**A COMPARATIVE STUDY BETWEEN GROUP INVESTIGATION AND NUMBERED HEAD TOGETHER METHODS ON STUDENTS ABILITY IN READING DESCRIPTIVE TEXT**

**Oleh:**

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***Abstract***

***The aims of this study are to find out understanding of reading descriptive text-ability taught by using Group Investigation (GI) and Numbered Head Together (NHT) method of the third-semester students at University of Graha Nusantara Padangsidimpuan and to know that in both teaching techniques, there are significant differences or no. This research is an experiment with a nonequivalent control group design. The researcher used cluster sampling, which is taken from the third-semester students of English Department at University of Graha Nusantara Padangsidimpuan in which the number of the whole sample are 20 students. The instruments used in this study were pretest-posttest questions. The research hypothesis test used T-test (independent sample t-test) through the SPSS 21 program. The results of the research that have been analyzed can be concluded that there is no significant difference in the ability to read the description text in students by applying the learning model of the Group Investigation and Numbered Head Together Methods.***

***Keywords: group investigation, numbered head together, reading, descriptive text.***

**Chapter I Introduction**

English is a global language that is used in many countries around the world and has been learned by a lot of people. It is taught in Indonesia as a foreign language. Today's English development also shows that the use of this language is very important. Through the learning of this language, Indonesians can communicate and learn more about the English in paper form.

English is one of the main subjects students learn from primary to university in the field of education. The curricula in Indonesia help students to develop written and oral knowledge of the foreign language subject, to increase their confidence to face the globalized era and to achieve communication competences by using language skills such as listening, speaking, reading and writing. Reading is one of the language skills that students in all education levels should learn. Through reading the students can achieve the idea, message, story or information of the authors' opinion in the text.

Henry Guntur Tarigan (2008) stated that the reader uses a process to get the message from what the author wishes to tell in the media. Descriptive is a written English text describing the object, as written by Sanggam and Kisno (2008). The object can be concrete or an abstract in this case. This can be any topic. Students should recognize the generic structure of the document when studying the descriptive text. Sanggam and Kisno (2008) said that the generic structures of descriptive text are, 1) identification: identifies phenomenon to be described, 2) description: describes parts, qualities, characteristics. This includes identification and description as a generic structure of the descriptive text.

But when the writer sees the reality, the students have trouble understanding descriptive text. Besides it, some teachers of English do not have the ability using variety teaching method in the teaching and learning process, it does not motivate students and they are bored in studying, especially when learning descriptive texts. Based on the writer's first observation, 75 percent of the third-semester students of UGN Padangsidimpuan in 2017/2018 academic year have a score of 65, while the minimum standard is 75. By looking at the above fact the researcher considers that their achievement in English was far from the expectation, especially by reading descriptive text.

This problem is influenced by several factors. Internal or external factors may be involved. Internal factors arise from within students, such as lack of vocabulary mastery, motivation, learning interest, etc. Meanwhile, external factor comes from outside of students: teaching, curriculum, social background and health, and so on. Teachers should implement the most suitable teaching strategies because methods of teachers can affect the abilities of students, especially in reading, where it is important to teach students for their significant role in enhanced knowledge so that students are motivated to learn it well (Ramadhani and Harputra, 2016).

"Teaching methods have been defined as a way for teachers to use and function as an instrument to achieve the learning approach," says Hamzah B.Uno (2012). This means that learning is an instrument for the information exchange used by teachers in the teaching and learning process.

According to Nana Sudjana (2005), "the teaching method is organized and implemented by the teacher in order to achieve the aims of teaching and learning." This implies that the teacher can use the teaching method in order to progress the material to achieve the goals of teaching and learning.

In this case, the writer tries to compare the methods which are used in teaching descriptive text, they are Group Investigation (GI) and Numbered Head Together (NHT).

Group Investigation (GI) is a cooperative method of learning for students in a group that focuses on the control of students in teaching and learning. Trianto (2009) stated, "Group Investigation is a complex and challenging cooperative learning to apply,". It means that Group Investigation is one of the complex methods of cooperative learning. This method, therefore, requires the special ability of the teacher to apply. Miftahul Huda (2011) also indicated that Group Investigation is more about decisions and the control of students than it is about the use of learning methods.

