CHAPTER I

INTRODUCTION

1.1 Background of the Study

Learning English as foreign language has become a common trend nowadays. In a globalized world, people need to learn a language for many reasons. Traveling to other countries, getting good job opportunities and having a good professional status are among the most common reasons to learn a language. In Indonesia, English is a foreign language that should be taught from elementary level to university level (EFL). There are four language skills in English language learning; they are listening, speaking, reading and writing. Reading is one of the important skills that is needed to be mastered. By reading, students can find out some specific information easily. According to Blachowicz (2008:15), reading is an essential process by which people gain information and ideas from books, newspapers, manuals, letters, contracts, advertisements, and a host of other materials. It means that with reading students can gain some information from anywhere by reading some text.

Krismayani (2015) defines that reading is a critical skill and it is recognized as the foundation for future learning. It means that if students do not read and they are not able to comprehend what they read they will get trouble in later years as more and more materials to be learned is presented in English written form. According to Johnson (2008), reading is a constant process that needs to be improved through practice. By continuously practicing, readers are expected to comprehend the content of a text and the textual meaning by using strategies to

identify main ideas and specific information, comprehend grammar structures, and learn new vocabulary. Furthermore, students need to understand what a passage is about and the extent of the information that is given by the teacher. In general, the importance of reading helps students to be reflective and move from a classical teacher-centered view to a more analytical and comprehensive view. Both teachers and students have to work together to make the reading process something meaningful to their lives.

Most of the teachers think that reading is a simple and passive process that involves reading words in a linear fashion and internalizing their meaning one at a time. Based on Broughton et al (2003:89), reading is the ability to read a text, process it and try it to comprehend the meaning. In the reading process, the students are not necessary to read the text or passage loudly, but the most important thing is how the text or passage is comprehend by the students and it can be easier for students to understand every word in the text. It is really unfeasible for the reader who only reads the text without understanding the meaning or content of the entire text. In other words, reading without comprehension should not be called reading because the reader should understand what they read in a text or passage, they have to try to understand every word.

Reading comprehension consists of two words; reading and comprehension. Reading is the process of deriving meaning from text. Reading is part of the educational process of developing self-potential. Grabe & Stoller (2002) define comprehension as processing words, forming a representation of general main ideas and integrating it into a new understanding. It suggests that comprehension is achieved when a reader successfully extracts the useful knowledge from a text

and constructs it into a new understanding of their own. Reading Comprehension is a complex and complicated dialogue process, which is done by the author and the reader to process the meaningful interpretation or written verbal symbols through the medium of writing. Reading comprehension determines the success of students in learning many things particularly in daily life. Reading comprehension has an important place in lifelong learning. It is an interactive process between the reader and the text. Students need reading comprehension skills at all educational levels and for all school subjects.

The students in junior high school mostly have a difficulty in understanding the main idea of the text. If they cannot find the main idea then they cannot understand the text well. Based on the interview in SMP N 5 Mengwi to the English teacher of that school, the students of class VIII E had three problems. First, students had difficulty in understanding English words, phrases, and sentences in English. Second, the students had difficulty in finding the main idea of the text they read. Third, students were not accustomed to practice reading in the classroom and everyday life. Those problems could be a problem for the students' reading comprehension and make them fail in answering the questions. Therefore, the ability of the students in comprehending the reading text was poor.

General case on reading comprehension is the lack of strategy that is used in teaching. The strategies that were used were teacher-centered methods and students were not active in the learning activities. Moreover, teachers commonly focused on reading aloud not on comprehending. In addition, the ability of the students in comprehending the reading text was low. Thus, students were not motivated well in learning reading. Therefore, the ability of the students in

comprehending the reading text was poor. Considering those things, the teacher should pay attention to the technique that they choose in the teaching and learning process. The teaching technique should be beneficial for both teacher and students. Teachers should help students to understand why a technique is useful, and when it is appropriate to successfully improve the reading comprehension. There are so many techniques that can be applied in teaching reading comprehension. Considering the problem above, the researcher was interested in conducting a study, which was intended to improve the student's achievement in reading comprehension through small group discussion with recount text.

