CHAPTER II

LITERATURE REVIEW

In this chapter, the researcher presents Theoretical Frameworks and Previous Related Study.

A. Theoretical Framework

1. Concept of Teaching

Teaching is a profession conducted by using a combination of art, science, skill, that used in process learning of transferring knowledge from the teacher to students. Teaching is also one of the means by which education is often achieved. Teaching is the activity where someone gives information, knowledge and guiding to the students in learning process as Brown (2017, p. 7) said that 'the teaching is guiding and facilitating learning, enable the learner to learn, setting the conditions for learning'. In the other hand, teaching is to view it as an art or craft and as something which depends on the teacher's individual skill and personality. It means that in teaching process, a teacher must have skill and personality as an art in giving information or knowledge to the learner.

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a) Teacher as controller means that they are in charge of the class and of the activity taking place in a way that is substantially different from a situation where student are working on their own in group.

b) Teacher as organiser means that they have to perform is that of organising student to do various activities.

c) Teacher as observer is means they can give them useful group and individual feedback especially in oral communicative activities.

From that roles above, teachers are defined to find out new approaches or strategies in learning and teaching process that can help students in learning process.

2. Concept of Reading Skill

Nunan (2016, p. 69) explains that reading is a set of skills that involves making sense and deriving meaning from printed word. Readers tried to make meaning the content of text that they have read, beside that they also tried to get the main point of the content of the text. In the other hand, reading is an activity with a purpose. In reading, reader should be constructing the meaning of the text. Through reading, the readers were able to get some information and main idea of the text.

According to Mikulecky (2018, p. 3) Reading skills is the cognitive processes that a reader uses in making sense of a text. In this skill the students are expected to comprehend ideational, interpersonal and contextual meaning within the text to identify the main ideas and supporting details, factual information, and meaning of the words. It means that the students are expected to be able to understand what passage is about and the information that is given by the teacher can be understood by the students.

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. Comprehension is the process of making sense of words, sentences and connected text. Readers typically make use of background knowledge, vocabulary, grammatical knowledge, experience with text and other strategies to help them understand written text. What we know about reading is mostly based on studies conducted in English.

Based on the explanation above, the researcher concludes that reading skill is a process of reader to understand about the reading text, also to find some information from text.

3.   Concepts of Discovery Learning Method

Schunk in Perkins et al (2015) said that teaching in a discovery learning method means posing questions or problems and challenging the students to use or call upon their prior knowledge and instincts to resolve the problem as it is in *Light Bounces.* Because discovery learning is a type of inductive reasoning, students must be exposed to specific examples of a concept and then have opportunities to actively manipulate materials before being able to fully comprehend the information, Clabaugh, Perkins et al., (2015).

The discovery learning model is a learning model that encourages students to ask questions and draw conclusions from general principles of practical experience. In the discovery learning model using a scientific approach, students carry out each step themselves with the guidance of the teacher (Muhamad & Fatikhatun, 2021). The application of the discovery learning model is in accordance with several Biology science learning materials, one of which is the respiratory system material (Roziqin, 2018). Learners will find out for themselves how to make respiratory system props through student worksheets (online worksheets) and YouTube links as a guide sent via the whatsapp group. Students will practice independently at home on how to make good and correct

teaching aids. Students are also expected to follow the steps of discovery learning that are very compatible with process skills. The results of other studies show that the discovery learning model can improve learning outcomes and science process skills (Sirojudin & Hariyanti, 2021).

Castronova (2018, p. 2) said that discovery learning encompasses an instructional model and strategies that focus on active, hands-on learning opportunities for students. There were the three main attributes of discovery learning as 1) exploring and problem solving to create, integrate, and generalize knowledge, 2) student driven, interest-based activities in which the student determines the sequence and frequency, and 3) activities to encourage integration of new knowledge into the learner's existing knowledge base. The first attribute of discovery learning is a very important one. Through exploring and problem solving, students take on an active role to create, integrate, and generalize knowledge. Instead of engaging in passively accepting information through lecture or drill and practice, students establish broader applications for skills through activities that encourage risk-taking, problem solving, and an examination of unique experiences. In this attribute, students rather than the teacher drive the learning. Expression of this attribute of discovery learning essentially changes the roles of students and teachers and is a radical change difficult for many teachers to accept.

The second attribute of discovery learning is that it encourages students to learn at their own pace. Through discovery learning, some degree of flexibility in sequencing and frequency with learning activities can be achieved. Learning is not a static progression of lessons and activities. This attribute contributes greatly to student motivation and ownership of their learning.

