

CHAPTER I

INTRODUCTION

This chapter provides background of the research, research questions, objectives of the research, limitation of the research, significances of the research, the definition of key terms and organization of the research.

A. Background of the Research

Reading is important skill that students need to be mastered. Nunan (in Dadivong, 2011) argues that reading is the process of combining information from a text and reader's background knowledge to build meaning. Meanwhile, Ahmadi (2015) states that reading is strategy of cognitive aspect to understand the text. These two definitions indicate that reading is the ability to construct the meaning of a text that involves comprehension skill. Through reading, the students can get not only some information, but also increase their knowledge and comprehension skill.

Pre-observation found problems related in learning and teaching reading. Regarding the learning process, most of the students showed low motivation in reading. They felt that reading was difficult subject to learn. They did not know the strategies usually used in reading. Most of them even thought that to understand an English text, they needed to master so many English vocabularies; and it was difficult for them. They even seemed difficult to open the dictionaries. In their opinion, it taken so much time. Thus, most of

them preferred to use Google Translate to understand what the text was conveyed.

In teaching process, the teachers tended to use conventional method. They just asked the students to open their book, then read an English text. After that, they will asked the students the difficult words occurred in the text, translate the text, and answer the question stated on the books. This kind of method can worsen the situation. It cannot increase students' motivation to read as well as increase their comprehension skill. Teaching method, technique, or strategy have an importance influence to improve students' ability in learning the material, including in understanding an English text.

The teaching method, technique and strategy used by the teacher should be able to make the students active in teaching and learning process. It also should be interesting so that it can increase students' motivation in learning. One of the method that the teacher can use in teaching reading is discovery learning method. Bruner (1986 as cited in Sari 2019) states that Discovery Learning can be defined as the learning that takes place when the student is not presented with subject matter in the final form, but rather is required to organize it him self. It is a learning process which emphasizes in students' mental and intellectual in solving many problems that they face so that it will discover a concept or a generalization that can be applied in the field (Illahi, 2012:29).

Regarding the strategy, the teacher can use Directed Reading Thinking Activity (DRTA) which was developed by Stauffer (1969). DRTA is a

strategy that guides students in asking questions about text, making prediction, and then reading to confirm or refute their prediction (Stauffer, 1969 as cited in Agustine et al., 2019). DRTA offers several advantages for reading, such as: encourage students to be active and thoughtful readers, activate students' prior knowledge, monitor students' understanding of the text as they read, and help strengthen reading comprehension and critical thinking skills.

Based on the above explanation, this research aims to investigate the implementation of discovery learning which uses DRTA in teaching reading of descriptive text. Descriptive text is chosen as it has a simple structure: identification and description. It is also used to describe a particular person, place or thing (Sudarwati, 2005:10). In term of people, this text can tell about students' favourite character, people, or animal. Thus, it is expected that it can attract students' interest to read the text as it is related to them.

B. Research Questions

Research question inquire the relationships among variables that the investigators seeks to know Creswel (2009). There are three formulated research questions:

1. How are the scenarios and the implementations of teaching reading of descriptive text using discovery learning through DRTA strategy?
2. What are teacher's and students' responses toward teaching reading of descriptive text using discovery learning through DRTA strategy?

3. What are the students' difficulties in learning reading of descriptive text using discovery learning through DRTA strategy?

C. Objectives of the Research

Objectives indicate the goal of a study (Creswell, 2009). The goal of this research are:

1. To find out the scenarios and implementations of teaching reading of descriptive text using discovery learning through DRTA strategy.
2. To find out the teacher's and students' responses toward teaching reading of descriptive text using discovery learning through DRTA strategy.
3. To identify the students' difficulties in learning reading of descriptive text using discovery learning through DRTA strategy.

D. Significances of the Research

It is expected that this research can give many benefits for students, teachers and learning process.

a. For Teachers

It is expected that the method and strategy used can improve teacher's ability in making the effective and efficient learning process. It can also improve teacher's ability in choosing appropriate techniques in teaching reading.

b. For students

The strategy used is expected to be able to develop students' reading skills. It can also improve their understanding and comprehension ability in reading.

c. For Next Learning Process

The use of DRTA strategy can make learning situations more interesting.

It can provide a different atmosphere to the learning process.

E. Limitation of The Problem

This research focuses on the teaching reading of descriptive text using discovery learning through DRTA strategy at the seventh grade students of junior high school in academic year 2019-2020.

F. Definition of Key Terms

Some key terms used in this research are as follows:

a. Teaching

Teaching is the process of transferring knowledge in the classroom through instructing her students to do some activities which enrich their knowledge and skills.

b. Reading

Reading is one form of activity that can be used as a means to gain an understanding of something.

c. Descriptive text

Descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing.

d. Discovery Learning

Discovery learning is a kind of teaching that is based on the student finding things out for themselves, looking into problems, and asking questions.

e. Directed Reading Thinking Activity (DRTA)

Directed Reading Thinking Activity (DRTA) is a teaching strategy that allows guiding the students through the process of making predictions based on the information that the text has provided them.

G. Organization of the Paper

The organization of the paper is as follows:

Chapter I: Introduction. This chapter provides background of the research, research questions, objective of the research, limitation of the research, significances of the research, definition of key term, and organization of the paper.

Chapter II: Literature Review. This chapter provides some theories to support the topic of the research, such: the theory related to reading, descriptive text, discovery learning, and DRTA strategy. The next part is about the previous study which conducted by other researcher.

Chapter III: Research Methodology. This chapter provides the research methodology that is used in this research. It consists of research method, subject of the research, research instruments, data collection and data analysis.

Chapter IV: Research Findings and Discussion. The researcher provides the result of the research and the discussion of the result.