CHAPTER I

Introduction

The study aimed to discuss several things that were explained in the chapter. The background of the study explained why the researcher was interested in the method of implementing small group discussions to recount text subjects conducted at an Islamic senior high school. The chapter provided research questions that guided the analysis. Furthermore, the research objectives determined the exact goals or objectives to be studied. The significance of the analysis also showed the benefits of the research for certain people. Finally, an organisation of chapters was presented, which included a description of each chapter.

Background Of Research

The quality and quantity of education remained the most prominent problem in every effort to reform the national education system because education was essentially an effort to civilize humans or humanize humans, and the teaching and learning process occurred when there was interaction between educators and fellow students. This process took place through interaction between teachers and students in educative learning situations. According to Hanafiah and Suhana (2009), good learning is learning that demands student activityTeachers as the spearhead in achieving educational goals, need to choose effective and efficient learning strategies. Effective management of the learning process is the starting point for successful learning which leads to increased student achievement (Arends, 2012).

One of the factors that supported the achievement of learning objectives was the application of the learning model used. Therefore, the use of learning models had to be adapted to the needs of the learners and their learning materials. One of the learning models that could encourage students to play an active role, not only as listeners but also to find the answer to a problem in learning through the process of thinking, searching, processing, describing, combining, concluding, and solving the problem itself, is the small group discussion learning model. The small group discussion learning model is a series of learning activities carried out by students in small groups of 4 to 6 people to achieve learning objectives in a way where each member of the student group gets one problem about a subject matter to be discussed and solved together (Hardiansyah, 2014).

Recount text is one of the subjects in which students encountered issues that may be expressed as problematic claims or inquiries that needed to be discussed and resolved together in small group discussion. A text recounts historical events, typically in the chronological order in which they occur. According to Cakrawati (2018), recount is the development of a series of events, and in recount, the author compiles past experiences.

Learning recount texts has been carried out a lot, one of which is in class X at Madrasah Aliyah Gunungkidul. Based on the KTSP (Educational Unit Level Curriculum) School-Based Curriculum mentioned in the SK (Competency Standards) Competency Standards and Basic Competency In KD (basic competence), there are five types of written texts that must be learned in middle school, namely: narrative, recount, procedure, descriptive, and report texts. According to Mark and Kathy (1998), one of the texts that is close to students' lives is a recount text because

it is a text that retells past events where the place and events flow smoothly based on time sequence, in contrast to narrative texts, which have a climax and resolution.

In this paragraph the researcher will discuss why the researcher chose recount text rather than other texts to be the research topic because; According to Sulistriyani, N.(2017), recount text is a type of text that is commonly used in everyday life so it is relevant for students, so students are interested in studying it.Then, according to Juita (2012), recount text is a type of text that is simple and straightforward, making it easier for students to understand and analyze.

Small group discussion is a learning method that can be used to improve students' discussion and problem solving skills in recount texts. Here the researcher focused on observing students who were discussing when given a recount text. The following is the procedure for using small group discussions in teaching recount text according to the topic chosen by the researcher, namely by dividing students into small groups of 3-4 people, then students receive recount text and related material in each group, after that students read and analyze the text together, and discuss their understanding of the text, after which students share opinions and ideas about the text, and work together to identify main ideas and themes, students prepare questions and clarify misunderstandings that students and each other may have Groups present their findings and share their insights to the class after which intergroup representatives provide feedback and encourage students to reflect on their learning experiences. By using small group discussions, students can actively participate in the learning process, develop critical and collaborative thinking skills, and improve understanding of recount texts.

The students study recount texts as part of their English classwork. Currently, all schools, from elementary to tertiary institutions, apply the small group discussion method to assist the learning process. The learning received by social studies students at Jogja Islamic High School requires them to follow the small group discussion learning method with recount text material. Of course, this is an interesting thing for them because, so far, they have only followed the usual method of inquiry-based learning, namely question and answer.

Research on small group discussion has been done by several e-learning programs. The first study from Niken Fathia Saraswati and Moh. Djazari in 2017 was entitled Implementation of Small Group Discussion Learning Methods to Increase Learning Activities in the Basic Competencies of Adjustment Journals of Grade X Students of Senior High School." The results of the study showed that the implementation of the Small Group Discussion Learning Method can increase learning activities in the Basic Competencies of Adjustment Journals for Class X Students of Accounting in senior high school.

