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**THE INFLUENCE OF SMALL GROUP DISCUSSION STRATEGY ON THE
STUDENTS' READING ABILITY AT THE SECOND GRADE STUDENTS
OF MTsN CILEDUG CIREBON**

A THESIS

Submitted to the English Education Department of Tarbiyah Faculty of IAIN Syekh
Nurjati Cirebon in Partial Fulfillment of the Requirements for the Islamic Scholar
In English Education (S.Pd.I)



By:

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ABSTRACT

ABDUL AZIS : The Influence Of Small Group Discussion Strategy On The Students' Reading Ability At The Second Grade Students Of *Madrasah Tsanawiyah Negeri Ciledug – Cirebon*

In teaching and learning English there are some factors that must be taken much by the teacher as the main person who teaches the English materials for her students. There for he/she has to be familiar with the kind of methods used in teaching process. Beside that to make a good atmosphere in the class, he/she also is hoped have the capability and creativity in doing the task as an English teacher, to make the teaching – learning process clear and relevant, it is better for the teacher to know much about, small group discussion technique is a technique in which students work in group, small group discussion technique can be used in a variety of ways for variety goals, but it is primarily used for the acquisition and presentation of a new material, review, or informed debate.

The aim of this research activity are 1) to find out the data about the Small Group Discussion Strategy on The Students' Reading Ability at The Second Grade Students of *MTsN Ciledug*. 2) To find out the data about the Student's Reading Ability at The Second Grade Students of *MTsN Ciledug*. 3) To know how the influence of Small Group Discussion Strategy on The Students' Reading Ability at The Second Grade Students of *MTsN Ciledug*.

The techniques of collecting the data which have been done are observation, test, and questionnaire. The data which have been collected are analyzed by means of the objective condition of the school for the quantitative data

The population in this research on the second grade students of *MTsN Ciledug*, the amount of them comes to 267 students, as a sample of the research the writer has taken the sample of the research is 40 students, 15% of population, the sample has been taken at cluster from 7 classes, class VIII G as the sample.

The result of this research Based on the data collected from the small group discussion strategy on second grade of *MTsN Ciledug* showed enough category with the average 44.75% with the score 7.78, the students' reading ability on second grade students of *MTsN Ciledug* on the enough category, with the average 7.5. Base on result of hypothesis testing there is coefficient correlation between small group discussion and the students' reading ability, that is $t_{hitung} = 3.37 > r_{tabel} = 2.02$. Based on the result value above so, $t_{hitung} > t_{tabel}$ these show that H_0 is rejected and H_a accepted mean there is a positive correlation (relationship), a positive relationship between using of small group discussion strategy and the students' reading ability at the second grade of *MTsN Ciledug*.



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RATIFICATION

The thesis entitled **“THE INFLUENCE OF SMALL GROUP DISCUSSION STRATEGY ON THE STUDENTS’ READING ABILITY AT THE SECOND GRADE STUDENTS OF MTs N CILEDUG CIREBON”** written by **Abdul Azis** whose registration number is **07430392** has been examined in the viva voice held by the *Tarbiyah* Faculty of *SyekhNurjati* State Institute for Islamic Studies on January 31th, 2013. It has been recognized as one of the requirements for undergraduate degree in English Education Department.

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PREFACE

In the name of Allah, Most Gracious and Most Merciful. All praises and thankfulness be to Allah because of His permission and blessing, the writer has been able to finish this thesis. May invocation and safety always be given to the prophet Muhammad (peace be upon him), his family, his colleagues, and his followers up to the end of the world.

The thesis entitled in: **“THE INFLUENCE OF SMALL GROUP DISCUSSION STRATEGY ON THE STUDENTS’ READING ABILITY AT THE SECOND GRADE STUDENTS OF *MTs N CILEDUG CIREBON*”** is presented to the English Education Department of *IAIN Syekh Nurjati Cirebon* in partial fulfillment of the requirements for the Degree of Islamic Scholar in English Education Department.

In writing this thesis, there are so many people who have participated, helped, and advised directly or indirectly. So, in this opportunity, the writer would like to convey her sincere and gratitude to:

1. Prof. Dr. H. Maksum Mukhtar, M.A, Rector of Syekh Nurjati State Institute for Islamic Studies Cirebon.
2. Dr. Saefudin Zuhri, M.Ag, Dean of Tarbiyah Faculty of Syekh Nurjati State Institute for Islamic Studies Cirebon.



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3. Dr. Hj. Huriyah Saleh, M.Pd, the chairwoman of English Education Department of Tarbiyah Faculty of Syekh Nurjati State Institute for Islamic Studies Cirebon.
4. DR. Ilman Nafi'a, M. Ag. The first Supervisor as his first Supervisor
5. Sumadi, SS. M.Hum. The Second Supervisor as his Second Supervisor.
6. All the lecturers and staff of IAIN Syekh Nurjati Cirebon, who care so much about the quality of education and teaching.
7. Drs. Abu Hanifah CH, BAE, The headmaster of *MTsN Ciledug-Cirebon*.
8. All teachers and the school Administrators of *MTsN Ciledug-Cirebon*.
9. All his friends that cannot be mentioned one by one for their support.

