

CHAPTER I

INTRODUCTION

The researcher provides sub chapters that involve research context, research focus, research objective, definition of key terms, significant of study, previous study, and review of related literature.

A. Research Context

Learning is importance because it helps the individual to acquire the necessary skills through learning and knowledge so that he can achieve his set goals. An important fact about learning is that it is a means to improve knowledge and gain skills that will help in reaching specific goals. Every learning activity requires a teacher who can mentor and provide exercises that inspire students to use their critical thinking abilities in order to become more inventive and creative. This can happen if the teacher has a good method or strategy to implement the material with the right learning model. Especially in teaching reading skills, teachers need to prepare lesson plans with appropriate learning models that can be applied in class.

Everyone, even students, has to be able to read. According to Mickulecky and Jeffries, reading can help kids think more fluently in English, expand their vocabulary, write better, and assimilate new information.¹ It can also help students learn new concepts, facts, and experiences.

¹ Mikulecky, B.S. & Linda, J, More Reading Power. Reading for Pleasure, Comprehension Skills, Thinking Skills, Reading Faster, 2nd Edition, (New York: Longman, 2004)

Based on this view, reading proficiency is considered as a factor that can help students enrich their knowledge of English. Reading is also a skill that needs to be developed, and if the author communicates his thoughts in written symbols and captures the thoughts there, he can convey ideas to readers and authors.²

In teaching reading, especially reading skill, there are three important factors for effective reading skill; here are vocabulary, text comprehension and teaching strategies for reading skill.³ These factors are important in teaching reading skill because they relate not only to the student's abilities that the teacher must know, but also to the instructional strategies that the teacher uses in the classroom. Teachers can use a wide range of strategies for teaching reading skills. Still, to implement any teaching strategy effectively, they must be aware of the underlying assumptions and concepts of that technique.

A teaching strategy is a generic lesson plan that contains structure, desired learner behavior in terms of instructional goals, and a description of the methods required to accomplish the strategy. Teachers' strategies frequently encourage children to build their reading skills through osmosis (absorption) and without assistance. According to the osmosis technique, if a teacher teaches reading skills in the target language all day, students' reading comprehension will improve.⁴

² Simanjuntak in Harimin Yasin. M, Improving the Students' Reading Comprehension through REDWD Strategy, Thesis: Makassar, Unismuh Makassar, 2010.

³ Rini, K., Sada, C., & Salam, U, Using 3-2-1 Strategy in Reading Comprehension to Improve Students' Involvement in Active Learning. Jurnal Pendidikan dan Pembelajaran Untan, 3(10), 2014

⁴ Antoni, Nurman, Exploring EFL teachers' strategies in teaching reading comprehension, Indonesia University of Education, 2019

As stated by Harmer, teaching strategies are related to teaching and learning activities used by teachers such as techniques, structures, methods, approaches, and procedures.⁵ It is a tool for teachers to help students meet specific learning goals. To get the best results in language learning, there will need to be good and appropriate strategies in reading fluency, and the learning model also has a great influence on a teacher's success in communicating material in the classroom. In this study, teachers' use of Discovery learning models and strategies in teaching reading skills will be analyzed.

Discovery Learning itself is one of the cognitive pedagogical models is Jerome Bruner's Discovery Learning. He states that discovery learning agrees with humans actively seeking knowledge and automatically produces the best results.⁶ According to Jerome Bruner, discovery learning is a learning model that motivates students to ask questions and develop conclusions from general principles based on real-life experiences. Piaget's belief that children should play an active role in classroom learning served as the foundation for Jerome Bruner's proposal. For this reason, Bruner uses what he calls discovery learning, in which students organize material into its final form.⁷

Discovery learning is a learning approach that directs students to an activity that allows them to build their skills through the discovery and conceptual examination of learning materials, and acquiring information

⁵ , Jeremy Harmer, *The Practice of English Language Teaching*, 3rd Ed, (New York: 2007)

⁶ Rianto, *Model-model pembelajaran inovatif berorientasi konstruktik* (Jakarta: Prestasi pustaka, 2007), p. 26

⁷ Endang Titik Lestari, *Discovery Learning*, (Sleman: CV BUDI UTAMA, 2020), p .7.

through discovery rather than recalling or recognizing a set of information.⁸ To boost learning motivation, the discovery learning model gives students several chances to actively engage in learning activities that are tailored to their requirements and interests.

