

CHAPTER I

INTRODUCTION

A. Background of The Research

English is the most widely used language in the world. Besides that, english is also the first foreign language that has been taught in indonesia in every lever of the school education from frimary school up to university. English is tought as a local content subject in primary school. As a compulsory subject in secondary school and as a complementary subject in university.

English a foreign language which was admiited by all over the world to be the used as a internasional language. Reviewing english from it's basic skills has four skills. They are reading, writing, listening and speaking. Listening and speaking were clasified as productive skill, meaning that, these skills could be mastered well by english learners if they had ability to produce spoken and written language. While listening and reading were receive skills in which english learners could master these Skills could receptive spoken.

Permendiknas No 23 Tahun 2006 on the passing competence standar for secondary school (Depdiknas 2006). The teaching of Junior High School (SMP/MTs) in cloud the four language skills, among the skills reading was categorized as important skill, that determined the success of english learning.

In the Couse Outline (CO) in english curriculum it is stated that english is considered as the intrument for expressing

meaning. Based on the concept and the function of English as stated in that CO teaching of English at secondary school aims to develop the language skill.

According to the statement above, the government hopes Indonesian students could master English language by mastering English, the student can develop their knowledge in every subject and communicate with people from other countries. Therefore the teacher should be more creative and imaginative to develop students' ability in English teaching learning.

Teaching a foreign language especially English is not easy as teaching the first language. Because the student would be certainly face many problem. So if the teacher or student learn a second or foreign language, they would be meet many methods approaches and techniques of teaching appearing to help teacher and learners process. Teacher always do their best to achieve the learning goal through method, model or techniques in teaching language by improving their method of teaching in every teaching learning process. up to now we often listen dissatisfaction of English teachers because the students unsatisfying scores in the final exam considering the importance to understand the content of the text analytical exposition. the teacher must improve teaching analytical exposition text, The teacher can use some methods of teaching reading. So, the student can enjoy and be stimulated in learning English especially reading analytical exposition text. One of them is by using small group discussion technique.

Group discussion also is called group work is a way of learning. It is a method organizing the class and doing communicative activities in classroom. In group discussion, two or six students are working together for a single task or different parts of a larger task. If there are only two student in group discussion, it is called pair work larger groups cannot provide students with more opportunities to speak (Wang,2012).¹

Based on the statement above, it can be said group is a number of people when it consists of two or more people interacting with each other or without an assigned leader in such a way that each person influences and is influenced by another person in the group practically. Group is used by large number of english language. The teacher in everyday teaching and learning practice by using group. The student would be active in learning especially by using small group discussion, the student would be more interested and more active in learning because it give students an opportunity to share what they read.

The use small group is posited to have a number of advantages over individual practice.

The main benefit of small group work seem to lie in the aspects, It can help foster, one advantage of this lies in the contribution this method can make to development of pupils social skill working with other pupils many help them. To develop their emphatic abilities by allowing them to see other view points which can help them to realize that. Everyone has streng

¹ Li J. *Study on the Group Discussion-Based English Reading Teaching*. *Higher Education of Social Science* Vol.7, No1, 2014, pp.102-106

and weaknesses trying to find solution to a problem in a group also develops skill especially in reading analytical exposition tex.²

As a skill, reading is clearly one of the most important skill in learning english. It can be seen that many intences around the world argue, that reading is the most important foreign language skill particularly in cases. Where students have to read english material for their own specialist subject. But may never actually have to speak language much of the current thingking on reading tends to focus primarily on the purpose of the activity even. If reading is do for pleasure it is still purpose.

The data on reading problem show that all student answered. They had problem, It was found that the very common problem was on vocabulary limitation (62.5%), this show that when reading they encoutered many unfamiliar words in the text. So that it was difficult for them, to comprehend it and influence the students in study analytical exposition text.³

The writer as reseacher asked to the english teacher at daar el-ishlah islamic education. He teaches at first until second grade of junior haight school, in other to get same information about english teaching and learning process at daae el-ishlah junior haight school. In one occasion the writer asked to the english teacher at Daar El-Ishlah Junior High School about the english teaching learning process. and the writer join the class for

² Daniel muij and David reynolds, *Effective Teaching Evidence and practice* (London : SAGE Publication, 2005), 52

³ Cucu Sutarsyah. *Reading Theory And Practice. Student reading Problem.* (Graha Ilmu publishers 2015), 66

observing the teaching method of the English teacher at eighth grade in Daar el-Ishlah Junior High School. The writer found that the way of English teacher in teaching reading on the title: "Using small group discussion in teaching reading analytical Exposition Texts" the writer believes that, small group discussion serves more habit forming than another method.

B. Identifications of the Problem

There is a lot of problem in teaching reading analytical exposition text based on the background of the problem above. The researcher identified several problems in teaching reading analytical exposition text such as:

1. The teacher did not use strategy in teaching reading analytical exposition text.
2. The students' English vocabulary is low.
3. The students still confused to differentiate between analytical exposition text and another text.

