

## **CHAPTER I**

### **INTRODUCTION**

This chapter provides general explanation on background of research, research question, research objective, research significance, scope and limitation, and definition of key term

#### **A. Background of Research**

Currently, with the implementation of Merdeka Curriculum (MBKM) which emphasizes differentiated learning, the application of discovery learning is very significant. Differentiated learning is a series of common sense decisions made by teachers that are oriented towards student needs. Merdeka Curriculum is a curriculum which is released by the Ministry of Education and Culture to improve the quality of education in Indonesia. This curriculum will focus more on the freedom of learning of students. The Discovery method is one method that can be used to implement the curriculum. Learning with this method is learning that can develop a more independent, active way of learning in all learning understanding. In this learning method, students will look for answers to their own questions. Therefore, this learning is classified as quality learning if it is applied in merdeka curriculum. Merdeka curriculum also encourages students to learn independently.

In the field of education, a teacher certainly needs the right learning strategy in carrying out teaching and learning activities, it aims to enable students to gain knowledge that must be achieved at every level of education. According to Martaida, Bukit, & Ginting (2017:2), discovery learning is a method for developing active student learning by finding out on their own, investigating on its own so that the results obtained will be long-lasting in memory, not easily forgotten by students. Sari (2016:4) concludes that discovery learning made the students more enjoyed learning in class because they are interested in the steps of learning that teacher used. In implementing discovery learning methods, there are several benefits apart from making students more active. The activities used in discovery context are often more meaningful than typical classroom exercises and textbook studies.

Teaching methods that rely on student-centered learning are considered a more effective style of teaching because as the name suggests, lessons are based on the student and meeting his or her psychological needs to achieve learning outcomes. If an educator takes a child's development into consideration, he or she can prepare lessons that will not only engage the student but also leave a lasting impression. In this discovery learning method, students actively participate instead of passively receiving knowledge. They are encouraged to think, ask questions, hypothesize, speculate, cooperate and collaborate with others. They develop confidence in problem solving and feel comfortable using

knowledge they already have. While, In the teaching process using discovery learning, the student actively asked about the material and discussed it with the other student. Passive students changed become active students and they have high enthusiasm. Implementing the discovery learning method also made students easier to remember when the teacher has asked about the material on another day.

Reading also one of the important skill in english, through reading people can get a lot of information, knowledge, enjoyment, and even problem-solving. Therefore, the ability to read the text in any form will bring good advantages to the readers. The students will also get much knowledge through reading since most of the output has served in written form. Reading is flexible for the students because they can get information from the text they have read. Grabe in Kusrini (2017:99) argues that reading can be seen as an active process of comprehending where the students need to be taught strategies to read more efficiently. For example, guess from the contexts, define expectation, make interference about the text, and skim ahead to fill in the context.

Teaching reading is a way transferring knowledge from teacher to students by using a certain technique of strategy and a certain material in order to master reading itself (Olson & Land, 2007). In teaching reading, teachers can use many different strategies to make the student easier to understand the reading text. Successful teachers who teach reading realize that reading can be taught by using various strategies. For example, when

teaching reading comprehension, many students have own problems when this reading strategy applied in their learning process. As a result, the teacher is required to use the appropriate learning strategy that is suitable and needed by students, and the researcher believes that discovery learning is one of the method that can solve the problem. After the teacher applies this reading strategy, it turns out that this method affects students to be better at the reading comprehension process. Teaching reading should be modified by the teachers depending on the students' needs.

Many students in Indonesia face problems in reading comprehension. It is found by Mahyuddin (2019:46) that the major problem that students face in reading comprehension is guessing meaning from the context of the passage. Sometimes students were facing a book but do not read at all. They just can mention symbol word without getting any idea from the book. The researcher herself experienced when reading a book without any comprehension tends to feels sleepy. Therefore, teachers must have effective English teaching techniques to help the students to improve their reading skill, and the researcher believe this discovery learning method can help to solve the problems in teaching reading comprehension.

Previously, there have been researchers who conducted the research related to the implementation of discovery learning method in teaching and learning context. In a research conducted by Dwiningsih Feriyanti (2014) entitled "Discovery learning as a method to teach writing

descriptive text in building students' character: a case of seventh grade students of SMP N 3 Ulujami" showed that students' achievement in writing descriptive text was good. It is proved by mean score of students' post-test was 76.55. Next, Rovikasari, Suparno & Supriyadi (2020) was conducted the research that focused on Teachers' Attitudes Toward Discovery Learning: A Case Study in Writing Class. The findings showed that teacher 1 and teacher 2 had a negative attitude in writing skill, but they had positive attitudes towards discovery learning in teaching writing. It was found that they enjoyed and liked using discovery learning. Octaviani, Taufiqulloh & Sulistyawati (2022) based on their research about The Use of Discovery Learning Model and Its Implications to Students' Speaking Ability, the test results indicated that the experimental group scored higher than the control group. The difference between the Post-Test means of the experimental group and the control group is statistically significant ( $22.56 > 18.32$ ). The results of the questionnaire analysis suggested that the development of the discovery learning model for speaking was a success. It may be summarized that the discovery learning paradigm can increase students' descriptive text speaking skills.