Small group discussion is defined as a way of teaching reading comprehension in which the students are divided into small groups. The grouping technique which is expected to motivate one student with the other student can give progression for the reading skill. Harmer (2002:118) states that the advantage of having different students grouping is that they help to provide variety, thus sustaining motivation. Besides being able to exchange ideas, students also can enhance cooperation and togetherness in solving the problems they encountered during the processing task. At first, the students have to make a group which consists of three until four people. Each small group is designed to read the material of recount text, after students finish reading, students are expected to be able to answer the questions and discuss the generic structure, general and specific information of the paragraphs, finding the meaning of difficult words, synonyms and antonyms. If they can understand exactly what they have read, they must be able to answer the question and solve the problem together with their group.

In conclusion reading is one of the most important skills that need to be mastered by the students. But lots of students still find some difficulties in reading. One of the most common problems is students not understanding the main topic of the reading text. Therefore, the researcher wants to try to solve those problems by using an appropriate technique. By considering the benefits of small group discussion technique which allow students to work in a group to stimulate and engage students in the reading comprehension.

1.2 Research Problem

Research problem is a term used to describe the struggle that sparked research. Thus, selecting and formulating problems is an important aspect of a research study. Based on the research background above, VIII E class students of SMP Negeri 5 Mengwi in the academic year 2023/2024 some students have low learning achievement in English, especially in reading comprehension. Based on these problems, the research problem can be formulated as follows: Can the reading comprehension of VIII E grade students of SMP Negeri 5 Mengwi in the academic the year 2023/2024 be improved through small group discussion?

1.3 Objective of the Study

To make the present study have direction, it is a need to declare an objective to be achieved. It is guidance in taking any decision which is needed and also the starting point of doing the research. On the other hand, many methods to teach reading comprehension are currently being applied to improve the students' achievement especially in reading comprehension. To be able to answer the statement of research question above, the objective of the study is to figure out whether or not the reading comprehension of VIII E grade students of SMP

Negeri 5 Mengwi in the academic year 2023/2024 can be improved through small group discussion.

1.4 Limitations of the Study

It is important to limit the study to avoid complicated discussion. Therefore, the present study is limited on improving the reading comprehension of the eighth-grade students of SMP N 5 Mengwi in the academic year 2023/2024 through small group discussion. It is important for the researcher to know the curriculum that applied in the school to produce a lesson plan and prepare learning material for data collection. In the present study, SMP N 5 Mengwi applied the Merdeka curriculum. Therefore, the teaching module and learning material will be based on Merdeka Curriculum. Based on Merdeka Curriculum, the researcher focused on the reading element in Phase D about analyzing specific information and the main idea about personal experience in form of recount text.

The researcher focused on the learning objective which students can identify specific information in personal experience in form of recount text. Furthermore, reading comprehension in this present study specifically focused on the student's understanding in analyzing the main idea and the specific information in form of recount text about experiences in the past. The researcher used short-answer task to assess student reading comprehension of the paragraph. The researcher used a scoring rubric which adapted from Brown (2004:228). The comprehension assessed on how well students understand the topic or the main idea from the paragraph that given. In addition, the scale of criteria in the scoring rubric is started with 0 as the lowest and 2 as the highest score.

1.5 Significance of the Study

This research is concerned with teaching and learning process in reading comprehension through small group discussion in eighth-grade students of SMP N 5 Mengwi is expected that can get the result may be useful for the teacher in teaching and learning process in improving reading comprehension of the students. In addition, the researcher is expected to have more advantages for the teacher, student and other researcher in terms of theoretical as well as practical significance in the context of improving reading comprehension. The research of this study should be significant which is divided into theoretical and practical significance.

Theoretically, the results of conducting a research using small group discussion in this present study are expected to contribute to the teaching of English. The result can be beneficial as theoretical evidence about the implementation of the theory based on the problems that are faced especially for teaching reading. Moreover, the results of this study are expected to enrich theories and can be the available reference for future study related to small group discussion in improving reading comprehension of the eighth grade students. Furthermore, the findings are expected to be used as evidence that small group discussion is one of the effective techniques in improving reading comprehension of the eighth-grade students of SMP N 5 Mengwi in the Academic Year 2023/2024.

Practically, the result of this research study is expected to be useful for the teachers, the students. For the English teacher, the researcher is expected to be able to improve teachers' knowledge and strategy in improving the student's

achievement in reading comprehension. It also helps the teacher to create a useful and effective condition in teaching reading. For the students, it is useful for students to be able to increase their reading not only knowing the meaning of words but also for identifying main ideas, specific information, recognizing textual meaning and textual reference of the text. For other researchers, it is expected to make other researchers know about teaching reading comprehension through small group discussion in order to conduct better future research.

