CHAPTER I

INTRODUCTION

This chapter contains the following sections Background of The Study,Research Problems, Objectives of the Research, Research Hypothesis, Significant of The Research,Scope And Limitation of the Research, Definition of The Key Terms.

A. Background of The Study

Education has a very important role in improving human resources which has implications for the level of progress of a nation. According to Esti (2016) in education language learning is very important. Humans can think without using language, but the presence of language makes it easier to improve learning and memory skills, solve problems and draw conclusions. In the learning process it is necessary to have good language skills in order to facilitate the transfer of knowledge.

Language skills can improve students' learning abilities including remembering subject matter, solving problems and being able to draw conclusions according to the material they are studying. Language makes it easier for teachers and students to communicate, so that learning objectives can be conveyed. Language learning has an important role, because mastering the language from an early age facilitates communication in the future.

In language learning there are foreign languages that are also learned since elementary school. English is designated as the first foreign language in accordance with the Decree of the Minister of Education and Culture No. 096/1967. The choice of English as the first foreign language in Indonesia

among other foreign languages is based on several considerations that Indonesian cannot yet be used as a means of communication with the outside world. English as one of the subjects in the 2013 curriculum, in accordance with Permendikbud No 81 A of 2013, the mastery process in the 2013 curriculum is instructional in nature which provides opportunities for students to develop all their potential into elements of mindset (affective), knowledge (cognitive), and skills (psychomotor). The motive for establishing the 2013 Curriculum structure is to gather students in Indonesia so that they have the potential to remain spiritual, efficient, innovative, advanced and effective individuals and citizens. Students are also expected to be able to contribute to society, country, kingdom and world civilization (in PERMENDIKNAS no. 71 of 2013). The 2013 curriculum was implemented at both the elementary faculty, university junior and senior high school levels. This policy was taken because of the need to participate in the era of globalization. During its development, English, which was originally an optional local content subject, became a compulsory local content subject in several regions.

According to Cindy Febilia (2016) English is an international language which is very important to master. English is also one of the languages used throughout the world. Recognizing the fact that English is important in the future, learning English as early as possible must be implemented in schools.

According to Wijaya Kusuma (2015) English learning is integrated into four skills, namely listening, speaking, reading and writing, all of which must be carried out at a minimum in learning activities that determine success in

studying all fields of study. The importance of English today is due to increasingly modern times and to anticipate in the era of globalization.

English speaking ability is one of the languagee abilities required for global contact or communication. It is impossible to deny that English speaking has recently become the most desirable talent required for professionals in Indonesia. Beside that Speaking, according to Nurhayati (2020), is a productive skills because it generate output in the form of sounds. Speaking is an activity and criterion for determining fluency in language mastering when learning English. As a result, acquiring speaking skills is critical if they want to communicate more naturally. According to Thornbury (2015), speaking ability is the ability to produce acceptable, correct, and relevant spoken language in a certain social setting, as well as to utilize language creatively and flexibly. The goal of studying a foreign language is for students to be able to converse in that language in order to be useful in specific situations. Students must be provided several opportunities to practice and get constructive criticism in order to improve their speaking skills. Based on explained above it can be conclude that speaking is needed in a learning language because speaking is more important which meant speaking is needed first in language learning before they learn about listening, writing, and grammar.

Speaking is defined by the Ministry of Education and Culture (1985) as transmitting one's intentions (ideas, emotions, feelings) to others through spoken language such that these intentions can be understood by others. While according to Chaney & Burk (1998) Speaking is defined as "the process of building and sharing meaning through the use of verbal and nonverbal symbols,

in a variety of contexts", and it is recognized as a crucial ability in learning and teaching English as a foreign language (EFL). Speaking has been underestimated and its relevance has gone unacknowledged over the years, However, it has increasingly been recognized that the goal of teaching speaking skills is to improve students' communication abilities so that they may express themselves freely and effectively with others (Kayi, 2012). Based on definition of speaking, the researcher recognizes that learning the language, particularly speaking, will have a very positive and significant impact on life. So that students learning languages need to improve their speaking skills.