The teacher should look for the correct steps in the teaching and learning process in the school with the application of the Group Investigation(GI) method. The steps of Group Investigation method are: 1) Teacher divides students into a heterogeneous group; 2) Teacher explains the purpose of learning and group work; 3) The Leader of each group asking Teacher for the different tasks; 4) Every group will discuss the topic in a collaborative way; 5) After each group has a meeting, the speaker of each group will give a presentation; 6) Teacher gives short explanation and conclusion; 7) Evaluation (Istarani, 2012).

Meanwhile, Numbered Head Together is also collaborative methods of learning by dividing students into several groups and providing each student with a number.

Numbered Head Together (NHT) is designed as a convincing alternative to the traditional classroom as an interaction of students (Trianto, 2009). Furthermore, Agus Suprijono (2010) stated that Numbered Head Together (NHT) is a cooperative learning method which is used number in applies it. According to Istarani (2012), the steps of Numbered Head Together are: 1) the groups are divided and each student gets a number; 2) the teacher provides and teaches the task to the students; 3) group discusses the correct answer and ensures that everyone in the group understands it; 4) the teacher asks one of the students and reports the result of the discussion; 5) the other group's response and the teacher asks for others number and so on.

Basically, Group Investigation (GI) and Numbered Head Together (NHT) methods are cooperative learning method with grouping form. The differences of these methods are Group Investigation (GI) uses toward students in investigating the problem or material deeply with their friends, while Numbered Head Together (NHT) designs students by numbering and have the same chance to give their answer. So, the researcher assumes that there is a significant comparison between the Group Investigation (GI) and Numbered Head Together (NHT) of students reading ability on descriptive text.

The aims of this study are to find out understanding of reading descriptive text-ability taught by using Group Investigation (GI) and Numbered Head Together (NHT) method of the third semester students at University of Graha Nusantara Padangsidimpuan, and to know whether there is a significant comparison of students reading descriptive text-ability taught by using Group Investigation (GI) and Numbered Head Together (NHT) methods of students ability in reading descriptive text.

The researcher realizes that the problem should be solved on the basis from the above statement because it will present different problems in reading the descriptive text. So the researcher believes this is very interesting to do research in the third semester at University Graha Nusantara Padangsidimpuan in 2017/2018 academic year on a comparative study of Group Investigation (GI) and Numbered Head Together (NHT) methods for students ability in reading descriptive text.

**Chapter II Method**

In these studies, the method used is experimental. The experimental method is a way of looking for cause and effect relationships between two variables and is achieved by eliminating or avoiding other variables that can affect them (Suharsimi Arikunto, 2003). The design of this experimental study used Non-Equivalent Control Group Design. In this study design, experimental group 1 and experimental group 2 were compared, but the group was selected and placed without randomization (Emzir, 2014).

The researcher used cluster sampling. And the selected samples are taken from the third-semester students of English Department at University of Graha Nusantara Padangsidimpuan in which the number of the whole sample is 20 students.

To get data from the sample, the writer used the technique of collecting data by giving the test to respondents with the material which deals with both variables. The test applied to the experimental group 1 and the experimental group 2 and then the result of the test used as the data of this research. This following table showed the treatment activities of reading the descriptive text by using Group Investigation (GI) and Numbered Head Together (NHT) methods to the students of third semester of UGN Padangsidimpuan.

Table 1. Treatment Activities Of Teaching Descriptive Text

|  |  |  |  |
| --- | --- | --- | --- |
| Meeting | Topic | Experimental Group 1 | Experimental Group 2 |
| Group Investigation (GI) | Numbered Head Together (NHT) |
| I | Social function | 🗸 | 🗸 |
| II | Generic structure | 🗸 | 🗸 |
| III | Lexicogrammatical features | 🗸 | 🗸 |

After collecting the students’ scores, it was analyzed by using statistics formula. In this analysis, the writer used the formula of “t-test” through SPSS version 21 program. Independent T-Test is a compare test to find out whether there is a significant mean difference between the two independent groups with data interval/ratio scale.