The writer realizes that this thesis is still far from being perfect and of course there are many mistakes whether in the arrangement or in the content of this thesis. Therefore, any comment and suggestion given by the readers would be gladly welcome.

Hopefully, this thesis will be useful for the readers especially, for the writer herself and also for the students of English Education Department of The State Institute for Islamic Studies (IAIN) Syekh Nurjati Cirebon.

Cirebon, January 2013

The Writer,



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CHAPTER I

INTRODUCTION

A. The Background of the Problem

Language is very important role in our life. It is unique capability of human being that has differentiated man from animal. Without language there may not be any progress no culture no civilization. “When we study human language, we are approaching what some might call the human essence the distinctive qualities of mind that are, so far as we know, unique to man”. (Fromkin et al, 1999: 2). By language people can keep records and stored knowledge. English is one of the languages in the worlds. It has an international language. So, everyday people use English in every country in the world. And every country teaching English is from elementary school until university.

Learning English is very difficult especially reading. In Indonesia English is not first language it causes learning English is very difficult. So, Indonesian people must learn English hard to can use English very well and if they cannot use methodology of reading in English so they cannot understand about English. Therefore, they must learn reading to understand about English. Why they must learn reading in English because reading is very important in English.

Reading is one of the major skills involved in language learning. (Lado, 1998: 18). Reading is transfer meaning from mind to mind, the transfer of



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message from writer to the reader. Reading means an effort to digest reading text or to interact with the reading text using the eye sight and brain or mind to take the message of the content of a reading text. It means the reader must absolutely understand the content of a reading text. Reading without understanding the content of a reading text is a useless activity and can be said just learning to read. Reading is absolutely not the same as reading According to Rita and Kenneth Dunn, learning style is the human method of concentrating, receiving, processing and adapting the new and difficult information's (Barbara, 2007: 31).

Teaching reading for junior high school students must be differed from children in elementary school because of their different characteristic of psychological background. Peer approvals maybe considerably more important for the student than the attention of the teacher which, for younger children is so crucial. It is important for considering their classmates as the motivation in deep learning of improving teaching learning process of reading. "Learning style is a key to develop skill in job, school and in the situation between individual". (Deporter and Henarcki 1999: 110). Students must be encouraged to respond the text and situation with their own thoughts and experience, rather than just answering question and doing abstract activities. English teacher must give them tasks which they are able to do, rather than humiliating risk.

Learning style is an approach to emphasize the fact that individuals perceive and process information in the different ways. (Bernice 1987: 1). Discussion strategy is one of the methodologies from learning English. Because



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it is help the students to understand the topic lesson, which talked the teacher. They will make the students feel interested and it is easy to understand. Through discussion the student can learn meaning of word and sentence. Then help them to improve their ability in reading comprehension.

In Indonesia, some English teachers still use traditional or conventional method to teach reading. Conventional method usually makes students bored because the method is monotonous and the students are not or discussion active, so it makes the learners get bored. One of the ways to make the teaching reading effective is making the student active. So they enjoy learning and they can improve their reading skill.

Classroom is a small part of school environment; the classroom is top school activities. Whether or not an education program succeeded, it is started from the classroom. The successful teaching learning process is influenced by many factors, namely environment, teachers, pupil and teaching learning process in the classroom, tools and situation of the evaluation.

According to Barker (1987: 168) "Discussion strategy is three or more people interacting face to face, with or without an assigned leader in such a way that each person influences, and is influenced by another person in the group" Classes always consist of good students and weak students. These weak students sit in isolation as they lose confidence in their ability in learn English. Working in group, therefore, is believed to help solve the problem. Shy students who don't like speak in large class are more comfortable speaking out in smaller group. Group members can complement each another strength and weakness in English



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each students has different background and ability in English, which they can bring to the group.

The English teachers are often faced with problem of students having good decoding skill but inadequate comprehension skill; they need to be able to successfully train students to use good strategy, which provide students with the opportunity to reveal their independently-generated copying strategy, thus, ensuring internalization of strategies, as well as sharing those strategies with other reader.

Language strategies are steps taken by students to enhance their own learning. Strategies are especially important for language learning because they are tool for competence. Appropriate language learning strategies result in improved proficiency active, self-directed involvement, which essential for developing communicative and greater self confidence, based on Barker (1987: 168). "Discussion strategy or group learning is an instructional strategy which organizes students into small groups so that they can work together to maximize their own and each other's learning.

When the teacher uses the traditional setting, or model, they begin with an objective and presents primary instructions to the class. Primary instruction is mostly presented in the form of lecturers, text book readings, teacher-lie discussion or possible combination of any of these procedures. The traditional setting is just with rows of desks and teacher's desk at front.

