



The Effect of Group Investigation Method on *Mahārah Qirāah* of Grade VII Students of Madrasah Tsanawiyah al-Huda Gorontalo City

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Abstract:

This study aims to determine the effect of group investigation method on maharah qiraah of seventh grade students of Madrasah Tsanawiyah Al Huda Gorontalo City. This research is a quantitative study that uses experimental research design with the type of research Quasi Experimental Design. The sample in this study was 7th grade students of Madrasah Tsanawiyah Al Huda Gorontalo City which amounted to 42 students from a population of 196 students with the type of sampling using a sampling technique, namely Purposive Sample. The result obtained from the t-test of pre-test and post-test data is that the hypothesis is accepted. Based on the results of calculations using SPSS 25, it is known that Asymp. Sig. (2-tailed) is 0.003 < 0.05, it can be concluded that Ha is accepted and Ho is rejected. So, there is an effect of Group Investigation Method on Maharah Qiraah of Grade 7 Students of Madrasah Tsanawiyah Al Huda Gorontalo City. There is a difference between the results of experimental group students who use group investigation method and control group students who use conventional learning.

Keywords: *Mahārah Qirāah*, Group Investigation Method

Abstrak:

Penelitian ini bertujuan untuk mengetahui pengaruh metode *group investigation* terhadap maharah qiraah siswa kelas VII Madrasah Tsanawiyah Al Huda Kota Gorontalo. Penelitian ini merupakan penelitian kuantitatif yang menggunakan desain penelitian eksperimen dengan jenis penelitian Quasi Experimental Design. Adapun sampel dalam penelitian ini yaitu siswa kelas 7 Madrasah Tsanawiyah Al Huda Kota Gorontalo yang berjumlah 42 siswa dari populasi yang berjumlah 196 siswa dengan jenis pengambilan sampel menggunakan Teknik sampling yaitu *Purposive Sample*. Hasil yang diperoleh dari uji-t data *pre-test* dan *post-test* adalah hipotesis diterima. Berdasarkan hasil perhitungan dengan menggunakan SPSS 25, diketahui Asymp. Sig. (2-tailed) bernilai 0.003 < 0.05, maka dapat disimpulkan bahwa Ha diterima dan Ho ditolak. Jadi, ada pengaruh Metode *Group Investigation* terhadap Maharah Qiraah Siswa Kelas 7 Madrasah Tsanawiyah Al Huda Kota Gorontalo. Ada perbedaan antara hasil siswa Kelompok eksperimen yang menggunakan metode *group investigation* dengan siswa kelompok kontrol yang menggunakan pembelajaran konvensional.

Kata Kunci: *Mahārah Qirāah*, Metode *Group Investigation*



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INTRODUCTION

Language is a communication tool used by every group of people. Each language is usually used to communicate with the same environment or region. Therefore, it is natural that people in certain communities cannot know the language of other communities.¹

Language is the most important communication tool to communicate with everyone in this world, so many languages have been created, all to facilitate communication with others. Language is also the most important, creative and fast means of communication for humans to express thoughts, ideas and feelings. Language is inseparable from human life because humans themselves use language to communicate.

Arabic is privileged from other languages because of its high-quality literary value for those who study it, and Arabic is also destined to be the language of the Qur'an which conveys the word of Allah. Because it has a unique style of language for people and no one can match it.²

The purpose of learning Arabic language leads to the mastery of the use of Arabic in speaking, reading, and writing functionally. This means that learning Arabic is expected to bring learners to communicate both receptively and productively.³

The Arabic language has four maharah including, Maharah kalam (speaking skills), Maharah Istima' (listening skills), Maharah Qiraah (reading skills), and Maharah Kitabah (writing skills). However, in this study, researchers only focused on one of the Maharah, namely Maharah Qiraah.

Maharah qira'ah is a skill aspect to be achieved in Arabic language learning along with maharah istima' (listening), maharah kalam (speaking) and maharah kitabah (writing). Learning maharah qira'ah is learned after learning maharah istima' and maharah kalam. It is generally considered that a student has the ability of maharah

¹ Mukhtar I Miolo, "Implementing E-Learning on Arabic Language Subject During Covid 19 Pandemic in Madrasah Aliyah Negeri 1 Boalemo" 10, no. 2 (2021): 193.

