

CHAPTER I

INTRODUCTION

Discuss about research context that tell us about the phenomena in problems of study, research focus of the problem in research, research objective tell about the aims of the researcher, significance of study tell about the benefit of the research, such us for the researcher, the students, the readers, tec. The scope and limitation of the research that make the research have the main problems of the research and definition of key terms tell about the explanation of the title of the research based on the researcher perspectives.

A. Research Context

The learning process in the classroom will be successful if the students are able to be active creative in the learning process that they learn, especially in English. Not only students must be able to understand good lessons, but a teacher is also able to create an atmosphere takes place in the classroom. There are so many learning models that teachers can use as a Benchmark for teaching teachers, in accordance with the current 2013 curriculum.

Education is a necessity for every human being, because without



human education it will be difficult to develop and even underdeveloped. In education, curriculum development requires students to always be active, creative, and innovative in responding to every subject taught. An active, creative, and innovative attitude can be realized by placing students as educational objects. The teacher's role is as a facilitator and not the most correct source of learning. A professional teacher is required to be able to display expertise in front of the class. One component of that expertise is the ability to deliver lessons to students. To be able to convey lessons effectively and efficiently, the teacher needs to know various types of learning models so that they can choose which learning model is most appropriate for a teaching field.

Discovery learning is inquiry based learning, constructivist and theory of how to learn. The learning model provided to students has learning scenarios to solve real problems and encourage them to solve their own problems. In solving their problems, because these are constructivist, students use their previous experience in solving problems.¹ So that discovery learning can provide an active learning atmosphere if the teachers is able to understand the processes in this Discovery Learning model.

Active learning is a learning approach that involves more student activities in accessing various information and knowledge to be discussed and studied. Moreover, active learning enables students to develop higher-

¹Ellyza Sri Widyastuti, Application of the Discovery Learning Model to Economics Concept Materials (Surabaya State University, 2015), page. 33 & 34.

order thinking skills, such as analysis and synthesizing, as well as assessing various learning events and applying them in everyday life.²

Learning with a scientific approach is learning that consists of observing activities (to identify things to be known), formulating questions (and formulating hypotheses), trying or collecting data (information) with various techniques, associating or processing data (information) and attracting conclusions and communicate the result consisting of conclusions to obtain knowledge, skills and attitudes. These steps can be continued with creative activities.

The learning process is essentially an educational communication that can lead to a reciprocal relationship between two or more things or the same individuals, with the aim of directing themselves to one particular goal to be of a teacher in providing active learning to students.³ The learning process of students and teachers has interrelated relationship, so that it can build a good teaching and learning process when in class.

The tendency of psychology today considers that children are active beings. Children have the urge to do something, have their own will and aspirations. Learning cannot be forced by others and also cannot be

² Nurdyansyah Dan Eni Fariyatul Fahyuni, *inovasi Model Pembelajaran Sesuai Kurikulum 2013* (Sidoarjo: Nizamia Learning Center, 2016), page. 107.

³ Evi Yuliana Rosita Dewi, Skripsi: *Penerapan Model Pembelajaran Saintifik Tipe Discovery Learning untuk Meningkatkan Keaktifan dan Prestasi Belajar Siswa pada Mata Pelajaran Akuntansi Materi Penyediaan Informasi Persediaan Barang Dagang Metode Periode Kelas XI SMK 17 Seyegan* (Program Studi Pendidikan Ekonomi Bidang Keahlian Khusus Pendidikan Akuntansi Jurusan Pendidikan Ilmu Pengetahuan Sosial Fakultas Keguruan dan Ilmu Pendidikan Universitas Sanata Dharma Yogyakarta, 2016), page. 10 & 42.

delegated to others. Learning is only possible if the child is actively experiencing himself.

John Dewey argued, that learning is about what students must do for themselves, then the initiative must come from students themselves, the teacher is only a guide and director.⁴ The act of learning is a very complex and the process that takes place in the human brain. By doing these learning activities students will become active in learning activities.⁵

The 2013 curriculum is one of the paradigm shifts in learning from conventional learning to activating students and training students, creative thinking abilities. The 2013 curriculum is a competency based curriculum, in which it is formulated in an integrated manner covering the competency of knowledge, and skills that students must possess. In facilitating the achievement of competencies formulated, thematic learning is chosen as the basis for learning.

From the above description. Then it takes action in learning in the form of applying an active learning model. In its development, learning models have many variations, many creative learning models that have the potential to improve students' abilities in thematic learning. One of them,

⁴ Evi Yuliana Rosita Dewi, Skripsi: *Penerapan Model Pembelajaran Saintifik Tipe Discovery Learning untuk Meningkatkan Keaktifan dan Prestasi Belajar Siswa pada Mata Pelajaran Akuntansi Materi Penyediaan Informasi Persediaan Barang Dagang Metode Periode Kelas XI SMK 17 Seyegan*, page. 48-49.

⁵ Evi Yuliana Dewi, *SKRIPSI: Penerapan Model Pembelajaran Saintifik Tipe Discovery Learning untuk Meningkatkan Keaktifan dan Prestasi Belajar Siswa pada Mata Pelajaran Akuntansi Materi Penyediaan Informasi Persediaan Barang Dagang Metode Periodik Kelas XI SMK 17 Seyegen* (Yogyakarta: Program Studi Pendidikan Ekonomi Bidang Keahlian Khusus Pendidikan Akuntansi Jurusan Pendidikan Ilmu Pengetahuan Sosial Fakultas Keguruan dan Ilmu Pendidikan Universitas Yogyakarta, 2016), page. 30.