**Chapter III Result And Discussion**

The implementation of quasi-experimental research involved 2 groups, namely the experimental group 1 and the experimental group 2. The experimental group 1 using the investigation group method totaled 10 students. The experimental group 2 used Numbered Head Together methods used 10 students.

The researcher obtained the information needed after the experiment was conducted. In this research study, pre-test and post-test scores from both the experimental groups are evaluated. By using the t-test formula with significance 5%, the pre-test and post-test results of both the experimental groups are compared. The test was arranged for pre-and post-testing in a blank paper. To understand the test outcome, it is shown in the table below:

Table 2. Obtaining Score of Student Learning Outcomes

|  |  |  |
| --- | --- | --- |
| The Test Result | Experimental Group 1 | Experimental Group 2 |
| Group Investigation (GI) | Numbered Head Together (NHT) |
| Mean of Pre Test | 63 | 62,50 |
| Mean of Post Test | 85,20 | 85,20 |
| Mean of Gained Score | 22,20 | 22,70 |
| Maximum of Gained Score | 40 | 44 |
| Minimum of Gained Score | 12 | 4 |

As mentioned in the table, it can be clarified that the mean score of pretest in experiment group 1 was 63, while the mean score of post-test was 85,2. The total gained score in this experiment group was 22,20. It can be concluded that there was a significant difference in the pre-test and post-test. From the table presented above, the researcher concluded that the experiment class 2 got 62,50 in pre-test and 85,20 in post-test.

A normality and homogeneity experiment was performed in both experimental classes to verify the hypothesis, based on the analysis of the data previously obtained. Then the two experimental classes fulfilled the requirements for the hypothesis, where the sample was normally distributed and the variance was homogenous in both sample groups.

In this test the formula t-test is used, where the testing criteria are t-count compared to t-table with a significant level of α = 5% with dk = n1 + n2 - 2. If t-count < t-table then Ho is accepted and Ha rejected means that there is no significant difference between learning through the Group Investigation and the Numbered Head Together Method. If t count > t-table then Ho is rejected and Ha is accepted, meaning that there is a significant difference between learning through the Group Investigation and the Numbered Head Together Method. The result of the Independent T-Test formula through SPSS version 21 programs can be seen in the following table :

Table 3. Independent Samples Test



Based on the table above, it is known that the sig value of Levene's Test for Equality of Variances of 0.704 is greater than 0.05, which means that the data variance between the learning model through the Group Investigation and Numbered Head Together Methods is homogeneous.

Based on Equal Variances Assumed with the value of Sig. (2-tailed) of 1.00 greater than 0.05 where the basis for decision making in the independent sample t-test test is that Ho is accepted and Ha is rejected, which means there is no difference in average student learning outcomes between learning models using Group Investigation and Numbered Head Together Method.

Next, compare the count with t-table as decision-making in the independent sample t-test, by determining t-table using the formula (α / 2); (df) equal to (0,05 / 2); (18) then 0,025; 9. So the t-table value is equal to 2.101.

From the results of the calculation above it is known that t-count = 0,000 while t-table = 2.101. Because t-count <t-table, then Ho is accepted and Ha is rejected, its means there is no significant difference between learning with the Group Investigation model and Numbered Head Together Methods.

It can be concluded that teaching result is there no significant difference between implementing the Group Investigation model and the Numbered Head Together Methods method by teachers.

**Chapter IV Conclusion**

On the basis of data analyzes and discussions, it could be concluded that the student's ability to read the description text does not differentiate between the average value of the learning achievement of the experimental class 1 (Group Investigation learning model) and the average value of the experimental class 2 (Numbered Head Together learning model Methods).

The findings showed that teaching through Group Investigation and Numbered Head Together Method could enhance the ability to read the descriptive text of students and learning outcomes.

The use of Group Investigation and Numbered Head Together Method in teaching process is a type of cooperative learning that emphasizes special structures designed to influence students ' interaction patterns and aims to study the determined material. This method provides students the opportunity to communicate ideas and consider the best answers. They can truly grasp and enrich their vocabulary in reading descriptive texts.

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