

CHAPTER I

INTRODUCTION

This chapter provides general outline of this study. It covers the Background of the study, the Reasons for Choosing the Topic, the Statement of the Problems, the Hypothesis, the Objective of the study, the Significances the Study, the Limitation of the Study, the Definition of the Key Terms, and the Outline of the Study.

1.1 Background of the Study

English is the most important language used in the world. It is an international language. However, in Indonesia it is as a foreign language. It is taught to junior high school and senior high school students. The students of junior high school and senior high school should master its language skill. There are four language skill, namely, speaking, listening, reading and writing.

Reading is a process of transferring information from a writer to a reader. It is supported by Snowling and Hulme (2005) who mention that reading is information-processing: transforming print to speech, or print to meaning. It provided many useful information, knowledge, experience, and culture to the readers through the text (Clarke and Silberstein: 1997 as cited in Brown: 2001). Many students read the text either for their careers, for study purposed or just for pleasure. They may read to get information, enjoyment or to enhance knowledge of the language being read (Janz, 2004). The best way to become a better reader is by reading a lot. By reading a lot, they may enlarge their vocabularies and they

would be familiar with English sentence structure. When they read, they also processed and transferred information on their brain. Although they know how to read but many of them have never learned, how to have a good reading ability. Good reading ability is an ability in which the readers can understand the meaning of a passage, answered the questions about what they are reading, and synthesized and summaries what they are reading. It is more than just sounding out letters and words. It involved thinking on many levels.

Most teachers are not aware about the importance of reading. Some of them still use uninteresting teaching method to teach reading. They only ask the students to read without making sure that their students comprehend the text or not. Therefore, it makes them difficult to find the main idea of the text. One of the difficult text types to be comprehended for the students of the eleventh grade is narrative text.

Narrative text is a kind of text which has communicative purpose to amuse, entertain and to deal with actual or various experiences in different ways. Some problems found in reading narrative text included the less effective teaching method, the students' enthusiasm, and the students' vocabulary mastery. On the other hand, using narrative text as a genre for teaching reading comprehension would increase the students' enthusiasm. It is easy to study it because it tells about an interested story that could make them enjoy it. It is in line with Anderson (1997) who mentions that narrative text is an English text type that has a purpose to entertain the reader or listener. It makes the students enjoy in processing teaching learning in reading narrative text.

To overcome the problems of reading narrative text, the researcher chooses small group discussion method. Small group discussion is a group which consisted of no more than six students who are assigned a task that involved collaboration (Brown, 2001). Meanwhile, McCrorie (2006) states that it consists of three to six learners facilitated by a teacher. They have to do the activity of group discussion and share with their friends in their group. So they can quickly understand the text, and they can share to the other friends. This method combines playing and thinking together with friends. Therefore, it would be interesting for eleventh grade students.

Regarding to the explanation above, this study used small group discussion in teaching narrative text to improve students' reading ability.

1.2 Reasons for Choosing the Topic

There are some reasons in choosing the topic of "*The Use of Small Group Discussion in Teaching Narrative Text to Improve Students' Reading Ability in Eleventh Grades Students of SMA Islam Sudirman Ambarawa*". They are as follows:

The first, reading one of difficult skills for the eleventh grades students of SMA Islam Sudirman Ambarawa, because when the writer conducting teaching practice in senior high school that the students had difficult reading skill.

The second, narrative text is one of the texts which is learned by the eleventh grade students based on the syllabus in XI grade of senior high school.

And the thirth, small group discussion can be used effectively in reading narrative text, because this technique has not been taught intensively in the SMA Islam Sudirman Ambarawa.

1.3 Statement of the Problem

Related to the background above, this research has a statement of the problem as follows: “Is small group discussion effective to improve students’ reading ability of narrative text ?”

1.4 Objective of the Study

Based on statement of the problem above, the objective of the study is: “To find out whether or not small group discussion is effective to improve students’ reading ability of narrative text ”

1.5 Hypothesis

Airasian (2000) states that hypothesis is a researcher’s tentative prediction of the results findings. In tentative prediction, the researcher always has two different hypothesis, they are Null Hypothesis (H_0) and Alternative Hypothesis (H_a). H_0 is a statement that there is no relationship between variables where it is opposite of what the experimenter would expect or predict, while H_a is a statement that suggests a potential results that the researcher may expect and often as the desired conclusion of the researcher.

The hypothesis of this study is as follows :

H_a : Small group discussion is effective to improve students’ reading ability in teaching narrative text for eleventh grade students’

H_0 : Small group discussion is not effective to improve students' reading ability in teaching narrative text for eleventh grade students'

1.6 Significances of the Study

The writer divided the significance of the study into two parts. The first part is pedagogical significances, the second is practical significances.

The significances of the study can be as follows:

1. Pedagogical significance

The writer hopes that this research can motivate the teachers in teaching English especially in reading narrative text. This study will also benefit in finding the impact of using Small Group discussion in teaching reading narrative text.

2. Practical Significance

a) For students

Using small group discussion can make the students interested in learning English, especially in reading narrative texts.

b) For teachers

Using small group discussion in teaching reading narrative text can help the teacher in teaching learning process.

1.7 Limitations of the Study

This research limits the study into the use of small group discussion in teaching narrative text to improve students' reading ability in eleventh grade of SMA Islam Sudirman Ambarawa in academic year 2016-2017.

1.8 Definitions of the Key Terms

Definition of the key terms is very important to understand the meaning of the topic. The key terms of the study are defined as follows:

1. Small group discussion is a group which consists of three to six learners facilitated by a teacher. (McCrorle, 2006)
2. Small group discussion invites children into learning. (Grambel, 1996)
3. A group is defined as two or more individuals who are connected to one another by social. (Forsyth, 2006)

1.9 Outline of the Study

In this study, the writer makes the outline to facilitate the readers in understanding the research. The outline are as follows:

Chapters I is introduction. It discusses the Background of the Study, the Reason for Choosing the Topic, the Statement of the Problem, the Objectives of the Study, Hypothesis, the Significances of the Study, the Limitation of the Study, the Definition of the Key Term and the Outline of the Study.

Chapter II is review of related it gives review of theoretical study which support the research. It discusses the literature that is related to the Topic of Discussion which consists of General Concept of Reading, Narrative text, Small Group Discussion, and the Review of Previous Studies.

Chapter III is research method. It consists of investigation which is divided into six parts: the Design of the Study, the Subject of the Study, the Variable of the Study, the Instrument of the Study, the Procedure of Data Collections, and the Procedure of Analyzing Data.

Chapter IV is analysis of results and discussion. It consists of the School's Profile, the Subject of the Study, the Instrument Validity and Reliability, the Analysis of the Result, and the Discussion of Research Finding.

Chapter V is conclusion that are described from the analysis of the previous chapters and suggestions that are proposed to support the teaching and learning process in reading comprehension.