

# CHAPTER I

## INTRODUCTION

This chapter presents the background of the Research, statement of the problem, the objective of the Research, hypothesis, significance of the Research, scope and limitation of the Research, and definition of the key terms.

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

According to Harmer (2003) as cited by Ismail et al., (2017) Reading is one of the receptive skills of English. In fact, the four skills are closely related. The potential to study texts in English is very important as a bridge to understanding textbooks. If students continue their studies to higher universities, they are required to recognize many books written in English. Reading skill is a person's ability to read, understand, and handle written words on the pages of articles or other reading material. Reading skills can only be developed through continuous reading. Instilling a culture or habit of reading can be called a hobby (Sari et al., 2018). Meaning that exists in the text. Determine the primary concept, locate particular information, reference, inference, and vocabulary are five components of reading that students should learn to fully comprehend a text.

In the Indonesian curriculum, there are two types of reading that must be taught in senior high school, beginning in the tenth grade: Intensive reading and extensive reading. First, most textbooks used to teach FL or SL reading utilize an intense reading strategy, which incorporates short reading passages followed by textbook exercises to promote comprehension and specific reading abilities. Second, extensive reading is defined as reading a large number of books without focusing on classroom exercises that may evaluate

comprehension abilities. Extensive reading is sometimes disregarded, particularly in the classroom.

The method of teaching reading skills is: first, bottom-up reading means that readers start with the simplest things and work their way up to a full understanding of what they are reading. That is, student begin with the basics of letter and sound identification, which allows them to progress to morpheme recognition, grammatical structures, sentences, and lengthier texts. Second, top-down reading means that readers start with the major aspects and work their way down to lesser ones to have a better understanding of what they are reading. To put it another way, the reader draws on prior information, makes predictions, and then explores the text to validate or refute those assumptions. Third, to seek understanding, interactive mixes bottom-up and top-down features. Word reading is an interactive process that involves both bottom-up and top-down processes in some cases.

The are reason for choosing Discovery Learning is preferred because it encourages students to take a more active part in their learning by asking them to answer a series of questions or solve tasks that are aimed to introduce a broad topic. Murpy, Mally, O'brien (2010) stated Learning via Exploration By examining topics and answering their own questions via testing and experience, the learner becomes an active participant in their learning. The teaching-learning process will be centered on the student, not the instructor, in the Discovery Learning Model, and students will be more engaged and apply their firsthand experience through observation during the teaching-learning process.

The researcher chooses SMAN 1 Nganjuk as the research subject because the teacher experienced obstacles in the learning process, including; many students do not focus on the

learning process. Based on my interview with the teacher, the value obtained from students regarding English learners is very concerned, especially in learning to read, because they do not get used to communicating using English but they use their mother tongue, Indonesia, and Javanese language.

Based on the researcher's observation in SMAN 1 NGANJUK, the difficult skill to learn English is reading. Lack of basic English skills, students merely read the paragraph and do not comprehend what is being taught. Students lacked confidence and spent a significant amount of time deciphering the passage's implicit and explicit content. The connotation of the term was also lost on the students. Students were constantly passive during the learning process and did not pay attention to the teacher's explanations. It means that the teacher in SMAN 1 Nganjuk has to use a suitable method for students in learning reading ability.

In the process, learning to read should be done in a way that makes learning more effective. Students learn how to read the text by actively studying a topic, issue, and problem, gathering essential information, interpreting causes and consequences when appropriate, and arriving at conclusions or solutions. As a result, the researcher attempted to put this strategy Discovery Learning into practice in order to make teaching reading activities enjoyable, more active, and participatory.

Previous studies have discussed the Discovery Learning. The First, entitled Promoting Discovery Learning Method For Efl Students In Reading Comprehension. Written by Syam,(2020), the pre-experimental method was used, with one group participating in the pre-test and post-test. Pre-test and post-test data collection methods were used. The goal of this study was to put the Discovery Learning technique to the test and see how it affected students'

reading comprehension, with the Discovery Learning method's benefits being a considerable rise in students' reading skills and the development of their interpretative knowledge.