It can conclude that discovery learning is a learning model that emphasizes student-centered rather than teacher-centered, in which students must be able to find answers to problems given and can express his own opinions and figure out his concepts. Students can absorb previously unknown knowledge, not information directly from the teacher

To boost learning motivation, the discovery learning model gives students several chances to actively engage in learning activities that are tailored to their requirements and interests. In the discovery learning model, the teaching process is student-centered rather than teacher-centered. Thus, students will be more active and use direct experience from their observations in the learning and teaching process.

Because in the Discovery learning model, more emphasis is placed on the student's center, the role of the teacher is only a mentor, and a counselor helping students in the discovery process. In this learning model, the teacher will first pose a problem to the student by asking the student to read a book or text, then the teacher will give a trigger question to answer and students will find a solution. The teacher asks students to read the text and answer some questions related to the text. Finally, the teacher asks

⁸ Gina Rosarina, Ali Sudin, dan Atep Sujana, "Penerapan Model Discovery Learning Untuk Meningkatkan Hasil Belajar Siswa Pada Materi Perubahan Wujud Benda," *Jurnal Pena Ilmiah* Vol. 1, no. 1 (2016): 371–80, <https://doi.org/10.17509/jpi.v1i1.3043>.

students to discuss the main idea, general information, and specific information of the text and find the meaning of difficult words in groups. This can make students more proactive in following the lesson because they have to go through the process of finding the answer or problem on their own. This process includes stimulation, problem statement, data collection, data processing, verification, and generalization.

Some of the strategies or procedures for implementing Discovery learning above can be carried out by teachers in the teaching and learning process in the classroom, especially for learning Reading skills. In addition, discovery learning model is also chosen by researchers because through this model, students can actively participate in the learning process, develop and improve research attitudes, put students directly continue to participate in the discovery process, improve students' reasoning skills and high level of thinking skills.

MTs Mambaul Hikmah Rubaru is one of the schools that applies the Discovery learning model to the teaching and learning process. This model helps students master and understand the subjects being taught. While the teacher, who assist and control the classroom, turns classroom activities into an opportunity for students to think critically, and above all encourages students to be more active in discussion because this model uses using student-centered pedagogy. Based on interviews and preliminary observations on Monday, February 12, 2024, at about 08:00 a.m. with one of the English teachers named Mr. Rusdi, S. Pd., who is currently an activator teacher for Sumenep Regency. Through the interview results, the

author has obtained data that Mr. Rusdi has applied this model in the process of learning reading skills to the 7th, 8th, and 9th grade students. He also explains that this learning model has proved very useful in his teaching. When the researcher asked him what difficulty he had when teaching Reading skills to the students, he replied that he did not find it difficult. This can happen if accompanied by appropriate learning strategies used by teachers.

Based on this phenomenon, the researcher is interested in examining strategies utilized by teachers. In the reading skills classroom using discovery learning model, and the researcher also wants to study how teachers can apply this model so that the model can bring significant benefits to students for students to practice reading skills. So in this study, the researcher conducted a study entitled “Investigating Teacher Strategies in Implementing the Discovery Learning Model for Teaching Reading Skills: A Qualitative Study at MTs Mambaul Hikmah Rubaru”

B. Research Focus

The research focus is another word for the research problem. The educational challenges, disputes, or concerns that establish the necessity of a study are known as the research focus or research problem.⁹ In contrast, Pedomani Penulisan Karya Ilmiah defines research focus as a thorough and

⁹ John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, 4th ed (Boston: Pearson, 2012), p.59

detailed statement of the extent of the topic to be investigated, based on problem identification and limitation.¹⁰

Based on the context of the problems discussed above, the researchers discovered 2 problems formulation that will become research material, namely as follows:

1. What strategies do teachers employ when implementing the Discovery Learning Model for teaching reading skills to students at MTs Mambaul Hikmah Rubaru?
2. How do teachers think the Discovery Learning Model helps students at MTs Mambaul Hikmah Rubaru improve their reading skills?