C. The Limitation and Formulation of the Problem

The problem will be discussed in this paper in limited only in the use of small group discussion in teaching reading analytical exposition text. At the second year students at Daar el-Ishlah Junior High School Malang.

The formulation of the problem which is going to be discussed in this paper is as follows:

1. How is the effect of using small group discussion method to students' problem in learning analytical exposition text?
2. How is the students' understanding in analytical exposition text?

D. The Objectives of the Research

1. The objective of the research is to find the empirical evidence of the the effectiveness using small group discussion method in teaching reading analytical exposition text .
2. The objective of the research is to find students understanding to analytical exposition text .
3. The objective of the research is to find the effect small group discussion to students problem in learning analytical exposition text.

E. The Significance of the Research

The significance of the reserch is expected to be useful for the perspective of the writing and for giving the english teacher a different method in teching reading. Especially, in reading analytical exposition text by using small group discussion.

F. Previous of the Study

1. Yulisa Putri The title of her paper : the use of small group discussion tecnique to increase students reading comprehension.therefor, reading was the focus of the research.the writer administered a reseach by applying a method named small group discussion in the SMPN 1 Serang City.the purpose of the study was to get the empirical data can describe whether small group discussion was effective or not in enhancing students reading competence in english.This study used a quantitative method with a quasi experimental study design.this study was held on october until desember 2014. the sampling tecnique used in the reseach was simple

random sampling. therefore the writer took two classes for being the subject of the research; one for experimental class and another for the controlled class. the data were analyzed by using t-test formula. the data found indicated that there was a significance difference between students in experimental class and controlled class. the result of t-test formula in 5% degree of significance shown that to observed (t_0) > t table (t_t) = $7.05 > 1.99$. So, the null hypothesis (H_0) is rejected and alternative hypothesis (H_a) is accepted. it means that, there was a significant different between students using small group discussion and those who did not. the students who were taught by small group discussion can attain better reading score than the students who were only taught by memorizing text while reading. in other words, small group discussion is Effective to be applied in SMPN 1 Serang city.⁴

2. Fibrina hanung Siswanti the title of jurnal is: the implementasion of small group discussion in teaching reading analytical Exposition text.

Classr room reading activities are essential is learning In reading. There is a process of receiving knowledge and information, as a receptive skill reading is meant to prepare the learners with sufficient information before proceeding to the production of the language. However, reading is often considered as a passive activity, many teachers nowadays put

⁴ <https://media.neliti.com/media/publications/194422-EN-the-use-of-small-group-discussion-techni.pdf>

the focus on the production of the language which, in their opinion, truly shows the success of the learning process.

In this qualitative study, the researcher observes a teacher implementing small group discussion in teaching reading analytical exposition text. This teaching technique allows the students to work in small groups, exchange ideas and learn from the others in the same group.

The result shows that the teacher did not fully follow the theories given by experts. However, the teacher manages to successfully implement the teaching technique. Also, the students have positive responses on the implementation of small group discussion.

Small group discussion is not limited to be implemented only for reading activities individually or integrated. This teaching technique can be implemented to any language skill in any language classroom activity, the implementation would be considered successful if it matches with the material and meets the students needs.

The result of researchers show that there was a positive effect on students capability in reading comprehension through small group discussion method. But the writer want to try this method on teaching reading analytical exposition text. The different of research which the writer did lies on the object and the skill of the reseach, the writer choose to do the research in junior hight school daar el-ishlah malingping and here the writer focused on using small group discussion in

teaching reading analytical exposition text. And see the effect after the writer applied this method.⁵

G. Organization of Writing

This paper divided into three chapters, each chapter explains

different matters in line with the topic that discussed:

Chapter one explain about introduction. This chapter the writer describes background of research identifications of the problem. The limitation and formulation of the problem. Objectives of the research significance of the research, previous of the research and organization of writing.

Chapter two explain about theoretical framework, small group discussion, the understanding of small group discussion, the advantages small group discussion, disadvantages of small group discussion, the application of small group discussion reading analytical Exposition text. The understanding of reading analytical exposition text, the objective of reading analytical exposition text, the factors influence reading, the way to improve reading, teaching reading in junior high school according to K.13.

Chapter three explains research methodology. It covers research cover design. place and time of the research population and sample, instrumentation, technique of data collecting, technique

⁵ <https://media.neliti.com/media/publications/61153-EN-the-use-of-small-group-discussion-to-improve.pdf>

of data analysis, statistical and hypothesis the data based on observation, pre-test and post-test.

Chapter fourth research findings has come contents ; to use cash study as method to collect the data based on observation, pre-test and post-test

Chapter fifth is conclusion which contain of conclusion based on the result of the research and suggestions further research.