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## CHAPTER I INTRODUCTION

### I.1. Background of the problem

Since English is an international language, English has crafted huge demand for English teaching around the world. It is supported by Crystal (1997), he stated that English is the language that has spread throughout the world most extensively and is dominating in a number of important fields including international commerce, education, and communication. Nowadays, millions of people want to improve their command of English or to ensure that their children achieve a good command of English. Especially, for students, English becomes very important because by learning English, they are expected to absorb and keep up with the development of science, technology, and art. As international language, English is also very potential and has been widely used as a communication by many people all over the world. That is why, The Ministry of National Education of Indonesian states that English is taught as a foreign language at almost all levels of Indonesian schools, starting from junior high school up to university. (Depdiknas 2013).

It means that the students are demanded to be able to use English to fulfill their daily needs such as to read text books, newspaper, magazine and communicate both spoken and written languages to solve their life problems. Therefore, the purpose of English teaching in School is to reach communication



target. It refers to discourse competence, comprehension and production both in written and spoken English.

In Indonesia, many people believe that English is undoubtedly important, For instance, senior high school students are expected to master English. Based on the Curriculum 2013 (K13), four language skills have to be mastered by Senior High School students. They are listening, speaking, reading, and writing. Listening and reading are called receptive skills while speaking and writing are productive skills. Besides using spoken language in the form of conversation, we also use language in the written one. So, it shows that acquiring of writing and reading skills plays an important role in our living, because we often use both for communication.

Writing is one of the four important language skills that students should master in learning English. Writing cannot be separated from other subjects in learning language since the students are often required to complete many assignments in written forms. For example, in reading, speaking or listening classes, students still do writing activity in doing some assignments. Writing is also a way to communicate each other because through writing students can express their ideas, thoughts, and feeling. In addition, Reid (1993) says that writing is a complex skill because some components should be focused by writer in writing, like the purpose of writing and writer's knowledge of writing like paragraph components and pattern organization.

Some researchers have claimed that writing can be experienced as one of the most difficult skill, requiring an intricaded combination of neurological,

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physical, cognitive and affective competencies (see, for example, Levine, 2004). Others (perhaps most notably Elbow and Belanoff, 2000) claim that even if writing makes complicated demands on your skills and abilities, it is possible to make writing easy, or at least easy enough for it to feel worth tackling regularly and with good effect.

Furthermore, Murcia (2000) also explains that writing is the production of the written word in the form of text; hence, it must be read and comprehended in order communication takes place. English teachers need to understand that writing is a complicated process because a writer has to consider not only the content of his/her writing, but also the reader who will read his/her writing. One has to express his/her ideas by considering who reads the writing and how he/she receives and understand his/her message through it. Oshima and Hogue (1999:2) state that whenever you write, consider your specific audience, that is, the people who will read what you have written.

Alfaki, M I, (2015: 44) states some common problems faced by the students in writing. They are as follows.

1. Grammatical Problems: Learners have a number of problems in their attempts to write in the second language. "As verbs take different forms depending on tense and subjects they are used with, they create problems for second language writing students" (Tyner, 1987).
2. Problems of Sentence Structure: Sentences reflect various syntactic structures (Reid, 1983). However, incapable learners use runon, incorrect, and fragmented sentences (west 1966, in Tsegaye 2006:16).

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3. Problem of Word Choice: A good writing or composition should consist of appropriate and varied range of vocabularies used along with proper grammar and varied range of sentence structures (Norish, 1983; Alamirew, 2005).

4. Cognitive Problems: The cognitive problems that students face include problems of punctuation, capitalization, spelling, content and organization.

a. Punctuation Problems

According to Byrne (1988: 16), the fact that punctuation has never been standard to the extent as spelling, makes it is problematic.

b. Capitalization Problems

Capital letters are useful for sentence initials, the beginning of important words, in topics, headings, etc (Kroll, 1991).

c. Spelling Problem

Due to the influence of other languages, variant pronunciations and other historical reasons, the English spelling system which has become inconsistent is complex for students.

d. Content Problem

Learners of English as a second or foreign language also face problems of exploring ideas and thought to communicate with others.

e. Problem Organization

According to Kharma (1986), learners have the problems of structuring the paragraph, topic development of a paragraph, structuring the whole discourse and a theme in a discourse.