1.6 Definition of the Key Terms

Definition of key term is concern on the present study which is aim to avoiding the confusion to the reader. It is necessary to define the key term used in the present study in order to avoid the reader's misunderstanding and confusion on the parts of the reading readers concerning the key terms use in the context of the present study, the researcher needs to give clear information and operational definition about the key terms used in the present study. There are a key terms which need to be operationally defined as follow:

1.6.1   Reading Comprehension

Reading comprehension is operationally defined as the comprehension of recount text of the eighth-grade students of SMP Negeri 5 Mengwi in the academic year 2023/2024. It will be shown by the students' test score in comprehending words, sentences, paragraphs, and texts after having reading comprehension class with recount text that has been prepare by the teacher, especially in finding out general information, specific information, textual reference and textual meaning.

1.6.2   Small Group Discussion

Small group discussion is operationally defined as a way in teaching reading comprehension in which the students are divided into small groups which contain maximum of 5 students.

CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

Theoretical reviews are used in a particular study and must be based on academic background and empirical evidence. Review of related theory is an important part of scientific research because it allows the readers to understand the foundation of the research problem. This chapter discusses a related theoretical review of this research that includes: the conception of reading comprehension, types of reading, the importance of reading comprehension, small group discussion, teaching reading through small group discussion, and the definition of recount text.

2.1.1 The Conception of Reading Comprehension

There are many definitions of reading comprehension, some of which in this study are quoted from different sides of uses. These theories can provide information or knowledge for the problems. Brown (2004:185) states that in foreign language learning, reading comprehension is likewise a skill that teachers simply expect learners to acquire. Reading comprehension is one of the important skills that must be mastered in learning English. The ability in reading will help the students to comprehend text and its meaning. Language components such as, vocabularies, structure and many others to understand the meaning of the text can support the ability of reading. Reading comprehension refers to an activity reading and understanding written text. Moreover, Harmer (2002:99) writes that reading is

useful for language acquisition. Provided that the students more or less understand what they read, the more they read, the better they will get in.

According to Olson and Diller (1982:42), what is meant by reading comprehension is a term used to identify those skills needed to understand and apply the information. So is the comprehension is the ability of students to discover, interpret and apply the knowledge gained from experience in this reading experience. Heilman (1981: 242) says that reading comprehension is a process of thinking sense of written ideas through meaningful interpretation and interaction as a multifaceted process affected by several thinking and language abilities. In order to comprehend a reading selection fast, a person must be able to use the information to make conclusion and to read critically, to understand the figurative, to determine the author's purpose, to evaluate the ideas presented, and to apply the ideas to actual situations

Reading comprehension is a cognitive task to compare the individual words, and identify the meaning such as sentence, clause and paragraph in reading activities. Zhang (2018:13) stated the ability of student to decode text is not merely to understanding words and construct the meanings. In contrast reading ability involved decoding that result an action of cognitive ability to separate the component of reading. Thus, the comprehension of student in read text needs creative skills as the student able to construct new meanings in literacy point and comprehend the structure of text creatively and critically. Comprehension means understanding. Reading without understanding or comprehend is empty. Comprehension is a skill that will not only affect a child's future reading ability but also their academic ability throughout school and beyond (Kirby, 2014). Not

all students are able to apply reading with comprehending; most of them just read and pass by without knowing what the main point of the story they have read. On the other hand, students who are able to apply reading with comprehending, tend to be more advanced and become intelligent students in their class, because they can reap information, understanding, and get a lot of knowledge from reading. By understanding each of the readings they read, their thinking will become more critical and their knowledge will be more extensive.

Reading comprehension, as defined by Jarmianik (2012), is the ability to drive meaning from written material. Readers are considered successful when they understand the meaning intended by the writer. Furthermore, Klingner, Vaughn, and Boardman (2015) defined reading comprehension as a complex process involving the interaction of many components, including readers' background knowledge, reading strategies, the text, readers' interest in the topic, and readers' knowledge of type. When reading a printed text, these components interact with one another. When interference appears in those interactions, the readers' reading comprehension improves. The term comprehension strategy is sometimes used to refer to the process of reasoning. Good readers are aware of how well they understand a text while reading and also taking active steps to overcome difficulties in comprehension. Students can be instructed in strategies to improve text comprehension and information use.

