

CHAPTER I

INTRODUCTION

The first chapter discusses about the introduction of the study. It consists of some parts, namely background of the study, research question, purpose of the study, hypothesis, scope and limitation, the significance of the study and definition of key terms.

A. Background of the Study

Reading is one of the four essential skills in teaching English. Therefore reading is one of the main components in the development of English skills (Mohammed, Sidky, & Nagar, 2020). Reading has become an integral aspect of our daily lives and has turned into one of the essential abilities that learners must acquire in English as a second language. According to Hasibuan (2023), teachers wish their students to learn English for basic survival and communication, such reading newspapers and guides. Reading is a fundamental ability that everyone should acquire, especially high school students. For students, reading is essential and important because the result of their academic achievement depends on their reading ability (Esti & Yumelking, 2023).

Reading activities at school aim to enhance the reading abilities of students, specifically the capacity to comprehend, analyze also evaluate information obtained from reading texts. Reading provides us with a lot of important information that we can apply now and in the future, in the face of globalization, reading is a decisive for the success of Indonesian students, by reading, people can get a lot of information (Nurdianingsih, 2021).

By engaging in reading, students have the opportunity to gain new insights, increase vocabulary, and improve sentence structure. In addition, reading can also train concentration, improve memory, and stimulate imagination. Same opinion with Scrivener (2011), Learning is not just a one-dimensional cognitive activity; it involves the whole person instead of only concentrating on mental processes such thinking, remembering, or reasoning. To read texts effectively, students must be aware of the various text tasks available, including how to find factual information in books, recognize main ideas, interpret language, find references, and draw connections between ideas.

By reading, students can recognize their new sentences. For example, students read books in foreign languages, especially English. If students find a sentence in the book that does not make sense, they will try to use a dictionary to look up the meaning. In this way, students' vocabulary will continue to grow every day if this method is always applied in reading strategy. Reading strategy is the technique carried out or the application of methods carried out to understand the text or reading material (Fitriyah, 2021). When reading, students need to understand and grasp important concepts related to the content they are reading. This is in accordance with Alowalid, Mujiyanto and Bharati (2018) that reading comprehension requires readers to really know and understand what they read. Reading involves the process of constructing and sharing meaning through the use of language orally and students will know how to express language communicatively to students (Kasturi, 2020). This definition suggests that reading is not just a passive activity but an active one that demands that the reader to

engage meaningfully alongside the text. Reading is a process of thinking and creating meaning, not just decoding printed symbols. according to Maulizan (2020:4) that reading is not only spell words by words of a written material, but it is also understanding to what we read, we have to get the meaning, information and construct new experience of this activity.

Reading comprehension is the most basic activity in reading. According to Lathifa (2021), reading comprehension is the way to get information from a text. Students need read and understand the meaning of reading , because if students do not comprehend the content of reading, it will not be easy to solve the instructive or convey the meaning of reading to students. Students who understand effectively use their reading skills to learn new concepts, interact with what they read,critically analyze what they read, and use what they have learned to solve problems practical and intellectual challenges. Reading comprehension skill is a very important skill so that students can draw conclusions obtained and express them in their own language (Fakhrurriana, 2023). Students who are effective comprehenders employ reading skills to learn new concepts, engage in what they are reading, critically analyze what they read, and use what they have learned to address practical and intellectual challenges. According to Ramadhani, Maryansyah and Achmad (2020), reading comprehension is a reading activity by understanding the meaning of texts through the knowledge they get. Reading comprehension is about understanding what you investigate and correlating the ideas in the text to your current understanding. In another word, Kristin Lems et.al in Amalia (2017: 11) states that reading comprehension is a skill to get meaning from written text. Reading

comprehension becomes interesting when you search for the text's substance and connect it with the reader's prior understanding to understand it.

Teaching reading is an important aspect of education, having a significant part in developing students' literacy skills. According to Nurdianingsih (2021), the aim of teaching reading comprehension to students is to assist the students in conceiving written text using the target language. Hence, in the reading process, there will be a written text that needs to be interpreted by a reader (Abame et al., 2017). Effective reading instruction is essential for students to become proficient and active readers who can enjoy the benefits of understanding written communication, education, and entertainment. The method of teaching reading involves learning new information within the framework of classroom steps taken by instructors and students. Therefore, the teacher plays important role in choosing teaching strategy (Simamora and Oktaviani, 2020), especially teaching reading. When teaching reading, the teacher's approach and innovation should be used in the classroom to help the students achieve effectively. According to Gonen, (2015) reading strategies can make it easier to manage reading difficulties or problems. Applying various strategies in reading helps readers in reading, storing, and processing information (Singhal, 2001). Teachers are responsible for maintaining reading activities in class to achieve the learning goal of reading comprehension. In addition, they must organize reading activities well for providing learners the chance to acquire reading skills with absolute inspiration, concentration also curiosity.