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According to Nunan (2003:45) there are some common problems faced by students in reading. They are as follows.

1. Poor Phonemic awareness: if the student is not aware of the sound structure of the language and cannot recognize and manipulate sounds within words, he needs direct phonemic awareness training.
2. Choppy sounding out/ unable to blend smoothly: if the student 'chops' or segment sounds apart as they sound out they need instruction so they learn how to smoothly blend sounds together.
3. Improper directional tracking: if the student frequently processes letters out of order, it indicates they have not developed necessary left to right tracking.
4. Gaps in direct knowledge of the complete phonemic code: the student needs to automatically know the correct sound(s) for the letter(s).
5. Not paying attention to detail: the student need to carefully process all the letters in words.

On the other hand, in teaching and learning English, writing and reading cannot be separated, reading was also as important as writing in English. Harry Madox (1963) states that reading is the most important single skill. Then, everybody agrees that the first verse that Allah revealed to prophet Muhammad (PHBU) is to read or recite. According to Hartman and Stork (1972), reading is the skill of recognizing and understanding written language in the form of sequences of graphic signs and its transformation into meaningful speech, either

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as a silent comprehension or by reading aloud. Besides in reading students do not only have the capabilities to read material or vocalize the sequence words in sentences, but also they should comprehend what they read.

Moreover, in Indonesia, reading becomes one of the skills that is tested in National Examination. The students are required to take entrance examination before they are granted access higher education. It must be noted that the entrance test contained at least one or more part that students need to comprehend reading text.

Discussing reading, it is important to underline that reading is the act of interpreting printed and written words. Reading requires understanding and comprehending the means of print. Geofray (2003) states that reading is a complex skill. It involves both perceptions and thought. It also consists of two related processes: word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one's spoken language, whereas comprehension is the process of making sense of words, sentences and connected text.

According to Curriculum 2013, the purpose of teaching English at Senior High School is the students are expected to be able to have ability in 3 discourse categories; 1) Interpersonal, 2) Transactional, and 3) Functional, either spoken or written at the level of functional literacy, to perform the social functions in the context of personal life, social, cultural, academic, and professions, by using various forms of texts for basic literacy needs, with acceptable structure is coherent, cohesive and linguistic elements appropriately. One of the competences

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is the students are able to comprehend, proofread/correct, and write texts by using correct grammatical accurately, acceptable, and fluently.

Based on preliminary study conducted on November,23, 2016 at SMAN 1 Kampar Timur, several interviews were conducted to an English teacher, Saripudin.S.Pd, he said that the students' average grade was still below minimum successful criteria (KKM). Among 37 students, there were only 12 students who reached KKM (81). It meant only 32.43% the students whose grade reached MMC. The rest (67.56%) the students' average was still below MMC. In writing, it found that most of students' writing consisted of ungrammatical sentences; their ideas moved away from focus and sometimes did not have any supporting details because they had problems with vocabularies mastery. Besides, an incorrect spelling and punctuation error also frequently occurred in their writing. On the other hand, the majority of students were not able to identify the main idea, lot of students also were not able to find the value stated in passage of texts, students were not able to find reference and inference of the text.

Furthermore, from the interview performed to the students, it was found that the teacher rarely gave feedback to the student regarding their writing task. Most of them believed that writing in English was very difficult and complicated because too many things and rules to think about when they had to write something. Things like grammar, punctuation, spelling, and choice of words or vocabulary, these things made them felt depress. In line with that they felt difficult in comprehending the text. They said that even their dictionary did not help much in finding appropriate word or meaning of word they wanted to know

about something. In brief, it could be said that the students were unable to write and read in English well.