C. Research Objectives

In his book, Creswell defines a purpose as the primary intent or objective of the study utilized to address the problem.¹¹ It means the researcher's attempt done must have a goal. Research objectives are usually brief statements that describe the purpose of a study. Based on the study challenges mentioned above, the researcher has the following aims to achieve as follows:

1. To find out the teacher's strategies of using the Discovery Learning Model in Teaching Reading at Students of MTs Mambaul Hikmah Rubaru.

¹⁰ Tim Penyusun Pedoman Karya Ilmiah, *Pedoman Penulisan Karya Ilmiah*. (Pamekasan: IAIN Madura Press, 2020), p.16

¹¹ John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, 4th ed (Boston: Pearson, 2012), p.60

2. To know the teachers thought about the implementation of Discovery Learning Model in Teaching Reading at Students of MTs Mambaul Hikmah Rubaru.

D. Significance of Study

According to Pedoman Penulisan Karya Ilmiah, the significance of a study indicates the utility or urgency of the research, either scientifically (theoretically) or socially (practically).¹² So significance of study is an explanation of the benefits obtained from research that will be useful for education, teacher, students, school and researchers itself. This study focused on analyze of Discovery Learning Model can affect the student's Reading skill in the classroom. Based on the objective above, the significance of the study can be stated as follows:

1. Theoretical significance

This research is utilized to expand understanding and bring new data to the hypothesis. On the other hand, the researcher believes that the findings of this investigation will provide some information to the reader. Related with how Discovery Learning Model used in Teaching Reading skill.

2. Practical Significance

- a. For English Teacher

¹² Tim Penyusun *Pedoman Karya Tulis Ilmiah* (Pamekasan: Institut Agama Islam Negeri Madura, 2020), 19.

This research will assist teachers in improving their classroom teaching activities by utilizing the Discovery Learning Model.

b. For the Students

Students can provide their best effort in the classroom using the Discovery Learning model, by exploring and finding for answers to difficulties that exist in the teaching and learning process. So that it has an impact on learning activities especially in Reading comprehension.

c. For the Other Researcher

The findings of this study may serve as a reference for future researchers and will be useful in future discussions on the linked subject.

d. For the Schools

The findings of this study are expected to be valuable for the school in adopting the Discovery Learning paradigm in the classroom and providing instructors with training or workshops.

E. Definition of Key Terms

According to Creswell, begin your literature search by narrowing your topic to a few essential themes using one or two words or brief

sentences.¹³ The researcher provides a few definitions of important this key terminology to help readers avoid misinterpretations, word difficulties, and ambiguities in meaning as follow:

1. Teaching Strategies

A teaching strategy is a generic lesson plan that contains organization, desired student behavior, instruction goals, and a list of strategies needed to carry out the strategy.

2. Discovery Learning Model

Discovery Learning Model is learning that teach you to seek and find yourself. In this teaching and learning system, teacher present material that is not yet in its final form, but students are given the opportunity to explore and find themselves using problem-solving approach techniques. This model highlights the necessity of understanding the structure and main ideas of the field by actively engaging students in the learning process.

3. Reading Skill

Reading is the active process of receiving, responding to, and interpreting information in the language of the printed media read in relation to prior knowledge and previous experience.

¹³ John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, 4th ed (Boston: Pearson, 2012), p.82.

F. Previous Study

Previous research is important to know for researchers in conducting research. This helps researchers to develop their research further, and can be very interesting if they find differences from previous studies, even on the same subject.

