CHAPTER I

INTRODUCTION

This chapter provides general outline of this study. It covers the Background of the Study, Reasons for the Choosing the Topic, Statement of the Problems, Objective of the Study, Hypothesis of the Study, Significance of the Study, Definition of Key Term, and Organization of the Research Report.

1.1 Background of the Study

As one of the languages in the world, English is used to communicate on various situations. There are some reasons why English is important that make people attempt to learn it. Some of them are for finding job, doing business, taking examination, doing research, traveling, etc.

As we understand that learning a foreign language is more difficult than learning a mother tongue such as Javanese, Sundanese, atc. It is because a foreign language is completely different from the learners mother tongue, such as pronunciation spelling and cultural background of the language.

In the national education system number 20 of 2003 Section 3 law the function and purpose of education is to develop the skills and character development and civilization of the nation's dignity in the context of the intellectual life of the nation, while the goal is to develop students' potentials to become a man of faith and fear of God Almighty, noble, healthy, knowledgeable, skilled, creative, independent, and become citizens of a democratic and responsible.

Curriculum 2013 is one that is prepared in this era of globalization. As in the curriculum in 2013, an effective learning process is to approach Scientific (Problem Based Learning, Discovery, and Project Based Learning) that emphasizes personal experience through observation (listening, viewing, reading, and listening), associations, asking, conclude, and communicate in order to reach the learning carried out in the real world and useful for life. Curriculum 2013 is new approach in learning. Compares to the previous curriculum the 2013 curriculum changes in the learning process in which the students told a student to find out or students center. Learning is designed to actively through the Scientific Approach (Problem Based Learning, Discovery, and Project Based Learning) so that the goal of national education in Law No. 20 will be reached.

Learning is an activity of interaction between students and teachers which has four components, namely:objectives, materials, processes, and evaluative. Component learning process should be considered because of the learning process the student is expected to change behavior for the better. potential, relative permanently as a result of training and experience. In learning process, students are required to actively ask questions and express ideas. Imanuddin (in Suardi, 2012: 5) showed a link learning and learning results in preliminary studies show the implementation of learning which is focused on the aspect of knowledge, and they rarely engage students in the learning process, learning not just memorize, but how learners are able to construct their own to understand the concept, is able to connect new information and ideas from personal experience. Learning is still relying on a teacher-centered learning, and less activation of the role as well as learners. This indicates that the quality of the process and learning outcomes in schools is not maximized.

English as an international language in Indonesia is being studied and included in the curriculum of Elementary School (SD) as one of the local content, in the Junior High School (SMP), Senior High School (SMA), and universities. In learning English there are four skills

which must be mastered by students. They are listening skills, speaking skills, writing skills, and reading skills.To have this capability, teachers should use all four skillsin their teaching learns process. As described above one key to the progress of a nation is an education. However, considering the implication of the curriculum which have been made,the implementation of education, especially learning in secondary school (SMP) from a description of material, presenting examples of problems and their solution is still dominated by teachers which eventually lead students to be not active in the learning process. Teachers of English still use the traditional lecture method, and have not fully used the models of interesting learning, teachers assume that no model or use the same model, there are also some teachers who think by using the model, they simply spend time so that the curriculum is not achieved.

Reading skill is one aspect of the four aspects of learning ability in English.   In this new paradigm, the curriculum emphasizes the strong relationship between comprehension the word, and content. Students to read, write, and think critically to the liveliness of independent study. Students learn how to find and master the contents reading. In learning English, students are trained to understand the reading but reading in English learning is still a serious problem for most students Indonesia.

Data from the Programme for International Student Assessment (PISA) in 2012 suggests that the ability to read possessed teenager, Indonesian ranked 64 with an average score of 396. The research subjects of this program were that learners aged 15 years. Judgment was assessed in terms of quality, equity, and efficiency of knowledge and key skills required to and participation in modern civilization, including math, reading, general science, and problem solving (OECD, 2012: 5). PISA results for reading content standards SMP 2000-2009, implementation of models of active learning and contextual, as well as about the characteristics of the UAS and the UN used contain the type of text reading competence.

indicates the level of students' thinking is still 18% contain teach basic competence level thinking evaluative reflection (Harsiati 2006 in PISA Seminar 2000-2009: 11).PISA (200-2009) reading literacy results are still bellow the averege international capabilities becaus the resistence reading is still low of students. Low ability students in reading comprehension caused by several problems including: student rarely read the text provided by teacher, because it is less interesting, especiallynthe long text while students vovabularu mastery minimal. This indicated the reading is important to learning and teachers must use the teach reading.

Small group discussion is a group which consists of five until six students who are assigned a task that involves collaboration (Aronson and Patnoe1997). And the teachers as facilitators must encourage students to be active in group discussion and share with friends in one group. In group, there should not be any indifidual attitude. They work together to understand the teks and a sharing of ideas.this method combines playing and thingking together with friends and will be intereting for seventh grade students. The writer hopes there will be an improvement in the teaching of English.

