

CHAPTER I

INTRODUCTION

This chapter consists of some aspects dealing with the background, the problem and the objective of the research, the operational definition, the significances and the scope of the research.

1.1 Background of the Research

English is an international language that is used as a means of communication and can express ideas, thoughts, and feelings to other with this language. We are also able to interact with people easily from other countries when we understand the language. In Indonesia, English is as a foreign language, it becomes the main subject for students in Indonesia especially in formal education and it has been taught from elementary school up to university level. The mastery of English skills is intended to support the ability to communicate both oral and written forms. Moreover, students should master oral and written communication (listening, speaking, reading, and writing). It is difficult to master foreign language without understanding the vocabulary.

Schmitt (2000:19) states that

People are naturally interested in their progress when they are studying a foreign language. Teachers are like wise interested in their students' improvement. Because one of the key elements in learning a foreign language is mastering the L2's vocabulary, it is probably safe to assume that there has been interest in testing vocabulary from the earliest times in which foreign languages were formally studied.

Thus, it is clear that the learners can speak, change ideas, and understand what others say if they are able to understand vocabulary well. Therefore, the researcher uses small group discussion to develop students' skills on their understanding about short story in narrative form to improve their vocabulary and structure. To understand short story the students also need mastering vocabulary. The addition of knowledge about new vocabulary would make learning language easier especially for students who are understanding short story.

It is supported by Pardede (2011:19), who says that short stories allow teachers to teach the four skills to all levels of language proficiency. When the students understand well the short story, it means they are also understanding about the structure and explicitly they improve their vocabulary by understanding the short story. Pardede (2011:17) "The idea that short stories are the most suitable literary genre to use in English teaching due to its shortness." Pardede (2011:19) also stated "Short stories are very useful in the trials to improve students' vocabulary and reading."

Based on the preliminary study by interviewing the English teacher and observing the class of the eight grade students of SMP Muhammadiyah 3 Rambipuji. The major problems in short story understanding were lack of vocabulary and structure mastery. There are some factors that cause the students fail in mastering vocabulary well, such as the difference in spelling and unfamiliar pronunciation between Indonesia and English. They still have problems in memorizing words. Based on the preliminary test, it was known that almost all of the eight grade students can't achieve minimum requirement score. The

minimum requirement score of English was 65. Besides, the English teacher said that most of them lose their interest, spirit, motivation and active participation in teaching learning process. Moreover the students lose their interest, motivation and active participation to study English when their teacher use monotonous teaching media without variation, such as giving explanation all the time, asking the students to memorize the vocabulary and answer question given later on.

It is necessary to overcome these difficulties. The students also should master four skills (listening, speaking, reading, and writing). It is impossible to mastering them without vocabulary mastery well. The English teacher needs to find effective solution to these problems. In this case, the researcher will use small group discussion as a technique to help students improve their understanding of short story in narrative form covers understand structure and vocabulary. Narrative text is a text as an amusing and entertaining story arranged in time sequence and a chronological series to entertain reader. A narrative paragraph most often tells a story in order to illustrate or demonstrate a point.

Considering the problems above, in this research the researcher wants to improve the students' short story understanding in narrative form covers vocabulary and structure at the eight grade students of SMP Muhammadiyah 3 Rambipuji by small group discussion.

1.2 Problem of the Research

Based on the background of the research above, the problem of the research are formulated as follow:

1. How can the use of small group discussion improve students' short story understanding in narrative form at eight grade students of SMP Muhammadiyah 3 Rambipuji in academic year 2015/2016?
2. How can the use of small group discussion improve students' active participation at eight grade students of SMP Muhammadiyah 3 Rambipuji in academic year 2015/2016?

1.3 Objective of the Research

Based on the background of the research above, the objective of the research are to know:

1. How the use of small group discussion can improve students' short story understanding in narrative form at eight grade students of SMP Muhammadiyah 3 Rambipuji in academic year 2015/2016.
2. How the use of small group discussion can improve students' active participation at eight grade students of SMP Muhammadiyah 3 Rambipuji in academic year 2015/2016.

1.4 Operational Definition

Operational definition is needed to avoid ambiguity and misunderstanding between the researcher and the reader about the concept. The concepts that are

necessarily to be defined operationally in this research are short story, narrative text and small group discussion.

1.4.1 Short Story

A short story is a piece of prose fiction which can be read at a one incident, has a single plot, a single setting, a limited number of characters, and covers a short period of time. In this research short story used is narrative story.

1.4.2 Narrative Text

Narrative text is a text which entertains the reader and deals with problematic events which lead to a crisis or problems and finds a resolution. A narrative text in this research explicitly focus on vocabulary and stucture.

1.4.2 Small Group Discussion

Small group discussion is activity in the classroom that given to the students or asked them to make a group and do some activity refer to the instructions of certain roles that teacher give them. The students discuss with their friend to do the work.

1.5 Significances of the Research

The results of this research are expected to give some benefits to the following people:

1.5.1 For the Students

The research result are expected to be useful for increasing the students' short story understanding in narrative form covers vocabulary and structure and increasing the students' active participation using small group discussion.

1.5.2 For The English Teacher

The research result is expected to be useful for the English teachers as an input to develop the quality of English language teaching, especially in teaching narrative text by using small group discussion. Hopefully, it can make the students easier in understanding short story in narrative form.

1.5.3 For Other Researches

The results of this research hopefully will be useful for other researchers as a reference or information to conduct a further research dealing with the students' speaking, writing skill, and reading comprehension.

1.6 The Scope of the Research

The scope of this research is intended to acknowledge the short story can implemented to improve students' short story understanding in narrative form covers vocabulary and structure and their active participation. This research is conducted the use of small group discussion to improve students' short story understanding in narrative form and their active participation at eight grade students of SMP Muhammadiyah 3 Rambipuji in academic year 2015/2016.