The third major attribute of discovery learning is that it is based on the principle of using existing knowledge as a basis to build new knowledge. Scenarios with which the students are

familiar allow the students to build on their existing knowledge by extending what they already know to invent new ideas.

According to Mosca and Howard (2017) discovery learning different from traditional forms of learning. The most fundamental differences are 1) learning is active rather than passive 2) learning is process-oriented rather than content-oriented, 3) failure is important, 4) feedback is necessary. First, in discovery learning, students are active. Learning is not defined as simply absorbing what is being said or read, but actively seeking new knowledge. Students are engaged in hands-on activities that are real problems needing solutions. The students have a purpose for finding answers and learning more. Secondly, the focus shifts from the end product, learning content, to the process, how the content is learned. The focus in discovery learning is learning how to analyze and interpret information to understand what is being learned rather than just giving the correct answer from rote memorization. Process-oriented learning can be applied to many different topics instead of producing one correct answer to match one question that is typically found in content-oriented learning.

Discovery learning pushes students to a deeper level of understanding. The emphasis is placed on a mastery and application of overarching skills. Thirdly, failure in discovery learning is seen as a positive circumstance. The focus is learning and just as much learning can be done through failure as success. In fact, if a student does not fail while learning, the student probably has not learned something new. Fourthly, an essential part of discovery learning is the opportunity for feedback in the learning process. Student learning is enhanced, deepened, and made more permanent by discussion of the topic with other learners. Without the opportunity for feedback, learning is left incomplete. Instead of students learning in isolation, as is typical in the traditional classroom where silence is expected, students are encouraged to discuss their ideas to deepen their

understanding. Lastly, incorporating all of these differences, discovery learning provides for deeper learning opportunities. Learners internalize concepts when they go through a natural progression to understand them.

Alfieri et al (2018) 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 (2018, 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 use of question in discovery learning is underlined by Westwood (2018, p. 29), "during the discovery activities, the teacher may give suggestions; raise questions; or provide hints." In connection with reading skill, Nation (2009, p. 29) argues that "comprehension questions is one form of the language teaching techniques that most frequently used to train learners in reading." Based on these points of view, the role of question is broadly used in term of teaching reading.

Asking question is important to make students active in learning. According to Westwood (2018, p. 62), questioning is used to: "(1) Facilitate students' participation and communication during the lesson; (2) Focus attention on key aspects of a topic; (3) Evaluate students'

understanding; (4) Stimulate particular types of thinking; (5) Review essential content; and (6) Control the group of students and hold attention."

Brown (2018, p. 171) divides question into two broad categories, display questions and referential questions. A display question is related to the information that is already known by the teacher. It is used to elicit the prior knowledge and to check comprehension, while referential question is used to request of information that is not known by the teacher, i.e. to know the opinion, explain, or clarify. In the simplest form, questions can either be closed-ended or open-ended form. According to Dornyei (2013), closed-ended question is provided with ready-made response options to choose from. It can be effectively used in early conversations to encourage participation. While on the other hand, open question elicits longer and richer answers, because it permits greater freedom of expression.

The application or the concept of discovery method, especially the guided discovery, has been described Schmidt et al (2017) as cited in Westwood (2018, p. 36) as a motivating method which is enjoyed by the learners. Guided discovery learning takes following format: (1) Topic or issue is identified or posed in form of questions; for example, what can we find out about magnets? How can magnet be made; (2) Teacher and students work together to brainstorm ideas for ways of investigating the topic; (3) Students work individually, in pair or in small groups to obtain and interpret data (4) Inferences and tentative conclusions are drawn shared across groups and modified if necessary; (5) Teacher clears up misconception; the teacher also summarizes the findings and helps to draw conclusions.

4. Analytical Exposition Text

Exposition is a text that elaborates the writer's idea about the phenomenon surrounding. Its social function is to persuade the reader that the idea is important matter. According to Anderson in Zuana (2020), the analytical exposition text is the text that has to be mastered by students. An analytical exposition text is a piece of text which presents one side of an issue to persuade reader or listener by presenting one side of argument.

An analytical exposition presents the argument in such a way that it sounds like the writer is an authority on the subject and so it does not use first person pronoun (e.g. I, we or us), or extravagant language or clichés. Examples of analytical expositions are found in the discussion of a scientific experiment report or reports of business projects. The social function of an analytical exposition text is to reveal readers that something is the important case. According to Sudarwati in Garintama (2018), an analytical exposition text is a type of text that the purpose is to make people believe that there was a problem.

