THE USE OF SMALL GROUP DISCUSSION (SGD) IN TEACHING READING COMPREHENSION
(A Descriptive Study at the Second Semester Students of English Department at STKIP Bina Bangsa Getsempena Banda Aceh)

THESIS
Submitted in Partial fulfillment of the Requirement for the Degree of Sarjana Pendidikan in English Education Department of STKIP Bina Bangsa Getsempena Banda Aceh

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CHAPTER I
INTRODUCTION

This chapter presented a discussion of the research that included the background of the study. It also provided a brief explanation about the process of research as well as some theories of selected methods that would be applied in the classroom.

1.1 Background of Study

Reading is a very important skill to be taught in a foreign language because most scientific books and magazines are written in English. Reading can be used to further develop the ability to read not only textbooks but other reading materials as well, for the examples are comic online (webtoon) and novel or magazine. Through reading students understanding the meaning of the content of materials when they comprehend the text. When the students read, they enrich their knowledge and increase their comprehension about life. According to Adhini (2017:125), reading is a gainful action since students get the data from the content as well as can expand their English capacity by implication. Even though reading is one of the approaches to build information and to rehearse language, numerous students despite everything did not comprehend the English content as an account text. At that point, the students' concern in the understanding reading text is influencing by the method of instructing reading. Training reading is identified with the other language aptitudes and language parts, for example, jargon and punctuation however in encouraging reading the fundamental spotlight are on the most proficient method to cause understudies to comprehend the content. While,
Qarqez and Rashid (2017:422), reading plays an important role in our education, work, recreation and social life. Reading is the most important skill among the four language skills because it can improve overall language skills.

Burnes in Nisa et al. (2018:26) points out that comprehension is not a separate skill but involves the connection of the students' knowledge and organization of that knowledge. The students' prior knowledge is vital in comprehending a reading text. Reading comprehension is the ability to grasp the concept and data within the reading texts. The reader must understand the meaning of the written language after she or he read it.

According to Ur in Soraya (2018:2), there are a few factors that make reading troublesome: the students are stressed over committing an error, fearful or criticism and timid to read aloud, lack of vocabulary, and students are not able to pronounce the word correctly either. At that point, students do not have the inspiration to communicate; it means that students do not have motivation in English learning. The barriers to learning English are due to less motivation and only a small number of students are involved in participation. Only one participant can read aloud to the class and some of them dominate to study.

It will be an English lecturer task to solve the problems. According to Rahmi (2014:10), there are several types of media which can be applied by lecturers in the teaching and learning process of learning English for students like audio media, visual media, audio-visual media and the lecturers themselves act as a model. The lecturers play an important role as a medium in all activities of the English teaching and learning process. The lecturers do all of their responsibilities
in the teaching and learning process of English as a lecturer and as an intermediary. One of the ways to solve the problem is applied small group discussion by the lecturers. Small group discussion can be a useful method to help students in the reading process and give them a clear sense of what they read and it helps them comprehending a text. In a small group students can be encouraged to talk, think and share much more readily than in a larger group. The main assumption of small group discussion is that the comprehension can be improved by developing knowledge, specific purpose, and mindset to reading, discussion and comprehension development after reading.

The researcher intends to observe deeply about condition or atmosphere of the reading class and students’ response in teaching and learning process at the second-semester students’ of English Department at STKIP Bina Bangsa Getsempena Banda Aceh. To get the data, the researcher uses observation and questionnaire. The researcher observed the reading class at the second semester students of English Department at STKIP Bina Bangsa Getsempena Banda Aceh.

There were some studies related to small group discussion: Indah, (2018:37), in her research with the title : Using Small Group Discussion Technique in Teaching Reading Comprehension At the First Grade Students’ of SMAN1 Darul Makmur said that Using Small Group Discussion Technique in teaching reading comprehension could improve the students’ ability in reading comprehension. Based on result of the research, Small Group Discussion (SGD) is effective to be used because the result of independent samples test showed that t-count>t-table (9,30>1,72). It means that HA is accepted, there is significant
The difference between students’ ability in control and experimental class. Moreover, SGD got positive response from students. It means that, using small group discussion technique can help students’ to improve reading comprehension.

