

# **CHAPTER I**

## **INTRODUCTION**

This chapter presents some topics related to the introduction, namely background, research problem, research purpose, research hypothesis, significance, research scope and limitation, and definition of key terms.

### **A. Background of The Study**

English is a universal language which is the lingua franca for the majority of people around the world. Lingua Franca is a language introduction or social language so that each person with a different language is the same understand what is being said. Not only as a lingua franca, English is also used to equate perceptions, understandings, goals, such as in the fields of health, business, education, and many other things in life. The importance of English in various fields of life makes learning English important to always review and improve. According to Nurhayati et al., 2018 that In general, the context of English language learning and teaching (ELLT), and the goal of teaching English is to develop students communicative competence, that is to gain substantial ability to communicate in a variety of communicative situations.

In learning english, there are four skills that must always be honed, including listening, speaking, reading, and writing. These four skills must always be honed if someone wants to master English properly and correctly. This concept has stood the test of time. Thesefour abilities are not just labels or categorization of the ability to master English, but the four are elements that can create good and correct English communication.

In the field of language teaching research too, there are innumerable theoretical practical publications focusing on one or other of the four skills, and we ourselves as editors of this volume are guilty of adopting this singular stance in our work (e.g. Goh and Burns 2012; Siegel 2015)

Reading is an activity that can stimulate students to be able to understand something. Rosenblatt (in Tompkins, 1991: 267) argues that reading is a transactional process. The reading process includes a number of steps during which the reader constructs meaning through his interaction with the text or reading material. The meaning will be generated through this transactional process. Reading Comprehension is the product of process that operate during reading to create a mental representation of the situation described by the text, referred to as a situation model (Kintsch, 1988). Reading can increase students' understanding of something. Reading can be from various types of texts and literature, such as magazines, story books, biographies, etc. Reading is very important specially for junior high school students who incidentally are in a transition period from elementary school and must prepare to go to senior high school

In learning English, there are many texts that students can learn. According to Prayudha; (2022) there are several types of text in English including descriptive text, recount text, narrative text, procedure text, report text, news item text, explanation text, analytical exposition text, hortatory exposition text, discussion text, review text, anecdote text, and spoof text. Referring to the syllabus of grade 7 Junior high school students

in Indonesia, several types of text are taught to students, namely descriptive text. Descriptive text is text that contains a picture or description of something. Be it an object, a living thing or a place. This text aims to explain the characteristics or characteristics of someone or something.

According to Nunan (2003) In the process of teaching and learning there are several things that determine its success, one of which is the learning method used by the teacher in delivering the material. Buzz Group method is an efficient method in management training and development (R.K. Samantha: 1993). Buzz Group Method is one of the alternative method in learning and teaching process. In the buzz group method, teacher will divide the students into several group, and then the groups will be divide again into small group, finally the teacher expected students will more actively and freely to discuss the material with their friends in group.

Based on the observations and interviews with English teachers conducted by researcher at SMP Muallimin Wonodadi-Blitar, there are several obstacles in the process of learning and teaching English subjects, including students who are not interested and enthusiastic in learning English. They became frustrated when they had difficulties in reading the target language which then made it difficult for them to understand reading texts in English. There were some problems which caused the students low reading comprehension. Based on the observations made, the researcher concluded that the success of a lesson was not only due to factors within

the students, but also due to the use of teaching methods that were less attractive. The use of interesting learning methods such as the Buzz Group Method is expected to be used effectively in improving students' reading comprehension

To prove that this strategy is effective to use, it can be seen from the previous studies. In 2013. Elisabeth Milaningrum with thesis entitled "*The effectiveness of Buzz Group Method to Teach Reading Comprehension Viewed From Students' Learning motivation*". The goals of this study was to inquire about the significant effect of using Buzz Group Method to Teach Reading Comprehension Viewed From Students' Learning Motivation. The result of this study is buzz group method is significantly different from direct instruction method to teaching reading comprehension, There is an interaction between teaching method and students' learning motivation for teaching reading comprehension, and The reading comprehension of students' who have high motivation is significantly different from that of those who have low motivation.