Meanwhile, according to Klinger (2007:2) reading comprehension is the process of constructing meaning by coordinating a number of complex processes that includes word reading, word knowledge and fluency. Recent studies have focused on how readers use their knowledge and reasoning to understand texts.

Furthermore, Pang (2003:6) states that reading comprehension is a complex activity that involves both perception and thought. Reading 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. Comprehension is the process of making sense of words, sentences and connected text. Comprehension involves word knowledge (vocabulary) as well as thinking and reasoning. Therefore, comprehension is not a passive process, but an active one.

The reader actively engages with the text to construct meaning. This active engagement includes making use of prior knowledge. It involves drawing inferences from the words and expressions that a writer uses to communicate information, ideas and viewpoints. According to Nunan (2005:71), reading comprehension is a complex process, in which many factors play a role, including the active process of the interaction between the readers and the text, the understanding of the language and vocabulary in the text and learning and use of specific strategies for comprehension. Reading comprehension is the ability to understand written materials. It means that the readers also learn about language components, such as grammar and vocabulary. According to Carter (2002:136), Reading comprehension refers to our ability to understand what you read. Reading comprehension is about understanding written text. According to Smith (2004:2), reading is the most natural activity in the word. The way to improve reading comprehension is to read often and read the materials that are interesting. Another way to improve reading comprehension is improving the vocabulary.

Reading's primary goal is comprehension. Reading comprehension is the attempt to comprehend, evaluate, and recognize the author's ideas in a reading text. A reader's comprehension is required to grasp the message or information contained in the text. According to Birsch (2011), reading comprehension is the ability to derive meaning from what is read. According to Tompkins (2011), reading comprehension is the level of understanding of a text. There are numerous factors that influence teaching reading, including teachers' factors, facilities and infrastructure, methods of study, techniques, and so on. In order to achieve the objectives, the teacher must be able to select the appropriate method and technique during the teaching and learning process. To overcome this problem, find an appropriate method and technique for increasing students' interest in reading text. English teachers are expected to find appropriate methods and techniques to help students understand and enjoy reading the text (Junariyah, 2014)

The product of successful comprehension is a representation of the state of affairs described in the text (Wagner et al.,(2007:95).Models of skilled comprehension refer to this representation as a mental model or situation model. These meaning-based representations are not unique to reading comprehension. They are the product of successful comprehension. In relation with the statement above, reading comprehension can be defined as a process to get clear meaning from the information. In other words, reading comprehension is a process of relating the readers' background knowledge with the information in the text to get the message of the text. Reading comprehension is the main action of reading itself. Reading comprehension is not only the matter of knowing and remembering

the meaning of all words in the text, but it is more about how the students build and construct meaning of the text. Without reading comprehension, students cannot understand the information of the reading text. Reading comprehension is also how to understand the context and meaning of the information in the text.

A large reading comprehension can help us express our ideas precisely vividly. Meanwhile, we cannot do well comprehension without a large reading comprehension, for the passage and questions involve a range of words much wider than that of our daily conversation. Woolley (2010) argues that reading comprehension is the process of making meaning from text. The goal is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences. Therefore, the readers need to understand the meaning of the text ideas during the reading process. In addition, comprehension is affected by a reader's culture, based on the degree to which it matches with the writer's culture or the culture espoused in the text (Pardo, 2004). It means that readers also read in particular ways depending on the purpose for reading. According to Duke and Pearson (2001) argues that the reading comprehension is a process which the reader constructs meaning using as the building materials the information on the page of printed and the knowledge stored in the reader's head. Therefore, having a lot of reading comprehension can help the learners to progress according to the functional needs. In addition, Harmer (2007) said that the student solved the subject or interest to see based on what the learners like. Furthermore, it is said that the learner's individual difference factors include belief, attitude, motivation and language learning experiences.