There are many ways to improve students' speaking ability, among them are implementing a learning strategy that focuses to increase speaking ability, beside that we can use media to support a learning strategy be fun and not boring, while one technique to improve students' english speaking skills is to think in English. It takes less time to generate or answer in regular conversation if we can already think in English. According to explanation above can take a conclusion that to improve students' learning abilities, we need learning strategies, learning resources, and learning techniques that may be used in the classroom and focus on enhancing students' speaking abilities, all the things needed are already in the discovery learning model.

The Discovery Learning model is defined as a learning process that occurs when the teacher presents learning material not in its final form, but students are required to carry out various activities, such as gathering information, comparing, categorizing, analyzing, integrating, organizing materials and making conclusions (Kemendikbud, 2014). From the description

above, it can be concluded that the Discovery Learning learning model provides opportunities for students to be more active in learning both cognitively, affectively and psychomotor. Because students not only receive information from the teacher, but students themselves find and get information about english learning with the Subtheme of what are you doing through direct observations made by students. The teacher only acts as a facilitator who provides direction and guidance so that students find an understanding of the lesson concepts that have been studied. Learning outcomes using the Discovery Learning learning model are easy to remember, memorize, and easy to transfer because students observe, discover, solve and conclude for themselves what they observe.

The advantages of the Discovery Learning model, according to Hosnan (2014) the advantages of the discovery learning model are: Improving the ability of students to solve problems (problem-solving); Encouraging students to think and work on their initiative; Causing students to direct their learning activities by involving their minds and their motivation; Learners learn by utilizing various types of learning resources; Students are active in teaching and learning activities because they think and use their abilities to find final results. From the description above, it can be concluded that the discovery learning model is a learning model that can fully involve students in the learning process and makes it easier for students to understand learning because the discovery learning model requires students to experience the discovery process themselves in education. As a result, students will more easily transfer their knowledge to various contexts, as well as foster a sense of inner

satisfaction by finding their own, so that the motivation, creativity, discipline and enthusiasm of students to learn will increase.

There were numerous research that have efficiently carried out the invention getting to know version in the mastering manner, inclusive of Harlen (2014) that discovery gaining knowledge of version learning to increase capabilities can offer possibilities to use investigative talents in exploring materials and phenomena, asking questions that require the usage of abilities (and permits time to assume and solution), affords opportunities for discussion in small groups and as an entire magnificence, encourages critical overview of the way sports had been achieved, affords get entry to to techniques had to strengthen skills, engages children in communicating in various forms and displays their mind. The findings of Balim (2009) observed that the discovery studying method can substantially increase the scores of inquiry abilities, cognitive talents and scholar effectiveness.

Based on the description above, the authors are inquisitive about carrying out research on the effect of the model discovery learning on speaking skills in studying English. The reason researchers are interested in doing studies, this model has many advantages, specifically (1) The coaching approach has changed from one this is imparting information by way of the teacher to college students as recipients of proper information however low stages of intellectual approaches, to coaching that emphasizes the information processing process wherein students who actively look for and manner information on their own with better or greater mental processing ranges, (2) students will understand fundamental ideas or ideas better, (3) help college

students in using memory and with a view to transfer them to studying method situations new ones, (4) Encouraging college students to think and work on their very own initiative. (5) permitting college students to research with the aid of utilizing numerous forms of gaining knowledge of assets that do not best make the trainer the best supply of mastering. (6) This model can enhance and deepen the material being studied so that the reference (lengthy-lasting in reminiscence) will become better. The gaining knowledge of version is a guideline for teachers and college students in imposing the teaching and learning technique (Rahman, 2017). meanwhile, in this examine, similarly to understanding the impact of the invention studying model on talking abilities, it is also to improve wondering abilities, reasoning, and broadening talents. In studying, the functions and goals referred to above can't be achieved concurrently, but one after the other depending on which characteristic / goal is prioritized.

