

CHAPTER I

INTRODUCTION

This chapter discusses background of the study, research questions, objectives of the research, significance of the study, scope and limitation of the study, and definitions of the key terms. The explanations of the subtopics are presented as follows:

1.1. Background of the Study

Reading is one of the language skills that enable you to understand the information clearly. However, some people are not interested in reading because they do not have good topic for reading. Reading is one of the basic English skills. When you plan reading sessions with your learners, make sure that there is time to talk about the text (passage, story and writing).¹ Thus, the readers can explain what they have read from the story or passage and they also can write some messages and explore their ideas in reading. Furthermore reading is a fundamental goal that children must master in order to be successful in school and in life.²

In the learning processes, reading occurs, when people see a text and capture meaning in the text or capture meaning in the form of symbols written in the text. This means that reading is a process of the brain working to think by reading or it can be interpreted as a process of mind activity in trying to interpret the perceptions of symbols that exist in written language. In addition, understanding in reading is the main purpose of the reading process, and it must refer to understanding of what is being read. Readers usually make use of background knowledge, vocabulary, and grammar knowledge, experience with texts and other strategies to help them understand written texts .³

¹ Kenyon. Reading Encouraging Intermediate Phase Learners to Read More. South Africa: PSP. 2008

²R, Stone Best Practices for Teaching Reading, United States of America: Library of Congress Cataloging-in-Publication Data. 2009

³ Rahemi, Elsa F. *Correlation Between Reading Comprehension and Translation Ability*. Retrieved from: <http://webcache.googleusercontent.com/search?q>

Learning as a process of acquiring or getting of knowledge of a subject or a skill by study, experience or instruction.⁴ He is also breaks down learning definition into smaller components. First, learning is acquisition or getting. The second is retention of information of skill in which retention implies storage systems, memory, and cognitive organization. Third learning involves active, conscious focus on and acting upon events outside or inside the organism. Next, learning is relativity permanent but subject to forgetting. Then, it involves some forms of practice, perhaps reinforced practice, and learning is a change of behavior.

Teaching reading for the students in senior high school needs appropriate technique in order that the students are active and creative in reading lesson. Reading is the basis to learn English; students learn to read and to read better by reading. In teaching reading to the students in senior high school, the teacher should pay attention not only on how the right implementation of the techniques are suited to the student characteristics in senior high school but also on students participation in activities that simultaneously promote the development of reading skill. It is the target to create the teaching learning process becoming interesting and understanding to the adolescent in order to reach the learning goal.

The learning process can be interpreted as a process of social interaction between teachers and students, with planned goals (development of students' knowledge), therefore, in the learning process there must be interactions that are educative and must avoid interactions that have no educative value. With this educative interaction, the students' knowledge and knowledge will increase and develop.

The objective of the study which has been regulated by the Indonesian government in the basic and core competency (KI/KD). Education is a conscious

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⁴ Brown, H. Douglas. *Teaching by Principles An Interactive Approach to Language Pedagogy* (2nd ed). San Fransisco: Longman.2000

effort by the community and the government through guidance, teaching or training activities that take place in school and outside of school throughout life to prepare students to be able to play a role in a variety of environments precisely in the future.⁵

The problems that found in MAN 2 Nganjuk, based on the writer's experience in teaching reading, the reality in the field, teaching reading in class is still not as expected. The strategy or method that used by the teacher still conventional, the teacher just taught conventionally.

They are only asked the students to do assignments in LKS and to reading comprehension learning, teacher just asked the students to answer the question based on the text. It is known from my interview with some students in that school, beside that there are some students still difficult to answer the question based on the contents of the text. It is known from the low students' score in answering the question from the text, beside that the students still feel difficult to find the main idea in the text. It is known based on my experience when I ask the students to read the text some minutes and then I ask them orally "Who knows the main point of the text?" and almost all of the students just silent, and only one two person that brave to answer my question orally. In other than that, students low in vocabulary and it is make them still confused in understanding of the text. It is known when I ask the students to retell the story of the text with their own words, the students still afraid and at all do not do that.

A good educator is one who understands what students need, and how the learning process is liked by students, and what kinds of interesting methods should be applied in the learning process. A good educator must understand the needs of students, ranging from the smallest to the most important things in learning, such as: the main objectives of students learning the lesson, and the function of learning. Then the learning process must be adjusted to the hobbies and interests of students so that students do not feel burdened during the learning

⁵ Kadir, Abd, dkk. *Dasar-Dasar Pendidikan*. Cet.I; Jakarta: Kencana Prenada Media Group.2012

process. Then the methods used in learning must also be interesting and not boring.

The higher the creativity of the teacher, the better the learning process provided, the material provided will be more quality, the methods used will also be more powerful. The old method will contribute greatly to the learning process if it is applied in a creative way, for example: a discussion method that has not been used for a long time will make a new contribution if it is applied in a creative way, or in collaboration with a new method.

Educators who have high creativity will create learning that is full of creativity, and can also make the old method become an interesting and good method to use, for example: The discussion method will be an interesting method if collaborated with the Competition method and also applied in several ways the creative.

The discussion method is usually carried out by several people with the aim of solving existing problems, or answering questions together. But the activity will feel boring for students because it is monotonous and boring. Then if collaborated with the Competition method will make students competing to be the first to complete their assignments and students will compete to complete their tasks to become winners.

