

# **CHAPTER I**

## **INTRODUCTION**

This chapter provides general outline of this study. It covers background of study, statement of problems, aims of study, scope of study, significances of study, hypothesis, research methodology, data collection, data analysis, and also the organizations of paper.

### **1.1 Background of Study**

In teaching English, there are four skills that should be mastered such as listening, speaking, reading, and writing. Reading, however, is one of the important skills because it provides many useful information, knowledge, experience and culture to the reader through the text. (Clarke and and Silberstein: 1997 as cited inBrown:2001). In addition, Harmer (2007:99) states that many people read the text either for their careers, for study purposes or just for pleasure.According to Mikulecky and Linda (2004:2), the best way to become a better reader is by reading a lot.

Unfortunately, most teachers are not aware of the importance of reading. Some of them still use conventional teaching method to teach reading. They only ask the students to read without making sure that their students comprehend the text or not. Therefore, it makes the students are difficult to find the main idea of the text, even the synonym or antonym of the words which are provided in the text.

A research conducted by AVKO Educational research foundation (1974) showed that teaching reading conventionally was failed because of two following reasons: The first reason is the method of reading from left to right was too simple. The second reason is teaching alphabet first before teaching reading which will not help students to read fast. For that reason, it seems likely that a good method is needed by teachers to help the students able to comprehend the text easily and to achieve the goal of learning. Gillies and Adrian (2003) said that:

“When young children first come to a structured educational setting, their fledgling social and emotional skills and understandings are challenged in new and more complex ways. They will need to interact and negotiate with a large number of unfamiliar peers with different levels of social and emotional competencies, interests, cognitive abilities and interaction styles.”

From the explanation above, it can be assumed that learning in a group can be a way to overcome the students' problem in teaching and learning process. According to Brown (2001:177), there are three kinds of group such as group in pair, small group and large group. In this study, the writer choose small group as a method to teach reading.

Small group discussion is a group which consists of six or fewer students who are assigned a task that involves collaboration (Brown, 2001:177). Meanwhile, McCrorie(2006) stated that small group discussion is a group consist of three to six learners facilitated by a teacher.

A previous study conducted by Ria (2007), entitled “The Implementation of Small Group Discussion in Teaching Reading”, in her study about the teaching of reading comprehension by using a small group discussion showed that the

experimental group got the higher score in the posttest than the control group after they got small group discussion teaching strategy. Besides, some experts argue that peers could be trained to facilitate academic accomplishments, reduce incidents of deviant and disruptive behavior, increase work and study skills, and teach social interactional skills ( Brown *et al.* 1971; Cloward 1967; Epstein 1978; Gartner *et al.* 1971; Lane *et al.* 1972) as cited in (Damon 1984; Greenwood and Hops 1981).

Regarding the explanation above, this study aims at investigating how effective the use of small group discussion method in teaching reading. Besides, this study also provides the students' responses towards the use of small group discussion method in teaching reading.

## **1.2 Statement of Problems**

Related to the background of this study, the problems to be examined in the present study are formulated as follows.

1. Is the small group discussion method effective in teaching reading?
2. What are the students' responses towards the use of small group discussion method in teaching reading?

## **1.3 Aims of Study**

In general, the purpose of the study is about to find out the influence of small group discussion as a method in teaching reading English. Particularly this study has some aims as follows:

1. To find out the effectiveness of small group discussion method in teaching reading.
2. To find out the students responses towards the use of small group discussion in teaching reading.

#### **1.4 Scope of Study**

Based on the earlier problems mentioned, this study focuses on investigating the effectiveness of using small group discussion method in teaching reading in eight grade Junior High School student. In addition, this study is also conducted to find out the students' responses towards the use of small group discussion in teaching reading.

#### **1.5 Significances of Study**

The result of this study hopefully will be able to give a new contribution for teachers, especially in helping them to overcome the difficulties in teaching reading which make students improve their reading skill. Besides, this present study hopefully will also be able to give some contributions for the next researchers who want to conduct study in the similar field.

