

# CHAPTER I

## INTRODUCTION

This chapter consists of the background of research, the research questions, the research purposes, the significances of research, the rationale, and the previous research.

### **A. Research Background**

Reading plays an important role in human life because it helps to expand the mind and develops the imagination. By reading a reader can interact with his feeling and thinking, get information and increase his knowledge. In academic setting, reading is assumed to be the central means for learning new information and gaining access to alternative explanations and interpretations (Marrienne, 2001). It means that reading stands as a basic tool means for students to learn new information. In order to understand or to get points of written text, students need to comprehend it.

Moreover, the research is motivated with the fact that most students have difficulties in learning English, especially in reading comprehension. This problem was found at SMK Muhammadiyah 2 Bandung in which most students are struggling to understand the English texts, this happen since English language is not presented as in interesting subject. The cause of this problem is that English is presented as a boring subject. For example, it was found students were passive and had a lot of silence. Moreover, based on the preliminary observation in teaching senior high school students, it was found out that the students did not understand what they read. It can be seen from teaching reading in class when they are asked to read the reading texts, after which the teacher gives questions related to the material they read, it turns out that some students cannot answer questions from the teacher. This shows that they do not understand what they are reading.

To support the statement above, the problems faced on students' reading comprehension it can be solved by using a small group discussion. According to Arends (1997) discussion give students public opportunities to talk about and play with their own ideas and provides motivation to engage in discourse beyond in the classroom. It is supported by Wu (2008) who states small group discussion could stimulate students to be involved in the active process of constructing knowledge. Furthermore, during group discussion, students learn from each other, whether

consciously or unconsciously. Jones (2007) adds that the students' confidence will grow little by little as students successfully share ideas and experience when they do work together.

The above statements show that Small Group Discussion provides more opportunity for students to exchange their opinion, ideas, informing among all members of group in a discussion. The important thing is that the learners can participate actively, more confident, and their motivation improve in joining reading class.

Research regarding the effect of using a small group discussion on students' reading comprehension has been conducted by several researchers. First, research by Rahmat (2017) discussing the effectiveness of small group discussion strategy in improving the students' reading comprehension in junior high school, that small group discussion strategy gave a dedication to enhance the quality of learning teaching process above all english subject. Second, research by Islamia (2015) the effectiveness of using small group discussion on students' reading comprehension of recount text in junior high school. Then, this research also used strategies of teaching recoun text in their learning process. Third, research by Ahmad (2013) discussing the small group discussion is an effective technique to improve students' reading skill which has been conducted in junior high school. Then, small group provides opportunities for students' initiation, for face-to-face, give and take, for practice in negotiation of meaning for extended conversation exchanges.

Previous research on small group discussion has been conducted mostly at junior high school level. It implemented small group discussion as a strategy in the English language teaching. It showed that there was a significant difference on the students' reading comprehension by using small group discussion. Therefore, the present research focused on the use of small group discussion to improve students' reading comprehension in the senior high school. In short, The research focuses on **“THE EFFECT OF USING A SMALL GROUP DISCUSSION IN DESCRIPTIVE TEXT ON STUDENTS' READING COMPREHENSION” (A Quasi-Experimental Study at 10th Grade Students of SMK Muhammadiyah 2 Bandung)”**.

## **B. Research Questions**

Based on the background of the problem above, the formulates the problems as follows:

1. What is the students' reading comprehension before using a small group discussion?
2. What is the students' reading comprehension after using a small group discussion?
3. How significant is the difference between students' reading comprehension before and after using a small group discussion?

### **C. Research Purposes**

Based on the problems above, the research objectives are as follows:

1. To find out the students' reading comprehension before using a small group discussion.
2. To find out the students' reading comprehension after using a small group discussion.
3. To find out the significant difference between the students' reading comprehension before and after using a small group discussion.

### **D. The Significances of The Research**

This research would be useful both practically and theoretically.

1. Practically, the result of this research is expected to be useful for the English teaching particularly and also to the English teachers because students would not be able to produce a text when they have not comprehended the text well.
2. Theoretically, the result of this research would be used to give additional contribution in case of education and it may support or verify the previous research or theory.

### **E. Rationale**

This research is intended to investigate and to know the small group discussion used in senior high school, how significant is the difference between the students' reading comprehension before and after using a small group discussion on students' reading comprehension at 10<sup>th</sup> grade students of SMK Muhammadiyah 2 Bandung.

According to Tarigan (2008), reading is the meaningful interpretation of printed or written verbal symbols. It is a complex process in which the recognition

and comprehension of written symbols are influenced by readers, perceptual skills, decoding skills, experienced, language background, mind set and reasoning ability as they anticipate meaning on the basis of what has been read.

To conclude, reading is an interactive and complex process between a reader and a text. Reading skill is influenced by perceptual skills, decoding skills, experienced, language background, mind set and reasoning ability along with this process various kinds of knowledge are being used: linguistic or systemic knowledge (through bottom-up processing) as well as schematic knowledge (through top-down processing).

According to Whorter as cited in Rahemi (2013), comprehension is the main goal of reading that refers to understanding what is being read. Readers usually make use of background knowledge, vocabulary, and grammatical knowledge, experience with text and other strategies to help them understand written text. Similarly, reading comprehension is the interaction among word identification, prior knowledge, comprehension strategies, and engagement. Besides, according to Nation (2004) comprehension is the ultimate goal of reading. Everyone agrees that reading comprehension is not a simple matter of recognizing individual words, or even of understanding each individual word as our eyes pass over it.

