

CHAPTER I

INTRODUCTION

This chapter consisted of background of the study, problem of the study, limitation of the study, formulation of the study, objective of the study, significances of the study, hypothesis of the study, and criteria for testing hypothesis.

A. Background of the Study

Curriculum of 2013 has been started since July 2013 in schools designated as the implementer school. In the curriculum of 2013, there were two teaching categories in English subjects. First, English is taught as a compulsory subject for 2 hours per week, and English as specialization subjects for 3 hours per week. In the implementation of English teaching, there were four skills that should be taught, namely listening, speaking, reading, and writing. All of these were important skills that must be mastered by the students to reach the purpose of learning English as it is stated in the curriculum (Hanafi, 2016).

Reading is one of the most important skills in English. It is where reader and author interact through written language. The skill's process involves decoding the letters that form a word that lead to sentences into an understanding mind. Reading is a basic need when someone wants to learn anything. Poor reading competence means poor knowledge. In this global era, science and technology information has a significant role as it can bring people to follow the development of science and technology across the world. People can get a lot of information by reading books, listening to the radio, watching television, attending seminars or other activities (Tri, 2022). Reading is productive to increase students' knowledge if they are able to understand the text they read. However, it is becoming less productive when the students have difficulty in understanding the idea in text. Through reading activity, the students will be able to get a lot of things from the

text. The most important thing is the knowledge. From this point, the students will be able to learn new things through reading. In addition, they can also be entertained by tales, poems, or funny stories (Putra, et al., 2020).

Romero and Romero (2018, p. 2) explains that reading is a process of communication between author and reader. It means reading skill as well as intensive reading, because intensive reading is a technique used when the reader get specific information from the text. Pang et al., (2018, p. 14), says that reading is about understanding written text. It is a complex activity that involves both perception and thought. It means that the ability to read is not only to pronounce the word of the text, but also the ability to comprehend the meaning of the written language.

Reading is a major point to satisfactory achievement in study because a high percentage of all instruction relies on the students' ability to read. When readers understand what they read, they are able to form opinions, exchange others' ideas in conversation, ask and answer questions related to the reading passages, and develop ideas that can be further explored in other skill. According to Osnova (2017, p.1) reading is a complex activity that involves both perception and thought. Reading consists of two related processes: word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one's spoken language. By reading we could develop our creativity, critical thinking and even writing skill. If the students want to be a good reader, they should interact with the text. Reading could also develop students' spelling vocabulary.

The curriculum of 2013 recommends to choose between discovery/inquiry learning, project-based learning, or problem-based learning model in teaching the students. Between those 3 models recommended in the curriculum of 2013 implementation, discovery learning model, on the researcher point of view, is the most suitable model. Discovery learning is the method that

takes place when a teacher sets up an experiment, acts as a coach, and provide clues along the way to help students come to solutions. In this way, teachers provide students with certain tools for learning a concept, and the students make sense of the tools (Krisnawati, 2015). According to Hanafi (2016), discovery learning is effective to improve the students' ability in learning English skills. Nanda et al (2017), stated that Discovery Learning Method can increase learning outcomes and motivation of student in Senior High School. Putu et al (2020), stated that Discovery Method can be an alternative solution for the teachers to teach the students since it can help them in comprehending the text on Narrative Text. Martaida, Bukit, & Ginting (2017: 1) conducted research about discovery learning. They found that critical thinking ability and cognitive ability of students applying the discovery learning model is better than students' critical thinking ability and cognitive ability with conventional learning.

Previous studies showed that discovery had good impact in English teaching learning process. One example which implemented discovery learning is English class in SMK Negeri Batumarta Kecamatan Madang Suku III Kabupaten OKU Timur. Today, this school has many achievements. Moreover, English teachers there mentioned that they have implemented discovery learning. Due to the fact, it is interesting to investigate the implementation.