From the observation, it was found that the teacher had been applying conventional strategy by using whole class instruction. Derrick (2017) has stated that whole class instruction is direct instruction using traditional textbooks or supplemental materials with minimal differentiation in either content or assessment. It is typically provided through teacher-led direct instruction. The teacher provided the entire class with the same lesson regardless of where any particular student was. But there was something missing here. The teacher gave little space to student to accept, discuss, and listen to others' diverse perspective, useful for topic introduction, general direction, read aloud, closure, and group building. To solve this problem and reach some objectives in learning, the students and teachers should have some good learning approaches, methods, strategies, or strategies. These have some advantages for them in learning process to become easier, faster, more enjoyable, and more effective.

Based on this phenomenon, teachers must use an appropriate strategy in teaching writing and reading in order to help students to write and comprehend texts well. In this research, the researcher assumed that the use of Communicative Language Teaching through small group discussions, this was a suitable strategy in teaching writing and reading. By applying CLT, students were expected able to write and comprehend the texts.

CLT tends to be applied, Richard (2003) stated that by applying CLT the students had to participate in classroom activities that were based on a cooperative

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rather than individualistic approach to learning. The students had to become comfortable with listening to their peers in group work or pair work tasks, rather than relying on the teacher for a model. They were expected to take on a greater degree of responsibility for their own learning. And teachers now had to assume the role of facilitator and monitor, rather than being a model for correct speech and writing and one with the primary responsibility of making students produce plenty of error-free sentences, the teacher had to develop a different view of students' errors and of her/his own role in facilitating language learning.

In the classroom, the teacher must create the situation that can encourage real communication, many activities can be design to make majors' element lively. In this research researcher focuses on applying CLT. The reason is because CLT assumes that students are able to acquire written or spoken language when they are motivated and not nervous. So, learning new language is easier and more enjoyable when it is truly meaningful.

Richard (2006:20) and Brown (2003:45) mention that Communicative Language Teaching can be applied through the activity which is called work group or small group discussions, because small group discussion fulfills two important languages learning needs: prepare students with real-life language use, and encourage the atomization of language knowledge. Moreover, small group discussion is an effective way that can be using in teaching writing and reading since it will increase the amount time for students' discussion during the given period time. Beebe and Masterson (2003) add that people remember group discussions better. Group learning fosters learning and comprehension. Students

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working in small groups have a tendency to learn more of what is taught and retain it longer than when the same material is presented in other instructional formats (Barkley, Cross & Major, 2005; Davis, 1993).

Those are the impacts of applying CLT through small group discussions on students' problem in writing and reading. CLT through small group discussion allow the students easier to identify the ideas and generic structure of procedure texts and it also will help them to write and understand a procedure text. With this kind of strategy, it expects that teacher and students will enjoy teaching and learning writing procedure text.

Based on the explanation described above, it is assumed that using Communicative Language Teaching through small group discussions can give effect to the students in writing ability and reading comprehension. Therefore, it is necessary to carry out a research entitled: "The Effect of Using Communicative Language Teaching (CLT) through small group discussions on Students' Writing Ability and Reading Comprehension at SMAN 1 Kampar Timur.

## **I.2. Statement of the Problem**

The problems faced by the students mentioned at the background were lack of knowledge about topic. The students in majority were passive in teaching and learning process and they neglected to do their task. In writing, the students had very limited idea to express in writing, and they were lack of vocabulary mastery, and also it was not common for the students to write in English in their daily writing activity. While in reading, the students failed to identify the topic of

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the texts, main idea of paragraph, supporting details, inference, reference, and vocabulary in context of procedure texts. The last, the teacher did not use appropriate strategy in teaching English.

So, pertaining to the problems faced by students, some questions were needed to be addressed; why were the students lack of knowledge about topic? What make the students neglected to do their task? Why did the students have limited idea to express in writing? What were the efforts the teachers have done to achieve the learning objective? Could they identify the topic of the texts, main idea of paragraph, supporting details, inference, reference, and vocabulary in context of procedure text? How was the implementation of CLT through small group discussions in teaching and learning process? What was the effect of CLT through small group discussions with students' writing ability and students' reading comprehension? Was CLT through small group discussions able to cope with students' problems in writing ability and reading comprehension?