According to Suwartono (2020), analytical Exposition Text is a text that elaborates the writer's idea about the phenomenon surrounding. Analytical/expository compositions are usually designed to explain, analyze, interpret, speculate, evaluate, persuade, or reflect. But, regardless of what they are about or their intent, analytical/expository compositions usually have a three-part structure consisting of an introduction, main body and a conclusion. The introduction orients the reader to the writer's purpose and focus as well as indicates something about what the reader can expect to find in the remainder of the essay. Most introductions contain a thesis statement which communicates the point the writer intends to make – although some writers may choose to let the reader infer what their thesis is or to include it at the end of the composition rather than at the beginning. In the main body, the writer explores and develops the controlling idea or ideas presented in the introduction point by point by providing examples, details, and facts, by giving

reasons, and by relating incidents. The conclusion reminds the reader of the essay's main point by summarizing, coming full circle, exploring the significance of something, asking a question, offering new insights, etc.

According to Marni (2020) *"analytical"* means *"examining or liking to examine things very carefully.* Analytical exposition and hortatory are arguments which present a thesis or opinion with supporting evidence. An analytical exposition presents the argument in such a way that it sounds like the writer is an authority on the subject and so it does not use first person pronoun (e.g. I, we or us), or extravagant language or cliches; whilst a hortatory or persuasive exposition presents the argument in a much more flowery and flamboyant manner, like the personal opinion of the writer. Examples of analytical expositions are found in the discussion of a scientific experiment report or reports of business projects. The social function of an analytical exposition text is to reveal readers that something is the important case. The generic structure of an analytical exposition text consists of thesis, arguments, and reiteration/conclusion.

Example:

Table 1.1

The generic table of Analytical Exposition Text

Text Elements	Gold Coin Investment
Thesis (Introducing the topic and	Gold has become a precious metal to mankind since it was the dawn of civilization. The nature of gold is soft and malleable which people

indicating the writer's opinion)	can make and easily change to any forms, even it is done just by a simple technology. The beautiful golden and shiny color does not easily fade out. The form of gold can be as jewelry, bar, or coin. Now days gold coin, such as gold IRA, becomes an advantageous investment.
Arguments (Explaining the argument to support the writer's opinion)	Gold is safe and profitable for investment. In uncertain situations, many people are turning to gold because gold has a more stable value and regarded as currency without limitation assets. It is secure and can be cashed out at any time we need. The Gold values tend to be stable; take a look an IRA gold discussion. It is zero inflation effect. It is very rare that the gold prices fell. Even every year, the gold price tends to increase.
Arguments (Explaining the argument to support the writer's opinion)	Investments in the form of coins, it is famous as gold coin, is more profitable if it is compared with the investment gold in the form of jewelry. Gold Coin, for example gold 401k which some people call 401k gold, is very good when used as an alternative investment, whether it is for the medium-term investment and long-term investment. Besides that gold coins need less cost in production and manufacturing sot it is more lucrative than investing gold in the form of jewelry.
Arguments (Explaining the	Moreover, some people do not just think gold as an investment, but also as collections. Because the character is a collection so the

argument to support the writer's position)	uniqueness and rareness are the point. There might be coins that cost up to more than a million because of the history variables, ownership, and perhaps an important event when the coin is launched.
Conclusion/ Reiteration (Restating the writer's position)	From the reason above, if we decide to make an investment, it could be useful to consider investing gold coin or think about gold IRA transfer. It is really recommended.

Source: *Ariatmi (2018:145)*

According to Ariatmi (2018:145) the language features of analytical exposition involved :

1. Focus on generic human and non-human participants.

   Example: car, pollution, leaded petrol car

2. Use abstract noun

An abstract noun is a type of noun that refers to something with which a person cannot physically interact. A noun is a person, place or thing. However, in many cases, the 'thing' might be an intangible concept, which means it is an abstract form of noun. In this instance, abstract means to exist apart from concrete existance. A noun that is abstract ia an aspect, concept, idea, experience, state of being, trait, quality, feeling, or other entity that cannot be experinced with the five senses.

   Example:

   - Showing Human Qualities or Characteristics, such as: beauty, bravery, briliance, brutality, calm, charity, coldness, etc.

- Showing Emotion/Feelings, such as: adoration, amazement, anger, anxiety, apprehension, clarity, disbelief, etc.

- More examples of abstract noun, such as: ability, adventure, artistry, service, culture, dreams, etc.

3. Use of relational processes

Relational process typese serve to identify and characterize, and are further subdivided into processes of 'being' (intensive or circumstantial) and 'having' (possessive).

