

CHAPTER I

INTRODUCTION

In this chapter, the researcher presents about the background of the research, research problem, objective of the research, research hypothesis, significance of the research, scope and limitation of the research, and definition of key terms.

A. Background of the Research

Reading is one of the most important skills that should be master and acquire by students. Reading can be a stepping stone for students in order to be success in their studies and in their life. Without an ability to read effectively, students will be lose the opportunities in their education and in their real life situation in the future. The ability to read will lead students to gain new knowledge, enjoy the beauty of literatures, and do everyday things, for example: reading newspapers, magazines, novels, maps, manual instructions, and books.

“Reading provides many useful information, knowledge, experiences, and cultures to the reader by the text” (Clarke and Silberstein: 2001). Reading also important in teaching learning process, because every activity in the classroom always has relationship with reading. According to Hill (1998:58), “Reading itself is a process to understand a written text which means extracting the acquired information from it as efficiently as possible”. Besides that, reading always comes along with comprehension.

“The purpose of teaching reading is to help students to comprehension or to get meaning from written text” (Texas Reading Initiative: 2002). According to Grabe and Stoller (2002:17), “Reading comprehension as the ability of understanding and interpreting information in a text correctly which it makes the readers has understood what they read in the text. In other words, their reading is not useless. Therefore, reading is not only students activity to read a text and finish but also students should be able to understanding and comprehend the text that they read about the writers’ ideas, the writers’ utters’ or other information that related to the text.

In fact, teaching reading in Indonesia hasn’t reach the teaching purposes. Based on the result of investigation to the tenth grades at SMAN 1 Tulungagung, the English teacher in this school said that in teaching reading comprehension there are some problems such as the students has reading bad habit and the teacher still use conventional teaching techniques to teach reading where it make the students difficult in comprehending a text and answer the question based on the text. Preliminary study by Pamungkas (2016) stated that, in senior high school students cannot acquired the aspect of language well and the students have many difficulties in reading comprehension because, in teaching reading most of teachers are not aware of the importance of reading. The teacher only ask the students to read without making sure that their students comprehend the text or not. Therefore, it makes the students difficult to understand the text easily, get

difficulty in finding main idea, topic, moral value, other information and feel boring in teaching and learning process.

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.

To create active activities in the class, the researcher will apply “Small Group Discussion technique for teaching reading comprehension.” Small Group Discussion is one of techniques in cooperative learning method. The researcher consider that SGD technique is probably suitable to teach reading comprehension. There are some preceding studies which related and proved that small group discussion technique as the best, effective, and successful technique in teaching and learning process. Umiyati (2011) said that Small Group Discussion is effective to teach reading comprehension, simple to apply, enjoy, and it help the students are not only able to improve their intellectual skill but also increase their social relationship than Whole Class Teaching.

Other preceding study, Pamungkas (2016) said that the use of Small Group Discussion helped the students to comprehend the reading, such as understanding vocabulary, identify the detail information, identify the factual information, identify the main idea, identify the meaning of particular words, and identify the

implicit information. The students can understand the material that given by teacher with discussion in group. It means that learning process better because each student has a role and more active when they did discuss in their group to solve the problems, answer the question or give their idea.

Therefore, this technique was chosen because it is pledge to provide the opportunities for the students to be involved actively in teaching learning process. They had chances to discuss the difficulties in comprehending the text that they faced with their group members which it make the learning process successful. Therefore, the researcher decided to use this technique because the researcher was curious to find out whether this technique was “really” effective or not to teach reading comprehension.

In brief explanation, “a group may be said to exist when two or more students have as one quality of their relationship, some interdependence and possess some recognizable unity (Mary, 1964:31), to work together through interaction whose interdependent relationship allows them to achieve a mutual goal” (Kenz and Greg, 2000:20). “Group discussion is more effective if the group consisted of 3-4 students; enable students to give their opinions or ideas to other students easily” (Sagala, 2008:20). SGD technique means that students within group read the text together , then each students in their group can express their ideas in group discussion to make sure that they comprehending the text. After it, each representative in group should explain the result of discussion to other group

and other members of each group can debate, clarify, give opinion, and critic. (Cristiani and Mintohari, 2004:3).