Based on the writer preliminary researchat in SMK Negeri Batumarta Kecamatan Madang Suku III Kabupaten OKU Timur in November 2022, Researchers found that students were less motivated in learning English, especially in terms of reading skill. Students will have great difficulty in understanding the text as a whole because lack vocabulary. As a result, many students have some problems in reading. They still have lack ability and interst in reading, such as difficulties in understood the meaning of the text.

Based on the reasons above, the researcher is interested to conduct the research to the second grade students of SMK Negeri Batumarta Kecamatan Madang Suku III Kabupaten OKU Timur. Furthermore, the researcher tries to solve the students' problem in learning English especially in improving the students' reading skill. Among many choices of strategies in improving reading skill, Discovery Learning Method can be useful as an alternative strategy to help the students improve reading skill in order to students become active, enjoy, and comprehend the main point of the reading texts. Discovery Learning Method is an appropriate strategy to improve reading skill in the class.

The root of discovery method is the theory of constructivism, with the commonsense where human learn best through their own experience (Westwood, 2018, p. 5). Further, he explains that constructivism theory is described as student-centered approach. Later on, specific terms under the approach emerged, such as inquiry-based method, project-based learning, and computer-assisted learning. Discovery method, along with problem-based learning, project work, and resource-based learning fall under inquiry-based method. According to Ormrod (2017) as cited in Westwood (2018, p. 23), "Discovery learning requires students to investigate topic, issue, or problem by active means, obtain pertinent information, interpret causes and effects where relevant, and arrive at conclusions or solutions". He further says that "discovery is a part of constructivism theory about human learning, where the learners involve in hands-on discovery, problem solving, inductive thinking and reasoning." These early theorists also recognized that learning can only occur to the extent that new information links successfully with a learner's prior knowledge and experience.

Alfieri et al (2011) explained that in general, discovery learning can be in form of assisted or unassisted learning. In assisted learning, the students will be provided minimal guidance and

conceptual understanding about the material contingent on the difficulty of the target information, while the unassisted learning, on the other hand, expects the students to be able to understand independently the material provided to them. In addition, Westwood (2008, p. 28) also divides discovery method into open-ended and guided discovery. Furthermore, he stated that open-ended discovery, similar with unassisted learning, sometimes provides unsatisfying result, particularly to students with poor study skills and difficulties with inductive reasoning. While on the other hand, guided or assisted discovery provides the student with lesson objective, initial explanation, suggestions for procedure, and assistance in the learning process. These aids in learning ensure that the understanding is achieved.

The availability of Web 2.0 technology as a new set of tools for teaching, including Facebook, has become a promising means of supporting student learning and engagement for certain reasons (Irwan, 2020). Moreover, Mullen and Wedwick stated that modern technology, e.g. Web 2.0 technology, needs to be implemented into the classroom learning process in order to develop the students' skills required in the new digital society. Therefore, primary teachers have to combine video technology with appropriate learning goals and tasks (Krauskopf, Zahn & Hesse, 2012). Learning via Facebook does not only help to improve students' team working skills, but also helps them to achieve better results in learning. By using Facebook, students can get to know each other better and take education to its highest level and made it more interesting, therefore creating richer learning environments. It is suggested that the lecturers should be more active and innovative in conducting activities in the Facebook group. This in turn will motivate the students to participate more. The design of the study plan also needs to be planned prior and ensure that all topics are involved in using Facebook in doing the activities (Angga, 2018). In addition Facebook network can be used as an interactive learning media out of school. Teachers can creatively create