Some previous study from this research are reported by Ines Anjelika, entitled *“Teachers’ Strategies in Teaching Reading Comprehension at The Second Grade of SMPN 5 Kota Bengkulu.”*. This study aims to analyze the strategies used by English teachers in teaching reading skill and how implement strategies of English teachers in teaching reading skill. The research method used was qualitative approach that described the teacher’s strategies in implementing the Discovery Learning Method and general concepts of Reading at Eighth Grade of MTs Bustanul Ulum Panti Jember. This research was conducted at second grade of SMPN 5 Kota Bengkulu. This study indicated that the teacher used three strategies: scaffolding, QARs (Question Answer Relationships), and discussion strategies.¹⁴

Afterward, the previous researches which are almost similar is a thesis that carried out by Nurmadia Sarjan from English Education Department, Faculty of Tarbiyah and Teaching Science, entitled *“An Analysis on The English Teachers Strategies in Teaching Reading Comprehension at The Second Grade Students of Junior High School 1 of*

¹⁴ Ines Anjelika: *Teachers’ Strategies In Teaching Reading Comprehension At the Second Grade Of SMPN 5 Kota Bengkulu*, Submitted to the Faculty of Tarbiyah and Tadris of University of Islamic State Fatmawati in Part Fulfillment of the Requirement for the Degree of Education in English Education Study Program.

Wonomulyo”¹⁵. Using an observation checklist and interviews, the researcher employed descriptive qualitative research to examine the teaching practices of the Discovery Learning Model at Wonomulyo Junior High School 1. According to the study's findings, the teacher employed two strategies: scaffolding and QARs (question-answer relationships). Teachers can assess their students' comprehension of the material they have taught them through QARs. After reading the given text, the teacher can assess the students' performance on the task and help them concentrate better and comprehend the text's substance.

Thereafter, Yetty Zainil and Nadya Zalvianin from the Faculty of Languages and Arts' English Language and Literature Department, entitled *“The Implementation of Discovery Learning for Reading Skill in EFL Classroom at SMPN 8 Padang”*. The purpose of this study was to describe how Discovery Learning was implemented at SMPN 8 Padang. Using a descriptive qualitative approach. The researchers used a video recorder, an observation checklist, and note-taking tools to examine how the Discovery Learning Model was implemented in junior high school. The study's findings indicate that the teacher followed both the Discovery Learning preparation and execution procedures, which included six steps.¹⁶

¹⁵ Nurmadia Sarjan, “An Analysis on The English Teachers Strategies in Teaching Reading Comprehension at The Second Grade Students of Junior High School 1 of Wonomulyo”, Submitted to the Faculty of Tarbiyah and Teaching Science of Alaudin State Islamic University of Makassar in Part Fulfillment of the Requirement for the Degree of Education in English Education Department.

¹⁶ Nadya Zalvianin, & Yetty Zainil, “The Implementation of Discovery Learning for Reading Skill in EFL Classroom at SMPN 8 Padang”, *Journal of English Language Teaching*, 10. (1): pp. 61-74, Vol. 10, No. 1; March 2021, p.61-74

Meanwhile, the fourth previous study is “*Discovery Learning Model In Reading Skill Learning at Madrasah Aliyah AL-UMM: Analysis of Implementation and Student Response*” written by Bela Noviana Dewi, Muassomah and Wildana Wargadinata from Islamic Maulana Malik Ibrahim University, Malang, Indonesia 2023.¹⁷ The descriptive qualitative method is employed by the researcher. The purpose of this study was to examine how Madrasah Aliyah Al-Umm Malang used a discovery learning model to teach reading comprehension in the tenth grade and how the students responded to this approach. According to the study's findings, the processes involved in applying the discovery learning model to the acquisition of reading abilities are to make recommendations, recognize issues, gather information, process information, and prove and generalize. Students' reactions to the use of discovery learning models show that these models can develop a variety of skills, beginning with self-confidence, independence, and teamwork.