² Nandang Sarip Hidayat, "PROBLEMATIKA PEMBELAJARAN BAHASA ARAB Oleh: Nandang Sarip Hidayat," *An-Nida'* 37, no. 1 (2012): 82, <http://ejournal.uin-suska.ac.id/index.php/Anida/article/view/315>.

³ AbdulRazak Mursyid, "PEMBELAJARAN DARING DAN MASALAH KETUNTASAN BELAJARMATA PELAJARAN BAHASA ARABDI MADRASAH" (n.d.): 57–58.

qira'ah if he can read Arabic texts in accordance with the meaning and structure of the sentence and knows the meaning of the word or sentence he reads.⁴

Reading ability is a language ability that a person must have to see and understand the meaning of what is written, speak skillfully, accurately and correctly so that the message that the author wants to convey through his writing can be obtained and understood by the reader accurately. The things that must be considered by an Arabic teacher in learning qira'ah are the skills of reading texts and extracting information from written speech.

According to Ainin (2019) states that the indicators that must be achieved in maharah qira'ah include Reading fluently, carefully and precisely and Determining the meaning of vocabulary in the context of a particular sentence.

Education is the main environment to help humans achieve their development. Therefore, the organization of education is an obligation for every human being.⁵

MTs Al Huda Gorontalo City is one of the madrasahs that many people recognize. This school is located in Gorontalo city, Gorontalo province. Because of the population density in the area, this school is the choice of students to pursue education. Having a large number of students makes this school must be able to compete with other schools by making students have more achievements than other schools.

Based on the results of observations and interviews, in the school there are several problems in learning Arabic. One of the Arabic teachers said that students were weak in mastering mufradat, lack of proficiency in reading and speaking Arabic, and lack of interest in learning Arabic. Among these problems, researchers are interested in the problem of reading proficiency (Maharah Qiraah) because this problem is the most important as we know together that in learning Arabic, reading has its own urgency, namely by reading we will understand a meaning properly and correctly. The mistakes that occur in learning Maharah Qiraah at the school include, students reading the text of qira'ah intonation like reading the Quran, the reading is not correct according to makhorijul huruf, another mistake is that students already recognize hijaiyah letters but when the letters are connected and become a word or sentence students cannot read.

⁴ Ahmad Rathomi, "Pembelajaran Bahasa Arab Maharah Qira'Ah Melalui Pendekatan Saintifik," *Ta'dib: Jurnal Pendidikan Islam* 8, no. 1 (2019): 559.

⁵ Chicin Marchella Kolintama and Muhammad Nur Iman, "Telaah Buku Ajar Bahasa Arab Madrasah Aliyah Kelas X Berdasarkan Keputusan Menteri Agama (KMA) Nomor 183 Tahun 2019," *Al-Muyassar: Journal of Arabic Education* 1, no. 1 (2022): 74.

This problem is caused by the lack of Qiraah exercises, lack of reading when at home even though they have been given assignments by the teacher to practice reading Arabic texts, students tend to use excessive cellphones so that they become lazy in learning, Arabic learning hours are lacking so that learning is not optimal, some students in the school have a public school background so they are not familiar with Arabic texts. In addition, the application of learning in the classroom is monotonous, for example in the use of strategies, methods, and learning techniques that are less varied, thus making students less enthusiastic and active in learning.

In the Arabic language learning process there are three important terms which are interrelated with one another, namely approaches, methods, and techniques. Which according to Edward Anthony explains that the approach is a set of assumptions related to the nature of language and language learning. The method is a comprehensive plan for systematic presentation of language based on a determined approach. While techniques are specific activities applied in the classroom, which are related to the methods and approaches that have been determined.

Method is one of the most important components of learning, to create effective learning for teachers and students. In learning Arabic, especially maharah qira'ah for Madrasah Tsanawiyah students, there are several methods available, appropriate and effective at this level from various aspects including; tariqatul mubasyarah, tariqatul qira'ah and cooperative methods.⁶ In this case, the researcher focuses on the cooperative group investigation method.

This research provides a solution by applying the group investigation method to the learning of maharah qiraah of class VII MTs Al Huda Gorontalo City. This method encourages students to be more active, creative, and build good cooperation so that learning feels more fun and students become more enthusiastic in the learning process.