In conclusion reading comprehension is a complex activity involving both perception and thinking. Reading consists of two interrelated processes: word recognition and comprehension. Word recognition refers to the process of determining how written symbols correspond to spoken language. Comprehension is the process of understanding words, sentences and related text. Good readers are aware of how well they understand the text while reading and take active steps to overcome comprehension difficulties. Without reading comprehension, students cannot understand the information in the text they are reading. Reading comprehension is also a way of understanding the context and meaning of the information in a text. Having a lot of reading comprehension can help a learner progress according to functional needs

2.1.2 Small Group Discussion

Small group discussion is one of the cooperative learning techniques in which students work in groups of three or four. A small group is a small member of human, work together through interaction whose interdependent relationship allows them to achieve a mutual goal. According to Sagala, he said that "group discussion team is more effective if the group consists of 3-4 students, enable student gives their opinions or ideas to other students easily. Moreover, Brown stated that small group provides opportunities for students" initiation, for face to face, give and take, for practice in negotiation of meaning for extended conversation exchanges. So, the students are more confidence to give opinion in each of their small group. They meet as small gathering or as breaks-out of large meetings and are offered many opportunities for creative, flexible interchange of

ideas and lively, meaningful participation. The main point in setting up a discussion is to make sure that each group member participates.

Small group discussion help students participate freely and actively. It includes special activities or formats that help interest and engage people. Moreover, it fosters active participation and steer the participants toward constructive dialogue. It helps avoid complain-oriented or conflict-driven session. In addition, Fowler stated that small group is three or more people interacting face to face, with or without an assigned leader in such a way that each person influences, and is influenced by another person in the group . In short, it can be said that small group discussion is the process by which three or more people of a group exchange verbal and nonverbal messages in an attempt to influence one another. By using this technique, it could be easier for the students to actively participate and a small group gives children the chance to hear other students thinking about their reading process and responses to texts.

Small group discussion is a technique for teaching which in this technique the group is divided into small groups that consist of a maximum of five persons. Small groups of around five students provoke greater involvement and participation than larger groups by (Harmer, 2002:117), small group discussion making it easier for students to actively participate. They meet as small gatherings or as break-outs of large meetings and offer many opportunities for creative, flexible interchange of ideas and lively, meaningful participation. According to Gillies (2007:73) students were successful at scaffolding and challenging each other's learning during small group work if their teachers first modeled these

behaviors in their interactions with their students. The main point in setting up a discussion group is to make sure that each group member participates.

Serravalo (2010:5) states that small groups give children the chance to hear other students' thoughts about their reading process and responses to texts. In the group discussion to monitor the participation of members in a group, a group must have a leader. The leader in the group has a function to ensure that everyone participates and that the group stays on task. Small group discussion helps students participate freely and actively. It includes special activities or formats that help interest and engage people. Moreover, it fosters active participation and steers participants toward constructive activities and dialogue. It helps avoid complaint oriented or conflict driven sessions. Some benefits of small group discussion (Serravalo, 2010:6), as follows:

1. Address instructional goals by matching the needs of students with a purpose and method.

2. Create efficiency: more children can be seen more frequently for intervention or enrichment.

3. Allow students to feel like part of team as they work on the same goal with other students

4. Build in peer support as student's mentor one another toward their goals.

By using small group discussion, the student will actively participate in the reading class. Richards and Rodgers (2001: 196) state that group formation is an important factor in creating a positive interdependence. Factors involved in setting up groups include: deciding with the size of the group, assigning students to groups and student's roles in groups. In deciding the group size, it will depend on

the task they have to carry out, age of the learners and time limitation for the lesson. Groups can be teacher-selected, random, student- selected, although teacher- selected is recommended as the usual modal so as to create groups that are heterogeneous on very variables such as achievement, ethnicity, or sex. Many techniques in cooperative learning can help English teachers to improve the students' reading comprehension and one of the techniques is small group discussion.

According to Brewer (1997:23), the purpose of small group discussion is to contribute and circulate information on a particular topic and analyze and evaluate the information for supported evidence in order to reach an agreement on general conclusion. According to Christiani the procedures of Small Group Discussion teaching learning process are providing a topic, forming groups, providing materials, encouraging students to discuss in group, reporting group discussion result to the other group, explaining the materials that was learnt, and answering questions which was prepared. According to Brewer (1997:23) the main steps of show to implement the small group discussion in teaching learning process are as introduction, directing the discussion and summarizing the discussion follows:

1. Introduction

   In the introduction, the researcher introduced a well-known topic for all students. Then, the researcher explained the purpose of the group work they were working in. Next, the researcher talked about how the information which was being discussed fit in with what has already been learned or what they will learn in the future.

