

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses about the definition of teaching reading, reading comprehension, discovery learning, prosedure of discovery learning, the advantage of discovery learning, the disadvantage of discovery learning and characteristic of discovery learning

A. 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. Dwiningtyas, Sofyan & Puspita (2020:67) stated that a teacher may use many different strategies in teaching reading. In order to use any instructional technique effectively, anyone who teaches must understand the principles and assumptions upon which each specific technique is based. There is certainly no shortage of descriptions or labels for activities that may be classified as pertaining to instruction. Teaching reading is one of the ways that teachers use to provide understanding to their students, because by reading students can obtain clear information. Maybe some children have difficulty when trying to understand material or information from books, magazines, or other learning resources. In this situation, the teacher must have the right strategy to help them, especially what they need.

When teaching reading, teachers have a lot of responsibility, the teacher must ensure that the text given must be appropriate for the level of understanding that has been taught because mostly the students they feel confused by the object that they are reading if it uses too much vocabulary which they have not learned before. This is what needs to be considered when teachers will teaching reading, many things must be prepared appropriately. The teacher has to have a strategy to make the students ready to read. By applying the appropriate strategies in the teaching and learning process, the teachers are able to evoke the students' confidence to read correctly. Moreover, Safriyanti. R (2019:356) said that the use of appropriate strategies help students to develop a better understanding of the strategies and improve their reading comprehension. Through the appropriate teaching strategies, the teacher may increase the students' interest, motivation, modified reading materials, and reading comprehension. Pandiangan, Lumban.G & Saragih (2021:73) also said that in the effective teaching of reading, teachers lead students in the class to become proficient and successful readers. Creative teachers do not use only one particular method and technique but implement many strategies and skills to accommodate the needs and learning styles of each student in the class.

B. Reading Comprehension

Reading comprehension is not only read the text and know the meaning, but the students have to understand and get the point and information from the written text (Kurniawan. D, 2021:2). Reading

comprehension is an active thinking process in understanding vocabulary, seeing the relationship among words, and organizing ideas, supported by previous experiments that have been done by readers. Reading cannot be separated from comprehension. Comprehension in reading means understanding what is being read. In order to understand the messages of the author, readers should have the ability to read with comprehension (Mogea. T, 2023:92). Reading comprehension is the ability to read text, process it and understand its meaning. It relies on two, interconnected abilities: word reading (being able to decode the symbols on the page) and language comprehension (being able to understand the meaning of the words and sentences).

Good comprehension is vital if reading is to have a purpose; engaging with and learn from a text and, or enjoying what they're reading. Basically, a background knowledge of experience and knowledge is necessary for learning. A reader's background knowledge influence reading comprehension, if students are reading on an unfamiliar topic, teachers need to begin the reading process by building up background knowledge. A background that provides a basic understanding of the vocabulary and enables the student to apply concrete illustrations of the new ideas forms the base on which he can build the new information. Because the main purpose of reading comprehension is to understand the meaning contained in the text. Students are required to be able to understand not just read.

Ardhian, Ummah, Anafiah & Rachmadtullah (2020:209) said that reading comprehension is a reading activity to understand the contents of the reading both explicitly and implicitly from the reading material. Reading is a complex skill that involves a series of other smaller skills. In order for someone to be able to reach a level of understanding, he should experience a fairly long process. Reading comprehension is a crucial skill that involves active interaction between text elements and the reader, allowing the reader to understand the text's ideas through interpretive interactions. Understanding comprehension processes is essential for studying reading as the ultimate goal.

The thing that makes students feel less focused when reading comprehension is the surrounding environment, this also affects the reading process. Students tend to understand the meaning of reading when they really understand the essence of the discussion they are reading. Because the purpose of reading comprehension is to understand the meaning or overall content of a text, not just knowing the meaning of a writing. Mastery of vocab is also needed in the reading comprehension process, if the teacher presents a text using vocabulary that is unfamiliar for them, it also makes them confused. Therefore, when the teacher gives instructions to students to read comprehension, it must be ensured that the level of reading or text is balanced with the vocabulary knowledge they have applied or learned.

C. Discovery Learning

1. Definition of Discovery Learning

Discovery learning is a method of understanding concepts, meanings, and relationships, through an intuitive process to eventually come to a conclusion. Discovery learning is a learning model to develop active student learning by discovering on their own, investigating on their own, so the results obtained will last long in memory, students will not be easily forgotten (Wicaksana & Usodo, 2016:260). Discovery learning is the process of discovering something new in teaching and learning activities. The learning process can find something if the teacher prepares the material to be delivered, then students can find various important things for themselves in learning. Discovery learning is a learning that uses a method where students seek and complete their own learning given by the teacher and students get direct experience in the learning process in the classroom.