According to Sari (2016:65), in her research with the title: The Effect of Small Group Discussion in Reading Class on Students’ Reading Comprehension at SMA N 1 Kalianda said that the implementation of small group discussion in teaching reading comprehension was able to resolve those difficulties since it required the students to share, discuss, and unite their though to problem on comprehending the content of the text with other members of the group. The result of this research showed that t-count was higher than table (10.270>2.032). It means that there was an effect of small group discussion in reading class on students’ reading comprehension. The second finding revealed five difficulties that the students faced on comprehending a text namely vocabulary, sentence, phrase, reference, and background knowledge.

Based on the above reasons, the researcher intended to conduct a research on the title “The Use of Small Group Discussion (SGD) in Teaching Reading Comprehension at the Second-Semester Students’ of English Department at STKIP Bina Bangsa Getsempena Banda Aceh”.

1.2 The Scope of the Study

In this research, the researcher focus to investigated how did the lecturer applies small group discussion in the teaching and learning reading comprehension, and to analyze how the students’ responses towards small group discussion in teaching reading comprehension. The object in this study was the
second-semester students’ in group A of English Department at STKIP Bina Bangsa Getsempena Banda Aceh.

1.3 Research Questions

In the line the previous research problems, the research questions are as follow:

1) How does the lecturer applied the small group discussion in teaching and learning reading comprehension in the class

2) How are the students’ responses towards small group discussion technique in teaching reading comprehension?

1.4 The Aims of Study

By this research, The researcher states the aim of study as follows:

1) To investigate how did the lecturer applies small group discussion techniques in the teaching and learning reading comprehension.

2) To analyze how the students' responses towards small group discussion technique in teaching reading comprehension.

1.5 Significance of Study

The significance of study can be drawn as follows:

1.5.1 For students

1) Using Small Group Discussion Technique can help students in learning reading.

2) Using Small Group Discussion Technique can develop students ability to solve their problem in reading.
1.5.2 **For lecturers**

1) Provide an alternative method of learning to improve student achievement.

2) Maximize the performance of teachers in order to improve quality in learning English.

1.5.3 **For researcher**

1) This study would be a reference in the development of service system especially in reading comprehension.

2) This result of this study will give more information to the other researchers.

1.6 **Definition of Key Term**

There are some terminologies in this thesis, those terminologies are settled as follows:

1.6.1 **Reading Comprehension**

Reading Comprehension could be a process of interaction between the reader with text and also the reader related the concept from the text to prior experienced and their knowledge. In other words, comprehension may be a process that ought to be utilized by the reader to grasp or get the meaning of the text. Reading comprehension needs motivation, mental frameworks for holding ideas, concentration, and sensible study techniques. According to Rahmat (2017:23) reading comprehension is a procedure where the reader needs to choose etymological images and reproduce them up to an important entire planned by the author. Reading comprehension is just a term alluding to reading, abilities
through the significant thing isn't on the articulating or burden reading, however, but it is the understanding taken into consideration. Comprehension incorporates perceiving and understanding the primary thought and related subtleties. A decent perceived that numerous thoughts are suggested and he should figure out the real story to get the full significance.

1.6.2 Small Group Discussion

Small-Group Discussion is a learning process that divides students into small groups and talks with their friends. SGD develops the cognitive and affective abilities of the participant. It is a process of freely sharing information and insights among peers in a welcoming environment under the guidance of the presenter. Individual effort is encouraged to make a strong team with creative ideas. Rusmiati (2015:32) expressed that small groups discussion encourage students to think profoundly and express their own plans to other people. The relationship among the students in the gathering will shut in the group likely give an opportunity just as a challenge in examining the issues they are looked during the exercise at that point, at last, lead them to discover the arrangement. must figure out the real story to get the full importance.