

## CHAPTER I

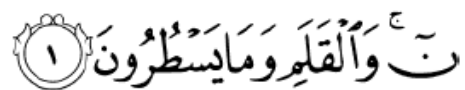
### INTRODUCTION

This chapter contains a background of the study, research problem, objective, significance, scope and limitation, and the definition of key terms.

#### **A. Background of the study**

Writing is a critical skill to develop in the educational system. It is about expressing the writer's thought (Richards & Schmidt, 2010). Continuous practice of writing activities is necessary. When the term is used appropriately, the written concepts will be significant and simple to comprehend. The longer it takes to learn a skill, the more sophisticated the student's use of grammar and sentence order becomes. Additionally, students can communicate their emotions, ideas, and opinions through writing.

As Allah Subhanahu wa Ta'ala tells us to write as written in the Al-Qur'an, surah Al-Qalam verse 1, also explains that writing is one of the important skills that should be learned, as follows:



The meaning:

*nun, by the pen and by the record which men write.* (Al-Qalam; verse 1)

Based on the definitions of writing above, it can be concluded that writing is an activity to record and communicate the writer's ideas, consisting of main idea and key detail, by using letters, words, phrases, and clauses to form a series of related sentences with the purpose to make the readers think of something or do

something, or both. Writing can be considered good if it has the concept of a whole idea.

Teaching writing is not easy, but it is critical. Although writing is a difficult skill to master, it can be an enjoyable and even inspirational activity if it is taught through social interaction and takes into account the students' peculiarities as early learners. According to Siagian (2018), writing is used to convey one's feelings and to offer an idea or piece of information. The writers occasionally need to double-check their work before proceeding to the next step, or they may need to revert to the previous step if they have an idea to add to their writing, and the majority of students report that writing is the most challenging ability in English. They should be proficient in English grammar, as the language used for writing is significantly different from the language used for speaking, and word choice in writing must be precise in order for the writer's thoughts to make sense. It requires a learning paradigm that will best assist students in accomplishing their goals. Writing skills also teach students how to use appropriate words.

Teaching writing is usually viewed in the classroom as a means of completing homework and tasks, particularly at the primary and intermediate levels (Byrd, 2011). There are ways in teaching writing one of them is discovery learning. The teacher spends the majority of the learning activity in the classroom teaching the lesson, while the learners take notes and listen to the teacher (Chang, 2011). Thus, the teacher is responsible for selecting and implementing the technique used to teach writing. It is critical for teachers to specify the strategy employed in the classroom.

Discovery learning is a teaching and learning activity in which students construct their knowledge by identifying a domain and inferring laws from the outcomes of experiments (Prawerti,2014). Discovery learning encourages students to think critically and to seek out information that will help them comprehend education. An autonomous skill is one in which the learner generates their own information and identifies errors in the knowledge acquisition process, as well as evaluates and gathers further information.

This approach encourages learners to individually locate and conceptualize target information or concepts using offered materials such as manuals, stimulations, feedback, and example problems. According to Gholamian (2013), teachers in this style do not actively teach the topic; rather, they support students' discovery and self-discovery. Additionally, Ramadhani (2017) believes that, in most cases, in discovery learning, the teacher does not offer the content in its final form in order to encourage students to discover knowledge on their own.

According to Sofeny (2017), discovery learning occurs when a student acquires knowledge independently. By utilizing discovery learning, students will develop a lasting memory; they will be able to think actively and independently; they will be able to solve problems using their imaginations, observation, and investigation. Additionally, Kirschner (2006) believes that discovery learning is also known as problem-based, experimental, inquiry-based, and constructivist learning. It requires students to apply inductive reasoning as they progress from a single topic to establishing rules and principles. As a result, teachers must encourage students to arrange a variety of newly acquired knowledge. They must be effective

facilitators of learning, introducing a novel topic to students in an incomplete form. Discovery learning serves as a guide. It is perceived as a strategy that can help the students to fill two important requirements in active learning; building the knowledge to make understanding of the new information and integrating the acquired new information until they discover the correct knowledge (Alferi, 2011). Discovery learning is perceived as more strategy since this strategy can help the students to fill two important requirements in active learning, (1) build the knowledge to make understanding of the new information and (2) integrating the acquired new information until they discover the correct knowledge.

Relying on the significant importance of discovery learning explained above, research entitled “**TEACHER’S STRATEGY IN TEACHING WRITING USING DISCOVERY LEARNING**” is crucial to investigate since it is believed as an appropriate approach for the students required to study in blended learning during pandemic.

### **B. Research Problem**

Based on the background of the study above, the problem of the study is. How does the teacher apply the discovery learning strategy in teaching writing?

### **C. The objective of the Study**

Based on the research of the problem, the objective of this study is to analyze how the teacher implements discovery learning in teaching writing skills.

#### **D. The Significance of the Study**

The significances of the study are for:

1. Teacher:

The result of this study is expected to give input for teachers to apply the discovery learning method in their teaching writing.

2. Students:

It can stimulate them to use discovery learning as a strategy in writing. In addition, this strategy is also expected to make it easier for students to organize and explore their ideas.

3. Other researchers

The result of this research can be hoped to be a reference for the next researcher who is interested in discovery learning to improve writing skill.

#### **E. Scope and Limitation of the Study**

This study focuses on analyzing English teacher strategies in teaching writing. This study is limited to discovery learning strategies in teaching writing and the researcher takes the basic competency (KD-3.10 and 4.10) to analyze the writing recount text on simple past for VIII-B class.

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

The purpose of the definition of the key terms are defined as follow:

1. Teaching Strategy

The term "teaching strategy" refers to the process of educating someone to know or be able to perform something. A teaching strategy is a method for imparting knowledge to students via the use of a creative methodology.

## 2. Teaching Writing

The term "teaching writing" refers to a process of transmitting information and knowledge in order to convey ideas, emotions, and feelings. It may be seen of as a way of demonstrating the writer's communication with the reader.

## 3. Discovery learning

The term "discovery learning" refers to an approach that allows students to observe, think, inquire, and discover things on their own. The discovery learning technique places a premium on the process of learning. Students as problem solvers and student-centered learning.