Group Investigation is a teaching method that provides opportunities for all students to work together with other students to complete structured tasks. This learning takes place in groups of 3-5 students. Learning activeness is the activity of students to construct their own knowledge actively constructing their own understanding of the problems faced in learning.

⁶ Dina Mustika, Efi Nur Fitriyanti, and Imroatul Azizah, "Pengaruh Pembelajaran Bahasa Arab Maharah Qira'ah Untuk Siswa Madrasah Aliyah Terhadap Pemahaman Budaya Arab," *Prosiding Semnasbama IV UM JILID 1*, no. 1 (2020): 62–6.

The Group Investigation learning model is a constructivist learning model because students construct their own knowledge while learning and the teacher acts as a facilitator. The purpose of this group research learning model is to develop students' active ability to participate between groups (face-to-face) and their curiosity in the academic field. In learning Maharah Qiraah, students are expected to be good at reading texts and reading comprehension in groups by using the Group Investigation learning model. With this learning model, students will be more active and motivated to learn Arabic.⁷

METHODS

This research is a quantitative study that uses experimental research design with the type of research Quasi Experimental Design.

Quantitative research is research that is structured and quantifies data to be generalized.⁸

Quantitative research is a research method that is inductive, objective and scientific. Where the data obtained in the form of numbers (scores, values) or statements are assessed, and analyzed by statistical analysis. Quantitative research is usually used to prove and reject a theory. Because this research usually starts from a theory which is then researched, data is produced, then discussed and conclusions are drawn.

Quantitative research is a research approach that primarily uses the post-positivism paradigm in the development of science (such as thinking about cause and effect, reduction to variables, hypotheses and specific questions, using measurement and observation and theory testing) using research strategies such as experiments and surveys that require statistical data.

Quantitative research is a study that takes place scientifically and systematically where the observations made include everything related to the object of research, phenomena and correlations that exist between them. The purpose of quantitative research is to obtain an explanation of a theory and laws of reality. Quantitative research is developed using mathematical models, theories and/or hypotheses.

⁷ Winda Rahmatul Laili, "Pengaruh Metode Group Investigation Dan Keaktifan Terhadap Hasil Belajar IPS Kelas VIII Materi Perubahan Masyarakat Indonesia Pada Masa Penjajahan Di MTs N 2 Kediri," vol 2, no. 2 (2019): 1–13.

⁸ Muslich Anshori and Sri Iswati, *No Title Buku AJAR METODOLOGI PENELITIAN KUANTITATIF* (Surabaya: Pusat Penerbitan dan Percetakan UNAIR (AUP), 2009).

Therefore, this method is also called the discovery method because with this method various new science and technology can be discovered and developed. This method is called quantitative method because the research data is in the form of numbers and analysis using statistics.

The purpose of quantitative research is to develop and use mathematical models, theories and/or hypotheses related to natural phenomena. The measurement process is a central part of quantitative research because it provides a fundamental link between empirical observations and mathematical expressions of quantitative relationships.

Quantitative research is widely used in both the exact sciences and the social sciences of humanities. This approach is also used as a way to examine various aspects of the scope of education.⁹

A quasi-experiment is one in which the placement of the smallest experimental unit into experimental and control groups is nonrandom assignment.¹⁰

Quasi experimental design is a development of true experimental design, which is difficult to implement. This design has a control group, but it cannot function fully to control external variables that affect the implementation of the experiment. However, this design is better than pre-experimental design. Quasi experimental design, used because in reality it is difficult to get a control group used for research.

