

CHAPTER I

INTRODUCTION

1.1 Background of Research

Reading is the mother of all learning skills and is a primary learning tool. In daily life, reading is one of the most crucial skills (Fry, 1977:9). Reading is an crucial skill for success in real life, and reading can generally be defined as "understanding what the words mean" (OECD, 2018:11). Reading is one of the most valuable things to increase knowledge and cognitive development and encourage learning progress. Reading is a skill that is needed, especially in college, because students learn to read more critically and independently. Reading is a complex, diverse skill used in several cognitive processes in the brain. Reading is an activity that has a significant impact on human life Osama (Osama, 2017:189). As a result, reading is the most crucial aspect of getting experiences and information. Reading is not looking at particular words and expressing them. Reading is a transaction between the text and the reader. reading is the reader creates a particular meaning by combining the background knowledge, feelings, perspectives, and expectations of the author's meaning (Ruddel, 1994:46). Reading not only defines the character code but also understands the information contained in the text and integrates that information with the reader's last knowledge. In teaching and learning reading, several texts are commonly used: narrative text, recount text, descriptive text, report text and others.

Reading comprehension is a complex relation of word, sentence, and text-level procedures. Reading comprehension is crucial to the success of education (Hakkarainen et al., 2015:2). And very relevant to efficient instruction. Reading comprehension is a complex relation of various elements, which can be globally devided to low-level and high-level abilities (Perfetti & Stafura, 2014:3).

Students learn to read, write, and think critically for different learning activities. Students learn how to understand and master reading. In mastering English, students are taught to understand reading, although reading is still the main challenge for most Indonesian students in learning English. Reading is essential because the majority of UN questions are about reading comprehension. To pass the final exam, students must be able to answer these reading comprehension questions correctly. On the other hand, according to some professors, reading is not students' favourite activity..

Nowadays, students are accustomed to receiving information from the discovery learning approach in teaching reading text, particularly descriptive texts, to encourage students to be more active than before and solve problems independently. The students' abilities and experiences differ, making it challenging to comprehend the descriptive text. Some students may be able to grasp concepts quickly, while others may struggle. The writer wishes to determine the actual state of the descriptive text

Despite this, many students struggle to understand what they are reading. As we know, reading is an uncommon activity these days, and most people do not like to read. They believe reading to be a time-consuming and tedious activity. What is worse, some people claim that reading is not highly beneficial to them. They also think that reading will make them lazy when they spend just reading. Based on the writer preliminary research at SMA Negeri 4 Tebing Tinggi in October 2021. The researcher found that students were still less interested in reading, especially reading comprehension. The researcher made the observation. The researcher asked about the students' problems and the teacher's strategy for teaching reading comprehension to the teacher. He is the instructor for the students still receiving supervision as they read a text, according to Mr Posman. Reading is the first problem, especially, Reading comprehension. Background knowledge, cultural knowledge, and text type knowledge are all factors that contribute to the issues. Background knowledge is the students' previous knowledge of the outside world. Students who read a work without background knowledge will not be able to

understand it since they will not be familiar with its subject. Furthermore, social contrasts influence understanding cognizance. A social setting and material that are obscure because the understudies do not entirely grasp the other culture, cultural information and vocabulary information produce understanding difficulties. The second problem is the absence of vocabulary. The issue includes troubles with words. These troubles incorporate issues with specialized vocabulary, superordinates, synonyms, and words with a few implications. The students will struggle to comprehend the text. As a result, the students have several problems with reading. Their reading ability and interest are still lacking, as seen by their difficulty in comprehending the meaning of the text. When students are reading a novel, they usually have problems. When students are given a novel, they do not read it frequently. They only can say the sign of words and do not get knowledge from books. They have many difficulties in reading because their language and spelling in English are different

