

CHAPTER 1

INTRODUCTION

1.1 Background of the Study

As an international language, English plays important roles in all aspects of life in the world. Several countries use English as their second language or foreign language beside their mother tongue, so English is so familiar to them. In Indonesia, English is still as a foreign language which is taught as compulsory subject at elementary school, senior high school, and elective subject for many university students except those majoring in English.

There are many methods used in teaching English to the students. During the past decade, a new approach called “Cooperative Learning” seemed to attract a lot of attention and became popular. Cooperative learning can be defined as, “Instructional programs in which students work in small groups to help one another master academic content” (Slavin, 2002: 200). Slavin also said that the goal of all cooperative learning strategies is to make the students’ enthusiasm, activity, creativity, and craving for independence in a safe environment.

Cooperative learning is a conscious and systematic learning in developing interaction between students and others as a practice in a real life society. It means that, a success in a group is based on the members of each group in increasing motivation in learning with their friends . Teacher can use this method to stimulate students to acquire the knowledge as well as create interpersonal and team skill.

There are many types of cooperative learning method. One of the types is Small Group Discussion. According to Fisher and Ellis (1990), Small Group Discussion emphasises that the sharing element among members is the key factor which defines the existence of a group. The sharing can be around perceptions, motivation or goals, as well as around tasks, such as in a scenario group session. This sharing element can be greatly influenced by the group dynamic or climate of the group. This technique is used in teaching listening, speaking, reading and writing. Through this technique, the teacher looks at students experience background and helps them to make the subject has more meaning. Cooperative learning has many chances to operate information and increase communication skill.

As one of the four language skills (listening, speaking, reading and writing), writing is important for us, because by writing we can express our mind also interact with readers. Through writing we can share our feelings; these can be expressed by words, phrases, sentences, or pharagraph. In general, people tend to express what they see or feel about something or someone through writing as well as talking.

This is in the line with what is stated by Braine and May (1992: 60) that writing clear sentences requires you to learn the rules of English grammar and mechanics such as the correct use of verbs and pronouns as well as comment and other marks of punctuation. Students in senior high school are directed to know and understand five kinds of text, such as descriptive text, procedures, recount, narrative, and report text.

The problem in teaching a language especially English as foreign language is the learners easily get bored and frustration. Small Group Discussion method is hope make students interest in learning a foreign language. By this, the learning of English appears to be fun.

In this study, the writer focuses on the discussion of writing recount text. Recount text is a text that tells us the events or experiences that happened in the past. Its purpose is not only to inform but also to entertain. There are three kinds of recount text which are studied by the Eleventh grade students of senior high school, based on standard of KTSP 2006, namely personal recount, procedural and biographical recount, Recount text has generic structure, namely orientation, sequences of event, and sometimes closed by re-orientation.

Using Small Group Discussion in teaching writing Recount Text to senior high school students, the writer hopes that it can make them feel relax. The use of Small Group Discussion method is considered to stimulate the learners to be more active as they are given an opportunity to express their mind, emotion, feeling and attitudes when they are involved in the activities. Facilitating learning is empowering for both the learner and the teacher and frees the teacher from many of burdens that having to be an expert might entail.

Presenting the material in a unique way can be good in drawing students' to learn better. That is why the writer is interested in doing a further study in the classroom action research with the title **The Effectiveness of Small Group Discussion in Improving the Ability in Writing Recount Text of the Eleventh**

Grade Students of SMAK Frateran Podor Larantuka in the School Year 2014/2015.

1.2 Statement of the Problem

Based on background above, the writer formulates the problem into specific question to be answered: “Is the Small Group Discussion effective in improving the ability in writing Recount Text of the eleventh grade students of SMAK Frateran Podor Larantuka in the school year 2014/2015?”

1.3 Objective of the study

The objective of the study is to find out whether or not using Small Group Discussion is effective in improving the ability in writing Recount Text of the eleventh grade students of SMAK Frateran Podor Larantuka in the school year 2014/2015.

1.4 Significance of the Study

The significance of the study is actually the usefulness and the benefit of the study for human beings. Just as it has significance for people this study is done. So the result of this study might give benefit for the following persons:

1. For English Teachers

The result of this study is expected to help the English teachers to practice Small Group Discussion in teaching Recount Text as one of the ways to develop students writing skills.

2. For the Students

By knowing the result of this study, the student will improve their writing skill by cooperative learning method that Small Group Discussion.

3. For other Researchers

To increase other researchers' knowledge about writing skills and the effectiveness of using Small Group Discussion in teaching Recount Text.

4. For the Writer

This study is aimed at improving her knowledge and skill in writing, especially in writing recount text.

1.5 Scope and Limitation

This study is about teaching method. There are many methods that can be used to teach English skills; listening, speaking, reading and writing. In this study, the writer uses cooperative learning method. There are some techniques of using this method. They are; role play, small group discussion, jigzaw, team assisted individualization.

Yet, in this study the writer only applied Small Group Discussion in teaching Writing Recount Text of the eleventh grade students of SMAK Frateran Podor Larantuka in the school year 2014/2015.

1.6 Defenition of the Terms

There are some terms used in this study, and in order to avoid readers' misunderstanding , then the writer clarifies the terms in the following:

1. Effective

Effective means having a particular role or result in practice, though not officially or in theory. Effective meant increasing academic questions and decreasing lecture and ineffective practices, such as negative feedback and low-level questions (Swank, et al 1989: 171). In this study, the effective means to measure whether using Small Group Discussion in teaching Recount Text can improve the ability of the students.

2. Small Group Discussion

Small Group Discussion is a type of cooperative learning model. In Small Group Discussion, the class is divided into some groups, which consists of four or six members. Small Group Discussion emphasizes that the sharing element among members is the key factor which defines the existence of a group. In this study, Small Group Discussion is one of the types of cooperative learning model which used to by the writer in this research to teach writing to the students in order to improve their writing skill.

3. Recount Text

Recount is a text which retells events or experiences in the past. Its purpose is either to inform or to entertain the audience. In this study, it is a text that students have to produce after being taught by using Small Group Discussion.

4. SMAK Frateran Podor Larantuka

SMAK Frateran Podor Larantuka is one of the private senior high schools in Larantuka. It is located on May.Jen.Supardi street, Podor, Larantuka, East Flores Regency.