Discovery learning model, this model is used to develop active learning by discovering by them, investigating by themselves, then the results will be obtained long-lasting with memories so that they will not be easily forgotten by students.

Discovery learning model guides students to identify what they want to know by finding information on their own, then students organize or form (constructive) what is known and understood in its final form.⁶ So the *Discovery* learning model is able to provide a learning atmosphere for students to be more active when the learning process taken place. Based on the identification of the problems outlined, the researches is interested in active learning atmosphere in English subjects in classroom.

In the context of education the crucial part that can make students change is not only by providing understanding and knowledge to them. However, it must be appropriate to the method appropriate to students, but the results are still like that so I have to find new discoveries to make them understand and be active in class.

Mansur Al Amin English teacher at MA Babus Salam of Sampang, he states the learning process will be successful if students are actively involved during the learning process they are learning, especially in English subjects. Students are not only required to understand the material well, but the most important thing is that teachers are able to create a learning

⁶Nichen Irma Cintia, dkk, *Penerapan Model Pembelajaran Discovery Learning untuk Meningkatkan Kemampuan Berpikir Kreatif dan Hasil Belajar Siswa, 1* (Universitas Kristen Satya Wacana, Sala Tiga Jawa Tengah, (2) 2018), page. 70-71.

atmosphere in the classroom. By changing the method, which initially used the lecture method, it was replaced by the guessing method, with this method after assigning them the atmosphere of the class was busier and the students were more active.⁷

Sahlatul Muyassaroh one of the students at the MA Babus salam school said that the learning method in his class used two methods, namely the lecture method and the guessing method. However, the students in the class are more interested and more excited if the teacher used the guessing method. It is known because this method contains a special interest in students so that students quickly understand and understand.

Using the discovery model makes students more enthusiastic and understand quickly in the learning process. Because such a method is certainly not boring and stimulates students to be more active in responding or answering. Students who have started to be active can be sure that they understand and understand. Therefore, the discovery model is often used by teachers. So that students do not feel too busy in the learning.⁸

B. Research Focuses

According to John W. Creswell research focus needs to stand on

⁷ Mansur Al Amin, Guru Bahasa Inggris di MA Babus Salam, *Wawancara Langsung* (14 April 2021)

⁸ Sahlatul Muyassaroh, Siswa Kelas Dua Belas MA Babus Salam, *Wawancara Lewat Telepon*, (14 April 2021)

its own and be recognized as distinct step because it represents the problem addressed in the study.⁹ Research focus is a condition based on the relationship of two factors or more resulting in a confusing situation or enable a question, attentively, and situational based on the real phenomenon and it needs to solve or effort to answer.

Based on the study problem that has been explained above, research focuses can be formulated as follow:

1. How the teacher implement discovery model in English subjects at the Twelfth Grades MA Babus Salam of Sampang?
2. What kind of active learning build by discovery model in teaching learning processat the Twelfth Grades MA Babus Salam of Sampang?

C. Research Objectives

According to John W. Creswell research objectives states that a purpose is the major intent or research objective used to address the problem.¹⁰ By determining the formulations of a problem, of course, we have the intent and purpose to be achieved as well. As has been explained above about the focus of research, researchers find the objective to be achieved in this study.

⁹ John W. Creswell, *Educational Research Planning, Conducting, and Evaluating Quantitative and Qualitative Research* (Boston: Pearson Education, 2012), page. 59.

¹⁰ John W. Creswell. *Educational Research Planning, Conducting, and Evaluating Qualitative and Quantitative Research* (Boston: Person Education, 2010), page. 60.

Based on the study problem that has been explained above, research objective can be formulated as follow:

1. To know the teacher implements discovery model in English subjects at the Twelfth Grades MA Babus Salam of Sampang.
2. To know the active learning build by discovery model in teaching learning process at the Twelfth Grades MA Babus Salam of Sampang?

D. Significant of Study

The significance in research refers to the contribution of the research result to the improvement of the related practice and or to development of the related theory (theoretical contribution)

1. Theoretically

- a. Theoretically, the results of this study can provide information and provide understanding for readers in applying the discovery method to activate students in English subjects.
- b. It is expected to be able to give confidence to students to find learning that can activate their students.

2. Practically

a. For researchers

1. To find out what can make students active while learning.

2. To become a provision for researchers as prospective teachers who will use the discovery analysis model to activate their students in learning.

b. For teachers

1. To help the teachers know students who are active and not active while learning.
2. To make teachers even more creative in learning when using discovery models.

c. For students

1. Helping students to be even more excited when using discovery models.
2. Helping improve critical thinking and knowledge not previously known in the classroom.

E. Scope and Limitation of Study

The scope of the study has to be defined at a preliminary stage and that is very important. The scope in this study is about the discovery model analysis to create an active learning.

In this research, the researcher limited only for in English subjects at the Twelfth Grades MA Babus Salam of Sampang.

F. The Definition of Key Terms

To avoid misunderstanding, as well as the keywords contained in the title that has been raised by the researcher, the researcher limits the definition and terms to be used by the researcher, which are as follow:

1. Model is a pattern or reference used to do something.
2. Discovery model is one of the achievements for teachers to improve the skills and creativity of students at the Twelfth Grades MA Babus Salam of Sampang.
3. Active learning is a learning concept that involves students actively both physically and emotionally in the learning process