2. Directing the discussion

In this step, the researcher asked all group members whether they had questions about the topic given. If there were no questions coming from the students, the researcher asked them some questions which related with the topic in order to stimulate thought toward the topic. During the discussion, the researcher acted as a moderator or a presenter. In the discussion some students might have a different thought of the topic, as a presenter, the researcher guided the student in line with the topic given in order to avoid the misperception among the students.

3. Summarizing the discussion

At the end of the discussion, summarizing the discussion was truly needed in order to make sure that all students understood what they have discussed. Summarizing was helpful for clearing up confusion, covering main points, ending a discussion, and conveying consensus. In addition, Small group discussion technique is an effective way to be used in improving the students reading comprehension. It indirectly trains the students to share information to each other, listen and speak accurately. This technique also helps the students to be able to work cooperatively in a team or group. The present study makes the use of small group discussion as a teaching technique in which the students can be fun, active, and less bored. By applying this technique, the teaching learning process will be more effective.

The teacher's role in the small group discussion technique is very important as the success of this technique depends on the teacher's role. Teachers constantly

examine and question their beliefs, values, and assumptions. Because collaborative classrooms are process-oriented, teachers who effectively engage in effective group work should realize that the learning environment is highly structured and well-organized. According to Johnson, the teacher's role is the creator, creating the social climate, setting goals, planning and organizing assignments, setting the physical layout of the classroom, and allocating materials and time. Observation allows teachers to know when group activities are more or less educational, when groups are learning, or when they are stuck in unproductive tasks. At this point, the teacher should step in to help the group recalibrate its energies and policies and redefine its goals. Supportive interventions require intelligent assessment of the state of the group, the interactions among group members, and the emotional atmosphere of the group, whether or not they support each member's work and thinking. Observing and listening to students is a natural activity in every teacher's daily life. Such activities can be formal or informal, planned or unplanned. Teachers should actively give feedback on students' work so that they have a better understanding of what is being taught.

In conclusion small group discussion is a teaching technique in which the group is divided into small groups of no more than five people. Small groups of about five students attract more engagement and participation than larger groups. Small group discussions help students participate freely and actively. It includes special activities or formats that help attract and engage people. By using this technique, it is easier for students to participate actively, and a small group gives them the opportunity to hear other students reflect on their reading and respond to

the text. Small group discussion has 3 steps the first one is introduction, where the teacher explains the material that will be discuss together. The second is discussion, on this step the students work together with their group to find the problem that given by teacher. The last one is summarize, the teacher give a brief explanation and summarize the whole material that have been discuss on that meeting.

2.1.3 Recount Text

A recount text is a text that tells about past experiences or events may be based on about the author's personal life or history event. This text type is selected as how students write. That is chosen because they can freely explore stories based on their personality their experience and eventual transformation ideas in written form. According to Mark Anderson and Kathy Anderson, "A recount text is a passage of a text that recounts past events, usually in the order in which they occurred. In addition, Anderson point out that whenever we want to tell others people about something that happened in this life, we can be told what we do on the weekend or what happened on campus yesterday. Speaking or writing about a past event can be said as a recount. Another definition recount text also can be defined as a text that is basically written to make a report about an experience of a series of related event.

Recount text is a text written to tell for information on entertainment. This type of text it is not only used at school but also at other media written and electronic. It used in many real social contexts. For the example in used in diary, blog letter biography, travel report, police report, sport report, etc. Recount is a text that retells events or experiences in the past. The purpose can be to inform or

to entertain the audience. Recount text is one of genre of the text which is often learnt by students in school level. Another definition according to Hornby (2000 :958) says that recount is one kinds of story that tells somebody about something, that you have experienced. Besides, Hyland (2003 :20) in his book Second Language Writing also mentioned the purpose of recount is to reconstruct past experiences by retelling events in original sequences.

Recount is an activity where we tell people about something that happened in our lives. It could be what we did last weekend or ours the experience happened on vacation last year. Also, another definition of recount text comes from Hyland. According to Hyland, recount text defines as a genre that has the function of social reproduction past experiences recount events in their original order. This definition supporting the other definitions mentioned above shows that recount text addressing past events to be narrated. Moreover, recount text is not only written to recount past events, but also written to evaluate and explain their meaning and importance in a certain way. Therefore, it is important to provide the public with a description of what happened and when it happened. The stories in the recount text, therefore, have manifestations of attitudes and feelings often expressed by writers about events.

