

CHAPTER I

INTRODUCTION

This chapter presents the background of the research, statement of the research problem, objective of the research, significance of the research, research hypothesis, scope and limitation of the research, and definition of key terms. This part is made as an introduction to the study being conducted.

A. Background of the Research

In Indonesia the teaching of English as foreign language has been stated in the curriculum 2013. According to Kathryn (2017:11), curriculum of 2013 has been started since July 2013 by the Minister of Education in schools designated as the implementer school because the KTSP 2006 had not been successfully implemented. The curriculum 2013 is expected to gear up the students to think critically, communicate effectively, to work in teams and to foster entrepreneurship. The learning process of Curriculum 2013 emphasize the scientific approach and students center where the students are the center of the learning.

Regarding to the regulation of Minister of Education (2017:6), the curriculum of 2013 emphasizes on the scientific approach (observing, questioning, experimenting, associating, and communicating) supported by several methods. The methods suggested in the curriculum 2013 based on the scientific approach

are discovery learning method, problem based learning, and project based learning.

Based on the concept of discovery learning, teachers are expected to create students center. According to Kharismawati (2020:17) teachers act as a facilitator to help students understand what they are learning based on relate previous and new knowledge. This method focuses on actively acquiring and understanding new knowledge by utilizing existing knowledge. The discovery learning method requires the student to participate in making decisions about what, how, when, something has to be learned, and even plays a major role in making such decisions. In this case, the students are as the problem solvers because the model is going to be students-centered.

Discovery learning method is expected to develop students' creative thinking such us in writing ability. In writing ability, creativity is important to produce a good, acceptable, and understandable writings. Creativity itself is the ability of someone in creating new idea which can be seen from fluency, flexible, and originality of thinking by previous knowledge or skills to a new situation. In this case, creativity is needed when students write a recount text.

Recount text tells events that have occurred in the past. Being able to make a recount text means that we should master the recount text's generic structure, language features and also social function. Therefore, the tense used in recount text is the past tense because it is used to indicate past event. Apart from that, another feature of recount text is the focus on people or events, using action verbs, adverbs and adverbial phrases.

There are some researches related to this study. For example, an European Journal of Education Studies written by Fahmi, et al (2019:342) entitled Discovery Learning Method for Training Critical Thinking Skills of Students. The writers stated that teaching learning activity are delivered without understanding the meaning and essence because teacher only delivered the materials then students copy and memorize the materials. According to this library research, discovery learning method is able to train student's critical thinking skills in the way of built understanding form.

The second research related to this study is a research by Retika Wista (2020:52) entitled the Discovery Learning in Teaching Writing Skill in Junior High School. According to this library research which focuses on explaining and solving the problem of how discovery learning can improve students' writing skill on descriptive text at VII grade I Junior High School of SMP Negeri 10 Palembang, writing class is difficult because writing has certain characteristics for students and the students have a fear feeling and little enthusiasm. Discovery learning method improved students' writing skill and made students more active.

Another previous study is The Effect of Applying Discovery Learning Method on The Students' Ability in Writing Descriptive Text at Second Grade of SMK Al-Washliyah 3 Medan by Novriana Rahma Siagian (2018:1). In this study, the result of the students' writing ability by applying Discovery Learning method was higher than by applying Teacher-Centered method at the second grade of SMK Al Washliyah 3 Medan. The discovery learning has significant effect on students' ability in writing descriptive text. The researcher also finds the suggestions in Novriana's research which

is the English teacher suggested to apply discovery learning method in writing ability in different genre. Besides, through applying discovery method the students are expected to be no longer dependent on their teacher in receiving feedback. In that cases, discovery learning method is expected to help students to improve their writing.

This study is conducted on the basis suggestion given by the previous researches in which in this study is directed to verify whether discovery learning method is effective use to improve students' writing recount text. This why the title of this study is "THE EFFECT OF DISCOVERY LEARNING METHOD ON STUDENTS' ABILITY IN WRITING RECOUNT TEXT".

B. Statement of Research Problem

Based on the background above, the research question can be formulated as follows:

Is there any significance difference scores on writing recount text of the students taught by using discovery learning method and those taught by using conventional method?

C. Objective of the Research

According to the research problem, it can be formulated that the purpose of this study is to find significance difference scores on writing recount text of the students taught by using discovery learning method and those taught by using conventional method.

D. Significance of the Research

The finding of the study are expected to be useful both theoretically and practically. Theoretically, the result of this research can enhance the concept and knowledge about teaching writing recount text by applying Discovery Learning Method. Meanwhile, practically for the students, the finding can improve the students' ability in writing recount text by applying Discovery Learning Method. For the English teacher, to select the Discovery Learning Method in increasing students' achievement in writing recount text. For the next researcher, to develop the knowledge about teaching writing recount text by applying Discovery Learning Method.

E. Research Hypothesis

There are two hypothesis formulated in this study; Null hypothesis and Alternative hypothesis. The null hypothesis (H_0) is there is no significance difference scores on writing recount text of the students taught by using discovery learning method and those taught by using conventional method in the eighth grade at SMP Negeri 3 Kedungawaru Tulungagung. Meanwhile, the alternative hypothesis (H_a) is there is significance difference scores on writing recount text of the students taught by using discovery learning method and those taught by using conventional method in the eighth grade at SMP Negeri 3 Kedungawaru Tulungagung.

F. Scope and Limitation of the Research

The research focuses on the effect of discovery learning method in writing recount text at eighth grade at SMPN 3 Kedungawaru Tulungagung. The researcher first

conducted the treatment to experimental group. The aim of this treatment is to find the students' ability in writing recount text taught by using discovery learning method and those taught by using conventional method. The researcher conducted this study to the eighth grade at SMP Negeri 3 Kedungwaru Tulungagung in the academic year 2021/2022, with 8E1 and 8E2 classes as sample.

Meanwhile, the limitation of this study is that the study do not inform the readers on how the students give response on the use of discovery learning method and also no information on how discovery learning facilitates the students in learning recount text qualitatively. That is why the future researcher can conduct mix method by testing the effectiveness of discovery learning method on another different genre of writing and to investigate the students' response and also the process of applying discovery learning method.

G. Definition of Key Terms

The definitions of the key terms used in this study as follows:

1. Discovery Learning

Regarding to the Ministry of Education and Culture of Republic Indonesia (in Kharismawati et al. 2020:19) discovery learning is a method which emphasizes students' active engagement with the teacher as facilitator who required to assist students in learning activities to understand new information by utilizing information students already have.

2. Writing Ability

According to Byrne (1993:1) writing is the act of forming graphic symbols which have to be arranged based on certain convention to form word and sentence.

3. Recount Text

According to Knapp (2005:221) recount text belongs to the genre of narrating or narrative which the process of sequencing people and events in time and space by recounting and retelling.

4. Effect

According to Coe (in Cohen, Manion, and Morrison 2007:251) an effect is simply a way of quantifying the difference between two group. The effect as a result is calculated by using independent sample t-test. If there is any significance difference scores among the groups, it means that the dependent variable is affected by the independent variable. In this case, the discovery learning method affects the students' ability in writing recount text.