Ningrum, Mahajani & Talitha (2022:46) said in the teaching and learning process with this discovery learning model, a teacher in presenting the subject matter is not in the final form (whole from start to finish) or in other words the teacher only presents part of it, the rest is left to the students to look for and find it themselves. Then the teacher provides the widest possible opportunity for students to get what the teacher has not conveyed with a problem-solving approach. Discovery learning is one of the learning approaches used to stimulate students' higher-level thinking in real-world problem-oriented

situations, including in the learning process. It also involves all learners' abilities to search and investigate something systematically, critically, logically so that they can formulate their own discoveries with confidence. Learners are also required to be brave enough to express their opinions.

In this method the teacher involves the critical thinking skills of the learners to analyze and solve problems systematically so that learners can discover principles and theories. In this learning method, students are left to discover for themselves or experience the mental process themselves, the teacher is only a facilitator and guides the learners. (Aziz, 2018:20) stated that discovery learning model is felt appropriate as an alternative problem solving, because the discovery model has been proven to be able to improve problem-solving skills, decision-making skills and behave like scientists.

When the teacher applies this method in learning, that is when the teacher provides a great opportunity for students to solve a problem that has been given. The teacher only guides the students in the learning process, and the rest of the students will actively participate in it. The discovery learning method is able to train students to think critically when they are faced with a problem, they will tend to learn to express opinions, and also look for alternative solutions. From the experience of solving a problem given by the teacher, they will learn to think

logically and critically in solving problems in their daily lives, because they tend to get used to overcoming a problem based on experience.

2. Procedure of Discovery Learning

Based on Aziz (2018:13) there are six stages of discovery learning model;

a. Stimulation (giving stimulus)

Students are willing to seek information that has not been completed presented by teacher

b. Problem identification

Students identify as many issues as relevant to the subject matter, students choose one of the issues most relevant to the subject matter and the student formulates a temporary answer to the problem question.

c. Data Collection

Students arrange the information source search strategy (reading literature, observing objects or interviews with resource persons), students selecting and determining sources of information appropriate to the problem to be solved.

d. Data Processing

Students summarize the information so that it becomes more effective information and the students connect the various information obtained so that it becomes solutive information to the problems that arise.

e. Verification

Students examine the findings of information with hypotheses to prove whether or not the hypothesis with alternative findings of information.

f. Draw conclusion (Generalization)

Students draw conclusion based on information obtained and verification results.

Based on MH Rahman (2021:231-233), in applying the discovery learning model in the classroom, there are several procedures that must be carried out in teaching and learning activities in general as follows: 1). Preparation step, which includes determining learning objectives, identifying learner characteristics, determining topics that learners should learn, etc. 2). Stimulation, in this stage, the teacher give stimulus to students. It can give a trigger question that aims to prepare students to explore teaching materials, 3). Problem statement, in this part the teacher gives students the opportunity to express their opinions on a topic or problem that has been given, 4). Data collection, students will be given the opportunity to gather relevant sources of information and can strengthen their arguments about a problem, 5). Processing, data processing activities or information obtained through data collection which is then interpreted temporarily, 6). Verification, at this stage, learners are given the opportunity to present the results of the information they have found, they are given the opportunity to respond, criticize, ask questions to each other, 7). Generalization, this phase

provides an opportunity for students to draw conclusions with the guidance of the teacher. This is useful for getting an overview or answering to the problem at hand and agreed upon by each group.

Based on the explanation, it can be concluded that there are several steps of discovery learning; preparation, giving stimulus, problem identification, data collection, processing, and generalization. All the steps are implemented by the teacher in the teaching learning process in order to provide students opportunity to participate in learning process.

3. The Advantage of Discovery Learning

According to Saefuddin & Berdiati (2016:57), the advantages of discovery learning are as follows :

- a. Help the students to improve cognitive skills and processes
discovery learning is the key in this process a person depends on how they learn
- b. The knowledge get through this method is very personal and effective, because it reinforce understanding, memoy and transfer
- c. This method make the students feel enjoy because of the growing sense of investigating and succeeding
- d. This method allows students to developing rapidly and according to their own mind.
- e. Make students to direct their own learning activities by involving and motivating themselves

- f. This method can help students strengthen their self-concept because they gain trust in collaboration
- g. Students centre and the teacher have a role to play in actively issuing ideas.
- h. Help students to eliminate skepticism because it leads to the final certain truths
- i. Students will understand basic concepts and ideas better
- j. Help and develop memories and transfer in the new learning process
- k. Encourage students to think and work on their own initiative
- l. Encourage students to think intuition and formulate their own hypothesis
- m. The learning process includes fellow aspects of the student towards the formation of whole person.
- n. Increase the level of appreciation of students
- o. The students are expected by using various types of learning resources
- p. It can develop individual talents and skills when having a problem

