

CHAPTER I

INTRODUCTION

This chapter presents background of study, research question, objective of the study, assumption, significance of the study, scope of the study, limitation of the study and definition of key terms.

1.1. Background of Study

According to Nunan (2005:71), the reasons why the people read, the first is reading for pleasure and the second is reading for information (in order to find out something or in order to do something with the information that you get). On other hand, the students will get a lot of fun, if they read some literatures. Besides, reading is an important learning and the way to get success at school and college.

In high school, the students get chance to enhance their reading ability. They build it on recount text, recount text, narrative text, hortatory exposition text and etc. It is suitable with the competency that should be mastered in senior high school. There are many factor that make students' reading skill and one of them is in teaching technique. According to Ghazo (2015) found some problems in reading comprehension. The first, they are unable to understand the complex reading text because they do not interact with the text that they read. The second, they are not able to comprehend what they read fully. From all statements above it can be concluded that there are two major causal problems in reading comprehension. First, the lack of students' self-confidence in read the text in front of the class because they afraid to make mistake. Second, the lack of students' knowledge in comprehending the text. From this statement, the teacher should be wise and more creative to organize or choose their teaching strategy because its really important to make students feel interesting to join in learning activity.

There are various types of learning strategies in reading comprehension that can be implemented in different ways. The strategy applied on reading learning include: SQ3R (Survey-Question-Read-Recite-review), TPS (Think-Pair-Share), Discovery Learning (Wiesendanger, 2001: 77-139).

In this study, the researcher focuses on the Discovery Learning on reading comprehension. Holensinska (2006 :11) stated that discovery learning is the most practical and encouraging example of active learning in which the students have to work out rules and find the text cocept by themselves. Similiarly, Joolingen (1999:386) stated that discovery learning is a type of learning where learners construct their own knowledge by experimenting with a domain, and inferring rules from the results of these experiments. The basic idea of this kind of learning is that because learners can design their own experiments in the domain and infer the rules of the domain themselves they are actually constructing their knowledge.

That strategy had been carried out by Sayyidatul (2016) she showed on her result of thesis research entitled “the use of discovery learning to improve the students’ reading comprehension at the second grade of mts NU Salatiga” that there is a significant difference of students’ reading comprehension after the implementation of Discovery Learning. It can be seen from the students’ mean scores of the pre-test and post-test which improve from 68.26 to 79.09 in which the gain is 10.83 points. Then, she also finds that understanding vocabulary in reading comprehension the aspect that improves the most. However, confirming reference in reading comprehension decreases after the implementation of Discovery Learning. It can be concluded that Discovery Learning can be applied to improve students’ reading comprehension ability.

Based on the statements above, the writer argues that Discovery Learning is a strategy that will help students in improving their reading comprehension. Even, this strategy can activate students' background knowledge which is important in reading process. Hopefully, this strategy not only will help students to comprehend a passage, but also can enrich their vocabulary and develop their higher order of thinking. That's why the writer chose the title "Improving students' reading comprehension by using Discovery Learning strategy at MAN 3 Nganjuk".

1.2 Identification of Problems

Based on the research background that has been described, the problem can be identified, as followed: How can Discovery Learning strategy be implemented to improve the students' reading comprehension of first grade of MAN 3 Nganjuk ?

1.3 Assumption

1.3.1 Recount text has been learned at the first grade students on MAN 3 Nganjuk. So it is assumed that this strategy can improve the students' reading comprehension to do the assignment on recount text.

1.3.2 The better Discovery Learning strategy is implemented; it is assumed that students are able to master reading comprehension recount text easily.

1.4 Objective of the study

Discovery Learning can improve students' reading comprehension in recount text of first grade of MAN 3 Nganjuk.

1.5 Significance of the study

The result of is expected to give some information for the teachers, students, and researcher.

1.5.1 Teacher

This research has been shown to teachers as an extension of knowledge in teaching and learning reading strategy

1.5.2 Student

The result of this research is can be useful for student as strategy to improve their reading comprehension using Discovery Learning strategy to be applied in learning reading.

1.5.3 Researcher

The research is aimed to know the function of Discovery Learning strategy in studying English especially in reading. This activity can help them to get some sources and description about variables that will be accurate data. It is about the effective strategy in improving reading which it is applied in teaching learning process. Besides that, the researcher also gets new information about teaching learning English.

1.6 Scope and Limitation of Study

This scope of this study is use Discovery Learning as strategy on teaching reading comprehension to improve students' reading skill especially on recount text. The students' of MAN 3 Nganjuk are known to be less interested in reading recount texts, because it has long text and lack of vocabulary elements that are owned, so that students are difficult to comprehend the text.

The limitation of this study is the first grade of MAN 3 Nganjuk with chooses class tenth IPS-3 as an experimental group. The researcher choose this school because it coincided with the third internship held in January-February and the material in tenth grade about recount text appropriate with the researcher

research because this strategy can use on recount text which is available in curriculum K13.

1.7 Definition of key terms

There are two key terms used in this research, as stated below:

1.7.1 Reading comprehension

According to Behzadi, et.al., (cited by Irma 2016: 10) they said that, 'In Reading Comprehension, readers get information from written texts and need to solved these data info meaningful information so that they can understand the reading materials and achieve the purpose of reading. Comprehension is the core of reading activity which built the connection among the text's information and the reader's acceptance. Reading Comprehension is a process in which the reader build meaning using as the building materials the information on the printed page and the knowledge stored in the reader's head.

1.7.2 Discovery Learning

According Raphael (2005: 372), discovery learning is a design of activities in which students categorize understanding questions according to how and from what sources the questions are answered. So they can get Information and add insight into students' abilities in answering comprehensive questions.