

CHAPTER I

INTRODUCTION

This chapter explained about the problem of the research. It consists of background of the research, research problem, objective of the research, Hypothesis, the significance of research, scope and limitation of the research and definition of key term.

A. Background of the Research

Teaching and learning English requires four skills. These were reading, speaking, listening and writing. To learn English effectively, a student must master her four skills. Reading is one of her four skills for detailed comprehension. Reading text word for word was always a guessing process, and what we put in the text was often more important than what was there (Hastowadi, 2015).

According to Mikulecky (2004, p.240), He explains that English classes in Indonesia focused on reading comprehension. In other words, reading was a useful way to improve students' English fluency overall. Reading is a productive skill, learning to think and write effectively, so students can develop their reading comprehension. Richard et al (1985: 54), He explained that understanding the meaning of spoken or written language is a process called comprehension. Based on the above description, the researchers chose reading comprehension as their research topic. Storm (2006) explained that reading comprehension is a complex process. Readers use prior knowledge, personal experience, and information from the text to interact with the text and create meaning. According to Corzier (2019),

There were seven levels of teaching reading comprehension: lexical, literal, inferential, evaluative, appreciative, and essential.

Yulmaz (2012) examined the perspectives of teachers and students and read the attributes that determine success or failure of text comprehension. The most frequently chosen option was good strategy. I understand that students need strategy. Reading comprehension is a skill that requires a variety of skills, including vocabulary, background knowledge, and mechanics (Chou, 2011; Phathan & Al-Dersi, 2013; Gilakjani & Ahmadi, 2011). Guthrie (2001) states that student participation helps them succeed in their reading.

In addition, most students cited a lack of interest in reading as the reason they did not understand the text well. Reading was considered a boring activity (Yilmaz, 2012). Since the student was not interested in reading, no interaction between the student as a reader and the text occurs. Lack of understanding leads to lack of interest in reading. It was confirmed by Barbosa (2008) who It was found that there is a relationship between reading comprehension and reading comprehension. Following the previous description, Coertze (2011) He explains that reading strategies are important to develop interest in reading and prepare activities to support it. Small groups while students are challenged to become more active in reading as a learning process goal. There was no doubt that interaction and hands-on reading skills are the best way to improve your reading skills. Because students do not understand the book's meaning, they find reading to be boring. To avoid this, they should first understand the main idea of the and any supporting thoughts or

phrases that link what the text explains. Making the students motivated and interested was the goal of this small group discussion.

Based on the above issues, researchers hope to present methods that teachers can use to increase students' interest in reading. It was a small group. In this case, the student took place in a free group of her 1 to her 4 students. Each group can take the title of the parody her text and find common points of the parody with different perceptions in front of the class. For this activity to work, each group needs to make corrections and suggestions. That is, they should not only focus on their own title, but on other titles as well. In addition, this method gave students more opportunities to read seriously. Motivational reading helps students work harder and refresh themselves without getting bored in class. Therefore, the researcher would like to conduct research in SMPN 1 Gampengrejo with the term of this method (small Group) in reading text.

According to Kustaryo (1988;2) It was certainly not easy to present English readings to Indonesian students with different language systems. Reading was a difficult activity that required the reader not only to read the text, but also to understand the subject matter. prefers to teach structure instead.

Serravallo (2010), *Teaching Small Group Reading*, details influential teaching that can help you successfully conferring with readers and effectively and efficiently address classroom challenges. Results from previous research explain that there are several methods students can use to improve their reading comprehension. Small group training used in this study to improve students' reading comprehension.

Based on the above background, researchers are trying to prove the claim of the paper, "The effectiveness of the small group discussion method in teaching reading comprehension".

B. Research Problem

Based on the background of the problems that have been described, researcher focused on research problems as follows:

Is the use of small group discussion method effective in teaching reading comprehension to the third-grade students of SMPN 1 Gampengrejo?

C. Objective of The Research

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

To investigate whether or not the use of small group discussion method was effective in the teaching reading comprehension to the third-grade students of SMPN 1 Gampengrejo.

D. Hypothesis

The hypothesis of the research was defined as follows:

H₀: there was no significant effect of the students' reading comprehension after they taught by using Small Group Discussion

H_a: there was significant effect of the students' reading comprehension after they taught by using Small Group Discussion

E. The Significance of Research

The significance of the study as follows:

1. For the students

This study implied that the effectiveness of the small group discussion method in teaching reading comprehension yielded positive outcomes for students. Students can improve their reading comprehension and be motivated to learn English.

2. For the teachers

It was hoped that the results would be helpful to the researchers themselves and to English teachers as a whole who could use this technique when teaching reading comprehension. Teachers should plan educational programs.

3. For the researcher

Others interested in achieving English proficiency in secondary education can glean basic information from this study..

F. Scope and Limitation of the Research

The purpose of this study was to investigate the effectiveness of the small group discussion method in teaching reading comprehension to third grade students at SMPN 1 Gampengrejo. The researchers limit their research to teaching her third-grade students at SMPN 1 Gampengrejo how to read counting texts. The study also limits the use of small group discussion as a teaching method to improve students' ability to read repeated texts.

G. Definition of the Key Term

To clarify some important terms. It was important to interpret and define the meaning of some important terms related to this research:

1. Reading

Reading was a skill that could provide information while reading, one of the activities to obtain information from printed text. Reading was the process of putting the correct meaning into words printed or written on paper. Reading is the result of the interaction between the graphic symbols of language and the reader's linguistic, cognitive, and word knowledge.

2. Teaching Reading Comprehension

Teaching reading comprehension has been a process that helps, facilitates and guides students in understanding the text and provides them with many opportunities to practice it. One of the methods that can be used in teaching reading, which I hope will help students to be proactive, is to use different techniques to change the teaching and learning process.

3. Small Group Discussion

Small group discussions were held to help students understand what they read. According to this study, teaching reading using small group discussions may improve students' reading comprehension, classroom management, and understanding of competence and failure. Additionally, small group discussions have been found to improve student engagement in reading and student reading comprehension. The results of this study suggest that the use of small group discussions improves students' reading comprehension.