When teaching reading comprehension, teachers must assess reading comprehension ability for many different purposes. The student or reader should not only read but also analyze or predict what is happening and narrate it in the text. The researcher discovered an issue at SMAN 1 Purwoasri, where a majority of the students did not comprehend English texts, encountered challenges in generating ideas, and was unable to understand the importance of the content they were engaging with. In the following text, the researcher discloses the explanation is provided below. Gonen (2015) stated that reading strategies are very important to help readers understand the text while reading. Teachers need to be able to organize the teaching process, including how to learners and ways to motivate learners to put in effort in their studies.

One of the methods to facilitate students' reading comprehension is to implement small group discussion method. This small group discussion method is usable by teachers to teach students reading comprehension in class. Group discussions can address reading problems such as vocabulary, prior knowledge, phrases, sentences, and references. According to Panjaitan (2021), in a group, students understand the text better, are more confident, and speak positively by giving their opinion on a problem, solving it together and getting answers. As a result, these discussions in small groups will assist learners in grasping challenging vocabulary, phrases, subjects, and sentences, as well as in locating reference resources. In this instance, the researcher intends to look more closely at the procedure for utilizing the small group discussion technique within the classroom. Further, small group discussion is effective in enhancing the students' reading

comprehension (Setianingsih & Harahap, 2020). It indicates that utilizing small group discussions for teaching reading understanding is a suitable option.

As stated by Adi (2021), by using the small group discussion method, students are supposed to be more motivated in improving their reading abilities and comprehension of information from a text, particularly narrative literature. According to Ningsih (2021), the small group discussion offers students the opportunity to give and receive suggestions in practicing the meaning of a passage. Additionally, this method can teach students to speak more confidently in front of their friends. Because this small group discussion presents each student with an opportunity to express themselves, there will always be students in every class who are shy and reluctant to participate in class activities. According to Adi (2021), Small Group Discussion is a learning procedure that involves three to five students in a group with the goal of discussing each group member's facts or knowledge. Every member of the group is given the chance to present and discuss their thoughts, opinions, and suggestions with other groups.

According to Jonson (2006, p. 52), fishbowl is an arrangement of students with the purpose of discussing literature. The fishbowl technique is a method of conduct discussions in moderate to big groups. There is an inside group and an outer circle for the students. Students in the outer ring hear and receive. The inner circle is where the discussion activity takes place, and where notes are taken, often known as the fishbowl. Traditionally, a class discussion group is referred to as a fishbowl. The "inner circle," or fishbowl, which is made up of 5 to 8 members, is the first of two sections. Students who engage in a conversation about a subject.

Pupils share, express, and ask questions information. There may be over 20 students in the 'outer group', which is made up of, who watch students pay close attention to the concepts and information presented method.

Sanchez (2006, p.144) states that the purpose of fishbowl strategy is to deepen and extend students' understanding in reading. Students are supposed to develop a greater comprehension of the teacher's assigned texts or topic by employing this method. Besides that, Sterling and Tohe (2008, p. 25) State that fishbowl is also a strategy for assessing reading. It indicates that the fishbowl method serves as a technique to evaluate how well students grasp the content of a book. Learners talk about the advantages of orally summarizing the book, reading a section from it, where the fishbowl format allows students to express their thoughts on what they have perused, while also posing relevant inquiries and responding to them.

The problem of teaching reading comprehension will also be a complex problem with various challenges for both educators and students. Some of the common problems faced are the limited background knowledge of each individual student which is certainly different. Students may not have the prior knowledge or experience needed for understanding the reading material's context. This can make it challenging for learners to grasp the significance of the passage. In addition, each student's vocabulary understanding is limited. It will be a major obstacle to gaining an understanding of the whole text they are reading if they have to deal with difficult and unfamiliar words that they rarely encounter in an English text or reading.

Students with limited vocabulary may find it difficult to decipher the text and relate the definitions of certain words to the main idea. Bahri (2017) argues that when readers find words that are unknown or do not understand the meaning contained in the text, they will have difficulty understanding the contents of the text. Motivation and engagement also play a very important role in reading comprehension as some students may find reading uninteresting or challenging, leading to boredom and a lack of motivation to continue reading new knowledge. In addition, the factor of students' different learning styles is also very influential. Having different learning styles and speeds will make it difficult for their learning process if it lacks backing from suitable educational techniques.

The researcher identified an issue at SMAN 1 Purwoasri, where a majority of the students struggled to comprehend English texts, faced challenges in generating ideas, and were unable to grasp the meaning of their reading material. The researcher presents the reasons outlined below. First, students do not have much vocabulary to better understand the text. Furqon (2013) states that vocabulary knowledge is important for one's reading comprehension, because it can determine how well students understand the text they read. Second, the strategies used are not tailored to the students requirements. Third, many students do not participate very actively in the process of gaining knowledge. From the above problems, the researcher classified into two types of problems: general problems and specific problems. A common problem was that students felt too bored while reading. The particular issue was an insufficient vocabulary. The significance of individual words in a passage does not correspond to an entire sentence or paragraph. Maslina

et al., (2020) state that the factor that cause students' lack of reading comprehension is due to lack of vocabulary, they are unaware many word definitions in a text, except when the text very simple. Consequently, students' disinterest and inability to focus on reading hinder their success in grasping reading comprehension. Therefore, problems must be solved to improve student learning and improve substandard performance. English teachers need to develop better methods to enhance students comprehension of what they read.

