

CHAPTER I

INTRODUCTION

This chapter presents the background of the study, statement of the problem, objective of the study, the significance of the study, scope and limitation of the study, and definition of key terms.

1.1 Background of the Study

English is one of language that is used for international language. Some people have to learn the English language to enable them to communicate with others, do business with them, and other necessities. Teaching learning English is influenced by various factors such as internal factors; motivation, interest, attitude and intelligence and external factors; the situation, learning materials, and the ability of teachers to handle the learning process. The success of a teaching and learning can be caused by many things. Many teachers do not consider how their students learn whether if the way they teach is predicated on enabling learning to happen. They do not have the concepts to understand, explain and articulate the process, they sense is happening in their students (Fry et al, 2009). On the other hand, effective learning focused on the development of an effective teacher. This increases teachers' understanding of the material they teach and equips them with the teaching strategies that allow their students to learn the material (Leadership and Teacher Development Branch,2005). Teaching learning English has four language skills which are needed to a greater in every school. Those are; listening skill, speaking skill, reading skill, and the writing skill.

Reading skill has a very important role in learning English as a second language and a foreign language. The success of teaching reading in the classroom is important. This success is usually influenced by several factors. Considering the success in reading is very important for students both for academic progress and skills. Forsaith (2001) adds that there are three important components of the teaching learning system such as objectives, teaching and learning activities, and assessment. Hermida (2009) also mentioned that the teaching and learning activities have to be designed properly in order to promote a deep reading and learning accordance to the proposed objectives and learning outcomes.

Reading is identical to the presence of all kinds of texts. There are many kinds of text that is being focused on learning English, including recount text, hortatory text, descriptive text, narrative text, news item text, procedure text, etc. However, it was hard to make students interested in having reading habit. Kusumarasdyati (2008) found that the reasons for not having regular English reading practices are that they do not understand the content of the text in English and they encounter many unfamiliar words that hinder reading. Reswari (2015) found that students today have become more passive and tend to be reluctant in reading, they do no more than what it should be needed.

News item is a text that informs the readers about newsworthy or important events of the day. The purpose of news item text is to inform the readers about newsworthy or important events of the day. News item is one of material that must be learned by high school students as practice for students to argue for an important event. There are many difficulties faced by students when understanding the news item text. Daly (2004) mentions that in the context of

ESL/EFL instruction, one of the biggest obstacle for using a news item is linguistic complexity, students find it difficult to overcome the a variety of vocabulary and conventions used by the author. Also, Bermejo (2000) states that the news item it is quite complex; because news items tend detail, discussing complex issues, using complex grammar, and contain information that results in a high density.

The discussion is one way to promote a conducive learning in the classroom. Discussion method is suitable for many situations and can give opportunity to students to express their ideas or opinions orally toward the following issues. Based on the previous research, the implementation of the discussion method in teaching news item has a significant positive impact. Amalia (2011) investigates that there is any significant difference in students' achievement between the students that taught using discussion and those who did not. Also, the effect of discussion can give chances to the student group for holding science talking in order to collect opinion, making a conclusion, or arrange kinds of problem solving alternative. Thus, in the present study, the researcher wants to investigate how the implementation of discussion method that is appropriate when it is used in learning English on news item text.

The researcher distributed the questionnaire to know about the use of discussion method in teaching English at the schools. There are five school, those are; SMA YPI Darussalam Cerme, SMA Muhammadiyah 8 Cerme, SMA Bani Hasyim Cerme, SMA N 1 Cerme, and SMA Islam Dukuksampeyan. The result of this questionnaire is used to determined the subject of the study. In this questionnaire, there are 6 items. It includes some points. First point is about teacher quality. It puts on item 1 (a. Are you classified as a certified teacher?). It is