Example :Emma is pretty.

4. Modal verbs

A modal is a type of auxiliary (helping) verb that is used to express: ability, possibility, permission or obligation. Modals phrases (or semi-modals) are used to express the same things as modals, but are combination of auxiliary verbs and the preposition to. The modals and semi-modals in English are can/could/ be able to, may/ might, shall/should, must/have to, will/would.

- can, could, be able to

can, could and be able to are used to express a variety of ideas in English.

Example:

- *Ability/lack of ability: Mike is able to solve complicated math equation.*

- *Ask permission / give permission: can you lend me ten dollars?*

- *Possibility / Impossibility: You can catch that train at 10:43*

- *Make a suggestion : you could take the tour of the castle tomorrow.*

5. Connective or Use of internal conjunction to state argument

Example.: first, secondly, then, finally

6. Evaluative language

In order to express an opinion or point of view , a writer must use evaluative language. This means using words that show a judgement of a person or thing, or by showing emotion. Evaluative language goes beyond facts that everyone would agree on (e.g. tall, short, 20 centimeters, black, orange).

Example: important, valuable, trustworthy, etc.

7. Giving reasons through causal conjunction (reason – why)

Although, as a result, because, by, consequently, despite, due to, for that reason, in case, in order, in this way, otherwise, since, so, so as to, so that, therefore, though, thus thus, to that end, unless, until, yet.

8. Use of present tense

The present tense is a grammatical tense whose principal function is to locate a situation or event in present time.

Example: This is seven times as many as those die in road accidents

9. Passive sentence

In a passive sentence, the subject does not perform the action in the sentence. In fact, the action is performed on it.

For example: Nearly a quarter of smokers die because of diseases caused by smoking.

5. Using Facebook as a Learning Tool in English Language Teaching (ELT) Context.

Social media has been known as a tool for communication. While, lately it is also used by educational world since it has advantages for teaching and learning. It is beneficial to teaching process, and many researchers argue that social media sites can have the benefits of tools for learning (Boberg et al., 2020). Social media have features that are good enough for students, such

as sharing information, contributing, participating, and its audio-visual functions can increase the choice of teaching methods. It provides many forms of electronically supported learning and teaching processes (Onat, 2021). There were many social media sites, such as Twitter, Instagram, YouTube, Quora and Facebook. And the focus of social media in this research is Facebook, which can be used for teaching and learning purposes.

Giri & Rana (2022) said that Facebook was first created in 2004 by Mark Zuckerberg and his team, when they were still students at Harvard University. This was originally created to facilitate network communication between students at their university so they could get 5 6 information about their college. Then, soon students from other universities also joined. Facebook in this decade has been used in educational environment, along with the increasing number of users among students who use Facebook in their daily lives. The increasing use of Facebook among students makes some universities take the opportunity to use it as a learning tool, because the effectiveness of education is felt directly by students (Moghavvemi et al., 2015). Moreover, the use of Facebook as a virtual university classroom has a positive influence, since Facebook is a useful site for learning, students can ask questions about coursework or share information related to campus activities. Facebook allows for better participation in the learning activities, it makes possible for students to do self-study, exchange ideas, give comments, and submit the assignments in order to improve their grammar knowledge, writing ability and speaking ability by giving feedback to the tasks uploaded. Because of its easiness and popularity, it has the potential to be used in learning context, to support communication between students and instructors (Roth and Suppasteseree, 2016).
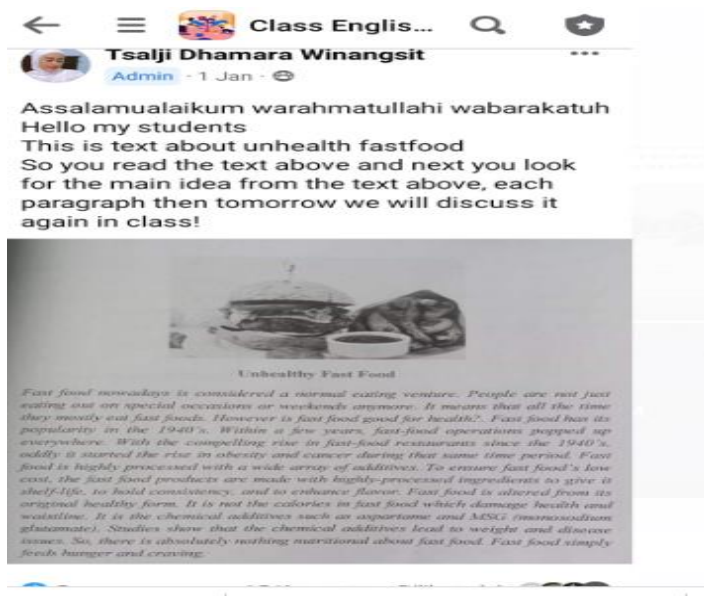
6. Procedure of Teaching Reading skill through Discovery Learning Method

