

## CHAPTER I

### INTRODUCTION

#### A. Background of Study

Language is a communication tool for human to interact with each other. Therefore, every people should be learned the language especially English language because nowadays English becomes an international language in modern and global communication. Therefore, almost all over the world makes English which should be taught in schools and other educational institutions especially in non-English speaking countries to prepared qualified human resources in the future.

English is used by the world society to communicate in the society. English is used by the world society to communicate in both oral and written. Writing is one of four skills in English and also considered as a way of communication. Dorothy (2005, p.7) states that writing is one of productive skills which have to be taught to students in school in Indonesia based on standard curriculum. The tasks which teacher usually gives for English subject are mostly in written form, for example making dialog, paragraph, answering test, etc. therefore writing is important.

Based on the holy Qur'an verse Al Maidah (5): 110 about writing in human life, namely:

.....وَإِذْ عَلَّمْنَاكَ الْكِتَابَ وَالْحِكْمَةَ وَالتَّوْرَةَ وَالْإِنْجِيلَ ۚ.....

In this verse, Ibn Kathir (2003, v. 3, p. 297) interprets that Allah taught Isa the Book and the Hikmah (the power of writing and understanding), and the Tawrah, (which was revealed to Musa, who spoke to Allah directly). It is concluded that writing has an important role in life. Writing has a power that can affect people who want to read what we write. Based on the interpretation of Ibn Kathir that writing is important and has power, writing ability is the one of gift by Allah SWT to us to provide a clear understanding through writing.

Brown (2001, p. 336) defines writing as a thinking process, in which writers produce final written products based on their thinking after the researchers through the thinking process. In other words, writing can be defined as away communication by transforming, observing and process of thinking for giving ideas into writing language.

The students can express their ideal, feeling, experience and it is as a tool to assess their knowledge by learning writing. According to (Brookes & Grundy, 2000, p. 7) writing as an activity that includes several processes, such as thinking what to write and ordering it into sentences and paragraph. Therefore, in writing must have a lot of time in process to write. Referring to Gerson (2000, p.10) the writing process are: (1) Prewriting, the students determine the purpose of writing, gather data and consider audience. (2) Write, the students determine the purpose of writing, gather data and consider audience. (3) Rewrite, they need to make some revision. The students should be master of the writing abilities to be a good writer.

According to (Brown, 2001, p. 335), the criteria of good writing are content, organization, vocabulary, grammatical use and mechanics such as spelling and punctuation. Based on the observation when the researcher taught and observation, the students regarded that English was difficult especially writing English because they have some problems, there are limited vocabulary, implementing grammar, developing ideas, organizing paragraph and using punctuation.

Students in the tenth class of multimedia at SMK Muhammadiyah 3 Banjarmasin also have some problems in learning to write English because they regard writing is difficult and they lack confidence with their own writing. In teaching writing, the teacher must have some strategies and technique in the class and using the media to improve students' writing ability.

In English learning process based on the new curriculum (2013 curriculum) for education system in Indonesia has been gradually implemented since the beginning of 2013/2014 academic years, July 2013. In the curriculum 2013 there are three model of learning which is implemented, such as project based curriculum, problem based curriculum, and discovery learning.

Discovery Learning is the one of strategies in 2013 curriculum and Discovery Learning to provide opportunities for students to be active in learning especially writing ability in this research because the students as scientist and problem solver in their problem and obtains the knowledge

with themselves. As Rahmi and Erlinda (2014, p. 313) reveals discovery learning in English language teaching allows the students to work on language by having a role in their own learning and developing their activity through the language. The active participation of the learner in the learning process is called discovery learning (Bruner, 1968; Kara & Özgün-Koca, 2004; Kipnis, 2005 cited by Ali Günay Balım).

The reason why the researcher conduct the research at SMK Muhammadiyah 3 Banjarmasin because when the researcher did teaching practice there for the curriculum 2013 it was very recently applied before using KTSP or School based curriculum. Another reason is several students getting bored and difficulty for learning English, especially writing because they must waste the time to express their ideas into writing product and in their minds writing English requires a lot of vocabulary, correct grammar and afraid to make mistakes in writing. Therefore, researchers intend to use discovery learning so that students will be able to write well without get bored and feel difficulty in writing English because discovery learning provides opportunities for students to be active learner and discover their own knowledge with their friends.