Many researchers have been interested in doing research to investigate appropriate reading strategies to help students have better understanding when



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they read. Many reading methods have been used in classroom alternately. The result shows that some are successful with particular group students but some are not. Actually, what should be taken into consideration now is the way the knowledge is presented. As we know, teacher center approaches taking place in tradition classroom do not produce active recipients and results fossilized language learning. It is not effective enough to promote language acquisition.

During the past decade, new approach called discussion strategy seemed to attract a lot of attention and become popular. This conceptual approach is based on theoretical framework that provides general principle on how to structure learning activities in a teacher's specific subject area, curriculum, student and setting, based on Kenneth (2003) she defines" Discussion strategy is a motivational strategy which encourages a student to think through concept which has been hazy". Teacher can use this approach to stimulate students to acquire the knowledge as well as create inter personal and team skill.

Working in group, therefore, is believed to help the problem. Discussion strategy exposes students to various points of view and to the ways of supporting those viewpoints; therefore, it helps students to learn the reading content, as well as teaches them how to know new content. Discussion strategy also can help the students, with or without teacher presence, actively bring meaning to the written word. The strategy chosen not only promotes reading comprehension but also provides opportunities for students to learn to monitor their own learning and thinking.



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Discussion strategy has recently been at the focus of educational research. Discussion strategy is very simple to apply. It is observed that discussion strategy effects increasing the academic success in addition to the social and intellectual abilities of the students. Various research have shown that especially at the primary, secondary and university level that discussion strategy is effective in learning process of theoretical course, in the development of critical thinking process of students, not only in their ability to express themselves, but also in their communication skill. In discussion strategy, student may enjoy from time to time getting away from the usual pattern of reading the story or article aloud at sight. This is particular true of better readers; what may be undesirable as routine procedure has real value as an occasional variation. By seeing the problem, it is important that study English especially reading should be done. The writer hope there will be an improvement in teaching of English.

At MTsN Ciledug, English subject is taught aside from the other subject. Many reading methods have been used in teaching English in classroom alternately. The result show that some are successful with some students but some are not. Traditionally, the teacher uses the traditional setting, or model, the teacher doesn't need to divide his students into small groups, he just discussed the lesson in large group or in classroom setting. Students have only a little chance to express their opinion because the teacher speaks all the time. They get knowledge just from the teacher's explanation. The students focus all attention upon the teacher and discourage communication among students. All that they have to do is just listen their teacher and make notes for useful information. This



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strategy is a strategy without group's work. The students only receive the knowledge from their teacher: they don't explore the knowledge themselves.

Based on the background above, the writer tries to raise the case of her thesis entitle; The Influence Of Small Group Discussion Strategy On The Students' Reading Ability At The Second Grade Students Of *MTsN Ciledug*.

B. The Identification of the Problem

1. The Research Area

The research area in this thesis is reading skill with the title: "The Influence Of Small Group Discussion Strategy On The Students' Reading Ability At The Second Grade Students of *MTsN Ciledug*, try to make new students' condition after followed the discussion in class and improve their reading ability. The other one is to make the students know enough about the reading text after the students discussed.

2. The Kinds of the Problem

The approach of the research in this thesis is using a quantitative approach. It means that the information that has been obtained in the form of the data presented by numbers so that they could be measured or interpreted by using statistical analysis.



3. The Main Problem

The main problem in this research is the lack of students' ability in reading English, therefore, the writer tries to apply the method of small discussion strategy as the problem solving to solve the problem.

C. The Limitation of Problem

Not all the problem identified in identification of problem could be solved in this discussion. But to make the research more concentrated and get to the focus and due to the limitation of his time and theoretical knowledge, the writer limits the problem mainly on Influence of Small Group Discussion Strategy on Students' Reading Ability at The Second Grade Students of *MTsN Ciledug*.

D. The Questions Of The Research

There are three questions as written below :

1. How is the students' response of small group discussion strategy?
2. How is the students' reading ability ?
3. Is their any significant influence of small group discussion strategy on the students' reading ability at the second grade students of *MTsN Ciledug*?

E. The Aims Of Research

The aims of this research in this thesis as follows :

1. To find out the data about The Small Group Discussion Strategy On The Students' Reading Ability at The Second Grade Students of *MTsN Ciledug*.



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2. To find out the data about The Student's Reading Ability at The Second Grade Student of *MTsN Ciledug*.
3. To know how The Influence Of Small Group Discussion Strategy On The Students' Reading Ability At The Second Grade Students of *MTsN Ciledug*.

F. The Usefulness Of The Research

The research product hoped to be able to :

1. Through the application of discussion strategy on teaching reading comprehension will give good impact to the students. Students can optimize their reading ability and more motivate in learning English.
2. Small Group Discussion Strategy can be implicated by English teacher to teach English Reading comprehension.
3. Help the using of small group discussion strategy so that walked maximally.



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