Because in this design (Quasi Experimental Design) there are no groups taken randomly, the data analysis uses descriptive statistics, not using data analysis with parametric inferential statistics such as t-test or analysis of variance. The design form is as follows:

| Group | <i>Pretest</i> | Treatment | <i>Post Test</i> |
|------------|----------------|----------------|------------------|
| Experiment | O ₁ | X _e | O ₂ |
| Control | O ₃ | X _k | O ₄ |

Description:

O₁ : *Pretest* given for the experimental class

O₂ : *Post Test* given for the experimental class

O₃ : *Pretest* given for the control class

O₄ : *Post Test* given for the control class

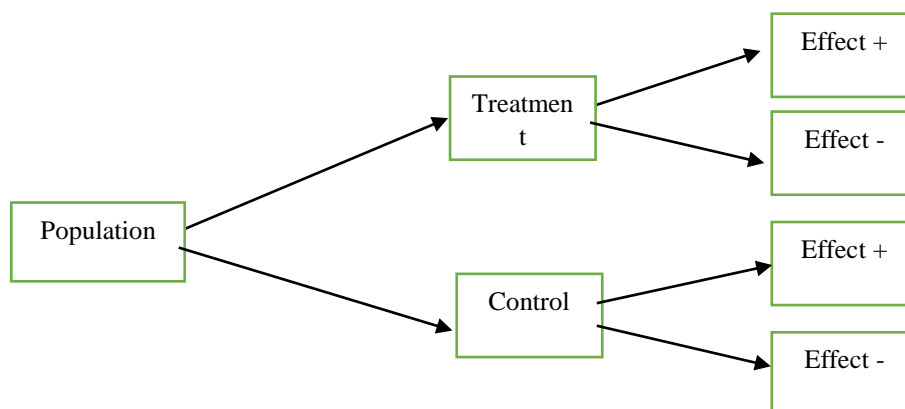
⁹ Iwan Hermawan, *METODOLOGI PENELITIAN PENDIDIKAN (Kuantitatif, Kualitatif, Mixed Methode)* (Jakarta: Hidayatul Quran Kuningan, 2019).

¹⁰ T Dicky Hastjarjo, "Rancangan Eksperimen-Kuasi," *Buletin Psikologi* 27, no. 2 (2019): 187.

X_e : The treatment of the experimental group used the group investigation learning method.

X_k : Treatment of the control group using conventional learning methods

Here is the chart of the Quasi Experiment:



RESULTS AND DISCUSSION

1. Data Analysis

The data analysis carried out in this study is through three stages, the first stage is descriptive analysis, the second stage is the classical assumption test as a prerequisite before the difference test, the third stage is the difference test to find out whether the hypothesis is accepted or rejected.

a. Descriptive Analysis

Descriptive statistical analysis is a description or description of the research data which includes the amount of data, minimum, maximum, average, and standard deviation values.

Descriptive Statistics

| | N | Minimum | Maximum | Mean | Std. Deviation |
|----------------------------------|----|---------|---------|-------|----------------|
| Pre-Test Eksperimen (GI) | 21 | 0 | 80 | 51.71 | 21.291 |
| Post-Test Eksperimen (GI) | 21 | 20 | 100 | 67.71 | 28.102 |
| Pre-Test Kontrol (Konvensional) | 21 | 0 | 93 | 60.67 | 28.354 |
| Post-Test Kontrol (Konvensional) | 21 | 0 | 100 | 41.43 | 34.721 |
| Valid N (listwise) | 21 | | | | |

Source: IBM SPSS 25 Statistic From Windows

Based on the table above, it can be seen that the pre-test results for the experimental group before being treated with a sample size of 21, where the minimum value for the pre-test is 0, the maximum value is 80, so the range is $80-0 = 80$, the average value is 51.71 rounded to 52, and the standard deviation (standard deviation) is 21,291.

While the experimental group's post-test after being treated obtained a minimum value of 20, a maximum value of 100, so the range is $100-20 = 80$, an average value of 67.71 rounded to 68, and also a standard deviation of 28.102.

The pre-test results for the control group with a total sample size of 21, where the results of the minimum value amounted to 0, the maximum value was 93, so the range was $93-0 = 93$, the average value was 60.67 rounded to 61, the standard deviation amounted to 28.354.

For the post-test, the minimum value is 0, the maximum value is 100, so the range is $100-0 = 100$, the average value is 41.43, and the standard deviation is 34.72 rounded to 35.

Based on the output results above, it can be seen that the magnitude of the difference between the experimental group using the group investigation method and the control group using conventional learning is 26.28%.

b. Normality Test

The normality test is carried out with the aim of whether the research data is normally distributed or not. Normality test is a prerequisite for conducting parametric or non-parametric statistical tests. Normality tests that are often used in parametric statistics are the Kolmogrov-Smimov test and the Shapiro-Wilk test. However, in this study using the Shapiro-wilk test because the sample used was below 50, totaling 21. The basis for decision making for the normality test is:

1. If the significant value (Sig.) >0.05 then the data is NORMAL distributed.
2. If the significant value (Sig.) <0.05 then the data is not NORMAL distributed.