Anggraini (2019) based on her research that focused on The Discovery Learning in Teaching Writing Skill in Junior High School showed that commonly, seventh grade students of SMP Negeri 10 Palembang are afraid of making mistakes and worried about their ability in choosing and arranging words to produce sentences. Those feelings seem

to make the students unconfident in a writing class. The discovery learning technique tries to improve students' writing skill and makes the students more active in the class because it contains some activities that encourage the students to write up in the class. Moreover, the result of study conducted by Wahyudi, Rukmini & Bharati (2019) which focused on Developing Discovery Learning-Based Assessment Module to Stimulate Critical Thinking and Creativity of Students Speaking Performance showed that there were improvements in the students' score after they were taught using discovery-based speaking assessments module. A paired sampled test result yield that there were significant improvements in the students mean score in the post-test compared to their pre-test. The significant improvements indicated that discovery-based speaking assessments were effective to improve the students' speaking skill, critical thinking, and creativity.

In order to analyze discovery learning method implemented by teacher, the difficulties during learning processs and also the solutions to handled, the researcher would like to know the teacher when teaching reading comprehension in the class. Therefore, discovery learning method could be an alternative technique to teaching reading comprehension in learning process. In this study, the researcher conducted this research at MA Al Mahrusiyah Lirboyo Kediri. The researcher conducts the research in that school, because when reading learning process, the English teacher used discovery learning in teaching reading which has the purpose to

stimulate the students to be active. Therefore, the researchers want to know and observe the implementation of discovery learning methods in teaching reading through teacher activities and student activities in the reading learning process.

#### **B. Research Question**

1. How is the implementation of discovery learning method in teaching reading comprehension?
2. What are the difficulties that faced by the teachers toward the implementation of discovery learning method in teaching reading comprehension?
3. What are the solutions of difficulties toward the implementation of discovery learning method in teaching reading comprehension by teacher?

#### **C. Research Objective**

1. To describe the implementation of discovery learning method in teaching reading comprehension
2. To analyse the difficulties that faced by teachers toward the implementation of discovery learning method in teaching reading comprehension
3. To analyse the solutions of difficulties toward the implementation of discovery learning method in teaching reading comprehension by teacher.

#### **D. Research Significance**

The result of this study are provide useful information for:

1. For Researcher

This result of the research can give new knowledge about how the implementation discovery learning method in teaching reading comprehension and new experience in conducting this research.

2. For Teacher

This research hopefully will be useful for the English teacher to give additional contribution to develop learning process by using discovery learning method in teaching reading comprehension for their students.

3. For Students

This research is expected to give students an awareness of increasing their reading skill, especially in reading comprehension when the teacher using discovery learning method in teaching process.

4. For Other Researcher

It is hopefully can be used as references for further research about the implementation of discovery learning method in teaching reading comprehension.

#### **E. Scope and Limitations**

Based on the background and the statement of the problem, this research focuses on the implementation of discovery learning method that

has been used by the teacher in teaching reading. In order to make it more effectively, the researcher only focuses on the results obtained from research when teachers apply this method to their students , including procedures, difficulties and solutions.

## **F. Definition of Key Terms**

The researcher would like to clarify the terms used in the title to make this thesis easy to understand

### **1 Discovery Learning**

According to Muliati & Syam (2020:472), discovery learning model is one of methods in teaching and learning language to achieve the goal of teaching and learning and to solve the problems or difficulties in learning language. This method is used by teachers to increase student's knowledge and also using discovery learning method will be helpful the students in reading.

### **2 Teaching Reading**

Teaching reading is a way transferring knowledge from teacher to students by using a certain technique of strategy and a certain material in order to master reading itself. In other words, teaching reading can be defined as the process of showing or helping people to learn about reading skills. Nurdianingsih (2021:286), she said there are many strategies for teaching reading have developed by experts. Those strategies indicate an important role of a teacher to reach the objectives of teaching and learning process.

### 3 Reading Comprehension

Reading Comprehension is one of the reading skills that important to get detail information, reading comprehension also the main pillar of reading activity where a reader builds an understanding of a text. (Bulut, 2017:23) states that reading comprehension refers to the act of thinking and forming meanings before, during, and after reading. He also states that reading comprehension is one of the main language skills that entail interpretations and identifying the details that are found in written materials, whether they are clear or not.