According to Darmawan and Dinn cited in (Marisya & Sukma, 2020:2192) the discovery learning model has many advantages, there are several advantages of the discovery learning model including: 1) Helping students repair and improve skills and cognitive processes for the discovery of the key to learning success, 2) Fostering a sense of

student pleasure, because of the growing sense of successful search, 3) Developing students' speed and learning style, 4) Strengthen students' self-concept and gain confidence in working with their friends, 5) Helping students to understand basic concepts and ideas better in each lesson, 6) Helping and developing memory and transfer to new learning process situations with the provision of previous findings, 7) Encouraging students to always think and work hard on their own initiative, 8) Developing individual talents and skills according to their potential.

From the statements above, it can be conclude that there are many advantages during the process of the implementation of discovery learning method, the learners can find the success key in learning. Moreover, when the teachers apply this method to students during learning process in the class, that is also the process students will develop both their thinking patterns and skills. Based on the opinions of several experts we know that discovery learning method is also appropriate for training the confidence when the students are working together in solving a problem, they will tend to express their opinions firmly, and of course learn to overcome and provide solutions when there is a problem.

4. The Disadvantage of Discovery Learning

According to Saefuddin & Berdiati (2016:58), there are several disadvantages of discovery learning which are as follows:

- a. This method raises the assumption that there is a readiness of the mind to learn, for students who are less ability, will get difficulties abstract experience or think or express the relationship between concepts, written or oral, so that in turn will cause frustration.
- b. This method is not efficient for teaching large numbers of students, because it takes a long time to help them find theory or solve other problems.
- c. This method expected can be dispersed in the face of students and teachers who are familiar with how to learn with old method.
- d. Teaching discovery learning is more suitable for expanding understanding of the students, however expanding concepts, skills and emotions as a whole lacks attention.
- e. It does not provide opportunities to think that students will find because they have been chosen first by the teacher.

This method also has some disadvantages when applied in learning, teachers will have a lot of time-consuming because teachers are required to change their teaching habits which are generally as a provider of information to become a facilitator, motivator, and guide. The ability to think rationally of students is still limited, and not all students can follow the lesson in this way.

5. Characteristics of Discovery Learning

Referring to the four components of Conklin in Limala (2020:18-19), these are the characteristics of the discovery learning :

a. Curiosity and Uncertainty

Fostering curiosity and uncertainty in learning new knowledge is essential in discovery learning. Both of them will engage the students to be able to play an active role in the learning process. Students' involvement and contribution to learning activities can facilitate them to understand what they are learning. For this reason, teachers should act as facilitators, especially to help students solve the problems they face.

b. Structure of Knowledge

The second component of discovery learning is knowledge structure, that requires teachers to understand the ability of each student sensitively. Therefore, teachers can adjust their learning material so that students can easily understand. Bruner (in Conklin, 2014) suggested that teachers may present various problems to students through simplification following students' thinking skills, such as explaining the concepts of present time in foreign language learning. Teachers can clarify this topic to any education level, from primary to university level. Presenting a problem based on the students' level of thinking through compelling media and following learning objectives becomes a choice that teachers can take.

c. Sequencing

Besides being able to explain a particular problem based on the levels of students' thinking skills, the discovery learning requires

teachers to be able to present any topic sequentially, from learning to use concrete objects (enactive), learning to observe visual objects (iconic), and learning to describe something using words or symbols (symbolic). However, this sequencing strategy should correspond to the learning styles of each student.

d. Motivation

Giving rewards and feedback is crucial in increasing students' motivation. Teachers require to pay attention to the frequency of providing rewards and feedback since it helps a lot to increase students' learning motivation and their active role in the learning process. Giving appropriate feedback can be useful for students because it can be an input for them to solve any problem.

Based on the theory argued by Hosnan, cited in Pido & Dewi (2019:64), two characteristics of discovery learning are students exploring and solving problems to create, combine and generalize knowledge and also the activities to combine new knowledge and existing knowledge. It can be concluded that, discovery learning has characteristics that are emphasized during the learning process. Students will tend to want to know anything related to a problem given by the teacher. Also, the teacher is required to present material that is in accordance with the thinking ability of students. In order to be right on target and make it easier for them to solve a problem. Thus, teachers need to pay attention to the frequency of giving

rewards and feedback, the right feedback can be useful for students because it can be an input for them to solve a problem and increase student motivation to learn and their active role in the learning process.

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