Collaboration between the discussion method and the Competition method can be abbreviated with the Competition Discussion Method (CDM), this method can be used in all subjects. Then this study will use this CDM method in learning Reading Narrative Text, to find out the effect of using the CDM method on student learning outcomes in reading Narrative text.

Therefore, the teacher should have various methods to help the students in reading especially narrative text. One of the suitable methods in teaching reading is Competition Discussion Method (CDM) that consist of discussion and Competition method. Discussion allows presenters to announce a topic or idea for group discussion among participants.⁶ Discussion allows for an interchange of

⁶ Brewer, Ernest W. *13 Proven Ways to Get Your Message Across. The Essential Reference for Teachers, Trainers, Presenters, and Speakers.* California: Corwin Press, Inc. 1997

ideas within the context of a group under the direction of a presenter. In discussion carried out by dividing the students into groups. The number of members of a group is between 3-5 people.⁷ Small group discussion refers to interacting in a face-to-face situation so they do the dialog, not only with teacher but also with other learners. Interaction is the collaborative exchange of thoughts, feelings, or ideas between two or more people, resulting in a reciprocal effect on each other.⁸ Students can share conversation discussion in group and exchange of their ideas.

Discussion group is effective to be implemented in teaching learning reading and writing. It has been revealed by previous research conducted by Khusnu Amalia about The Use of Small Group Discussion in Teaching Written Procedure Text at the Tenth Graders of SMA Islam Sultan Agung 3 Semarang in The Academic Year of 2008/2009. It was found that small group discussion could be used as the method in teaching English writing which was done by using experimental research. It can be concluded that teaching English writing by using small group discussion is effective.

The Effectiveness of Small Group Discussion Method in Teaching Reading at Second Grade Students' of One Of Public Junior High School, to find out students' responses towards the use of small group discussion method in teaching reading. Which indicates that small group discussion method effectively improved students' reading skill. In addition, data obtained from questionnaire shows that most students' agreed that small group discussion can improve their motivation in learning reading, increase their participation in the class, and build up their responsibility to finish the tasks given by teacher.

Based on the background above, the researcher chooses Competition Discussion Method (CDM) as the method in teaching *reading* especially the narrative text. Hopefully, by using Competition Discussion Method (CDM), the

⁷ Sanjaya, Wina. *Strategi Pembelajaran Berorientasi Standar Proses Pendidikan* (Edisi Pertama). Jakarta: Kencana. 2006

⁸ Brown, H. Douglas. *Teaching by Principles An Interactive Approach to Language Pedagogy* (2nd ed). San Fransisco: Longman. 2000

students' narrative text reading ability would be better cognitive style. The researcher propose a research entitled: "The Influence of Competition Discussion Method (CDM) in Teaching Reading Narrative Text to The Second Grade students of MAN 2 Nganjuk."

1.2. Problems of the Study

Based on the background of the problem above, the researcher identified the problems of the research as follows:

Is there any significant influence of Competition discussion method (CDM) in teaching reading for the students having different cognitive style

1. 3. Objectives of the Study

The objective of the research is to investigate whether there is significant influence of Competition discussion method (CDM) in teaching reading Narrative Text to the Second Grade students of MAN 2 Nganjuk.

1.4. Hypothesis

Ho = There is no significant difference on reading ability between the students' taught by using CDM and the students' taught by using KWL.

Ha = There is significant difference on reading ability between the students' taught by using CDM and the students' taught by using KWL.

1.5. Significance of the Study

Given the importance of this research in a variety of factors, the relative importance of this research is reviewed from two aspects, namely:

1.5.1. Theoretical Significance

Research is expected to contribute knowledge, especially about the use of discussions method in learning to read. This research is expected to be used as reference for other researcher in conducting a research in English teaching-learning process. Hopefully, the result of this study is useful for students, teachers, and all of the readers.

1.5.2. Practical Significance

There are many significances of the research which can be useful for :

1. For the students

The process of this research can be useful for the students to improve their reading comprehension and develop their study in order to be successful.

2. For teachers

By doing this research, the researcher hopes that, the output of the study can be useful to give contribution of developing English teaching especially in teaching reading narrative text. And the research hopes teacher can use Competition Discussion Method (CDM) as an alternative method in teaching process.

3. For the next researcher

The researcher hopes this research can be developed by the next researcher in different skill and participant.

1.6. Scope and limitation of the Study

The researcher will determine the scope of the research as follows. First, the subject of the research is the students of the second Grade of MAN 2 Nganjuk in the Academic Year of 2020/2021. Second, the object of the research is the use of *Competition Discussion Method* (CDM) and students' reading ability on narrative text. Third, place of the research was at MAN 2 Nganjuk. Last, time of the research is conducted at the first semester of the second grade of MAN 2 Nganjuk in the Academic Year of 2020/2021.

1.7. Definitions of the Key Terms

1. Reading

Reading is the process to find out the main idea of the text.

2. Teaching reading

Teaching reading is the process that done by students to understand of the text materials.

3. Competition Discussion Method (CDM)

Competition Discussion Method (CDM) is the colaboration between discussion and Competition method.

4. Discussion method

Discussion method is a method that invites students to work together with a group so that the tasks and problems are resolved quickly and precisely.

5. Competition method

Competition method is a method used in classroom learning, which aims to provide encouragement to students so that enthusiasm and become number one in completing their assignments.