According to Knapp and Watkins (2005:224), recounts are the simplest text types in this genre. Formally, recounts are sequential texts that do little more than sequence a series of events. In writing recount text, the students are expected to produce a product in written form that can express their feelings and ideas without interruption from others. In literary theory, a text is any object that can be read. Recount is a part of the text types that most of all the text type which is consists of

grammar speech. We have already known that recount has sequence of events that should be concern. In addition, Hartono (2005) states that text is a unit of meaning which is coherent and appropriate for its context.

There are two types of retelling real story based on their purpose. They are for assessment of the writer's importance in certain aspects and literary recount for entertainment for the reader that often includes the writer's experience. Purpose is to give the reader or audience a description of what happened and when happens. Describe the characteristics of the passage using the past tense, focus on specific participants and focus on chronology. That is supported by Knapp and Watkins (2005, p.228) said to be closest to grammar of speech and basically have a sequence of events over time, while using the predominance of action verbs and time-related utterances in relation to events are described. In addition, the linguistic features of the recount text such as language written in past simple, past continuous, past tense past tense and perfect continuous. We often use the words associate events in time, such as next, after, when, after, after, first, etc.

Recount text has some elements. There are several elements, one of which is the general structure. In making a recount text, the text must conform to the existing general structure, as this is the original basis by retelling the text.

    a.   Orientation: The orientation forms the first paragraph in which they set the background information such as tie, setting, and who or what is participating. It mentions when the events happened, who was involved, what happened, where the events took place, and sometimes what reason was for the events.
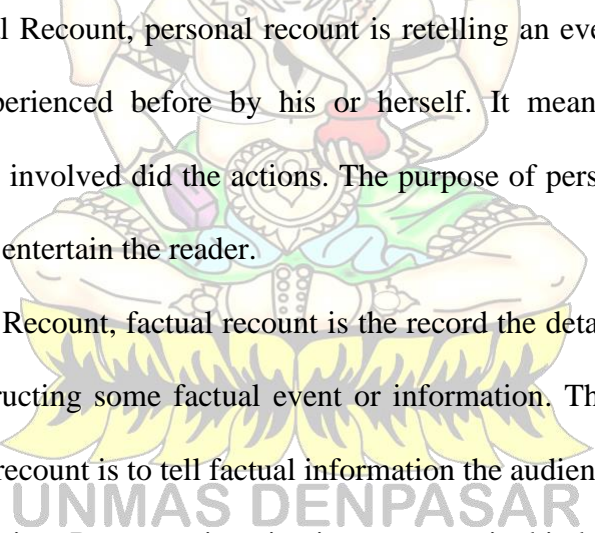
b. Series of Events: In series of events the writer writes the events chronologically. The events can be told in chronological order use conjunction or connectives like: first, next, then, finally, and so on. The reader is given the narrator's point of view.

c. Re-orientation: The final section concludes the recount by summarizing outcomes or results, evaluating the topics importance or offering personal comment or opinion. It can also look to the future by speculating about what might happen next. But, not all of recount closed by re-orientation.

The purpose of a recount is to inform and entertain the readers. To attain its purpose, the text needs to involve several steps namely, an orientation which lets the reader know who is involved, where, when and others and the retelling of a series of events in chronological sequence (Derewianka, 1990). A piece of text that retells past events, usually in the order in which they happened is a recount text it begins by telling the reader who was involved, what happened, where the events took place and when it happened (Derewianka, 1990). Anderson, 2003 mention that the purpose of a recount is to give the audience a description of what occurred and when it occurred. Another purpose of a recount is to tell the readers what happened in the past through a sequence of events. In other words, recount text is writing text types which retell the past event chronologically.

The purpose of recount text is to describe what happened in the past time through sequence of the events to the reader. Another statement about the purpose of recount text, Blake said that "the purpose of recount text is reminds and recreate events, experiences and achievement, from the past time chronologically.

Moreover, Wardiman states that the social function of recount text is to describe what and when event happened and to tell past events for informing and entertaining. It means that recount text is not only retelling the past activities that happened, but also to inform the reader about some information that happened. Besides, the purpose of recount text is also to entertain means that the recount text expected amuses the reader about the text that has written.