#### **1.6 Hypothesis**

According to Nazir (2005), a hypothesis is a prediction, an explanation of the research outcome which is expected by the researcher. Regarding to Coolidge (2000) hypothesis is stated as follows.

Ho:  $\mu_1 = \mu_2$  = there are no significantly differences between the two population's means.

Ha:  $\mu_1 \neq \mu_2$  = there are significantly differences between the two population's means.

Specifically, this study used alternative hypothesis (Ha), which means that there are significant differences between students who were taught by using small group discussion with students who did not.

## **1.7 Research methodology**

### **1.7.1 Research Design**

The purposes of this study are to find out the effectiveness of small group discussion method in teaching reading and to investigate the students' responses towards the use of small group discussion in teaching reading. Therefore, this study used quasi experimental design. According to Hatch & Farhady (1982:24), quasi experimental design are practical compromises between true experimentation and the nature of human language behaviour which we wish to investigate.

Since the population of the study had been already assigned to several classes, this study used nonequivalent group design. The study involved two groups; experimental group and control group. The experimental group received small group discussion method treatment while the control group receive conventional method.

The experimental design in the research is described in the following table.

**Table 1.1**

Groups	Pretest	Treatment	Posttest
Experimental	Xe 1	T	Xe 2
Control	Xc 1	-	Xc 2

Xe 1 : Experimental group in pretest

Xc 1 : Control group in pretest

T : Small Group Discussion Method treatment

Xe 2 : Experimental group in posttest

Xc 2 : Control group in posttest

(Hatch and Farhady, 1982)

### 1.7.2 Population and Sample

This study was conducted in one of public Junior High School in Bandung. According to Arikunto (2002), population is a whole research subject. and the population in this study was eighth graders in a junior high school in Bandung.

Moreover, Coolidge (2000) states that sample is a smaller group of scores selected from the population. In this study the sample was two classes from seven classes of eighth grades; they were VIIIA as the experimental group and VIIIB as the control group. The selection of the sample was not chosen randomly, since the purposive technique was applied in this study.

### 1.8 Data Collection

In acquiring the data, this study involved four instruments. The instruments used in this study as follows.

- Tryout test : Tryout test was used to validate the test and to know the reliability of the test. Besides, difficulty of each item and discrimination index were also analyzed in this study.
- Pretest : Pretest was administrated to both groups; experimental group and control group after tryout test in order to find out the students' initial ability before conducting the treatments to the experimental class.
- Posttest : Posttest was used in last program of this study after giving some treatments to experimental groups in period of time. It was



used to find out whether the method is effective or not. This test was also given to both groups.

- Questioners :To find out the students responses towards the use of small group discussion method in teaching reading.It was given only to experimental group after treatment.

### 1.9 Data analysis

In accordance with the design of this study, that is experimental design, the data gained from pretest and posttest were analyzed by using independent t-test formula to determine whether or not significance difference between experimental group and control groups' means. The data of pretest and posttest of the study were analyzed by using computer of statistics product and service solution (SPSS 16 for windows).

In the last process of data analysis, the formula of percentage was used to analyze the questionnaire data. Then, the data were interpreted based on the frequency of students' answer.

### 1.10 Organization of the paper

This study will be represented into five chapters:

**Chapter I: Introduction.** This chapter provides background of study, statement of problems, aims of study, scope of study, significances of study, hypothesis, research methodology, data collection, data analysis, and also the organizations of paper.



**Chapter II: Theoretical Foundation.** This chapter consists of theories and literature related to the study

**Chapter III: Research methodology.** This chapter discusses the process of investigation. This chapter will present a discussion on methodology employed in conducting the research.

**Chapter IV: Findings and Discussion.** This chapter consists of findings and discussion of this study

**Chapter V: Conclusion and Suggestions.** This chapter consists of conclusion and suggestions of the study

