

CHAPTER I

INTRODUCTION

This chapter discusses the research background of the study, the research problems, research objectives, the significance of the study, hypothesis, scope and limitation, and the key terms definitions.

A. Background of The Research

The most beneficial activity for everyone is reading. Aside from speaking, writing, and listening, it is regarded as one of the most crucial abilities. Reading allows us to stay current on all knowledge and information. Reading is a crucial skill for academic success because comprehension has to be the main goal of teaching for students (Aziz, 2020). According to Abidin, Tita, and Hana (2018: 160), reading is a urgent language ability that promotes literacy and helps students understand, interact with, and analyze a variety of text types in order to build their knowledge and abilities. Reading comprehension is one language skill that can be used in science and technology research. The goal of reading comprehension is to gain knowledge or understanding through reading, allowing readers to draw connections between previous lessons and recently found content. Reading helps in comprehension of all the material in the reading text, increasing the acquisition of knowledge (intellectual development) for those who read it or the future reader . It can also be used to stimulate the mind, reduce stress, expand vocabulary, and increase one's perspective, according to Pradani (2021). Reading comprehension, or the ability to understand information presented in written form, is the foundation

of reading. Habók and Magyar (2018) stated that reading comprehension may help students in developing both their English language skills and their understanding of the material they are reading.

So, the teacher plays a crucial part in helping students become competent readers. It should be the teacher's responsibility to plan the lesson such that the students are engaged in reading tasks. To read, students need to be understood and comprehended. It will be simple for them to enhance their reading abilities if they comprehend the material. Students will learn a great deal from the text through reading activities. The information is what matters most. The students will be able to read to discover new topics after this. They can also be entertained by tales, poetry, or hysterical narratives. Students have various difficulties understanding narrative texts. Based on the researchers' experience while doing practice at MTsN 3 Nanjuk, there were several problems, the first issue was that some students were not paying attention to what they were learning, and as a result, they were unable to comprehend the reading material well enough to be able to summarize the issues. In actuality, for individuals, their biggest challenge was a lack of vocabulary. Because of this, some students decided not to read the material repeatedly until they were familiar with the unfamiliar vocabulary. Another problem was the enthusiasm with which students read, particularly narrative texts. This issue might come from the teacher as well as the students. Additionally, the teacher struggled to come up with meaningful connections between the material being presented and the actual world of students. In actuality, to relate the subject to the students' real-

world experiences it is necessary to be taught. Students will find it simpler to understand the ideas of the literature because of how directly it relates to their lives. When they were tested, a large number of them still did not comprehend the material in the text and instead asked the other students to give answers to the questions.

Teachers should help students in solving the reading problems they are facing in light of the mentioned issues. One of these is teaching reading texts, particularly narrative texts, to students using the Discovery Learning Strategy in order to get them more engaged than before and find a solution on their own. Jerome Bruner developed the widely used concept of "discovery learning" in 1961. It encourages students to build on prior knowledge and experience, use their skills, imagination, and creativity, and search for current material in order to uncover new truths and correlations between facts. The educational approach to learning is called discovery learning. According to Kemendikbud (Lestari, Mawaddah, Kareviati 2019), the stages of implementing discovery learning are simulation, problem definition, data collecting, data processing, verification, and generalization. One strategy for teaching and learning languages is the discovery learning model, which aims to address the challenges associated with language acquisition while still producing the expected outcome. Nurdin (2020) argues that the goal of discovery learning is to find solutions to the issues that come up in our social interactions. Then, he makes the case that students frequently investigate their own lives. In this case, the discovery learning process may be summed up as the intellectual potential, the external

factors to intrinsic values, the long memory, and the use of intuition learning since it involves prepared stages and implementation.

According to Mayer (2004, p. 14–19), the discovery approach allows students to participate more actively in their education by having them respond to a series of questions or work through problems intended to present a wide idea. Using this approach to instruction and learning method placed more emphasis on the needs of the students than the teachers, therefore the Students were more engaged and used what they had personally experienced from their observation during the process of teaching and learning. By means of this approach in which students independently explore what they have learned, it does not imply that the information contained in the educational exercises is truly unusual, yet they might find a through their own efforts a solution to an issue they face during studying

