

CHAPTER I

INTRODUCTION

A. Background of Study

Teaching is basically an attempt to create conditions or an environmental system that supports and enables the learning process to take place. If learning is said to belong to students, then teaching is a teacher's activity. Teaching is conveying knowledge to students. Based on this understanding means that the learning goals of the students are just to get or master knowledge. As a consequence, this kind of understanding can make a child's tendency to be passive, because they only receive information or knowledge provided by their teacher. So that the teaching is teacher centered, so the teacher holds key positions in the teaching and learning process in the classroom. The teacher delivers knowledge so that students know about the knowledge conveyed by the teacher.

Teaching in principle guides students in teaching and learning activities or contains the understanding that teaching is an effort to organize the environment in relation to students and teaching materials that lead to the teaching and learning process. This understanding implies that teachers are required to be able to act as organizers of student learning activities and should also be able to take advantage of the environment, both in the classroom and outside the classroom, which supports teaching and learning activities.

In the learning process there is one important element to achieve success in learning. In the learning process, there is a process of transformation of sciences and values. When the learning process takes place, there is an interaction between the teacher and students that allows the teacher to be able to recognize the characteristics and potential of the students. Likewise, vice versa, during learning students have the

opportunity to develop their potential so that the potential can be optimized. Therefore, education is no longer providing a stimulus but an effort to develop its potential. Knowledge is not given, but is built by students (Sanjaya, 2009).

To be able to recognize and develop the potential of students, of course in the learning process needs active learning. Learning is no longer teacher-centered but is student-centered and teachers are only facilitators and mentors. Thus, students have broad opportunities to develop their abilities such as expressing opinions, thinking critically, conveying ideas or ideas and so on. Active learning is needed by students to get maximum results. When students are passive, or only receive 2 from the teacher there is a tendency to forget what the teacher has given (Zaini, 2008).

In school learning, English is one of the subjects included in adaptive subjects. English subjects are one of the subjects taught in order to improve the skills of students to speak. The basic core of language acquisition is as a tool for communication. English as a tool for communicating orally and in writing can be used to convey information, thoughts and feelings. English is also a tool for developing science, technology and culture. The ability to communicate in a full sense is the ability to speak, namely the ability to understand and or produce oral and / or written texts that are realized in four language skills, namely listening, speaking, reading, and writing. These four skills are used to respond to or create discourse in people's lives. Therefore, English subjects are directed

at developing these skills so that students are able to communicate in English at a certain level of literacy. The expected literacy in learning English in SMK is that students can reach the level of communication and informational because they are prepared to be able to go directly into the world of work and continue their education to college.

Learning English today, both at the elementary and secondary levels, emphasizes more on aspects of language knowledge, understanding the content of the discourse, and more on the results of the exam that are intended to be achieved such as: semester exams, national exams, but more ignoring mastery aspects of communication skills both oral and written in English. The approach to learning English in the classroom is very teacher-centered. This is different from western countries that apply English as a second language such as French, German, Italian. The approach to learning English that they apply emphasizes a lot on critical thinking skills, the use of realistic language, student-centered language learning emphasizes the quality of the learning process.

The dichotomy of the English learning approach above is something interesting to look at. In the context of psychology, teacher-centered learning is identified as a learning process that applies pedagogical principles, while student-centered learning is a learning approach that applies the principles of andragogy. As it is well known that English teachers in 2 Indonesian in teaching English to students are more oriented towards the results of formal examinations, namely semester

exams, national exams and less attention to mastery of students' language competencies. This learning paradigm seems rigid and does not explore the potential of many students in learning English. Therefore, the learning paradigm must be immediately changed to a learning paradigm that is oriented towards collaborative learning.

The Indonesian government issued: Law on National Education System (2003) "Foreign languages can be used as the language of instruction in certain educational units to support students' foreign language skills. That is one of the most important reasons why we have to learn English at school. English for some students is interesting, but for most other students, English is a difficult lesson. Learning English for many students is a burden during the school year, even though English is a basic science from the basic level of education to the level of higher education.

Learning foreign languages, especially in English, has become a strategic tool for the development of human resources in various periods of time in the history of education of various nations in the world. Changes in the intensity of the challenges of the times and the demands of professionalism of life have caused very dynamic changes in the learning orientation of this field. The ability to use English is a necessity in the current global and communication era. Therefore, the mastery of English at the middle class level is very emphasized, especially students of Vocational School, which is a form of secondary education unit organized

to continue and expand basic education and prepare students to enter employment and develop professional attitudes that are ready for using with knowledge and skills that are in accordance with the student's expertise program (E. Mulyasa, 2006).