The following are the results of the normality test with SPSS:

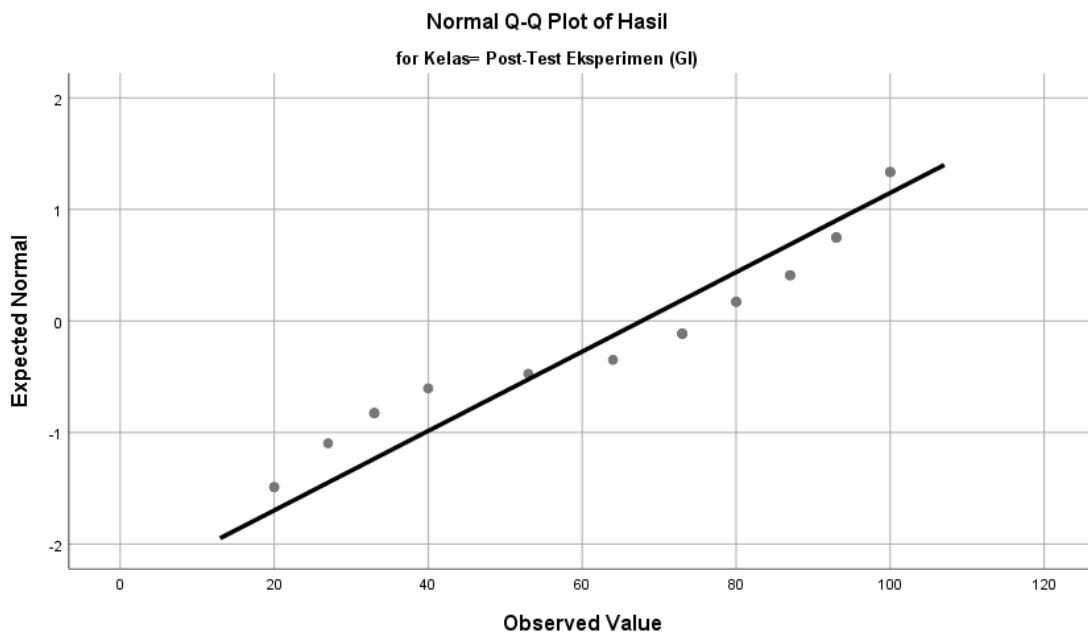
| Kelas | | Kolmogorov-Smirnov ^a | | | Shapiro-Wilk | | |
|-------|------------------------------------|---------------------------------|----|------|--------------|----|------|
| | | Statistic | df | Sig. | Statistic | df | Sig. |
| Hasil | Pre-Test Eksperimen (GI) | .191 | 21 | .045 | .906 | 21 | .045 |
| | Post-Test Eksperimen (GI) | .194 | 21 | .039 | .881 | 21 | .015 |
| | Pre-Test Kontrol (Konvensional) | .241 | 21 | .002 | .863 | 21 | .007 |

| | | | | | | |
|--------------------------|------|----|------|------|----|------|
| Post-Test (Konvensional) | .160 | 21 | .170 | .901 | 21 | .036 |
|--------------------------|------|----|------|------|----|------|

a. Lilliefors Significance Correction

Source: IBM SPSS 25 Statistic From Windows

Based on the data results above, it can be seen that the significant value (Sig.) of Shapiro-Wilk is 0.045 where this figure is <0.05 . This shows that the research data is not normally distributed. Because the research data is not normally distributed, the next research data analysis uses the Wilcoxon test non-parametric statistical test.



Source: IBM SPSS 25 Statistic From Windows

Then to see that the research data is not normally distributed, it can be seen in the Normal Q-Q Plot of Results table where in the table the distribution of points is far apart from the black diagonal line, this indicates that the data is not normally distributed.

c. Wilcoxon test

The t-test (Wilcoxon) is conducted to determine whether there is a difference in means between two paired samples. The basis for making the Wilcoxon test decision is:

- 1) If the value of Asymp. Sig. (2-tailed) <0.05 then H_0 is rejected and H_a is accepted.
- 2) If the value of Asymp. Sig. (2-tailed) >0.05 then H_0 is accepted and H_a is rejected.