The Second, entitled *The effect of Discovery Learning Under Mind Mapping on Students' Results of History Learning at SMAN 1 Tangerang*. Written by Dwijayanti (2020). To determine the sample, cluster random sampling of up to 69 respondents was used in a quasi-experimental design with a nonequivalent control group design. Pre-test and post-test data gathering approaches are used. The goal of this study was to see if the Discovery Learning approach with mind mapping had a substantial impact on SMAN 1 Southeastang students' history learning results. The Discovery Learning Method has the advantage of empowering students to find answers to problems, support, appraise, and apply knowledge, as well as gather creative ideas in decision-making.

Based on the rationale given above, the researcher believes that Discovery Learning is the most appropriate method for gaining Learners reading comprehension. In order for students to take a more active participation in the learning process. In addition, Discovery Learning will improve pupils' problem-solving skills. By using this Discovery Learning strategy can help students develop an understanding of reading. The researcher chose the title **THE USE OF DISCOVERY LEARNING STRATEGY TO TEACH READING FOR EFL LEARNERS : EXPERIMENTAL RESEARCH.**

## **B. Research Question**

Based on the background of the research above, The following question is the research problem, “Is there any significant difference between students who are taught by using Discovery Learning and students who are not by using Discovery Learning?”

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

Based on the statement of the problem above, the objective of the research is to know the effectiveness of students who are taught by using Discovery Learning.

### **D. Hypothesis**

Considering the problem of the research, the researcher constructs the hypothesis to make the purpose of this research clear. There are two types of hypothesis formulated; there are Null hypothesis  $H_0$ . And alternative hypothesis  $H_1$

1.  $H_0$  : There is no significant difference between students who are taught by using Discovery Learning and students who are not using Discovery Learning.
2.  $H_1$  : There is a significant difference between students who are taught by using Discovery Learning and students who are not using Discovery Learning.

### **E. Significant of Research**

The significances which are expected to give a valuable contribution to student, teachers, and further researchers.

#### **1. The Students**

The outcomes of this research could give the student better their reading comprehension with this strategy Discovery Learning, useful for students to understand the concept independently, through their activeness in digging information.

#### **2. The English Teachers**

This researchers expects that the teacher will be able to use strategy Discovery Learning to teach reading comprehension, in process will be interesting and make it the teacher easy to give the material to the students. Also the effectiveness of the teacher's

ability in designing learning models by applying Discovery Learning, so that learning will be more effective, creative, and efficient.

### **3. The Next Researchers**

The outcomes, it is expected determine this research can be used as the source in their findings or inspires them to the effectiveness of the new findings by this strategy Discovery Learning.

### **F. The Scope Limitation of the Research**

In this research, the researcher focuses at the class X IPS-1 and X IPS-2 graders of SMAN 1 Nganjuk as research subject, and the learning material is narrative text. This research attempts to describe the effectiveness of using Discovery Learning strategy to teach Reading for EFL Learners. The research object is limited on using Discovery Learning to teach reading for EFL Learners.

### **G. Definition of Key Terms**

The following are give to make the readers have the same perception for some terms use in this research to avoid misunderstanding, so the terms here are to be defined, there are: Discovery Learning, Teaching reading, EFL Learners.

#### **1. Discovery Learning**

According to Pappas (2014) as cited by Feriyanti, (2018) Discovery Learning is an inquiry-based teaching style. With this learning style, students may be encouraged to

construct on previous experiences and knowledge by utilizing their intuition, imagination, and creativity to seek out new information and discover facts, connections, and new truths.

## **2. Teaching Reading**

According to Aswan, (2008) as cited by Syafitri et al, (2021) stated that a teaching strategy is a teacher's approach for achieving a certain goal in the teaching and learning process. In other terms, a teaching strategy is a method for teaching students. The teacher must implement a strategy to balance the methods used by the teacher and the way the teacher applies the material.

## **3. EFL Learners**

According to Yoko Iwai, (2011) as cited by Si, P. (2019) IRA-JEMS EFL stands for English as a Foreign Language, and it is described as people who learn English in places where English is not spoken. For example, Japanese people who learn English in their own nation are EFL learners.