

## CHAPTER I INTRODUCTION

### A. Research Background

Reading is one of the most important ways we can expand our knowledge. Reading can assist us in comprehending written expressions. Reading can provide us with a wealth of knowledge, information, and even problem solutions. "Building knowledge is the phase of reading and finding out," write Jean-Walter Gillet et al.<sup>1</sup> As a result, reading can provide us with a wealth of information that will allow us to broaden our knowledge. Furthermore, reading is one of the tools in learning that is always present in classroom activities. Allah SWT said in holy Qur'an about reading in Surah Al – Alaq: 1-5.<sup>2</sup>

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ  
 اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ (١) خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ (٢) اقْرَأْ وَرَبُّكَ الْأَكْرَمُ  
 (٣) الَّذِي عَلَّمَ بِالْقَلَمِ (٤) عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ (٥)

Meaning: “*Read! In the name of the Lord Who created (1) created man from a clinging clot (2) read! And your Lord is the Most Generous (3) who taught by (the use of) the pen (3) taught man what he did not know (5)*”

Reading is an action that aims to get information from writing. Along with learning to read, students are expected to be able to learn from the written texts they read. By understanding and interpreting a text, students can interpret information based on their knowledge. However, not many students are able to understand the reading text. In addition, reading English texts for students becomes difficult because they are a foreign language. A teacher must have the right learning method to motivate and have fun while learning.<sup>3</sup>

Reading is also considered as one of the main focus in English subject by Indonesian government. According to School Based Curriculum (KTSP 2007) the objectives of teaching reading

<sup>1</sup> Jean Wallace G, et al.,”*Understanding Reading Problem*, (Boston: Pearson Education, inc, 2012), 171.

<sup>2</sup> Holy Quran

<sup>3</sup> Kartika Dewi, ”*Improving Student’ Reading Comprehension by Using Paragraph Shrinking at The Second Grade of MTS N Olak Kemang Kota Jambi Academic Year 2016/2017*”, *Jurnal Ilmiah Universitas Batanghari Jambi*; Vol.16 No.1;2016;55.

are clearly stated “*mata pelajaran bahasa Inggris bertujuan mengembangkan kemampuan berkomunikasi dalam bahasa tersebut, dalam bentuk lisan dan tulis. Kemampuan berkomunikasi meliputi mendengarkan (listening), berbicara (speaking), membaca (reading), dan menulis (writing).*”<sup>4</sup>

Reading is a skill that Senior High School students should learn. The following types of text must be taught in Senior High School based on the standard competency and basic competencies recommended by the government: descriptive, narrative, and recount text. Based on many of those texts, recount text is one reading text type that students in their second year of senior high school should learn. Recount is a text that retells past events.<sup>5</sup> Its purpose is to provide the reader with a description of what happened and when it happened, indicating the order of events. Factual text that presents information or ideas is known as recount text. The text's purpose is to inform, instruct, educate, or persuade the reader or listener.<sup>6</sup>

Small group discussion can be defined as a way for students to teach reading comprehension which can be divided into small groups. By using the small group discussion method on Recount text learning materials for class 10 semester 1, students can not only share ideas, but can also strengthen collaboration and cohesiveness to solve problems that arise during assignment. Each subgroup is designed to read recount text material, after which students answer questions, discuss paragraph ideas from recount text, general and specific information in paragraphs, and find the meaning of difficult words. Using small group discussions, students look more active and they will be more interested because it provides opportunities for students to share what they read.<sup>7</sup>

Rury Duriyah conducted a study in 2017 on the effectiveness of using small group discussions on students' reading comprehension of recount texts. The research was conducted at SMP. The results of this study showed that the small group discussion technique was effective for SMP At-Taqwa 02 Bekasi, From this study, the authors

---

<sup>4</sup> Standar Kompetensi Mata Pelajaran Bahasa Inggris SMP/MTs, (Jakarta: Departemen Pendidikan Nasional, 2006), p.123

<sup>5</sup> Mark Anderson and Kathy Anderson, *Text types in English 3*, (South Yarra: Mac Milan, 2007)

<sup>6</sup> Mark Anderson and Kathy Anderson, *Text Types in English 3*, 7

<sup>7</sup> Rury Duriyah, “The Effectiveness of Using Small Group Discussion on Students’ Reading Comprehension of Recount Text (A Quasi-Experimental Study at the Eight Grade of SMP ATTAQWA 02 Bekasi in the Academic year 2017/2018)”, (Jakarta: UIN Syarif Hidayatullah, 2017), 44.