Ranks

| | | N | Mean Rank | Sum of Ranks |
|-----------------------------|----------------|-----------------|-----------|--------------|
| Post-Test Eksperimen (GI) - | Negative Ranks | 5 ^a | 3.70 | 18.50 |
| | Positive Ranks | 13 ^b | 11.73 | 152.50 |
| Pre-Test Eksperimen (GI) | Ties | 3 ^c | | |

| | | | | |
|---------------------------|----------------|-----------------|-------|--------|
| | Total | 21 | | |
| Post-Test Kontrol | Negative Ranks | 14 ^d | 12.14 | 170.00 |
| (Konvensional) - Pre-Test | Positive Ranks | 6 ^e | 6.67 | 40.00 |
| Kontrol (Konvensional) | Ties | 1 ^f | | |
| | Total | 21 | | |

- Post-Test Experiment (GI) Experiment (GI) Pre-Test
- Post-Test Experiment (GI) Pre-Test Experiment (GI)
- Post-Test Experiment (GI) = Pre-Test Experiment (GI)
- Post-Test Control (Conventional) Control (Conventional) Pre-Test
- Post-Test Control (Conventional) Pre-Test control (Conventional)
- Post-Test Control (Conventional) = Pre-Test control (Conventional)

Source: IBM SPSS 25 Statistic For Windows

Based on the Ranks table above, it is known that the Negative Ranks or the difference (negative) in the learning outcomes of the reading knowledge and skills test between the pre-test and post-test in the experimental class is 5, mean rank 3.70, sum of ranks 18.50. This value of 5 indicates that the 5 students experienced a decrease (reduction) from the pre-test value to the post-test value in the experimental class. While the positive ranks or the positive difference between the learning outcomes of reading skills for the pre-test and post-test in the output table above, there are 13 positive data (N) which means that the 13 students experienced an increase in learning outcomes of reading skills from the pre-test value to the post-test value. The mean rank or average increase is 11.73 while the number of positive ranks or sum of ranks is 152.50. And finally ties, in the output above the value of ties in the experimental class can be seen that the value of ties is 3. Therefore, it can be said that there is no similarity between the pre-test and post-test scores in the experimental class.

Then in Negative Ranks or the difference (negative) in the learning outcomes of the reading knowledge and skills test between the pre-test and post-test in the control class is 14, mean rank 12.14, sum of ranks 170.00. This value of 14 indicates that there is a decrease (reduction) from the pre-test value to the post-test value in the control class. While positive ranks or positive differences in the learning outcomes of reading knowledge and skills tests for pre-test and post-test in the output table above, there are 6 positive data (N). The mean rank or average increase is 6.67 while the number of positive ranks or sum of ranks is 40.00. And finally ties, in the output above the value of ties in the control class can be seen that the value of ties is 1. Therefore, it can be said that there is a similarity between the pre-test and post-test scores in the control class.

Test Statistics^a

| | Post-Test Eksperimen (GI) - Pre-Test Eksperimen (GI) | Post-Test Kontrol (Konvensional) - Pre-Test Kontrol (Konvensional) |
|------------------------|--|---|
| Z | -2.928 ^b | -2.431 ^c |
| Asymp. Sig. (2-tailed) | .003 | .015 |

a. Wilcoxon Signed Ranks Test

b. Based on negative ranks.

c. Based on positive ranks.

Source: IBM SPSS 25 *Statistic From Windows*

Based on the table above, it can be seen that the Asymp. Sig. (2-tailed) pre-test and post-test of the experimental group is 0.003 <0.05, while the Asymp.Sig value. (2-tailed) pre-test and post-test of the control group is 0.015 <0.05. This shows that Ho is rejected and Ha is accepted. So it can be concluded that there is an effect of group investigation method on maharah qiraah of 7th grade students of Madrasah Tsanawiyah Al Huda Gorontalo City.

d. Homogeneity Test

The homogeneity test aims to see whether the two samples have homogeneous variants or not. Homogeneous data is one of the requirements (not an absolute requirement) in the independent sample t-test test.