Discovery learning is a learner-centred method of learning in which the learner finds new knowledge through active, hands-on experiences and creates new concepts based on prior knowledge. Discovery learning, is a learning process that involves students' mental and intellectual abilities in solving a variety of challenges in order to discover an idea or a generalization that can be applied in the fields (Illahi, 2012:76). As a result, discovery learning is an active learning technique in which the teacher provides instruction to the students. The students then used the rules of discovery learning to solve their problems by watching and experimenting with various activities

Based on the above, the researcher believes that discovery learning is the best strategy for improving students' reading comprehension, and the researcher focuses on descriptive text. The descriptive text describes an event, an emotion, a setting, or the traits of a person or thing. These traits could include how something tastes, looks, smells, feels etcetera (Cynthia A.Broadman& Jia Frendergbeg, 2008:87). This type of the text can be found in encyclopedias, newspapers, novels, etcetera. The grand theory of

discovery learning was developed by constructivism theory, which promotes the premise that students actively construct their knowledge. Piaget, Bruner, and Vygotsky were the pioneers of constructivism learning theory (1970:105). Discovery learning is included in the teaching and learning processes to ensure the students comprehend the text.

Students are unlimited in their ability to expand on the written content provided by the teacher in discovery learning. Discovery learning is a learning method to develop oneself from active learning by discovering yourself and investigating yourself (Hosnan, 2014: 65). Then the results obtained will be firm and long-lasting in memory. The basis of this method is that information drawn from students' conclusions will be more easily obtained by conducting experiments. With the impact of these activities, it is assumed that student achievement is more significant in appreciating and obtaining information than that given by the teacher. As a result, discovery learning is subjective, including brainstorming, debate, independent reading and students trying to be very good. This method is something that makes students able to understand the text. Therefore, their understanding of how to learn English can be improved. On the other hand, in addition to having advantages, the discovery learning method also has several disadvantages; it does not cover course content, is time-consuming, and lacks preparation time. Therefore, if teachers and students can work together to make the discovery learning process a success, the shortcomings of discovery learning will not be an obstacle, and students will get what they want in the learning process.

Based on the above, the researcher took a title, "The Effect of Discovery Learning Method on Students' Reading Comprehension".

1.2 Problem Identifications

1. Some students struggle in reading, especially comprehension. They are still lacking in reading skills and are less interested in reading, as seen by their inability to comprehend the meaning of the material. So, the students were less bored and motivated to read subject

2. Many teachers teach reading comprehension by explaining the text's central concept, text, and purpose. All focus on the teacher.
3. In this case, the teacher must be able to prepare reading instructional techniques to help students increase interest and motivation in learning English, mainly on reading comprehension
4. To solve this problem, the discovery learning method was chosen by the researcher as a method to help students in reading comprehension

1.3 Limitation of Problem

There are several stages of comprehension. They are literal, inferential, critical, and creative. This research focussed on literal and inferential comprehension. This research identifies the effect of the discovery learning method on the students' reading comprehension, and the material is descriptive text.

1.4 Formulation of Problem

Based on the background of the research above, the researcher can make the research question: Is there any significant effect of discovery learning on reading comprehension ?

1.5 Objective of the study

Based on the formulation problem above, so the objective of this study is to find out the effect of discovery learning on students' reading comprehension

1.6 Significances of the research

This research could be valuable in determining the effect of discovery learning on students' reading comprehension. This research will be a guide for a few other researchers undertaking research in the EFL classroom. The outcomes of this study will most likely be helpful to students, teachers, and all viewers in the future. The findings of this study are also assisting teachers in motivating students to understand the text.

1. Practically

The researcher might utilize the study's findings as a starting point for improving his or her capacity to learn English, particularly Reading Comprehension.

2. For the English Teacher

Students are more interested in studying English reading when exploration learning is used to teach reading comprehension. The result of this study could be used to help identify practical approaches for technique deployment in the English case, particularly in SMA Negeri 4 Tebing Tinggi.

3. Theoritically

- a. The findings of the study are being used to the English teaching learning process, particularly when teaching reading comprehension through discovery learning
- b. The finding of the study are being used as a new science for readers.
- c. The findings of this study should help to improve public understanding of the discovery learning principle in literacy.