

CHAPTER 1

INTRODUCTION

This chapter presents Background of the Study, Reason for Choosing the Topic, Research Question, Objective of the Study, Hypothesis, Limitation of the Study, Significance of the Study, Definition of the key terms and Outline of the Study.

1.1 Background of the Study

Everyone agrees that English has important role in people life. English is the most important language to be learnt that it is common used by people in the world as international language. In teaching learning process, learners are usually explained the use of English as a device for communication that has four skills, namely, listening, speaking, reading, and writing. These skills are needed in every school. The skills are categorized become two types; those are receptive and productive skills. The receptive skill refers to listening and reading; that is the skill to understand the information of the language from spoken and written materials. Meanwhile, the productive skill is speaking and writing; that is skill to perform the language through speaking or writing.

Reading is one of four skills that most important and learners should be successful in learning of language. Nunan (2003:69) states that reading is the significant skill in learning language. In this skill, the readers should understand the language and the matters of the subject in the same time.

The basic thing of reading is comprehension. Reading comprehension is totally needed to be able to get meaning of a text. Salehi and Adelnia (2016) states that reading comprehension is one of the basic skill in language learning including for high school students and the students need to make their reading comprehension better for their studies further in higher education. Bulut (2017) states that reading comprehension is the acts of thinking and developing meaning in steps of pre-reading, while-reading, and post-reading. It is important skill that needed to making conclusion and understanding the detail in written materials and it is a key role in cognitive development process for many school subjects. Basically, the main goal of reading is comprehension of what being read. Comprehension is understanding ideas process from the text.

In fact, teaching reading in Indonesia has not reach the teaching goal. Most of English teacher still use conventional teaching teachniques to teach reading where it makes the students difficult to comprehend text and answer the questions based on the text. Therefore, In teaching and learning, especially in teaching reading the teachers should be able to make their teaching reading is interesting, enjoyable, and help the students to comprehend the text easily by using appropriate techniques. Therefore, the teachers should be creative to use effective technique. There are various techniques used to teaching reading, one of them is Small Group Discussion (SGD) technique.

Small group discussion is one of the cooperative learning techniques where students work in group consists of three or four people. According to Kenz and Greg (2000), a small group is a group work that consist of small member in

group that doing interaction to achieve mutual purpose. Moreover, Sagala (2008) explains that a team of group discussion is more effective when the member of group are three until four students. It helps students to share their ideas easily to other students. In addition, Brown (1988) states that small group gives chances for students to exchange extended conversation in discussion in order to make students more confidence to give their opinion or ideas. Therefore, teaching reading in small group discussion will be an effective way to improving students' reading comprehension achievement.

One of the competence of reading which should be learnt by students is to comprehend the meaning of short functional texts. One of the genres that should be learnt is explanation text. Explanation text is a text that explain how something happened. Barwick (1999) stated that explanation text is a written text to explain how and why something in the world can happen. It is more about action. It means that explanation text is a text that tell about phenomenon that exists and then explain about how and why the phenomenon happens. Therefore, teacher needs good way to improve the students' reading comprehension in explanation text and small group discussion can help the teacher to solve the problem.

1.2 Reasons for Choosing the Topic

The topic is the effectiveness of small group discussion in improving reading comprehension in explanation text selected based on several reasons. Based on the researcher's observation when the researcher was doing teaching

practice in MAN Demak, there were some problems in the teaching reading process of the eleventh grade students. First, many students had low reading comprehension skill. The students did not have awareness to read and had difficulties in catching meaning of a certain text if they read individually. Secondly, there was no interaction between teacher and students in the teaching learning process. The teacher just gave the students text, gave them several time to answer the questions related the text, and answer the task together. Most of the students did not pay attention what the teacher say because the teaching style of the teacher is monotonous. Therefore, teaching by using small group discussion had benefits for the students through small group discussion, among students had good interaction each other. They were able to share their ideas or opinion related to a text in their group.

1.3 Research Question

Research question of this study is “ Is Small Group Discussion Effective to Improve students’ Reading Comprehension in Explanation text on the eleventh grade students of MAN Demak in the academic year 2018/2019 ?”

1.4 Objective of the Study

The objective of the study is to find out whether or not small group discussion is effective to improve students’ reading comprehension in explanation

text on the eleventh grade students of MAN Demak in the academic year 2018/2019.

1.5 Hypothesis

The hypothesis of this study is the causal effect relation between small group discussion and reading comprehension in explanation text. The hypothesis is defined below :

H_0 = There is no significant difference in the mean score of students' reading comprehension test in explanation text between students who learn reading with small group discussion and the one who do not learn reading with small group discussion.

H_1 = There is a significant difference in the mean score of students' reading comprehension test in explanation text between students who learn reading with small group discussion and the one who do not learn reading with small group discussion.

1.6 Limitation of the Study

This research focuses on the effectiveness of small group discussion in improving students' reading comprehension in explanation text on the eleventh grade students of MAN Demak in academic year 2018/2019.

1.7 Significance of the study

The result of this study is expected to be contribution for the researcher, the teacher and the students.

1. For the researcher

The result of this study is able to motivate and support the researcher to use small group discussion as a medium in teaching English later on especially in reading explanation text.

2. For the teacher

This study will show alternative reading activity in teaching reading. It is believed that it bring more comprehension and improve the quality of reading process.

3. For the students

This study is aimed for the students to be able to understand the reading text and improve students' reading comprehension easily in the reading process through small group discussion.

1.8 Definition of the Key Terms

A brief definition of the key terms of this study is given to give more clarity and avoid the ambiguity. The key terms of this study are defined as follows:

1. Small Group Discussion

Small group discussion is a group work that consist of small members in group that doing interaction to achieve mutual purpose (Kenz and Greg, 2000).

2. Reading Comprehension

Reading comprehension is the main purpose of reading that refers to understanding what is being read (Rahemi, 2013).

3. Explanation text

Explanation text is a written text to explain how and why something in the world can happen (Barwick, 1999).

1.9 Outline of the Study

This study is divided into five chapters to facilitate the readers to understand the sequence of the final project process.

Chapter 1 consists of Background of the Study, Reason for Choosing the Topic, Research Question, Objective of the Study, Hypothesis, Limitation of the Study, Significance of the Study, Definition of the key terms and Outline of the Study.

Chapter II consists of Review of Related Literature to this study. It covers Teaching English as a Foreign Language, General Concept of Reading, General Concept of Reading Comprehension, Teaching Reading Comprehension, Small Group Discussion, Explanation Text, and Review of Previous Studies.

Chapter III consists of Research Design, Subject of the Study, Variables of the Study, Instrument of the Study, Procedure of the Study, and Procedure of Data Analysis.

Chapter IV consists of Research Description, Instrument Validity and Reliability, Research Activities, Pretest Data Analysis, Posttest Data Analysis, and Discussion.

Chapter V is the epilogue. It consists of Conclusion and Suggestion of the Study.