indicated whether the teacher has been certified or not. The second point is about teacher experience of using discussion method. It puts on item 2 and 3 (b. Have you ever used the discussion method in teaching English?, c. How often do you use discussion method in teaching English?). It is indicated whether the teacher uses discussion method on their teaching or not and how intens they use it. The third point is about the steps done by the teacher in implementing discussion method. It puts on item 4 till 6 (d. Do you apply pre-class planning in applying the discussion technique?, e. Do you apply classroom discussion in applying the discussion technique?, f. Do you apply reflection and synthesis planning in applying the discussion technique?). It is indicated by whether the step is applied in accordance with the principles of teaching discussion in reading. The researcher distributed the questionnaire to five different schools. There are five school, those are; SMA YPI Darussalam Cerme, SMA Muhammadiyah 8 Cerme, SMA Bani Hasyim Cerme, SMA N 1 Cerme, and SMA Islam Dukuksampeyan. Based on the result of questionnaire, the teachers who used discussion method in their teaching are 3, 1 teachers of SMA Bani Hasyim Cerme, and 2 teachers of SMA YPI Darussalam Cerme. The result of SMA YPI Darussalam Cerme teachers show that they are certified, often used discussion method, and the steps are in accordance with the principle. Meanwhile, the result of SMA Bani Hasyim Cerme teacher shows that the teacher is certified, not often used discussion method, and the steps are in accordance with the principle. Researcher chooses a teacher of SMA YPI Darussalam Cerme and a teacher of SMA Bani Hasyim Cerme as source of the data because those teachers are the subject who meets the criteria based on the

questionnaire result. Also, researcher wants to compare the implementation of discussion method between those two teachers from two different schools.

After choosing the subject, the researcher asked teachers related to material that implemented using discussion method. Both teacher of SMA YPI Darussalam and SMA Bani Hasyim give a space to do research at tenth grade class. This is because In grade 12, it is not possible to conduct research because they will face exams. In addition, there is other collage student who is conducting research in class 11, so the researcher is given grade 10 class for conducting the research. News item material is chosen because it is material that has not been taught by the two teachers in that semester. Based on the observation that researcher do, it motivates researcher to conduct a research towards the implementation of discussion method on learning news text.

The previous study related to this research is conducted by Elfani (2015) with the title “An Analysis of the Implementation of the Discussion Method in Teaching Hortatory Text at Eleventh Grade of Senior High School”. Elfani mentions that the implementation of teaching hortatory text using discussion method well through these activities, such as; making groups, choosing the moderator, discussing with the group, teachers check the class discussion, reporting the result of discussion by presentation, and teacher is giving feedback related the discussion, and reporting the final result of discussion to the teacher. In addition, the discussion method can be applied to any materials primarily material that requires more in-depth discussion.

Based on what’s discussed above, the researcher attempts to investigate the implementation of discussion method in teaching news item text for tenth

grade students of SMA YPI Darussalam Cerme and SMA Bani Hasyim Cerme. By this research, it is hoped that it can be an ideal reference for other teachers in implementing the discussion method for teaching news item text.

1.2 Statement of the Problem

Based on the background of the study above, the researcher intends to investigate:

1. How is discussion method implementation in teaching news item text for tenth grade students of senior high school?
2. How are the student's responses towards the implementation of discussion method in teaching news item text?

1.3 Objective of the Study

According to the formulation of the problem, the objectives or the aims of this research are:

1. To describe the implementation of discussion method in teaching news item text for tenth grade students of senior high school.
2. To describe the students' response towards the implementation of discussion method in teaching news item text.

1.4 Significance of the Study

The result of the study is hoped to give benefits from theoretical and practical aspects.

1. Theoretical Benefit

- a. It is expected that the result of this research will generate idea of the teaching news item text using discussion method.
- b. It can give an alternative learning in teaching news item text by using discussion method.
- c. This research can be used as a material consideration and reference materials for research in the future.

2. Practical Benefit

- a. For the students:

It is expected that this study can increase student engagement in teaching learning process.

- b. For the teacher:

It is expected that this study can be used as a reference for the teacher in implementing discussion method in teaching learning English.

- c. For future researchers:

It is expected that the result of this study can be used as the reference for those who want to conduct a research in teaching news item text.

1.5 Scope and Limitation of the Study

The researcher chooses the tenth year students of SMA YPI Darussalam Cerme and SMA Bani Hasyim Cerme. In this study, the researcher limit on the teacher's implementation in teaching news item text using the discussion method especially for reading skill. The implementation is about the way the teacher explains material, the way of the teachers ask the students about the generic structure of text, the way the teachers help the student to take the point of the text,

the way teachers review and give feedback to students, and the response of students while the teacher teach using discussion method.

1.6 Definitions of Key Term

There are some key terms which are necessary defined to make this discussion more obvious:

News Item is text that informs readers about newsworthy or important events of the day, which includes headlines, background, who is involved and where, how it happened and the informant or witness testimony.

Discussion method is one method that presents a way of learning, where students are faced with the problem that the form of statements or questions to be discussed and solved problems together.

Reading is one of four main skills in learning language besides writing, listening, and speaking.