According to Kenz and Greg (2000), a small group is a small member of human, work together through interaction whose interdependent relationship allows them to achieve a mutual goal. Small group discussion is one of the cooperative learning techniques in which students work in groups of three or four.

Hortatory exposition text is a type of spoken or written text that is intended to explain the listeners or readers that something should or should not happen or be done (Interlanguage as cited in Geraldine, 2008). In other words, this kind of text can be called as argumentation. Hortatory exposition text can be found in scientific books, journals, magazines, newspaper articles, academic speech or lecturers, and research report.

From the frame of explanation above, it can be assumed that reading comprehension is the main goal of reading in which readers usually make use of background knowledge, vocabulary, and grammatical knowledge, experience with text and other strategies to help them understand written text and this is a process that requires integration across a range of sources information, from lexical features through to knowledge concerning events in the world.

Additionally, Orstein and Lasley (2000) small group discussion gives the teacher chance to introduce new skills suited to a particular group. In implementing SGD, this research gives the students a guiding about how to use reading strategy in finding main idea, detail information, word meaning, and reference. So the students are more confident to give opinion in each of their small group. This method helps the students to comprehend the content of the text well rather than they try to comprehend individually because the students can share and discuss their ideas related to the text with other members. Small group discussion technique also is considered as a suitable technique in order to achieve two indicators of successful reading based on curriculum 2013 at point 4.14 for first grade of senior high school as cited in Sundiawan (2013) and one of them is the students are able to catch the meaning of the text. Secondly, the students are able to write out the content of the text together with their friends by paying attention to the content, vocabulary, and grammatical structure.

#### **F. Limitation of Study**

Limitation of study in order to achieve the goal of the research. The research limits the study on students' reading comprehension by using a small group discussion in descriptive text at 10<sup>th</sup> grade students of SMK Muhammadiyah 2 Cibiru, Bandung. This study also limits on the use of small group discussion as the teaching technique in improving the students' reading comprehension in reading descriptive text.

#### **G. Hypothesis**

In a research, the hypothesis is one of the important elements. It becomes the tentative statement of the result. According to Arikunto (2006: 71) "Hypothesis is a tentative assumption of research problems, and the result will be seen until the evidence of the data that was collected". This research has two variables. The first is students' reading comprehension as independent variable (X) since this variable was measured to determine the effect from the independent variable. The second is using Small Group Discussion was considered as a dependent variable (Y) because this variable could influence or have effect to the dependent variable.

There are two kinds of the hypothesis of the research; the first is an alternative hypothesis (Ha) and the null hypothesis (Ho), as follows:

**Ha:** There is a significant difference in students' reading comprehension before and after using a small group discussion.

**Ho:** There is no significant difference in students' reading comprehension before and after using a small group discussion.

The hypothesis was proposed by testing the validity with a statistic to collect the data.

## **H. Previous Research**

There are some previous researches which are similar with the research. The first relevant study was done by Desak Putu Eka Yuliasari entitled "Improving Reading Comprehension through Small Group Discussion Technique (Classroom Action Research at Eighth Grade of SMPN 4 Denpasar in Academic Year 2013/2014)". In this research the writer analyzed the improvement of student's reading comprehension through small group discussion technique. This is a classroom action research and instrument used by the researcher in this study are tests: post-test and pre-test, observation, the researcher observed the condition during teaching learning activities, and questionnaire to know the students' changing motivation and attitude in reading comprehension. To sum up, this classroom action research proved that small group discussion could improve reading comprehension.

The second relevant study was done by Umiyati entitled "The Effectiveness of Using Small Group Interaction in Teaching Reading Comprehension" (Experimental Study at Seventh Grade of SMP Sunan Bonang, Tangerang). The objective of this research is to find out the differences between students' achievement in learning reading which is concerned with descriptive text. The research used an experimental research. The writer taught one class using small group interaction technique. The writer administered a pre-test to know the basic characteristic of the students and a post-test to find out the growth of score as the measurement of achievement. The result of the research in teaching reading comprehension by using small group interaction at SMP Sunan Bonang is effective. It means there is a significant difference to students' achievement in learning reading comprehension by using small group discussion.

The last study that is relevant to the research is the one conducted by Faradina Primarini Noorhaya Sari entitled "The Use of Small Group Discussion to Foster Student's ability on Students' Reading Comprehension". The aims of this study were to investigate the effect of small group discussion in reading class on students'

reading comprehension and the difficulties that students face on comprehending a text. This study was a combination of quantitative and qualitative methods since it was intended to get result that was oriented to the product (quantitative) and process (qualitative) in one study. Based on the quantitative study, the design of this research was one group pre-test and post-test. The instruments of this study were reading comprehension test and interview. The first result of this study, there was an effect of small group discussion in reading class on students' reading comprehension. The second result is revealed five difficulties that the students faced on comprehending a text namely vocabulary, sentence, phrase, reference, and background knowledge. The implementation of small group discussion in teaching reading comprehension was able to resolve those difficulties since it required the students to share, discuss, and unite their thought or problem on comprehending the content of the text with other members of the group.

Based on the three previous study above, it can be seen that small group discussion can be implemented in practicing and improving students' reading comprehension. Moreover, small group discussion has been conducted mostly at junior high school level. It implemented small group discussion as a strategy in the English language teaching. It showed that there was a significant difference on the students' reading comprehension by using small group discussion. Therefore, the present research focused on the use of small group discussion to improve students' reading comprehension in the senior high school. Moreover, the difference between those previous studies and this research, as a result, is the research which was conducted by using quasi- experimental design which consist of one class with the tenth grade OTKP 3 students as participants and it was done to know the effect of using a small group discussion in reading descriptive text on students' reading comprehension.