1.2 Reason for Choosing the Topic

In a modern school, reading stands a basic tool as a means of students in teaching learning. Allsubjects of school lessons are provided with textbooks as a foundation, so the students should read if they want to follow the school lessons well. The characteristic of modern school also has the quality and quantity of good reading materials. Reading thus is very important in modern schools (Wiersma:1991:38).Reading competence is essential to

enrich and developintelligent citizenship. By reading, the student can enrich their knowledge and experience because most of information they need is served in written form. The curriculum of English for SMP states that the teaching of English should cover the four language skills (listening, speaking, reading and writing).

Teaching foreign language especially English is not easybecause English is new for students of junior high school. In the first year students will certainly face many problems, we often hear the disappointment of English teachers because of low scores of their students in the final exam. Considering the important of reading skill, the teachers should improve the teaching of reading comprehension. The teachers can use some methods of teaching reading so the students can enjoy and be stimulated in learning reading comprehension. One of them is by using small group discussion teaching technique. The teacher has found that teaching reading in junior high school needs of communicative technique.

1.3 Statement of the Problems

Based on the background of the study above, the writer formulatesthe problem of the researchis : Is the use of small group discussion effective toimprove readingcomprehensionof the seventh grade students of SMP 3 Bringin in academic year 2017/2018?

1.4 Objectiveof the Study

Based on the statement of the problems above, the objectives of this study is to find out whether or not small group discussion strategy is effective to improve students reading comprehension of the seventh grade students of SMP 3 Beringin in academic year 2017/2018.

1.5 Hypothesesof the Study

In this research , the writer would like to find the empirical evidence whether or not the use of small group discussion is effective in teaching reading comprehension. To accomplish the objective, the writer proposed two hypotheses to be tested:

Ho: There is no significant difference on the mean score of reading comprehension test between the students who are taught by using small group discussion and the students who are taught by using traditional teaching at the seventh grade of SMP N3 Bringin in academic years 2017/2018.

Ha: There is a significant difference on the mean score of reading comprehension between the students who are taught by using small group discussion and the students who are taught by using traditional teaching at the seventh grade of SMP N3 Bringin in acedemic years 2017/2018.

1.6 Significance of the Study

The writer hopes that the result of this study can be the references for the further research and teacher in education and the significance for English education department of Sultan Agung Islamic University in enriching the knowledge of English education practitioners or lectures' method of teaching. And the research it can bring the benefits for education or English teaching. It can bring information about the appropriate method in distributing English lesson.

For the teacher, it can be useful information about teaching reading using small group as teaching method in the class. The school can see how far small group as a teaching smethod influences the process of English learning in increasing students reading achievement.

For the students, the proposed the study serves the students as their reference or guidance in creating reading comprehension achievement.

1.7 Definition of Key Term

In order to make the readers clearly understand, the researcher will state some operations of the key terms used in this study.

1. Reading Comprehension

   Reading is a process of building an understanding of the written text (Smith, 2005). Reading comprehension is a term used to identify those skills needed to understand and apply information contained in a written material (Olson and Diller, 1982).

2. Small Group Discussion

   Small group discussion is learning that emphasizes the relationship face to face without any influence one another each group consists of 3-6 students.Barker (1987:159) is three or more people interacting face to face, with or without an assigned leader in such a way that each person influences, and is influenced by another person in the group. Each group consists of 3-6 students.Mc Crorle (2006)

1.8 Organization of the Research Report

The research report is divided into five chapters. There are:

Chapter I is Introduction consisting of Background of the Study, Reasons for Choosing the Topic, Statement of the Problem, Objectives of the Study, Hypotheses,Significance of the Study, and Organization of the ResearchReport.

Chapter II is Review of Related Literature consisting of the related theories such as a brief of :SmallGroup discussion, the Advantages of Small GroupDiscussion, the Application of Small Group Discussion, ReadingComprehension, ,Recount Text, and Review of the PreviousStudies.

Chapter III isMethod of the Research consists of ResearchDesign,Place of the Research. The Subject of the Research, the Population and Sample of the Research, Variables,The Instrument,validity and Reliability,The Tecnique Scoring,Data Collection Techniques, Techniqueof DataAnalysis, and the Procedure of the Research.

Chapter IV presents the writer presents about the School Profile, Analysis of Validity and Realiabibity, Result of the Study,Comparison of Pre-test Result in Experimental and Control Class, Comparison of Post-test Result in Experimental and Control Class, Comparison of Pre-test and Post-test Result in Experimental Class, Comparison of Pre-test and Post-test Result in Control Class, and Discussion,and The Discussion of Research Finding.

Chapter V is Conclusion and Suggestions.