It can be concluded that, SGD is one of cooperative learning methods that consist of small member of 3-5 students which in this technique the students work together through interaction whose interdependent relationship allows them to achieve a mutual goal. In a group, the students are comprehend the text easily, more confidence and active to talk in giving opinion about a problem, together to solve and to get good answer of the question based on the text.

Based on the explanations above, the researcher interested in conducting a research entitle "The Effectiveness of Teaching Reading Comprehension through Small Group Discussion Technique of Tenth Grade Students at SMAN 1 Tulungagung in Academic Year 2016-2017".

B. Research Problem

Based on the background of the research above, the formulated research problem is *"How is The Effectiveness of Teaching Reading Comprehension through Small Group Discussion Technique of Tenth Grade Students at SMAN 1 Tulungagung in Academic Year 2016- 2017?"*

C. Objective of the Research

Based on the research problem above, the formulated research objective is as follow: *"To know the Small Group Discussion is Effective to Teaching Reading Comprehension Technique of Tenth Grade Students at SMAN 1 Tulungagung in Academic Year 2016- 2017"*

D. Research Hypothesis

Based on the research problem above, the research hypothesis can be mastered Alternative and Null Hypothesis. The hypothesis is as follows:

1. H_0 (Null Hypothesis): There is no Effectiveness of Teaching Reading Comprehension through Small Group Discussion Technique of Tenth Grade Students at SMAN 1 Tulungagung in Academic Year 2016- 2017.
2. H_a (Alternative Hypothesis): There is Effectiveness of Teaching Reading Comprehension through Small Group Discussion Technique of Tenth Grade Students students at SMAN 1 Tulungagung in Academic Year 2016- 2017.

E. Significance of the Research

The researcher hopes that the result of this research give contributions for:

1. Students and English Teachers

By using Small Group Discussion in learning reading comprehension, the students will be able to comprehending the text better, easily, more confidence, enjoy and feel fun in the class. To English teacher it can motivate to create effective technique in teaching English especially in teaching reading comprehension.

2. Future Researchers

The researcher hopes that this research can be used to one references in conducting research in similar problem for future researchers by using other research methods.

F. Scope and Limitation of the Research

This scope of this research is teaching reading text. There are many kinds of reading text in English which is learned by the students Senior High School on second year those are Narrative, Descriptive and News Item. Therefore, in order to be more focused on the effectiveness of teaching reading comprehension through Small Group Discussion technique, this research is limited only on reading comprehension about Narrative Text by using Small Group Discussion technique of Tenth Grade Students at SMAN 1 Tulungagung.

G. Definition of Key Terms

In this part, there is some explanation from the title mentioned in the previous items. The title is “The Effectiveness of Teaching Reading Comprehension through Small Group Discussion Technique of Tenth Grade Students at SMAN 1 Tulungagung in Academic Year 2016/2017”. The definitions of key terms are as follows:

1. Effectiveness

Effectiveness is producing the result that is wanted or intended. The meaning of effectiveness in this research is there is any significant difference score in the student’s reading comprehension before and after being taught using Small Group Discussion technique.

2. Reading Comprehension

Reading comprehension is a readers’ ability in understanding the text to find information accordance with the readers’ purpose. In order to find the

information, readers should be able to find the writers' ideas whether it is explicitly or implicitly stated in the text by applying the most effective strategies of reading comprehension.

3. Small Group Discussion

Small group discussion is one of the cooperative learning method that consist of three or more students interacting face to face with or without and assigned leader in such a way that each students influences, and is influenced by another students in group. The purpose of SGD technique is help the students are comprehend the text easily, more confidence and active to talk in giving opinion about a problem, together to solve and to get good answer of the question based on the text.