

CHAPTER I

INTRODUCTION

A. Background

Reading is one of four important language skills that should be mastered and obtained by students. Reading can be a stepping stone for students to be successful in their studies and in their life. The ability to read will guide students to gain new knowledge, enjoy the beauty of literature, and do daily things, for examples: reading newspapers, magazines, novels, maps, manuals instruction, and books.

Reading provides many useful information, knowledge, experiences, and cultures to the reader. Reading is also important in teaching and learning process, because every activity in the classroom is always relate to reading. The purpose of teaching reading is to help students to comprehend or to get meaning from written text (Texas Reading Initiative: 2002). According to Grabe and Stoller (2002), reading comprehension is the ability of understanding and interpreting information in a text correctly. Comprehension in reading is important because it makes the reader understand what they read in the text. In other words, their reading is not useless. Therefore, reading is not only student's activity to read a text and finish it but students also should be able to understand and comprehend the text that they read about the writers' ideas, utters or other information related to the text.

Based on researcher's experience during teaching program at SMP Nasional Banau, it was discovered that students had some problems in reading

comprehension. They had difficulty in finding main idea, topic, moral value, other information and they were getting bored while teaching and learning process. These difficulties were faced by students due to the fact that they were not taught by applying the appropriate method. From the observations of the researchers during the teaching program by observing the class, it was found that the teacher did not use the appropriate method to teach students. The teacher used monotonous method in teaching reading where students are asked to read texts and answer questions based on the text. The method used by the teacher to teach reading makes the students difficult to understand the text and answer questions based on the text. In teaching and learning, especially in teaching reading the teachers should be able to make their teaching reading interesting, enjoyable, and helpful for the students to comprehend the text easily by using appropriate method. Therefore, the teachers should be creative to use effective method. There are various methods used to teaching reading; one of them is Small Group Discussion (SGD) method. To create active activities in the class, the researcher will apply “Small Group Discussion method for teaching reading comprehension.” Small Group Discussion is one of cooperative learning methods. The researcher considers that SGD method is probably suitable to teach reading comprehension. There are some preceding studies which is related to this study and proved that SGD method as the best, effective, and successful method in teaching and learning process. Durriyah (2017) said that SGD is effective to teach reading comprehension, it help the students to participate freely and actively. SGD method means that students within group read the text together, and then

each student in their group can express their ideas in group discussion to make sure that they comprehend the text. After the process, each representative in group should explain the result of discussion to other groups and other members of each group can debate, clarify, share opinion, and critic. It can be concluded that SGD is one of the cooperative learning methods consisting of a group in which 3-4 students work together through interactions that interdependent relationships allow them to achieve common goals. In a group, the 4 students comprehend the text easily, actively to share opinions about a problem, together to solve and to get good answers of the questions based on the text.

Based on the background above, the researcher will conduct a research by the title teaching reading comprehension through small group discussion at SMP Nasional Banau

B. Scope of Research

This research focuses on teaching reading comprehension through small group discussion using a text, on the second grade SMP Nasional Banau. The number of students 20 people.

C. Problem Of Statement

1. The formulation of the problem in this research are whether the use of small group discussion technique can improve students reading ability ,
2. and how significant the effective of small group discussion to improve students reading ability.

D. Research Objectives

The objective of the study is to find out whether teaching reading comprehension by using small group discussion technique is effective to improve students' reading ability and to know how significant the effectiveness of small group discussion techniques towards the students reading comprehension of text SMP Nasional Banau.

E. Significance of the Study

1. Student

The study intends the use of small group discussion on students reading comprehension will give good effect to the students. Students can optimize their reading ability and more motivated in learning English.

2. Teacher

The result is expected to be useful for the writer herself and for the entire English teacher who might use did technique when they teach reading. The teacher should plan their teaching program.