Second, the research conducted by Ningsih (2021) with the title "The Use of Small Group Discussion in Teaching Reading Comprehension at Junior High School". The purpose of this study was to determine the effect of student learning outcomes by using small group discussions to learn reading comprehension. The results of this study indicated that the experiment conducted by the researcher on students affected learning outcomes. However, although there were many studies on implementing small group discussions in learning to recount text during learning, most of them focused on discussion activities to improve speaking activities. In fact,

small group discussions have a positive influence on other speaking and teaching activities.

In this study, the researcher focused on the application of small group discussion in recount text learning for tenth grade students of the Social Sciences Department at an Islamic school in Yogyakarta. There are several reasons why this research was conducted. The learning method of small group discussions in learning recount texts is not only carried out three times in one semester; it has even been carried out for two semesters. Even though the teacher has tried to make learning interesting with small group discussions, not all students will receive it well. According to Harmer (2001), students can do other things besides discuss subject matter, and not all students will fully participate in group discussions. Through this research, researchers hope to find out how students perceive the ideal role of the teacher in learning by using the small group discussion method.

Identification of The Problem

Since 2010, the learning process in class X at Islamic Senior High School has used a teaching system using various learning methods. During the pandemic, all learning changed to online; therefore, the learning methods used were different and limited. However, after the pandemic, learning activities were carried out offline, one of which was learning English for recount text subjects using the small group discussion method. During the observation, the researcher found several problems among students during offline learning. For example, in carrying out small group discussions, students had not optimally participated in discussions; student motivation is still low, and discussion activities were still

one-way. The researcher conducted initial interviews with several students. The researcher discovered a student who reported that, while using the small group discussion method, students experienced low motivation, resulting in the absence of a meaningful discussion.Other students stated that discussion activities were only organised in one direction.

Therefore, the problems need to be known because the application of the small group discussion method is quite challenging. Direct learning methods also need to be done properly. This research can help teachers find out the problems faced by their students while implementing learning methods. In addition, this research can also help students determine how to deal with the small group discussion method.

Delimitation of The Problem

In this research, the researcher focused on examining the challenges faced by students in using small group discussions for learning recount texts. Small-group discussion in recount text was a learning method that included discussions in recount text. This small group discussion method could increase understanding for students more easily. Many students used the small group method of recount text discussion but found it difficult to discuss. So, learning was still limited. Therefore, the researcher also examined solutions to overcome the challenges of using small group discussions for learning recount text, with the aim being that students could improve their learning using small group discussions of recount text well in the future. Apart from that, not many researchers have examined the use of the small group discussion method in recount texts. Apart from that, the researcher thought about measuring how well this small group discussion went for future learning.

Research Questions

This study formulated two research questions regarding the implementation of a small group discussion in the Learning Recount Text at Islamic Senior High School (SDG) learning method. Based on the above background, the research questions are:

1. What are the challenges faced by students in using small group discussion for learning recount text?

2. What are the solutions to overcome the challenges of using small group discussion for learning recount text?

The Objective of The Research

Based on the research questions above, the research objectives are to explore the challenges faced by students in using Small Group Discussion for learning the recount text, and to ascertain the solutions to overcome the challenges in using Small Group Discussion for learning the recount text

The Significance of The Research

The research conducted is expected to provide benefits and more knowledge for students, teachers, and future researchers. The main benefit for students is that research is used to identify challenges and overcome these challenges in order to provide improvements in small group discussion learning on the next recount text. The second benefit is for teachers, specifically the use of small group discussions, which is currently an instructional approach employed by all teachers for teaching recount texts.

Therefore, teachers can use this research as a reference to find out what kinds of strategies are effective for implementing small group discussions in learning recount text according to students' perceptions. The third is for future researchers, namely, that the results of this study can be used by other researchers who are interested in exploring the same field of study. The results of this study are also expected to be a reference from a different point of view for those who will conduct research in the same field.

Organization of the Chapter

This research consists of five chapters. The first chapter describes the background of the research, the identification of the research, and the research questions. Chapter two provides a definition and understanding of small group communication and discussion methods. Chapter three is methodology. This chapter describes how the research will be conducted by the researcher. Chapter four contains findings and discussion. This chapter presents the results of data analysis, which will be described by the author. Chapter five contains conclusions and suggestions.