The researcher uses the discovery learning model in this study, supported by previous research, which says that this method encourages students' speaking abilitiess to improve because it is done. This method is an effective technical skill effort aimed at making the material quickly understandable while applying it, According to Oktavianti (2014) on her thesis entitle: THE EFFECT OF APPLYING DISCOVERY LEARNING MODEL ON THE STUDENTS' SPEAKING ACHIEVEMENT, Discovery learning model is one of the learning model that allow the students work in pairs. It is a learning model when the students work pairs and orally exchange the main idea from the material learning. Discovery learning allows the students exchanging

information they got from material learning orally. This discovery learning is really suitable for speaking class because speaking is about sharing or exchanging idea, information or thought orally, Oktavianti was declare on her thesis that discovery learning was suitable to teaching speaking.

Realizing the importance of speaking ability and knowing a discovery learning model is a learning model that suitable to teaching speaking ability in class, the researcher want to conduct a research with the aim to find out whether a discovery learning model can effectively in teaching speaking ability, The researcher intends to conduct experimental research titled **"The Effectiveness of Using Discovery Learning Model on Students' Speaking Ability at Ten Grade of MA Langkapan Maron Srengat Blitar"**

B. Research Problems

The researcher formulates the research problem following the background: "is it effective to use discovery learning in teaching speaking to the tenth graders of MA AL HIKMAHH Langkapan?"

C. Objectives of the Research

The researcher formulates the object of the research:" to describe the effectiveness of using discovery learning in teaching speaking to tenth graders of MA AL HIKMAHH LANGKAPAN"

D. Research Hypothesis

Based on the research problem "Is the use of Discovery learning model on students' speaking abilities at ten-grade of MA Langkapan Maron Srengat Blitar?"

The researcher formulates a hypothesis as follows:

1. Null Hypothesis (Ho): There's a significant different on the application of the discovery learning model to student speaking fulfillment.

2. Alternative Hypothesis (Ha): There's a significant different on the application of the discovery learning model to student speaking fulfillment.

E. Significant of The Research

The study's findings are predicted to be relevant for:

1. The teacher

The researcher hopes that an English teacher would use this research as a reference in their classroom so that they can use discovery learning to enhance students' English speaking and other media to support this learning model, which is an expectation of the researcher in this study.

2. The school principal

As an English language development center, will have an impact on linguistic proficiency in communicating in other languages, notably English. The school gains from increased quality as a result of qualified education, which means on of the goals.

3. For the Researcher

The researcher thinks that by serving as a reference, this research aid other researchers in evaluating the discovery learning models' effectiveness in enhancing learners' knowledge of particular abilities from various perspectives.

F. Scope And Limitation of the Research

This study only looks at how well students can improve their speaking abilities.This study concerned with the effectiveness of using discovery learning model on students' pronunciation ability At Ten Grade of MA AL-HIKMAHH LANGAKAPAN Maron Srengat Blitar.

G. Definition of The Key Terms

The researcher offers many definitions or explanations of the key terminology in this study to prevent misunderstandings, as follows:

1. Effectiveness

If there is a significant difference in students' pronunciation scores before and after being taught with the discovery learning model, a study is regarded to be effective. Calculating statistical formulas can highlight significant disparities in scores. If the p-value (Sig.1-tailed) is

greater than the significance threshold (0.05) and the t-test is less than the t-table, the Discovery learning model is helpful in enhancing students' speaking ability.

2. Speaking Ability

Speaking is a method of communication that allows people to convey their ideas, feelings, and opinions in a way that others can comprehend. Speaking has multiple components, including vocabulary, pronunciation, grammar, and fluency.

3. Discovery Learning Model

Discovery learning model can be defines as a learning model that maximizes all students' and active learning experiences. This learning model will guide students to find and express their ideas related to the studied topic.