CHAPTER I
INTRODUCTION

A. Background of the Study

As an international language, English must be learned by people in the world to get social interaction functions. In international world, English is very influential in every aspect. That is why English is important language. For that reason in Indonesia, English is the foreign language taught at the formal schools.

Every school in Indonesia generally uses English as the main material of second language learning. Students who is usually called as the nation generation need English education to hold the better future, especially in international world. English as a subject matter in school covers the four basic language skill: reading, speaking, writing and listening. In every subject, students learn activities that involve reading.

Reading skill becomes very important in education, students need to be exercised and trained in order to have a good reading skill. Reading is also something crucial and indispensable for the students, because the success of their study depends on the greater of their ability to read. If their reading is poor they are very likely to fail in their study or at least they will have difficulty in making progress. On the other hand, if they have good ability in reading, they will have a better chance to succeed in their study.

Despite importance, reading constitutes a complex skill, so it takes times for students to learn it. “First it must be recognised that reading is a complex skill, that is to say that it involves a whole series of lesser skills.” By Broughton, Brumfit, Flavell, Hill and Pincas (2003: 89). Reading is a form of non verbal communication. Reading enables students to understand and comprehend language through form like text passage. But some students thought that reading is perhaps the most difficult language skill to learn. However, in Indonesia the difficulties in mastering reading are influenced by many factors, one of them is teaching technique.
In teaching reading teacher should make the students more active in accordance with the purpose of learning. Teachers are required to be able to controlled and lead the classroom activity effectively. To make a good and active classroom condition come true, teacher is suggested to have some techniques in teaching reading, such as discussion. This technique can make students become more active and make classroom ambience controlled as appropriate with the purpose of learning.

Based on the reading development, it would be better for teacher to teach student to use appropriate technique, such as Discussion technique. Discussion techniques is one of the ways to make the teaching reading more effective and making the student active. Discussion technique is very simple to apply. So they enjoy learning and they can be improve their reading skill. Discussion technique can collaborated with small group method to support children as readers and thinkers.

....specifically, small groups that will help children to: a) read with engagement and enthusiasm, b) read strategically, c) engage in meaningful, invigorating conversations about books, d) read fluently and with expression, e) read increasingly more challenging text. Serravallo (2010: 3)

But infact, students still have problem in focusing the lesson. Because of some factors, there are the personal condition of the student, technique or method of teacher’s ways in teaching-learning process, and the situations of classroom. That can causing influences in understanding the lesson by students. If students not focus on the teaching learning process it would give bad impact for students itself. It is observes that discussion technique effects increasing the academic success in addition to the social and intellectual abilities of the students. By seeing the problem, it is important that studying English especially reading should be conducted. The writer hopes that there will be an improvement in teaching of English.

English teachers in SMP MURNI 1 Surakarta also uses techniques of discussion in learning English. The teacher think that discussion is very suitable
for making students more active in teaching and learning activities. That’s why teacher choose discussion technique to improve student’s English skill

Based on the background above, the writer tries to raise the case of her thesis entitled; THE IMPLEMENTATION OF DISCUSSION IN TEACHING READING AT THE SEVENTH GRADE OF SMP MURNI 1 SURAKARTA YEAR 2014/2015.

B. Problem Statement

The problem discussed in this research can be stated as follows:

1. How is the implementation of discussion in teaching reading at seventh grade of SMP Murni 1 Surakarta which includes:
   a. What is the objective?
   b. What are the materials?
   c. How is the procedure of the discussion applied?
2. What problems are faced by the teacher in implementing discussion in teaching reading at seventh grade SMP 1 Murni Surakarta?

C. Objective of the Study

This research aims at finding out:

1. The implementation of discussion in teaching reading at seventh grade SMP Murni 1 Surakarta which includes:
   a. The objective.
   b. The materials.
   c. The procedure of discussion applied.
2. The problems faced by the teacher in implementing discussion in teaching reading at seventh grade of SMP Murni 1 Surakarta.
D. Significance of the Study

The finding of this study is expected to give valuable contribution theoretically and practically.

1. For the students:
   The research intends influence of discussion technique in teaching reading comprehension will give good impact to the students. Students can optimize their reading ability and more motivate in learning English.

2. For the teachers:
   The research is expected to be useful for the writer herself and for the entire English teacher who might use this technique when they teach reading. The teacher should plan their teaching program.

3. For Researcher:
   a. Theoretical Significance
      Theoretically, this study will depen our understanding and knowledge about discussion.
   b. Practical Significance
      Practically, this study will be useful for next researchers who conducts the same research with different aspects in addition to the implementation of discussion and teaching procedures of teaching reading.

E. Research Paper Organization

Research paper organization is given to the readers so that they could easily to understand the content of the research. In this case, the researcher organizes her research paper into five chapters

Chapter I deals with introduction. This chapter deals with background of the study, problem statement, objectives of the study, benefits of the study, and research paper organization.

Chapter II is underlying theory. It consists of previous study, notion of reading, teaching reading and discussion.
Chapter III presents research method. It consists of type of the research, setting of the research, object of the research, subject of the research, data and data source, technique of collecting data and technique for analyzing data.

Chapter IV is research finding and discussion. This chapter discusses the finding and discussion of the finding.

Chapter V is conclusions and suggestions.