conclude that the small group discussion (cooperative learning) technique is effective in learning to read and understand recount text. This is based on a significant difference between student achievement in the experimental class and the control class. The experimental class that was taught to read using the small group discussion technique in recount text learning had a higher score than the control class.<sup>8</sup>

Based on the mini research conducted by the author, the author met directly with the English teacher, Ma Nahdlatul Ulama 'Gembong,' named Mrs. Endah Sulistyowati, S.Pd. She used the small group discussion method for teaching in grade 10 because there were some problems faced by grade 10 students at MA Nahdlatul Ulama' Gembong in reading comprehension of recount texts. Students have difficulty getting the main idea and supporting details from the text, and it takes a long time to find. Students cannot understand what is said in the text. They are less able to identify the general structure of the recount text, so they cannot understand the text after the learning takes place. Finally, their scores on the recount text subject were low. The teacher uses this method so that students are able to identify the general structure, can find the main idea and supporting details of the recount text.<sup>9</sup>

From the background of the problem above, the writer is interested in taking the title of the research “**The Using Small Group Discussion on Students’ Reading Comprehension Of recount Text at the Tenth Grade of MA Nahdlatul Ulama’ Gembong**”

## **B. Research Focus and Scope**

Based on the background above this research focuses on teacher who applies The Using Small Group Discussion on Students’ Reading Comprehension Of recount Text at the Tenth Grade of MA Nahdlatul Ulama’ Gembong.

## **C. Research Problems**

Based on this background, the author formulates the research problem that:

---

<sup>8</sup> Rury Duriyah, “The Effectiveness of Using Small Group Discussion on Students’ Reading comprehension of Recount text (A Quasi-Experimental Study at the Eight Grade of SMP ATTAQWA 02 Bekasi in the Academic year 2017/2018)”, (Jakarta: UIN Syarif Hidayatullah, 2017), 44.

<sup>9</sup> Result from an interview with Mrs. Endah, English Teacher MA Nahdlatul Ulama Gembong.

1. How is the implementation of small group discussion on students' reading comprehension of recount text at the tenth grade of Ma Nahdlatul Ulama' Gembong?
2. What are the supporting and obstacles to the use of small group discussion on students' reading comprehension of recount text at the tenth grade of MA Nahdlatul Ulama' Gembong?

#### **D. Research Objectives**

Based on the description of background and the formulation of the above problems, the purposes of this study can be expressed as follows:

1. To know how to implementation small group discussion on students' reading comprehension of recount text at the tenth grade of Ma Nahdlatul Ulama' Gembong.
2. To know supporters and barriers to the use of small group discussion on students' reading comprehension of recount text at the tenth grade of MA Nahdlatul Ulama' Gembong.

#### **E. Research Significances**

The author hopes that the results of this research can be useful for :

1. For the students

The use of small group discussion on reading comprehension, students' can optimize their reading skills and be more motivated in learning.

2. For the teachers

This research is expected to provide information and input for teachers in using small group discussions on reading comprehension of recount text to improve the quality of learning outcomes.

3. For the researcher

Researchers are able to use this research as a means to develop experience and knowledge related to learning methods.

#### **F. Organisation of Thesis**

Systematic writing of this study aims to provide an overview of the part of this thesis, it is hoped that systematic and scientific research will be obtained. This systematic is divided into 3 parts, namely the beginning, the core, and the end.

The beginning part consists of cover/title page, approval page, originality statement/declaration of work, abstract, Indonesian

version abstract, motto, thank you note, introduction, table of contents.

The body part consists of chapter I introduction includes research background, research focus and scope, research problems, research objective, research significances and organisation of thesis. Chapter II related literature review consists of theoretical description, theoretical framework, review of previous study. Chapter III research methodology consists of research method, research population/sample, research setting, research participants/subjects, instruments and data collection technique, research data validity, data analysis technique and research ethical considerations. Chapter IV research findings and discussion, this chapter presents the results and their discussion, which have been ordered analysed in ways justified in the methodology. There are 2 parts in chapter IV, the results of research and discussion. The last chapter is chapter V contains about conclusions and recommendations.

The final part consists of a bibliography and appendices related to research. These attachments can be in the form of analytical data processing statistics, documentation, educational history lists, and others.