In 2018. Ramadhani, Ayunda Pertiwi with thesis entitled "*The influence of Buzz Group Technique on The students' Speaking Performance at Eight Grade of SMPN 5 Metro*". The findings revealed that Buzz group technique is an alternative technique that can influence the students' speaking performance

In 2018. Tagor pangaribuan and Sondang Malik with journal entitled "*The effect of buzz group technique in teaching writing at the first*

*class of SMA HKBP 1 Tarutung*". The findings revealed that from the score of the test, a calculation was made to find out whether the buzz group and clustering technique significantly affects students' writing ability. Whereas in this study the researcher wanted to test whether the Buzz Group Method could provide a significant difference effect for junior high school students, not only for high school level.

Based on the previous studies above, here the researcher will conduct a research in teaching by using Buzz Group method too. Although in the same method, but it is also has some differences. The researcher will apply the buzz group method and will test the effectiveness of this method on the saventh grade students' reading comprehension and looking the result at the students' scores. The second researcher Ramadhani, Ayunda Pertiwi has applied this method on students speaking performance. While in this study, the researcher will test the effectiveness of Buzz group method to the students' reading comprehension. .

Therefore, it is important to conduct this research to test the effectiveness of the Buzz Group Method for grade 7 junior high school students reading comprehension in descriptive text at SMP Muallimin Wonodadi Blitar. In relation the condition above, the writer has the motivation to conduct the research, entitled *The Effectiveness of Buzz Group Method to the Saventh Grade Students' Reading Comprehension in Descriptive text at SMP Muallimin Wonodadi Blitar.*

## **B. Formulation of The Research**

Based on the background of the study, the researcher formulated the research question as “Is there any significant difference between students’ reading comprehension in descriptive text at SMP Muallimin Wonodadi Blitar before and after taught by Buzz Group Method ?”

## **C. Purpose of The Study**

From the statement of the problem above, the goal of this research was to find out whether there is any significant difference between students’ reading comprehension in descriptive text before and after taught by Buzz Group Method.

## **D. Significance of The Study**

The researcher expected this research could give some information or some advantages for English teaching and learning process. The significances of this research are:

- a. For the school, as a place where students learn English, it was expected this research can give information and improvement to the institution about the effectiveness of using Buzz Group Method to the eight students’ reading comprehension in descriptive text
- b. For te students as the subject of the research, it was expected that the students will take the advantages of the research. They can learn how to improve their reading comprehension specifically in descriptive text through Buzz Group Method.

- c. For the teacher, it was expected that this research will help teachers to improve their students' reading comprehension specifically in descriptive text interestingly, effectively, and easily so that the students will enjoy the study
- d. For the other researcher, it was expected this research will give concept in their strategy in teaching reading comprehension because it will give some knowledge about buzz group method.

### **E. Formulation of Hypothesis**

Related to research question, the researcher formulates the research hypothesis of study as follows:

- Ho (Null Hypothesis): There is no effectiveness of buzz group method to students' reading comprehension in descriptive text.
- Ha (Alternative Hypothesis): There is effectiveness of buzz group method to students' reading comprehension in descriptive text.

### **F. Scope and Limitation**

This study will be carried out in SMP Muallimin Wonodadi with the population of the research is saventh grade students. The limitation of this research is limited to the effectiveness of buzz group method to the students' reading comprehension in descriptive text.

### **G. Definition of Key Terms**

In this part, there is explanation from the title and research questions mentioned in the previous items. The definition of key terms is as follows:

### 1. Buzz Group Method

Buzz Group Method is one of the method in learning and teaching English. According to R.K Samanta as the words, buzz and group mean it is a group that buzzes or a few groups that buzz to interact more freely, informally and without the strict observation of any outsider.

### 2. Reading Comprehension

Dolores Durkin (1980) wrote “ if there is no comprehension, there is no reading”. According to the statement above, reading not just about read and forget, but good reading is reading with understanding. So we can conclude that reading comprehension is the ability to understand about what you read. In this study, reading comprehension is the capability of the saventh grade students’ of SMP Muallimin Wonodadi Blitar in understanding the descriptive text

### 3. Descriptive Text

Descriptive text is a type of text in English, this text is usually used to explain or describe something. According to Joko Prayudha.S: (2002) Descriptive text aims to explain or describe to readers the characteristics or characteristics of a person, thing, place, animal or thing in detail

### 4. Effectiveness

Harris (2003:6) stated tha the concept of effectiveness is clearly related to a means and relationship. When applied to



educational phenomena, effectiveness refers to the degree to which educational means or process result in the attainment of educational goals. It can be concluded that in this study the buzz group method will be said to be effective if there is an increase in Students' Reading Comprehension scores, especially in descriptive texts from before to after taught by using buzz group method.