Test of Homogeneity of Variance

| | | Levene Statistic | df1 | df2 | Sig. |
|-------|---|------------------|-----|--------|------|
| Hasil | Based on Mean | 3.563 | 3 | 80 | .018 |
| | Based on Median | 2.804 | 3 | 80 | .045 |
| | Based on Median and with adjusted df | 2.804 | 3 | 75.485 | .045 |
| | Based on trimmed mean | 3.546 | 3 | 80 | .018 |

Source: IBM SPSS 25 *Statistic From Windows*

Based on the results of the statistical analysis above, it can be seen that the significant value (Sig.) Based on Mean is 0.018 <0.05, it can be concluded that the variance of the research data is not homogeneous. Because the research data is not homogeneous, the requirements for the independent t-test are not met so that this study will use an alternative way by using non-parametric statistical tests (Mann Whitney Test).

e. Mann Whitney Test

The t-test (Mann Whitney) aims to determine whether there is a difference in the average of two unpaired samples. The number of samples used does not have to be the same. The Mann Whitney test is part of non-parametric statistics, so the Mann Whitney test does not require normally distributed and homogeneous research data. The basis for making the Mann Whitney test decision is:

- 1) If the value of Asymp. Sig. (2-tailed) < 0.05 then H_0 is rejected and H_a is accepted.
- 2) If the value of Asymp. Sig. (2-tailed) > 0.05 then H_0 is accepted and H_a is rejected.

Test Statistics^a

| | Hasil Belajar Maharah Qiraah |
|------------------------|---------------------------------|
| Mann-Whitney U | 119.000 |
| Wilcoxon W | 350.000 |
| Z | -2.562 |
| Asymp. Sig. (2-tailed) | .010 |

a. Grouping Variable: Kelas

Source: IBM SPSS 25 *Statistic From Windows*

Based on the statistical test output above, it can be seen that the Asymp. Sig. (2-tailed) is $0.010 < 0.05$. This shows that H_0 is rejected and H_a is accepted. So it can be concluded that there is a difference in post-test results between the experimental group and the control group. This means that there is a significant difference between the experimental group using the group investigation method and the control group with conventional learning.

2. Discussion

Based on the data analysis above, it can be seen that the experimental group's score is higher than the control group after treatment. Both groups were given a pretest before being given treatment, initially the control group's pretest results were higher than the experimental group. The results of the pretest of the two groups, namely the experimental group with a sample size of 21, where the minimum value for the pre-test is 0, the maximum value is 80, the range is 80, the average value is 52, and the standard deviation (standard deviation) is 21.291. While the pre-test results for the control group with a total sample size of 21, where the results of the minimum value for the pre-test amounted to 0, the maximum value was 93, the range was 93, the average value was 61, the standard deviation amounted to 28,354.

Then after the pretest the researchers gave treatment to the experimental group and the control group. However, the treatment given is different between the experimental group and the control group where the experimental group of researchers applies the group investigation method while the control group of researchers applies conventional learning. From this treatment there is a difference between the experimental group and the control group, this is known from the posttest results where the minimum value of the experimental group is 20, the maximum value is 100, the range is 80, the average value is 68, and also the standard deviation is 28,102. While the control group had a minimum value of 0, a maximum value of 100, a range of 100, an average value of 41.43, and a standard deviation of 35. This shows that the average value on the posttest of the experimental group is higher than the control group.

The data that has been interpreted in the data analysis above shows that there is an effect of group investigation method on maharah qiraah of 7th grade students of madrasah tsanawiyah Al Huda Gorontalo City. The results are known by the Wilcoxon test formula, the results of the pre-test and post-test calculations using SPSS 25, known Asymp. Sig. (2-tailed) is 0.003. because the value of 0.003 is smaller than <0.05 . it can be concluded that the hypothesis is accepted.