Pre Activities

1. Teacher open the class by saying greeting

2. Teacher asks students to pray before studying

3. teacher checks students' attention

Whilst Activities

1. Teacher tells the topic to students

2. Teacher asks some questions relate to the text that they had read on the face book:

a. What is the title of text?

b. What is text talking about?

c. What do you know about unhelathy fast food?

d. How can you get unhealthy fastfood?

3. Teacher read the text to remind the students about the healthy fastfood they thes students had read on the facebook

4. Teacher distributes a text about unhealthy fastfood to the students

Unhealthy Fast Food

Fast food nowadays is considered a normal eating venture. People are not just eating out on special occasions or weekends anymore. It means that all the time they mostly eat fast foods. However is fast food good for health?. Fast food has its popularity in the 1940's. Within a few years, fast-food operations popped up everywhere. With the compelling rise in fast-food restaurants since the 1940's, oddly it started the rise in obesity and cancer during that same time period. Fast food is highly processed with a wide array of additives. To ensure fast food's low cost, the fast food products are made with highly-processed ingredients to give it shelf-life, to hold consistency, and to enhance flavor. Fast food is altered from its original healthy form. It is not the calories in fast food which damage health and waistline. It is the chemical additives such as aspartame and MSG (monosodium glutamate). Studies show that the chemical additives lead to weight and disease issues. So, there was absolutely nothing nutritional about fast food. Fast food simply feeds hunger and craving.

Source: www.criticalbench.com/unhealthy_fast_food.htm

5. Teacher devided students into group consisted of 2 till 4 members

6. Teacher asked students to work in small groups to obtain and interpret the information on the text

7. Teacher asked students to **identify topic sentences** and the main idea of paragraphs.

8. Teacher asked students to remember that every paragraph usually includes a topic sentence that identifies the main idea of the paragraph

9. Teacher asked students to read the text intensively for detail information,

10. Teacher asked students to make the conclusion of their discussion of the text and shared across groups

11. Teacher corrected misconceptions, summarizes the findings and conclusions.

Post Activities

1. Teacher closed the class

2. Teacher gave students home work by asking student read analytical exposition text in face book, teacher asks student to write the definition, the purpose, the generic structure, the main idea, and the specific information of analytical exposition text.

B. Previous Related Study

The first research written by Putra et al., (2020). English Study Program FKIP Untan Pontianak, entitled" The effectiveness of discovery method in teaching reading skill". The purpose of this research is to investigate the effectiveness of discovery method in teaching reading skill. The design of research used is a pre-experimental research, and the data were collected by using measurement technique with multiple-choice reading test as the tool of collecting data. The obtained data were analyzed by using t-test. The results of data analysis showed that discovery method has the effect on the students' ability in reading skill. The mean score of the students' pre-test was 58.2 whereas the mean score of post-test was 64.8. The effect size of the treatment was 0.98 which is categorized as moderate effect. Thus, the alternative hypothesis that the use of discovery method in teaching reading skill on narrative text is effective to the eighth-grade students of SMP Kartika Kubu Raya in academic year 2016/2017. Therefore, the researcher believes the teachers can use the discovery method in their teaching learning process, especially in reading skill on narrative text..

From The research above, there was similarity and difference between the previous study and this present study. The similiary of this research with her study is concerned with teaching reading and method used, while the difference is the object and subject of the research.

The second research written by Hanafi (2016). *Muhammadiyah University of Jember East Java*, entitled" The Effect of Discovery Learning Method Application on Increasing Students' Listening Outcome and Social Attitude". The design of research used is a pre-experimental research, and the method used to collect data in the study is test. The finding shows that there were improvement of both students' listening and attitude scores. Based on data analysis it is concluded that the implementation of discovery learning model could increase students' listening score and social attitude, with significance value of 0,005 (z = -2,823, p < 0,001), with medium effect size for listening score and significance value of 0,000 (-4,875, p < 0,001), with large effect size for social attitude.

From The research above, there was similarity and difference between the previous study and this present study. The similiary her research with this study is concerned with the strategy of teaching used namely discovery learning method and a difference is the object and subject of The research.