The importance of school education to achieve success is related to surah Al Araf verse 157 which has been stated in the holy Quran as follow

فَالَّذِينَ ءَامَنُوا بِهِ وَعَزَّرُوهُ وَنَصَرُوهُ وَاتَّبَعُوا النُّورَ الَّذِي أُنْزِلَ مَعَهُ ۙ أُولَٰئِكَ هُمُ الْمُفْلِحُونَ

As interpreted by Shaykh M. Sulaiman Al Asyqar in the interpretation of Min Fathul Qadir explained that the distinction between the past and present Muslims is very clear, without tadabbur we have lost knowledge, and without it, we have lost the opportunity of true practice, and indeed we are not able to rise from this slip except by returning to the Koran and iitiba 'to him, and we will never win except with him anyway.

This means the same thing with ancient education which has no in-depth knowledge compared to today. Education is the most basic thing because it has benefits that are very important for one's survival. Without education we are not able to achieve success. Through education bench someone is able to develop skills and potentials that are well educated. Education is also very useful for those who pursue their careers in pursuing better survival.

The success of the educational process in SMK cannot be separated from various influencing elements, such as the purpose of education,

students, the learning process, learning facilities, learning time, and environment. The element is an inseparable unit so that every element is attempted to play an optimal role in getting a quality education.

So, the success of students in mastering a competency is inseparable from the learning process. Teachers play an important role in a learning process, including in SMK. Teachers are part of educational resources that greatly determine the success of an education. The teacher as one of the components in the learning process, especially the components of teacher and education personnel, is the key to improving the quality of education. The learning process in the classroom will be successful if there is interaction between the teacher and students so that it facilitates students in absorbing the knowledge given and expected by classroom learning especially English, vocational students can be individuals who are ready to play an active role in global competition later.

One technique that can be offered to overcome this problem is to apply the Discovery Learning model. Discovery Learning model is a learning model to develop active learning methods by finding oneself, investigating on their own, then the results obtained will be long lasting in memory, not easily forgotten by students.

Based on preliminary observations made with teacher and students, several problems were found. The problem obtained from the initial observation to teachers is that teachers use the right technique that is able

to activate the students, namely discovery learning. However, the lack of interest in learning of students becomes an obstacle in increasing the ability to learn English in students. Low interest, the learning process that does not activate students is a number of problems that make students' learning achievements decline. Therefore, the researcher was interested in conducting a study of teachers at Bina Banua Banjarmasin especially *pemasaran* major on the "Teacher's Techniques in Teaching English Using Discovery Learning Model at SMKS Bina Banua Banjarmasin”.

B. Research Question

As explained in the problem statement above, this research is designed to answer these questions:

1. How does teacher apply discovery learning model in teaching English at SMKS Bina Banua Banjarmasin?
2. What are students' responses using discovery learning model in teaching English at SMKS Bina Banua Banjarmasin?

C. Objective of Research

Based on the explanation above, it can be concluded that the purpose of this study are to find out teacher's techniques using discovery learning model in teaching English and to know students' responses using discovery learning model in teaching English for XI Grade at SMKS Bina Banua Pemasaran Major.

D. Significance of Study

The benefits expected the result of study terms of both theoretical and practical are:

- a. For the students, it can help to understand how teacher teaches them with discovery learning model.
- b. For the teacher it can give the inspiration to the English teachers in their teaching way. So, they can choose the best method to make their students more interested and easier in learning English.
- c. For the other researcher, who want do the same research in enriched one, it can become a reference to continue next research.

E. Definition of Key Term

1. **Technique in teaching:** a learning concept related to the material so that it encourages students to make a connection between the knowledge they have and their application. Teaching technique is directed to the teacher's learning process when in class, dealing with students, planning learning, and evaluating it. In this research focus, one of the learning techniques in English that researcher does it is Discovery Learning in Bina Banua School.
2. **Scientific Approach:** The Scientific Approach is an approach used in learning with emphasis on the use of scientific approach in teaching and learning activities. This is based on the essence of learning which

is actually a scientific process carried out by students and teachers. This approach is expected to make students think scientifically, logically, critically and objectively in accordance with the facts.

3. **Discovery Learning Model:** According to Bruner in Arends (2008), discovery learning is a teaching model that emphasizes the importance of helping students to understand the key structures or ideas of a discipline, the need for active involvement of students in the learning process, and the belief that true learning occurs through personal discovery.