It supported by previous research conducted by Abdillah (2021) with title *“The Effectiveness of Discovery Learning Method on Reading Descriptive at Eight Grade of SMP Diniyah Al Falahiyah Lamongan”*. Determine that reading descriptive texts could potentially be significantly and effectively improved by the discovery learning method. Another previous research done by Kurniadi, Regina, Rezeki (2020) in title *“The Use of Discovery Method in Teaching Reading Comprehension on Narrative Text”*. discovered that the students' reading comprehension was poor, and they quickly advanced to a moderate level. It indicates that the application of the discovery approach in the teaching of reading, the alternative hypothesis, has been confirmed during

the 2016–17 academic year, eighth-grade students at SMP Kartika Kubu Raya showed strong comprehension of narrative texts. The next previous research with title “*The Effect of Discovery Learning Strategy on The Ability of The Second Year Students of SMPN 1 Sungai Mandau in Comprehending Narrative Texts*”(Sari, Purwanti, Erni, 2020). The discovery learning approach had a major impact on the second-year SMPN 1 Sungai Mandau students' capacity to understand narrative material. The next previous research accomplish by Nawir (2018) in title “*Improving Reading Comprehension Through Discovery Learning Method at The Second Year Students of Yayasan Pendidikan SMA Somba Opu Kabupaten Gowa*”. The second year of Yayasan Pendidikan SMA Somba Opu Kabupaten Gowa students' interpretative comprehension scores can be raised by using the discovery learning method. The last previous research conducted by Musdalifah (2021) with title “*The Effect of Discovery Learning Method on Students' Reading Comprehension*”. The researcher conclude that The impact of the Discovery Learning Method on students' reading comprehension skills is significant. There is a significant gap in students' reading comprehension between those who received treatment and those who did not.

Additionally, there is a difference between the challenges that were found in the area in the past and the present research; the previous study employed analytical exposition, while the upcoming study will use narrative text. Whereas the other studies carried out in senior high school, while this study

was done at junior high school. The researchers' methodologies are similar in that they both use quantitative, quasi-experimental designs.

Based on the background and problems above, The researcher is interested to conducted a research under the title “The Effectiveness of Discovery Learning on Students' Reading Comprehension in Narrative Text at MTsN 3 Nganjuk”.

B. Research Problem

Based on the background of the research above, the problem that needs to be answered from this research is: “Is Discovery Learning effective on Students’ Reading Comprehension in Narrative Text at MTsN 3 Nganjuk?”

C. Research Objective

Based on the research problem above, the researcher decides the objective of the research: To know whether the application of Discovery Learning is Effective on Students’ Reading Comprehension in Narrative Text at MTsN 3 Nganjuk

D. Research Hypothesis

The following is the hypothesis of the study:

1. (H0): there is no significant difference in reading comprehension between students who are taught using discovery learning and those who are taught using lecturing method

2. (Ha): there is significant difference in reading comprehension between students who are taught using discovery learning and those who are taught reading comprehension using lecturing method

E. Scope and Limitation of The Research

The limitation of this study is the effectiveness of discovery learning on students' reading comprehension in narrative text, especially for narrative text. The researcher will conduct the study at 9th grade of MTsN 3 Nganjuk

F. Significant of The Research

Hopefully, this study should be beneficial the following:

- a. For the teachers

The results of this study may help teachers support their students who are having difficulties in reading comprehension by giving them information on these topics. In order to achieve the objectives of the English teaching program, specifically the reading goals, English teachers can use the study's findings as feedback on how to teach reading activities.

- b. For the students

The students may use some of the information to spot their reading comprehension and learning problems. Also, students can improve their reading comprehensions.

- c. For the further researchers

Researcher's hope that this research will be useful for the further researcher who wants to conduct research with similar topic. The researcher

can use it as a reference and conduct the experiment in a larger area of research or variable and with another kind of text like report text, descriptive text, recount text, or even procedure text and etc.

G. Definition of Key Terms

1. Reading Comprehension

Mustafa & Bakri (2020) define reading comprehension as the ability to read a text, digest it, and comprehend its meaning. A person's capacity to deduce meaning from a text affects his or her ability to comprehend the meaning included in the text. In conclusion, reading comprehension is more than just being able to pronounce words clearly and loudly. However, reading comprehension is simply the process of learning a text's meaning so that we can interpret it into our own language.

2. Discovery Learning

Discovery learning, according to Gunay (2009), is a technique that stimulates students to draw conclusions from their observations and actions. This indicates that one way to help students learn more is through discovery learning. When research is done throughout the teaching-learning process, one learning strategy called discovery learning is employed to find solutions to issues.

3. Narrative Text

An fictional story told in the past tense with the intention of entertaining the reader or listener is called a narrative text. A narrative

text, according to Arisman & Haryanti (2019), is an attempt to discover a solution to a story's obstacles or troubling events. Next, any form of writing that recounts a sequence of events falls under the category of narrative text. This includes nonfiction (memoirs, biographies, and news tales) as well as fiction (novels, short stories, and poems). Moreover, a narrative text is one that tells an exaggerated version of a true story or an imagined one. Narrative texts are meant to entertain the reader, and typically at the conclusion of the story, a moral lesson can be learned.