Then from the Mann Whitney test results it can be seen that there is a difference between the experimental group (group investigation method) and the control group (conventional). This is evidenced by the results of the post-test calculation of the two groups using SPSS 25, known Asymp. Sig. (2-tailed) is 0.010. because the value of 0.010 is smaller than <0.05 . it can be said that the hypothesis is accepted.

a) First meeting of the experimental class

On Wednesday, May 24, 2023. Researchers gave test instruments to students, the instruments given were written tests. For the written test, researchers gave questions that students had to answer to find out their understanding of maharah qiraah. Then after giving the pre-test questions, the researcher also tested the students' reading skills. This is done to be used as comparative data before and after being given treatment.

b) Second meeting of control class

On Thursday, May 25, 2023. Researchers also gave test instruments to the control class. As in the experimental class, researchers gave written tests to the control class and the questions given were also the same. The purpose of this pre-test is to determine students' understanding and reading skills before being given treatment. At the first and second meetings, researchers only focused on the pre-test and there was no treatment in either the experimental or control class.

c) Third meeting of experimental and control classes

On Friday, May 26, 2023. Researchers gave treatment to experimental and control classes. However, the treatment given to the experimental class and control class was different, but the learning material was the same. In the experimental class, researchers applied the group investigation method. First, the researcher explained the steps of the group investigation method, then the teacher divided groups of 4-5 people in one group. After being divided into groups, the teacher first explained the things/aspects that must be considered in learning maharah qiraah along with examples of how to read good and correct qiraah text. After students understand, the teacher distributes reading texts to each group. Then students discuss with each group by looking for new mufrodat in the qiraah text, then each group discusses to translate the mufrodat with the direction of the teacher or dictionary. After that, each group worked together to translate the qiraah text as a whole. Then, each group presented their work.

Learning maharah qiraah by using this group investigation method, students are more active and excited because they are very enthusiastic in doing the task together. The result of this investigation is that students understand better in translating, understanding and reading the qiraah text.

As for the control class, the researcher also provided treatment. But the treatment applied in this control class was the conventional method (lecture method). In this conventional method, the researcher only explains the material about maharah qiraah and reads the qiraah text then the students listen to the text that the teacher reads while looking at the text that has been given. The learning materials provided between the experimental class and the control class were the same.

d) Fourth meeting of experimental and control class

On Saturday, May 27, 2023. Because time was limited, so researchers gave a post-test on the fourth day after being given treatment on the third day. In this post-test, the researcher gave questions that would be answered by students. Then after working on the questions, the researcher tested the students' reading skills individually. This post-test was given to the experimental class and control class with the same question model. The purpose of this post-test is to determine students' knowledge and reading skills after being given treatment.

From the treatment that has been given by researchers to the experimental and control groups, it can be concluded that the experimental class using the group investigation method is able to make students translate qiraah texts quickly and precisely, and make students understand how to read well and correctly more quickly.

Then in the control group, students looked less enthusiastic and bored in the teaching and learning process. Because in this control group the teacher plays a more active role. In this way, students pay less attention to what the teacher explains and some are not even focused during the learning process. This can be seen from the attitude and learning outcomes of students. However, in both groups there are students whose memory is good and some are still weak.

The results of the post-test of the experimental group and the control group experienced an average increase. But the experimental group had higher average post-test results than the average post-test results of the control group.

3. Research Limitations

The research conducted at this time still has many shortcomings and limitations, including the following:

- a) Some students fill in the questions carelessly, this is evidenced in the results of the assessment of the worksheet questions so that the research data is not normal.
- b) This study only took 42 samples from 196 populations because researchers have limited energy and costs.

CONCLUSION

1. Group investigation method is one of the learning methods used by researchers with the aim of knowing whether or not there is an effect of group investigation method on maharah qiraah of 7th grade students of madrasah tsanawiyah Al Huda Gorontalo city. The result obtained from the t-test of pre-test and post-test data is that the hypothesis is accepted. Based on the results of calculations using SPSS 25, it is known that Asymp. Sig. (2-tailed) is $0.003 < 0.05$, it can be concluded that H_a is accepted and H_o is rejected. So, there is an effect of Group Investigation Method on Maharah Qiraah of Grade 7 Students of Madrasah Tsanawiyah Al Huda Gorontalo City
2. There is a difference between the results of experimental group students using the group investigation method and control group students using conventional learning. Based on the results of calculations with SPSS 25, it is known that Asymp. Sig. (2-tailed) is $0.010 < 0.05$, it can be concluded that H_a is accepted and H_o is rejected.

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