Concurrently, reading and writing were two basic language skills that are important of the first phase of primary education. Oshima and Hogue (1999:3) argue that writing is not easy to be conducted, since the students need to consider to several processes of writing in order to be able to generate a good composition. According to Guy (1993), reading is the process of getting the meaning from print. It meant that the students not only able to read but also know what they read.

In small group discussion, the students could learn how to work together in a small group. This strategy was appropriate to be applied since the cooperation

aspect was better than the competition aspect in the teaching and learning process. Additionally, this strategy also helps the students who have some self-esteem problem (McKeachie,1994).

This strategy make the students to be more active since they have the responsibility to do the task well. It is quoted by Deutsch in Cohen (1999: 17) that the students tend to be more helpful after a cooperative task assigned. They also show the responsible behavior on the group task and progress (Brown, 1994:174). They understand that they are responsible for the group task as the same as their friends in group. Hence, they would not be passive and not engage themselves during the teaching learning process. They would be more active and brave enough to explain their ideas. As the result, by applying CLT through small group discussions in the classroom, the students are expected to able to know writing form and comprehend the texts.

### **1.3. Limitation of the Problem**

Referred to the background and statement of the problems about writing ability and reading comprehension, it was impossible to discuss all of the problems due to time limitation, facilities and funding. That's why this research focused on the teaching strategy used by the teacher. It might be better if the teacher used various teaching strategy in teaching. This research focused on the effect of using Communicative Language Teaching (CLT) through small group discussions toward the students writing ability and reading comprehension in

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procedure texts. The participants of this research were 72 first year students of SMAN 1 Kampar Timur.

The implementation of CLT through small group discussion has encountered and resistance in English Language Classrooms (Liao, 2000). Various research studies have been reported that instruction in EFL classrooms was still based on the traditional approach (Littlewood, 2007). The ideas of CLT are different from educational value and traditions of many EFL settings (Burnaby & Sun, 1989). CLT through small group discussion allow the students discuss, share, discover, and accept material during teaching and learning process. In addition, situational factors such as large class size, test-oriented instruction, and students' low ability also influence CLT practice.

In this case, two classes have different names and treatments specifically, one class is an experimental group and another class is a control group. The experimental group gets the CLT treatment, while the control has no treatment of CLT. Each group was given the pre-test before being given treatment. The post-test was given after giving treatment. The groups were the first year students of SMAN 1 Kampar Timur. The groups chosen based on the information of the teacher, the students had equivalent capabilities and they were taught by the same teacher.

#### **I.4. Purpose and Objectives of the Research**

The purpose of the research was to investigate the effect of using Communicative Language Teaching through small group discussions on students'

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writing ability and reading comprehension in procedure texts at SMAN 1 Kampar Timur.

Particularly, the objectives of the research were stated specifically below:

- a. To find out the effect of using Communicative Language Teaching (CLT) through small group discussions on students' writing ability in procedure texts at SMAN 1 Kampar Timur.
- b. To find out the effect of using Communicative Language Teaching (CLT) through small group discussions on students' reading comprehension in procedure texts at SMAN 1 Kampar Timur.

### **I.5. Research Questions**

The research questions of the research were formulated as in the following questions:

- a. Is there any significant effect of using Communicative Language Teaching (CLT) through small group discussions on students' writing ability in procedure texts at SMAN 1 Kampar Timur?
- b. Is there any significant effect of using Communicative Language Teaching (CLT) through small group discussions on students' reading comprehension in procedure texts at SMAN 1 Kampar Timur?

### **I.6. Significance of the Research**

This study was apparently one of the attempts to investigate the effect of using Communicative Language Teaching through small group discussions on the students' writing ability and students' reading comprehension. Therefore, this

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study might provide a useful launching pad for further research in this area of interest. The findings of this study provided some forms of empirical data for future research in this area. It perhaps, also assisted in the more effective implementation of Communicative Language Teaching through small group discussions, not only in writing and reading, but also in other language skills such as speaking and listening. The finding of this research hopefully could give benefits in the English teaching and learning process, both practically and theoretically, and to give some contributions to some stakeholders such as teachers, students, and school.