web blog hyperlinks or other sites on facebook, in this case indirectly the teacher can convey material to his students. According Van & George (2013:1), Facebook provides online communication facilities between teachers and students with the following potential benefits that Facebook supports collaboration between students in a learning activity through exchange of information, photos, videos, discussions, and others. In this study the researcher used facebook as her media in giving the assignment for student at home. The researcher asked students to open the reading assignment on the writer's facebook and asks to do the assignment. Teaching using media can encourage students to take more responsibility for and control over their learning, engage in joint planning of the syllabus and take longer term perspectives on their learning. Since everybody knows that media give many advantages, teachers in their class should consider what media they are gonna give to the students in the teaching - learning process. Lusandi (2018:6) classify media into ten types, such as Audio, Print, Audio Print, Proyekti Visual Silent, Audio Visual Projection Silent, Visual Motion, Audio Visual Motion, Physical Object, Human and Environment and the last one is Computer. The use of all of those media is to deliver material to students in the class. In this article, the writer wants to use the face book application as his learning media in the teaching-learning process. We can say face book is one of the effective media because inside there, we can find many videos that can support us while teaching in a class.

Considering those reasons, the researcher uses this strategy to improve reading skill. So, the researcher will conduct the research entitled "The effect of discovery learning method application on increasing students' reading skills at the second grade students of SMK Negeri Batumarta Kecamatan Madang Suku III Kabupaten OKU Timur".

B. Problem of the Study

1. Limitation of the Problem

Comprehending about reading is not only remembering words with their meaning but also developing conceptual knowledge of words. Conceptual knowledge of words is aspect in reading skill that must be mastered by students. It would help students in making prediction before reading text, setting purpose for reading, and understanding text passage. In this research, the researcher limits the problem of study in teaching reading skill through Discovery Learning Method to the second grade students of SMK Negeri Batumarta Kecamatan Madang Suku III Kabupaten OKU Timur, especially in teaching reading skill of an analytical exposition text. In this study the researcher will use facebook as her media in giving the assignment for student at home.

2. Formulation of the Problem

Considering the background of the research above, the researcher could formulate the problems: How was the effect of discovery learning method application on increasing students' reading skills at the second grade students of SMK Negeri Batumarta Kecamatan Madang Suku III Kabupaten OKU Timur?

C. Objective of the Study

The objective of this research was to find out the effect of discovery learning method application on increasing students' reading skills at the second grade students of SMK Negeri Batumarta Kecamatan Madang Suku III Kabupaten OKU Timur.

D. The Significance of the Study

The following are the significance of the research:

1. For the Researcher

This research would improve researcher's knowledge in teaching reading and give worth experiences in conducting an educational research.

2. For the Students

The result of this research could help learner to explore their ability in reading skill and interest them to study.

3. For the Teacher

Hopefully, this research could be useful for english teacher who are concerded in enriching their students' reading by using discovery learning method application.

4. For the Other Researcher

This research could be reference to the other researcher who interested in teaching reading.

5. For the TEFL

The result of this research would give contribution for Teaching English as Foreign Language, especially when the teacher teaches the English reading. The teacher could choose the appropriate strategy in teaching reading skill.

D. Hypotheses of The research

In this research, there were two hypotheses: the null hypothesis (Ho) and the alternative (Ha). The hypotheses of this research are stated in the following:

Ha : There was an effect of Discovery Learning Method on increasing students' reading skills to the second grade students at SMK Negeri Batumarta Kecamatan Madang Suku III Kabupaten OKU Timur.

Ho : There was no effect of Discovery Learning Method on increasing students' reading skills to the second grade students at SMK Negeri Batumarta Kecamatan Madang Suku III Kabupaten OKU Timur.

E. **Criteria for Testing Hypothesis**

The purpose of criteria for testing hypothesis is to accept and reject a null hypothesis. Decision making is done by looking at the significance value in the Coefficients table. Usually, the basis for testing the results of regression is done with a confidence level of 95% or with a significance level of 5% ($\alpha = 0.05$). The criteria for the t statistical test (Ghozali, 2016): If the significance value > 0.05 then H_0 is accepted and H_a is rejected. This means that there is no influence between the independent variables on the dependent variable. If the significance value < 0.05 then H_0 is rejected and H_a is accepted. This means that there is an influence between the independent variables on the dependent variable.