

CHAPTER I

INTRODUCTION

In this chapter, the researcher presents: a) background of the study, b) identification of the problems, c) limitation of the problems, d) formulation of the problems e) the objectives of the study f) significance of the study.

A. Background of the study

Every country has a communication tool to bridge any kind of relationship between individuals and global relations. We call this communication tool as language. Language is an essential part of human relations. Although all species have ways of communication, humans are the only ones who have mastered cognitive communication. Language is a mean of sharing our ideas, strengths, and feelings with others. Language owns has the power to build society, including the spirit of nationalism.

English which is one of the most important languages in the world is the proof that language has that power. Huge number of speakers is spread all over the world, either as a first language, second language or foreign language. And in Indonesia, English is the most important foreign language that must be studied. The term foreign language is different from a second language. A foreign language is a language that is not used as a means of communication in a particular country where the language is taught. While the second language is the language that is not the main one but it is one of the language mostly spoken in a certain country.

Watkins (2005) explained that English is a common language but not a first language. It means that no one particular variety of English is intrinsically better than any other and English language teachers can come from any linguistic background. For the reason that, Indonesian applies it as the first foreign language that must be studied by the students.

English language skills have become an inevitable requirement during the industrial revolution towards 4.0 and the digitalization of all factors globally. In addition, English also opens many doors for educational, training and employment opportunities that can improve the quality of superior human resources, a mission that the Indonesian government continues to strive for. The overall goal of learning English is so that English can be used as a media of communication, both orally or in written form. And it is hoped that the students are also able to master the four language skills. There are listening, speaking, reading, and writing skills. These skills are at the same level important.

However, among the four skills, reading is considered as the most important skill. Based on the current curriculum 2013 in Indonesia, the students are not only expected to be able to communicate both in written and oral language fluently and accurately, but they are also expected to understand some kinds of functional written texts (Departemen Pendidikan Nasional, 2013). Based on the curriculum, students in Junior High School will get many reading texts in their examination. Therefore, the ability in reading plays a significant role for them. Simaibang (2017) stated that

reading is categorized a receptive skill that is concerned with the ability to apprehend the meanings of the written materials.

The main skill to reach a successful study is through process of reading. Students who confine themselves in the materials that their teachers give in the class will not be successful expect they do some efforts like reading many references. The more students read, the more knowledge they get. Through reading, students actually build vocabulary for English lessons. it is realized that reading skill or reading activity will open knowledge widely and give more vocabulary and information.

Literary writings and factual texts can be distinguished from one another in reading material. Anderson & Anderson (1998), divided literary texts into three basic text types: narrative, poetry, and dramatic, but factual texts also include explanation, debate, exposition, information reports, recounts, factual descriptions, procedures, and recount texts. Students can also learn how to read texts that include recounts, reports, discussions, explanations, expositions, new items, anecdotes, narratives, descriptions of processes, and reviews.

At least five reading materials related to monolog texts procedure, descriptive, recount, narrative, and report text. There are five different forms of text to read in junior high school: descriptive, recount, narrative, procedural, descriptive, and report text. They should each offer language features, general organizational principles, and social functions.

Students in the first year of Junior High School have to master of descriptive reading text (*Departemen Pendidikan Nasional, 2013*) whereas some other texts is taught in eighth and ninth class. Descriptive text tells about something or person to be described. It is line with Wardani et al., (2014) stated that descriptive text is a kind of text with a purpose to describe a particular person, place or things in detail.

Based on the writer's observation and test at SMPN 1 Muara Sugihan, the result of reading test at seventh grader showed that most of the students got lower scores under the passing grade and the passing grade is 72. The scores of the students got from written test which was done by the teacher. KEMENDIKBUD (2017:52) stated that a written test is a test used for measuring cognitive skills. The researcher found students' reading assessment in the preliminary study who got score more 72 were only 5 students, and the other students got less than KKM from totally 26 students in the class. It means many students got under the minimum passing grade (*KKM:Kriteria Ketuntasan Minimal*) of reading. Moreover, the direct observation previously done in the class when the teacher reviewed the lesson by giving the some questions concerning reading comprehension, only few of them could answer those questions and the others remained silent.

Based on the data above, it is also noticed that the seventh graders at SMPN 1 Muara Sugihan found difficulties to comprehend the content of the reading text. Most students still face difficulties dealing with reading text

where English as their foreign language related to the preliminary observation. The unsatisfactory results of the students reading comprehension were caused by several following factors. First, most of the students did not know the meaning of many words found in the text. Second, students were not able to comprehend the content of the texts. Third, long sentences in the text often made students confused in understanding descriptive text. Fourth, the teacher still used a conventional teaching method. Finally, students got unmotivated to do it. It was not effective enough to promote language acquisition. All the problems need to be solved because they gave an impact on students' low reading achievement.

The researcher wants to introduce a method that can be used by teachers to improve their students reading comprehension by using discovery learning method and will conduct a classroom action research. According to Joy (2014), the discovery-based learning approach greatly aided in the efficient instruction and learning of physics. This is reinforced by Mayer's (2004) explained that the discovery learning method is a teaching strategy to increase students' involvement in the learning process by having them respond to a series of questions or work through a problem that introduces a broad concept. In discovery learning method, the teaching learning process will be focused on the students rather than the teachers, thus students will be more engaged and apply their first and experience through observation during the teaching learning activities. Students will gain from utilizing the discovery learning method when reading. It

significantly improves their ability to answer questions based on textbook information, and the advantages are sustained over time.

Based on the reasons above, the writer was interested in doing the research entitled “The Implementation of Discovery Learning Method to Improve the Seventh Grade Students’ Reading Comprehension on Descriptive Text at SMPN 1 Muara Sugihan: A Classroom Action Research”.

B. Identification of the problem

Based on the description of background above, there are some problems in teaching and learning reading comprehension. The problems are presented below:

1. The students are averse to open and read books.
2. The students have difficulties in understanding to deliver the meaning of words in the descriptive text.
3. Long sentences in the descriptive text make students confuse in understanding the meaning of the text.
4. The teachers get difficulties to find the suitable method to stimulate students in learning reading text. They still use a conventional teaching method. Most activities are done by the teacher as source of knowledge. So, the researcher has to find out an appropriate method to overcome students’ problem in reading comprehension.

C. Limitation of the Problem

The problems of this study is limited to the classroom action research that explores The Implementation of Discovery Learning Method to Improve the Seventh Grade Students' Reading Comprehension on Descriptive Text at SMPN 1 Muara Sugihan.

D. Formulation of the Problem

This classroom action research's problem statement as follows: How could the implementation of discovery learning method to improve the seventh grade students' reading comprehension on descriptive text at SMPN 1 Muara Sugihan?

E. The Objective of the Study

The objective of the classroom action research is to find out whether or not discovery learning method can improve the seventh grade students' reading comprehension on descriptive text at SMPN 1 Muara Sugihan?

F. The Significance of the Study

This research is expected to contribute to the implementation of discovery Learning method to improve the seventh grade students' reading comprehension on descriptive text at SMPN 1 Muara Sugihan. The significances is formulated as follows:

1. For the students

If they apply this study, they would understand how to use discovery method for reading skill.

2. For the Teachers

They would get valuable information of the effectiveness of teaching reading use discovery learning method. The teachers of English can read the result of this research and get a new strategy in teaching reading.

3. Further researchers

Further researchers will get more knowledge and experience in doing this research, especially about teaching reading by discovery method. Next researcher will be able to know the level of students' motivation and weakness when they are learning reading.