Based on previous study, Siregar (2020) examined the effectiveness of small group discussions with high school students. Using two classes, assign samples to her two groups, an experimental group and a control group. The experimental group received treatment, but the control group did not. The results show that the test group scored significantly higher than the control group. Demonstrate the effectiveness of small group discussion methods for improving student reading comprehension. Such as studies conducted by Sitepu, and Ginting (2021) showed that the use of small group discussion method significantly improved students' reading comprehension skills. Specifically, their study on grade 11 students at SMA TAMANSISWA BINJAI showed that students treated through small group discussion achieved an average score of 85.35, which was significantly higher than the averagescore of 49.71 achieved by the control group. This suggests that small group discussion is an effective method to improve students' reading comprehension skills.

Based on the description above, this research aims to investigate the effectiveness among small group discussion compared fishbowl strategy in

teaching reading comprehension skill. This research entitled “The effectiveness of small group discussion compared to fishbowl strategy in teaching reading comprehension to the tenth grade students at Sman 1 Purwoasri”

B. Research Question

Based on the background of the study above, the researcher wants to investigate:

Is the use of small group discussion strategy effective compared to the fishbowl strategy in tenth grade students in teaching reading comprehension at SMAN 1 Purwoasri?

C. Purpose of the Study

From the research problem above, the objective of the study can be set up by the researcher as the following:

To investigate whether the use of small group discussion strategy compared to Fishbowl strategy is effective in teaching reading comprehension to tenth grade students at SMAN 1 Purwoasri.

D. Hypothesis

Based on the objective of the study, this research wants to know the effectiveness of using small group discussion in teaching reading comprehension. Thus, the researcher builds the hypothesis to make purpose of this study. The hypothesis is:

Ha : There is a significant difference in reading comprehension skill between students taught using small group discussions and those taught using fishbowl strategy.

Ho : There is no significant difference in reading comprehension skill between students taught using small group discussions and those taught using fishbowl strategy.

E. Scope and Limitation

The scope of this research is reading comprehension of the tenth grade students in at SMAN 1 Purwoasri. In this research, the researcher used Small Group Discussion strategy to teaching reading comprehension by using recount text.

F. Significance of Study

The results of this research report are expected to provide benefits both theoretically and practically. And there are the expectation for:

1. Theoretical significance

This research is expected to provide benefits to develop knowledge and insight into the use of small group discussions to improve reading comprehension at tenth grade of SMAN 1 Purwoasri.

2. Practical significance

a. For Students

The steps taken in this study can benefit students by enhancing their understanding of what they read and helping them to advance their learning for success. It is expected to provide students with experience to be more active and increase their understanding in learning, make the classroom more lively. An innovative and fun learning process will make students better understand the lesson and provide a new atmosphere in the lesson and increase the spirit of learning.

b. For Teachers

This research is expected to improve the professionalism of teacher performance in teaching and education practitioners. In addition, it can provide alternative learning methods, especially in teaching reading comprehension. And the researches hopes teacher can use Small Group Discussion strategy as an alternative strategy in teaching process.

c. For Further Researcher

Researchers will find this beneficial as it may extend their experience in researching the small group discussion method, increase their knowledge of strategies or methods that can enhance reading comprehension skills, and learn about the advantages and effects of these methods on student understanding, particularly on recount text material. It is hoped that future research will examine how well the small group discussion strategy can improve students' reading skills. So that this research can be useful and can be used as a reference in the future.

G. Definition of Key Terms

To maintain a strategic distance from misunderstanding the wordings used in this consider, the researcher gives the taking after definitions:

1. Reading

The cognitive activity of taking information from written materials and making sense of it. It includes the capacity to decipher written language and apply interpretation to learn new things.

2. Reading Comprehension

The capacity to understand and extract significance from written content. It involves the reader's capacity to assimilate and digest the text's information in an efficient manner, resulting in a more thorough comprehension of the material.

3. Teaching reading comprehension

As a dynamic process that helps individuals develop the ability to understand and interpret written information more than simply recognizing words and expressions, modern reading instruction emphasizes the construction of meaning through active interaction between the reader, the text, and the context.

4. Small Group Discussion

An instructional strategy that helps students better comprehend reading content by having cooperative discussions in small groups. Through the exchange of viewpoints, content analysis, problem-solving, and group exploration of the book, students can enhance their comprehension through this method.

5. Fishbowl Strategy

Fishbowl is a traditional strategy in class it divided into 2 groups; inner group and outer group. In the inner group there are 5-8 people, and for the outer group can be more than 20 people. The outer group observe the dicussion from the inner outer, learners actively engage with the conversation around the ideas that are shared and focus on the procedures involved.

6. Recount Text

Refers to writing that shares experiences from the past. A recount is often used for entertainment by presenting a series of events that creates a connection between the author and the audience.