The similarity of the fourth previous study above with this research are same in study about the teachers' strategies about the implementation or the use of Discovery Learning Model in teaching Reading skill, and another main similarity between studies above is that uses descriptive qualitative research method in collecting the data. While the main difference from the first and second previous study is that in both study only refers to how to teach reading strategy and does not use any learning model to implement

¹⁷ Bela Noviana Dewi, Muassomah, Wildana Wargadinata: *Discovery Learning Model In Reading Skill Learning at Madrasah Aliyah AL-UMM: Analysis of Implementation and Student Response*, Al Mi'yar Journal, P-ISSN: 2620-6749, Vol. 6, No. 1, April 2023

the strategy. Whereas in this research, the authors used the Discovery Learning model in implementing learning strategies in teaching. Another differences is both of the previous study above the authors used subject at second grade of Junior High School. At the same time this study used subject at seventh, eight, and ninth grade of Junior High School.

The previous studies which are discussed about the application and the effect of Discovery Learning Model was conducted by Yuli Candra Intan Sari in her research entitled “*The Effect of Discovery Learning Model to the Seventh Grade Students’ Reading Comprehension of SMPN 1 Semen in Academic Year 2014/2015*”.¹⁸ The research had goal to know about the effect of implementing the Discovery Learning Model in learning Reading. The method used was experimental research and quantitative approach to get and analyze the data. The data were taken from the pre-test and post-test. The result of this research showed that Discovery Learning had a very large impact on students’ Reading comprehension, as the t-score is higher than the value of the t-table either at the 5% or 1% significance level. Discovery Learning increased students’ learning enjoyment in the classroom, and the researcher concluded that Discovery Learning had a positive effect on SMPN 1 Semen reading comprehension for seventh-grade students in the 2014-2015 year.

In spite of that, Padang Ayu Musdalifah carried out research titled “*The Effect of Discovery Learning Method on Students’ Reading*

¹⁸ Yuli Candra Intan Sari, “The Effect of Discovery Learning Model to the Seventh Grade Students’ Reading Comprehension of SMPN 1 Semen in Academic Year 2014/2015”, Submitted to the Faculty of Teacher Training and Education of University of Nusantara PGRI Kediri in Part Fulfillment of the Requirement for the Degree of Education in English Department.

*Comprehension (Quasi Experimental Design at the Eleventh Grade Students' of MA Ja-alHaq Bengkulu city)''*¹⁹. The goal of this study was to see how the Discovery Learning Method affected students' reading comprehension of the analytical exposition material. This study collected research data using a quasi-experimental time-series design with pre- and post-tests. In this study's outcome exam, the experimental class had an average post-test score of 55. The Discovery Learning Method appears to have had a substantial impact on the ability to comprehend analytical exposition texts among students who were treated with the Discovery Learning Method in reading comprehension and those who were not treated.

The previous studies above have similarities and differences with this research. The similarity of the fifth and sixth previous studies above with this research is the same in a study about the implementation of the Discovery Learning Model in teaching Reading. The research above also uses a quantitative experimental method which is a direct classroom action research, at the same time, this study employs a descriptive qualitative technique, which is a method of investigating the status of natural things in which the researcher serves as the primary tool. The difference from the fourth previous study is that in that study the authors focused on the impact of students' development in reading lessons and to find out if there were differences between students who are given treatment and not. On the other

¹⁹ Padang Ayu Musdalifah, "The Effect of Discovery Learning Method on Students' Reading Comprehension (Quasi Experimental Design at the Eleventh Grade Students' of MA Ja-alHaq Bengkulu city)", Submitted to the Faculty of Tarbiyah and Tadris of State Institute for Islamic Studies Bengkulu in Part Fulfillment of the Requirement for the Degree of Education in English Education.

hand, this research focuses more on the application of the Discovery Learning Model in teaching reading. In contrast to the fifth previous study, which had differences in the research subjects, namely senior high school students, while this research used junior high school students as subjects.