

## **Chapter I : Introduction**

In this chapter, some topic related to the issue will be discussed, they are basic consideration, research question, research objective, the scope of research, significance of study, and previous study.

### **Basic Consideration**

Reading is the basic skill that must be learned by students, which has an important contribution to the success of learning language. According to Richardson and Schmidt (2010, p.483) reading is the process by which the written words. Through reading the reader will get information or message needed.

Reading is not only to get information, but it needs comprehension to get some points from the text. In this case, reading and comprehension are related to each other. Reading it self contains the activity to understand a better information in line with reading text. According to Nuriati (2015) in her Journal that comprehension is the understanding of the meaning of the written material and covers the conscious strategies that lead to understand. Therefore, it is better for students train themselves to read well and have high comprehension in reading text. According to Caldwell (2008) reading comprehension is the process of extracting and constructing meaning through interaction and involvement with written language. It can be said through interaction and involvement with written text language, the reader will get understanding the meaning deeply in the reading text. Reading comprehension not only read the text, but also get something from the text.

In reading comprehension, it is important also know about the aspects. According to King and Stanley (2004, p.8) explain that there are five aspect in processing reading comprehension. There are : finding factual information, finding main idea, the meaning of vocabulary context, identifying reference, and making inference. The aspect of reading will help better in comprehending the text by the reader. From the explanation above, the researcher

can be conclude that reading comprehension is a reading process to get the writer's message from the text by analysing the whole text deeply. The reader not only read the text but also get knowledge and comprehending the reading text.

In this research, the researcher focus only narrative text. Based on curriculum 2013 of junior high school in basic competence (KD 3.14) understanding the social function, generic structure and language feature of narrative text in form of fable, according to the context it is used. The indicator is 4.18.1 Students are able to analyse the meaning of written text in narrative text, the form of short and simple fable, according to the context it is used.

Based on observation the second grade of SMPN 4 Gorontalo through the teacher, there are some problems faced by students in reading comprehension. Students are difficult in reading comprehension when the students read the text individually. For the example, the teacher gives the students a reading text and the teacher ask to students to answer the question based on the reading text, but the students don not understand what is the content of reading text.

Sometimes the students can not comprehend the meaning of the words in text . Then the students ask the teacher like "what is the meaning of the words maam?". It means, that sentence refers to vocabulary. Vocabulary also one of indicators of reading comprehension. The students also difficult to answer the question if teacher ask question such as 'what is the main idea on the text?'. Main idea also one of indicators of reading comprehension. So, all the problems are happen because the students did not know how to comprehend the text.

Teacher should give a comfortable class condition in order to make their comprehension is easy to learn english in learning process. The teacher should also develop ways or effective method. It is important for the teacher to prepare the method in teaching English especially in reading comprehension.

To develop students reading comprehension, the researcher used group discussion especially buzz group as a method. Buzz group is a simple and effective involving students, which is the teacher sets a problem or a discussion topic and invites the students to form groups of four to six students to discuss or solve the problem. Barkley (2001, p.112) stated that buzz group is a team of four to six students that is formed quickly and extemporaneously to respond to course related questions in order to get ideas that are generated with the feedback and discussed by all group. It means that buzz group is small group to solve the problem in task. All members in group contribute their ideas, so they should work together to explore and pour their ideas.

Buzz group is useful to develop highly creative solution to a problem and then give expression about their opinion to others. After getting the result of discussion, each group presents their result and other group give feedback about it. Using buzz group students would have a fantastic forum for sharing ideas in reading classroom.

Beside that, Ernest W. Brewer (1997, p.75) buzz group method have advantages, there are it allows everyone's ideas to be expressed, participants learn to work in real life situations where others opinions are considered, it set the groundwork to get discussion started, because members are expressing opinions, it is good for dealing with controversial subjects.

Based on the explanation above, the researcher is interested applying buzz group method in teaching reading comprehension at second grade students in SMPN 4 Gorontalo because this method help the students to be active, stimulates the responsibility and enthusiasm. Capella and Ors (2009) say that buzz group favors the active and total participation, stimulates the responsibility and the enthusiasm, helping to overcome the inhibitions to speak before others.

By implementing buzz group method in reading comprehension, students can understand the reading narrative text by giving comment, questioning, answering the question

based on the reading narrative text that they discuss with their own group, then summarizing and show the best answer of the question.

### **Research Question**

Based on the basic consideration above, the problem statement is formulated as “can buzz group method enhance significantly the students’ reading comprehension?”

### **Research Objective**

The objective of the research is to find out whether buzz group method can enhance significantly the students’ reading comprehension in SMPN 4 Gorontalo or not.

### **The Scope of Study**

This research is focused on the students’ reading comprehension by applying buzz group method, based on the curriculum 2013 in SMPN 4 Gorontalo at second grade especially in basic competence 3.14.(understanding the social function, generic structure and language feature of narrative text in form of fable, according to the context it is used.). The researcher focus on narrative text. The indicator of reading comprehension refers to finding factual information, finding main idea, finding the meaning of vocabulary in context, identifying reference, and making inference. Then, the concept of buzz group method refers to the step of discussion, that concept step they are teacher divides the class into groups, every buzz group choose a leader and recorder, teacher distributed that reading text, teacher give set amount to discuss, teacher invites each group leader to present in each group, teacher give feedback and other students share the different ideas. The last, the teacher and students summarize the result of presentation.

## **The Significance of Study**

There are some significances of this research, especially for those who always involved with this problem, such as:

1. Theoretically : the result of this research is expected to give contribution for the teacher to use it as an alternative way for teaching to develop reading ability of their students.
2. Practically, the result of this research is expected to give contribution to the English teacher at SMPN 4 Gorontalo in order to improve their skill in using learning method in teaching English to students. The teacher can use this method to teach students' comprehension in reading skill.

## **Previous Study**

Previous research has been conducted at second grade students of SMPN 1 JATEN 2012 up to Januari 2013 by Elisabeth Milaningrum entitled "The Effectiveness of Buzz Group Method to Teach Reading Comprehension Viewed from Students Learning Motivation". The research used KTSP 2006. The research used two different methods were applied differently for the groups of students. The research used buzz group method as experimental group and direct instruction method is used as a control group. The research is related to the effect of teaching methods as the independent variable, and motivation as the moderator variable in teaching. However, the previous research is different with this research that the researcher will conduct. This researcher focus only on students reading comprehension which apply buzz group method. The researcher using basic competence (KD. 3.14) about narrative text. The researcher also using pre experimental study which one group pre test and post test design without control class. Hence, this research is totally different with the previous research.