oriented activity in which students focus on the linguistic or semantic details of passage. Whereas, Extensive reading is carried out to achieve a general understanding of a

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<sup>34</sup> Kasihani K.E Suyanto, *English for Young Children*, (Jakarta: PT. Bumi Aksara, 2007), p. 43

<sup>35</sup> [http://www.oe.k12.mi.us/balanced\\_literacy/reading\\_aloud.htm](http://www.oe.k12.mi.us/balanced_literacy/reading_aloud.htm) cited on Sunday 16th Jan, 2011

<sup>36</sup> H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, 2<sup>nd</sup> Edition, (San Fransisco State University: Longman, 2001), p.312

usually somewhat longer text (book, long article, or essays, etc).<sup>37</sup>

Benefits of effective silent reading include steady improvement of educational efficiency; exploration of a wide variety of reading material; learning how to read with purpose; and confidence in dealing with all forms of reading, whether for school, business or leisure. In other word reading aloud is vital in the beginning, while silent reading is beneficial for a life time.

### 3) Reading Comprehension

Reading comprehension refers to reading with understanding. According to Pang et al Comprehension is the process of deriving meaning from connected text. It involves word knowledge (vocabulary) as well as thinking and reasoning.<sup>38</sup> Therefore, comprehension is not a passive process but an active one. The reader actively engages with the text to construct meaning. This active engagement includes making use of prior knowledge. It involves drawing inferences from the words and expressions that a writer uses to communicate information, ideas and viewpoints.

### 4) Independent Reading

Independent reading is a term used in educational settings, where students are involved in choosing and reading material (fiction books, non-fiction, magazine, and other media) for their independent consumption and enjoyment.<sup>39</sup>

Independent reading is the reading we do of our own volition. It could be a romance novel, sports magazine, or local

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<sup>37</sup> H. Douglas Brown, p. 313

<sup>38</sup> Elizabeth S. Pang et al, *Teaching Reading*,  
<http://www.curtin.edu.au/curtin/dept/smec/iae> p. 14 cited on 15th May, 2010

<sup>39</sup> Kasihani K.E Suyanto, *Ibid*, p. 45

newspaper.<sup>40</sup> The reason independent reading promotes vocabulary growth is because we are exposed to new words and can discern their meaning through the context of what we are reading.

### 3. Descriptive Text

According to Alexander et al Genre or 'Text-type' is kind of text that is not divided base on traditional literature, but more direct to social function.<sup>41</sup>

There are many genre of text that we are study in school. The genre of text divided into two that is story genres and factual genres. There are six text-types in story genres that are narrative, news story, exemplum, anecdote, recount and spoof. While in factual genres consist of procedure, explanation, report, exposition, discussion, description, review, news item, and commentary.

Description or descriptive text is a kind of text form factual genres. Descriptive text is a text that describe about particular person, place or thing.

- a. The purpose of this text is to describe a particular person, place or thing.
- b. The generic structure of descriptive is identification and description. Identification refers to identifies phenomenon to be described. While, description refers to describes parts, qualities, and characteristics.
- c. Grammatical features of this text as follow;
  - 1) Specific participant
    - a) Certain noun for example; my car, my dog, my new house; but if (car, dog, dolphin and etc) are not allowed.

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<sup>40</sup> <http://www.eslteachersboard.com/cgi-bin/lessons/index.pl?read=2085> cited on Sunday 16<sup>th</sup> Jan, 2011

<sup>41</sup> Alexander Mongot Jaya et al, *English Revolution*, (Jepara: Mawas Press, 2008), p.3

- b) The use of detail noun phrase for example *I have a white skinned girl friend.*
  - c) The use of adjectives that have features describing, numbering, classifying; for example two strong legs.
  - d) The use of thinking verb and feeling verb to express private writer opinion about the subject, for example *I think it is clever animal, Police believe the suspect is armed.*
  - e) The use of action verb for example *my cat eats my mouse.*
  - f) The use of figurative language like that simile, metaphor, for example *John is white as chalk.*
- 2) Simple present tense for example; *I live in simple house, the house is very beautiful, it has a wonderful park.*

## B. Previous Research

In this part the writer describes some previous researches which are relevant to this thesis. First, thesis under title “Teaching Reading Comprehension Using Collaborative Strategic Reading (CSR) for Year X of SMAN 1 Ngrambe Ngawi: An Action Research at Year X of SMAN 1 Ngrambe, Ngawi in the Academic Year of 2006/2007” by Husnul Imaroh (2201402084), English Department Faculty of Language and Arts Semarang State University 2006. This research shows that the students improve their reading comprehension significantly by using CSR method. They are motivated to read English text. They enjoy the roles that are given to them. Their vocabularies increase too. Besides that, they know each other well since they have to work in the group.<sup>42</sup>

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<sup>42</sup> Husnul Umaroh, *Teaching Reading Comprehension Using Collaborative Strategic Reading (CSR) for Year X of SMAN 1 Ngrambe Ngawi: An Action Research at Year X of SMAN 1 Ngrambe, Ngawi in the Academic Year of 2006/2007*, (Semarang: English Department Faculty of Language and Arts Semarang State University, 2006)

Second, thesis under title “Improving Students Reading Comprehension Skill Through Vocabulary Drill: A Classroom Action Research with Eight Grade Students of SMP NU 09 Rowosari Kendal in the Academic Year of 2008/2009” by Komarudin (3104222), Tarbiyah Faculty Walisongo State Insitute For Islamic Studies Semarang 2009. It shows that the use of vocabulary drills can measure students’ ability in vocabulary to improve students’ reading comprehension not focus on reading comprehension in general.<sup>43</sup>

Third, thesis under title “The effectiveness of Teaching Reading Using Fable Comic to Improve Students’ Reading Ability: An Experimental Research at the First Grade Students of SMA Darunnajah Pati In the Academic Year of 2008/2009” by Mustaanisa (3104336), Tarbiyah Faculty Walisongo State Insitute For Islamic Studies Semarang 2009. This research focused on students reading ability, and the result of the research fable comic of the Jakarta post newspaper was effective as a reading material to improve students’ reading ability.<sup>44</sup>

From the explanation above, the writer will try to use group investigation as a method in conducting their research, because to add the reference in teaching reading research. The subject is junior high school students.

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<sup>43</sup> Komarudin, *Improving Students Reading Comprehension Skill Through Vocabulary Drill: A Classroom Action Research with Eight Grade Students of SMP NU 09 Rowosari Kendal in the Academic Year of 2008/2009*, (Semarang: Tarbiyah Faculty Walisongo State Insitute For Islamic Studies Semarang, 2009 )

<sup>44</sup> Mustaanisa, *The effectiveness of Teaching Reading Using Fable Comic to Improve Students’ Reading Ability: An Experimental Research at the First Grade Students of SMA Darunnajah Pati In the Academic Year of 2008/2009*, (Semarang: Tarbiyah Faculty Walisongo State Insitute For Islamic Studies Semarang, 2009 )