At this time English books and some learning materials are not really attractive. However, it depends on the learning strategy of the teacher because success in learning is when students receive learning well and understand the material presented. The lesson plan content such as time,

materials, media, methods, technique or strategy must be all designed in accordance syllabus and students condition.

Now every school include SMK Muhammadiyah 3 Banjarmasin is expected to implement the curriculum 2013 for the implementation of learning to make students more active and to become independent students in learning process. Curriculum 2013 suggested discovery learning to be used as one of the strategies. Therefore, the researcher would be like to know the effectiveness of discovery strategies in English learning activity especially English writing class about descriptive text.

Madkur (2014, p.8) state The 2013 English Curriculum is bringing back the true goal of English teaching, that is, “meaningfulness and communicative functions”. The final goal of English teaching is the development of communicative competence in the English language. CLT (Communicative Language Teaching) is adopted on the 2013 Curriculum. 2013 curriculum is a curriculum that makes students more active in learning.

According to Minister of Education and Culture cited by Mushtoza (2016) since the 2013 curriculum is a new in Indonesia, it arouse some questions among the teachers how to implement it in English classroom. Some of them think that Scientific Approach (SA) uses in the 2013 curriculum is only suitable for teaching science, and it is so hard to be implemented in teaching a language. The curriculum is claimed as a new promising one with primary goal emphasizes that teaching is preparing

Indonesian people to have life skill as an individual and citizen that is faithful, productive, creative, innovative, affective, and able to give contribution toward society and nation. It is prompted by the use of one models of teaching in order to improve the teaching development; one of them is called Discovery Learning (DL).

Based on the background information above, the writer is interested to conduct a research entitle **“The Effectiveness of Discovery Learning Strategies to Develop Writing Ability at Tenth Grade of SMK Muhammadiyah 3 Banjarmasin”**.

#### **B. Research Problem**

Based on the background of the study, the researcher makes the formulation of the problem as the following: How is the effectiveness of Discovery Learning to develop writing ability at tenth grade of SMK Muhammadiyah 3 Banjarmasin.

#### **C. Objective of study**

Based on the statement of problem, the purpose is to analyze the effectiveness of Discovery Learning strategies in teaching writing ability at the tenth grade of SMKN Muhammadiyah 3 Banjarmasin.

#### **D. Hypotheses**

There are two hypotheses in this research:

1. Null Hypotheses (Ho)

There is no significant influence in the treatment of discovery learning strategies to develop writing ability at the tenth grade of SMK Muhammadiyah 3 Banjarmasin.

2. Alternative Hypotheses (Ha)

There is significant influence the treatment of discovery learning strategies to develop writing ability at the tenth grade of SMK Muhammadiyah 3 Banjarmasin.

**E. Significance of Study**

The results which are going to be achieved in this research are expected to contribute the following:

1. Theoretical benefit of this research which can be useful as an information development of teaching process in English learning, especially on the strategy use based on the 2013 curriculum and it can enrich the scientific treasury in research the effectiveness of discovery learning strategy to develop writing ability.
2. Discovery Learning provides for students to observe, think, ask, and discover the material by themselves. It is appropriate with the 2013 curriculum which is based on the scientific view. By using discovery learning, the students will easily develop their writing skill and motivates and more active in the classroom. As a result, it is expected for the teacher to apply Discovery Learning to teach writing skill.

3. Practical benefit, such as:

- a. To provide information about the students' writing skill by using discovery learning strategy. It is also can give a new experience for the students in teaching writing skill since they can find the materials by themselves.
- b. The result of this study is expected to give an input for teachers to apply Discovery Learning in their teaching writing. Start from how to prepare the lesson plans and teaching materials.

**F. Definition of Key Terms**

To avoid misunderstanding towards the title of this research, the writer will describe the key terms as follows:

1. Discovery Learning Strategies

Discovery Learning is a method of inquiry-based instruction and is considered a constructivist based approach to education. A review of the literature suggests that discovery learning occurs whenever the learner is not provided with the target mention or conceptual understanding and must find it independently and with only the provided materials. The implementation in this study conducted at SMK Muhammadiyah 3 Banjarmasin in tenth grade of Multimedia class.

2. Writing ability

Definition of Writing in this research is a thinking activity for students to express their idea, facts and experience in written form. Writing ability of the tenth grade Multimedia at SMK Muhammadiyah 3



Banjarmasin in this research they can understand the definitions, rules in writing especially the descriptive text with themselves and teacher guidance. Therefore, students can write correctly to express their idea based on the information they obtained.