**For the English teacher,** Communicative Language Teaching (CLT) through small group discussions provided students with an incentive, more effective, enjoyable, and efficient to help each other within the group. Through the appropriate approach of teaching English, teacher had a particular success in their teaching presentation. The appropriate approach that was used also hoped useful to the English language students in order to have better learning strategy or technique on students' writing ability and reading comprehension in procedure texts. So, it could improve teachers in science and technology in order to be a professional teacher.

**The students** at the school where this research was conducted, it could improve students' achievement in writing ability and reading comprehension and they would enjoy teaching and learning process.

**For school,** especially to the headmaster of SMAN 1 Kampar Timur, this research might bring valuable experiences to improve teaching and learning

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process, as well as knowledge of innovative teaching strategy for teachers who taught at school itself in order to achieve the optimal instructional goals.

### **I.7. Rational of the Study**

In this research, CLT through small group discussions was as an alternative strategy and considered as an effective strategy in teaching writing and reading. Light (2001) states that when students spend time meeting in groups, they are able to achieve a deeper learning themes covered in class as well as develop skills, such as writing and communication. From this point, applying CLT through small group discussions in the classroom would give positive impact to the students, because students involved in discovery learning of material given by the teacher.

Beebe and Masterson (2003) add decisions that students help make yield greater satisfaction. Research suggests that students who are engaged in group problem solving are more committed to the solution and are better satisfied with their participation in the group than those who were not involved. So, by applying this strategy, the teacher will give more opportunity to the students to know about topic given and let them overcome their problem. The role of teacher is to facilitate and encourage the students, creating good atmosphere between students to students and teacher to students in the classroom, so that the process teaching and learning is effective, efficient and more enjoyable.

Wilson et.al (2012:33) state that having a small group discussion enable teachers to recognize struggling readers and attend to their needs. In addition, the students learn more vocabulary words and comprehend the texts better when the



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reading in small group discussions. Sanchez (2000) pointed that Communicative competence also assists learners develop the ability to produce and understand grammatical utterances, to distinguish between grammatical from ungrammatical sequences, and to know when to select the one which is appropriate to the context, both linguistic and situation. In addition, Richard (2003) stated that by applying CLT the students were able to produce and understand different types of texts. Then, the students had to participate in classroom activities that were based on a cooperative rather than individualistic approach to learning. So, by implementing CLT through small group discussions in the classroom, the students are expected able to know writing form and comprehend the texts.

### **1.8. Definition of the Term**

In order to avoid misinterpretation of the terms in the title, the definitions of the terms are presented as followed:

#### **1. Effect**

Oxford Advanced Learner Dictionary (2016) states that effect is change somebody/something cause in somebody/something else). In research, effect determined to apply Communicative Language Teaching (CLT) in teaching writing ability and reading comprehension.

#### **2. Communicative Language Teaching (CLT)**

Wood J. (2011) states that there are many interpretations about CLT, CLT means different things to different people who practice it. Longman Dictionary of Language Teaching & applied Linguistic (2009) CLT is an approach to foreign or second language teaching emphasizes that the goal of language learning is communicative competence. In this

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research, the researcher used CLT through small group discussions in teaching writing ability and reading comprehension.

#### 3. Small group discussions

Hadriana (2011:28) defines that small group discussion is arrangement of students in small groups that consist of 2 or 4 to participate in a range of activities to improve their understanding and retention of material, to develop thinking or to complete practical task. In this research, the researcher used CLT through of small group discussion in teaching writing ability and reading comprehension.

#### 4. Writing Ability

Jyi-Jeon Yi (2009) defines that writing ability in this process/cognitive-oriented to initiate and evolve ideas and then use certain revising and editing practices to develop them to maturity in a given context. In this research, writing ability meant the students' ability in writing procedure texts.

#### 5. Reading Comprehension

Woolley (2011:15) defines that reading comprehension is the process of making meaning from text. The goal of reading is to gain an overall understanding of what is described in the text and to obtain meaning from isolated words or sentences. In other words, reading comprehension is an ability to understand a text in a term of finding the

meaning of the story, identifying the main idea, identifying explicit and implicit information of the text. In this research, reading comprehension means read procedure text in which the students read a text about how to do or make something.

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