

CHAPTER I

INTRODUCTION

A. BACKGROUND OF STUDY

In the 2013 curriculum there are three model of learning which implemented, such as problem-based learning, project-based learning, and discovery learning. Based on those three models suggested in the 2013 curriculum, discovery learning is the most suitable models of learning for the teacher to teach recount texts

Discovery learning has been applied in teaching tenth grade students, Feriyanti (2014) experimented in the context of English writing skill. The finding of the research shows that “Discovery Learning Method is an effective method to teach writing for the tenth grade students”. In fact, the teacher usually use teacher-center method not student center, because student have difficulties learning writing by them self so the teacher explain material to student and writing skill is a quite difficult to understood. Susanto (2013, cited in Fujiono (2016) states “Writing is the most complicated and hard skill in comparison with the other three English language skills (Listening, Speaking, Reading)”.

Many researchs has justified the use of cooperative learning type two stay two stray which has been applied and experimented by Tadzkia (2018) and Riskayanti, Muslem, Gani (2016) The result showed that the implementation of two stay two stray in tenth grade students is appropriate and effective model in teaching writing, there were significat effect of writing aspect, which are content, organication, vocabulary, and mechanics.

Writing is how to produce a written product. It is a process of transforming ideas coherently and cohesively into written text. In writing skill, there are some kinds of text that will be learned by the students, one of them is recount text. Recount text is a text to tell experiences or activities in the past. The researcher chooses to teach recount text because the student can retell their own experience. In writing process the students often got some problems, the students' problems in writing is partly because the students' little practice. The students' difficulty of expressing ideas in writing, then sometimes are afraid to write; they complained about writing class. They felt they cannot arrange and make a good recount text. Teacher can solve some problems of writing by using group work and interesting topic. The researcher in this research is interested to use two stay two stray as a method in teaching writing at class especially to improve student writing skill in recount text. By using two stay two stray in writing recount text, students will be active in discuss, ask question, seek answers and also share vocab in teaching learning process. So it makes them easy in understanding and implementing recount text in writing.

Based on the explanation above, the researcher is interesting in conducting a research entitled : "Teaching Writing Recount Text by Using Cooperative Learning and Discovery Learning (A quasi experimental research at 10th grade student of SMK TI Pembangunan in Academic year of 2018/2019)"

B. RESEARCH QUESTION

1. Is there any significant difference between cooperative learning and discovery learning in teaching writing recount text at 10th grade student in SMK TI Pembangunan?
2. How is cooperative learning implemented in teaching writing recount text at 10th grade student in SMK TI Pembangunan?
3. What are students' difficulties in writing recount text by using cooperative learning and discovery learning at 10th grade student in SMK TI Pembangunan?

C. OBJECTIVES OF THE RESEARCH

Based on the statement of the problem above, the objective of research are:

1. To know whether there is any significant difference between cooperative learning and discovery learning in teaching writing recount text at 10th grade student of SMK TI Pembangunan.
2. To describe the implementation of cooperative learning and discovery learning implemented in teaching writing recount text at 10th grade student of SMK TI Pembangunan.
3. To find out students' difficulties in writing recount text by using cooperative learning and discovery learning at 10th grade student of SMK TI Pembangunan.

D. HYPOTHESIS

Null Hypothesis (H_0) = There is no significant difference in students who were taught by using cooperative learning and who were by using discovery learning in teaching writing recount text.

E. SCOPE OF THE RESEARCH

Based on the identification of study above, it is impossible for the researcher to study all that stated problems because of the limited time. Therefore, the writer scope of the research on : Teaching Writing Recount Text by Using Cooperative Learning and Discovery Learning. The Innovative Learning that researcher take is cooperative learning, but that learning adapted two Stay two Stray technique.

F. SIGNIFICANCES OF THE RESEARCH

This study is significant in three perspectives.

1. Pedagogically, The English teachers should define English Two stay two stray (TS-TS) method is able to make students practice their writing skill.
2. Theoritically, this study is expected to provide practical guide for teachers to choose alternative approach in teaching writing, especially in vocational high school. this research is also expected to provide useful information about basic principles and teaching model of discovery learning approach and cooperative teaching technique with type of two stay two stray in EFL classroom.

3. Practically, this research is expected to help teacher find how the use of two stay two stray technique to improve students' writing skill. Lastly, in this research is also expected to help teachers better in teaching writing.

G. DEFINITION OF KEY TERMS

The researcher would like to explain the terms in the research to avoid the same meaning of these terms. The definition of key terms of this research as follow:

1. Writing

Writing refers to a process in which its activities are not produced immediately. The writer must think first about the topic, try to know the topic and find some information about the topic.

2. Discovery Learning

Discovery learning is an inquiry-based learning, constructivist learning theory that conduct in problem solving situations where the learners draws on his or her own past experience and existing knowledge to discover facts and relationships and new truths to be learned.

3. Cooperative

Cooperative learning is the instructional use of small groups so that student work together to maximize their own and each other's learning.

4. Recount Text

Recount text is text to retell past event based on the writer experience.

H. ORGANIZATION OF THE RESEARCH

The followings are the organization of the paper, they include:

Chapter I : Introduction. This chapter provide information about background of the research, research questions, objectives of the research, hypotheses, scope of the research, definition of key term and organization of the research paper.

Chapter II : Literature Review. This chapter provide information about about theoretical framework which associated with this research and previous study.

Chapter III : Research Methodology. This chapter presents the methodology of the research. It is devoted It presents the respondents of the research, instruments, the steps of data analysis.

Chapter IV : Result and Discussion. This chapter provides the result of the research and discussion of the research finding. It contains the detailed calculation of pre-test and post-test scores from the experimental group and control group.

Chapter V : Conclusions and Suggestions. This chapter concludes the result of the research. It is conclusions of the research and suggestion for further research are presented.