As mentioned before that recount text is a text telling past events or experience. Based on the purpose of recount text, there are several types of recount text: personal, factual recount, imaginative recount, procedural recount, and critical recount. The further explanation as follows:

a. Personal Recount, personal recount is retelling an event that the writer has experienced before by his or herself. It means that the writer actively involved did the actions. The purpose of personal recount is to inform, entertain the reader.

b. Factual Recount, factual recount is the record the details of an event by reconstructing some factual event or information. The purpose of this factual recount is to tell factual information the audience.

c. Imaginative Recount, imaginative recount is kinds of recount that telling imaginative story related to the real life.

d. Procedural Recount, procedural recount record in an oral or written form, the sequential steps needed to achieve a result. This is written after the completion of a procedure.

e. Critical Recount, critical recount looks at an issue and comments and evaluates negative and positive aspects. Selected details are included to

suit the argument, but this recount may not be sequenced chronologically

From the explanation above it can take a conclusion that recount text is a text that tells about past experiences or events may be based on about the author's personal life or history event. Recount is an activity where we tell people about something that happened in our lives. It could be what we did last weekend or ours the experience happened on vacation last year. The purpose of recount text is to describe what happened in the past time through sequence of the events to the reader. Besides, the purpose of recount text is also to entertain means that the recount text expected amuses the reader about the text that has written. Recount text has five types they are, personal recount, factual recount, imaginative recount, procedural recount, and factual recount. One of the most important elements in recount text is structure. The structure of recount text is orientation, series of events and reorientation

2.2 Empirical Review

The empirical review is a review, which is the information and theories currently available concerning the topic, and the historical background of the topic is reviewed. In addition, empirical review in the present research is based on observed and measured phenomena and derives knowledge from actual experience rather than from theory or belief. Empirical review in research methodology is when the researcher reviews the information and theories currently concerning the topic and the historical background of the topic. Empirical review has two functions. First, it is to demonstrate thorough understanding of the field in conducting research. Second, it is to show that the

problem being studied has been done or not before in the way proposed by the researcher. In accordance to support this study, the researcher lists similar researches from other researchers, as follows:

First, Improving Student's Reading Comprehension through Small Group Discussion in Descriptive Text at the Seventh Grade Students of SMP Dwijendra Denpasar in Academic Year 2019/2020 by Swarniti. The finding of this research showed that the use of small group discussion was successful to improve the students reading comprehension. Based on the quantitative data, the use of small group discussion helped the students to understand the descriptive text to be more familiar with English and help them to enrich their vocabulary knowledge. After doing the research, the writer found that cognitive strategy could improve the students' ability in comprehending descriptive text. During two cycles in 4 meetings, the result shows that the students could comprehend descriptive texts better than before the research. It was indicated from the improvement of average score of the students' ability in reading descriptive texts at the end of cycle two. Moreover, there were also improvements of students' reading comprehension for aspect of comprehending descriptive texts. Finally, the following are the detail explanation about the teaching and learning process and findings of the research.

Second, Improving Reading Comprehension through Small Group Discussion in Senior High School in Academic Year 2020/2021 by Adawiyah and Larasti. The study shows the use of small group discussion technique to teach reading comprehension especially narrative text in senior high school was quite good. Students appeared more active and cooperative in discussion section using small group. The use of small group discussion technique also could improve the

students' score. It could be shown from the average score got by the students. Based on the description in the previous chapters, the researcher concluded in the experimental group, the lowest score of pretest was 30, the highest score was 76.6 and the average score was 47.7135, but in the post test, the highest score was 93, the lowest score was 60 and the average of score was 76.3649. According to the conclusion above, it was significant in improving the students' reading comprehension through small group discussion

Based on the result of the researcher above, the first researcher showed that group discussion technique was an effective way in improving and enhancing the students' reading comprehension. Second researcher showed that small group discussion can improve students' reading comprehension of descriptive texts. This can be seen from the students' scores which increase in each cycle. The researcher can conclude that small group discussion with can be an effective way to improve the students' language ability such as reading comprehension. The strengths of this study are the researcher already supports her statement by using theories from the experts. On this research, the researcher also shows the main steps of implementing small group discussion during the teaching and learning process which not found on the previous study