

CHAPTER I

INTRODUCTION

This chapter includes the background, scope of research, research questions, research objects and research significance.

A. Research Background

Teaching reading is very important in Indonesia, especially in junior high schools. Teaching reading is also an important function of the teaching profession. According to Witanto, J. (2018) Schools have an important role in improving the reading skills that students need to learn, it does not rule out the possibility that reading becomes students' main priority. However, there are still many students who experience difficulties in learning to read English. There are many problems faced by students due to weak English reading skills, both in terms of pronunciation, translation and understanding, which English teachers still need to pay attention to and think about to find the best solutions so that the students' learning process runs smoothly. smoothly with good results. There are several factors that often influence students' limitations in reading English, such as how the student's learning process takes place at school. Widodo, A., Indraswati, D., and Rayana A. (2020) said that students' low English reading ability is influenced by the teaching and learning process carried out at school. Therefore teachers need to provide appropriate teaching for

their students. Then from the surrounding environment, how students learn outside of school, what kind of social environment can also influence students' learning motivation. EF Academic Director, Emma Walton. (2023)said that the English language skills of Indonesian people are still in the low category.

The learning process in class has not been optimal according to curriculum expectations due to several factors. The success of students' reading abilities in language subjects depends on several aspects. One aspect that really influences is how a teacher carries out learning in class, Kusno, Rasiman, Mei Fita Asri Untari. (2020) Every lesson does not always run smoothly, students' difficulties in learning often occur in the classroom. There are students who are able to understand lessons easily, there are also students who do not easily understand lessons quickly. In fact, students' enthusiasm for learning easily changes each time they learn. Difficulties like this receive less attention from teachers. Teachers have the responsibility to encourage, guide, lead students and need to design learning, especially reading English to help the learning process. Students' opinions are also important in classroom learning, such as what learning methods students like and easy ways to encourage students' understanding, so that apart from making the learning process smoother, it also makes students closer to the teacher.

Students' inability to read English can appear at any level. Therefore, grouping techniques in learning are used to encourage students to be more active in learning, especially reading English. According to Afifah May Shara, Dinda Andriani, Ayu Widya Ningsih, Kisno. (2020) reading requires students to have high concentration, apart from helping improve pronunciation it can also help students understand information from the meaning of what is written. This proves that reading ability has a big influence on student learning. Although grouping techniques are more often used at college and high school levels, it does not rule out the possibility that this grouping technique can also be used effectively in the learning of junior high school students. Apart from helping improve students' reading skills, this grouping method also helps students' study time become more efficient.

This grouping technique provides opportunities for students who are initiated to meet face to face to give and receive in practice until they reach indicators of success in an effort to improve students' English reading skills. Brown. (2001) Teaching cannot be defined separately from learning. Teaching is guiding and facilitating learning so as to enable students to learn. Building conditions for learning. In teaching reading comprehension, teachers need strategies to make students understand reading texts. Strategies that can be applied in learning reading

comprehension. With this research, it is hoped that it can improve students' English reading skills.

This research aims to determine the feasibility of applying grouping techniques to overcome students' difficulties in learning to read English and measure the effectiveness of learning methods using grouping techniques. As well as investigating the effect of grouping techniques in student learning on their reading ability. Efforts were made with fifty students who participated in a quasi-experimental period over a period of 2 months. They will be divided into an experimental class and a control class, both using the same learning materials and the same syllabus. The difference between them is that the experimental group will study in groups and active learning and the control class will study individually with regular learning.

B. Scope of The Research

This research was conducted at a private school in Banjar Regency. And only applied to two class. Learning uses grouping techniques in just a few meetings.

C. Research Question

The writer state the research problems as followed :

1. What is the effect of applying group learning techniques in improving reading ability.

D. Research Significant

The usefulness of this research includes various aspects as follows :

1. Theoretical

This research explains that the application of grouping techniques in the learning of junior high school level students provides good results in improving reading skills in accordance with the researcher's objectives. Learning using this grouping technique is carried out in one class by dividing students into several groups but is only carried out in a few meetings. Apart from that, this approach not only encourages students to be more active in class but can also help teachers focus on teaching.

2. Practitioner

It is hoped that this research can help increase practice and interaction between students and students, and students and teachers in the teaching and learning process. So that the level of student success in understanding learning increases.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

From the results of the discussion in the previous chapter, we can conclude that there is a significant difference between the experimental class and the control class regarding their English reading ability. Apart from that, this grouping technique has an influence on student learning, especially in improving their reading ability. The grouping technique also has a positive impact on students' learning motivation so that many students who were previously not interested in learning English become interested in learning English.

B. Suggestion

Based on the conclusions of the research, the researcher provides the following suggestions:

1. As time goes by there are many changes in students' learning abilities, therefore teachers need to pay attention to the students' own motivation and willingness to learn.
2. Teachers are a means for students to develop their abilities, so teachers have a responsibility towards the students they teach, so teachers should have appropriate learning strategies and methods to apply to students in class.
3. This grouping technique can be a strategic tool in student learning classes to help improve student learning.

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