

CHAPTER I INTRODUCTION

1.1. Background

Based on UU No. 20 of 2003 about National Education System says that “*Pendidikan adalah usaha sadar dan terencana untuk mewujudkan suasana belajar dan proses pembelajaran agar peserta didik secara aktif mengembangkan potensi dirinya untuk memiliki kekuatan spiritual keagamaan, pengendalian diri, kepribadian, kecerdasan, akhlak mulia, serta keterampilan yang diperlukan dirinya, masyarakat, bangsa dan negara*”. The importance of education as the capital of the younger generation, to achieve a successful and capable citizens.

Government always pay attention to the education of Indonesia. All government’s effort is characterized by an increase in Revenue and Expenditure National Budget of education, curriculum changing, foster educators, cooperating with other countries to better the quality of education etc. But, The government can not fend for themselves, which is required for the participation of all education stakeholders include: the Department of Education, superintendent, principal, teacher, parent, school committee, school board, community, business and industries world, as well as all parents agency concerned directly or indirectly to the educational activities in schools (Taufik:2008). The cooperation is performed to achieve national education goals are written in UU RI No. 20 Chapter II Subsection 3 Of 2003 is to develop the potential of student to become a man of faith and fear of God Almighty, noble, healthy, knowledgeable, skilled, creative, independent, and become citizens of a democratic and responsible.

Physics is the part of natural science has many connected to the phenomena in daily life, thus the concepts is not only theory but also can proved by discovery. Physics education emphases to “understand” and “do” thus can help the student to mastery the physics concept and then effecting to student’s learning outcomes.

Learning physics in schools in general are still using conventional learning methods because this method is easy to implement and quickly seen. In the learning process that is likely to be teacher centered domination master teacher in the classroom. Teacher writes on the blackboard peculiarities, and then, goes on solving the problems related to it. The students prepare for the exam by memorizing these concepts and formulas, and by solving the related problems. But, meanwhile, some of the students can not comprehend the concept, some others are not interested in the subject as they think that it is no useful to them, and the others are like spectators while few students come to the blackboard and solve the problems. Most of the students do not participate actively lesson and can not comprehend the concept. They are forced to study the lessons for the sake of exams. Teacher only expects them to write, memorize and solve questions. In the end, physics lesson becomes a boring, meaningless, abstract, hard and problematic.

The low of education quality in Indonesia can be seen in the low of student's learning outcomes in some of lesson subject. Physics is one of the subject lesson that low student's learning outcomes. Researcher also interviewed physics teachers class X SMA N 2 Pematangsiantar. The learning outcome of the physics subject is still low. The average of student's learning outcomes in semester I class X academic year 2015/2016 is 53.16. Where as the Minimal Standard (KKM) is 77. Its mean that the average of student's learning outcomes is lower than Minimal Standard (KKM).

Base on the problem above there are many kind of method can be applied to improve the student's learning outcomes and make them become active in teaching and learning process. Perhaps the way to improve the student proclivity and motivation to learn physics is to change the teaching and learning process become interest. The method that want to be applied is the guided discovery learning method arise on the concept that student will be easier to find and understand physics concept by doing the discovery.

The principle of learning that apparent from method of guided discovery learning is the subject matter or materials to be delivered are not delivered in final form but through an active process. In this case, students as learners are encouraged to identify what they want to know and continues to find its own information and then organize or establish what students know and understand the student in a final form. Students are actively reconstruct his experience by connecting new knowledge with internal capital or cognitive structures that have been owned (Slameto, 2010: 24).

To overcome the previous research weakness, researcher will apply the guided discovery learning method and trying to overcome the constraints faced by previous researchers by providing guidance and clarification in advance stages of guided discovery learning method at the start of the meeting at the time of teaching and learning activities will be started. Researcher will manage time in accordance with the plans that have been made in the design of the learning program (Lesson Plan). Researcher will focus in the topic so the time efficiently so that goals can be achieved with good learning. Then, researcher will divide the group members when practicum not more than five persons, the division of tasks in order can proceed smoothly and all members of the group could be responsible for his work. In dividing the group members, researchers also will pay attention to the level of student's ability so it will not happen disproportionately grouping students.

Based on the description above, researchers interested in conducting research entitled **"The Effect of Guided Discovery Learning Method on Student's Learning Outcomes of Linear Motion in Class X SMA Negeri 2 Pematangsiantar Academic Year 2015/2016."**

1.2. Problems Identification

Based on the background above, the problems identification of this research are as follows:

1. Low of student's learning outcome for physics.
2. Low of student's understanding the concept.
3. Students are less actively in the physics learning activities
4. Lack of interaction among students in physics learning activities
5. The dominance of the teacher in the learning process, so students do not have a chance to express their opinion.

1.3. Limitation Problem

In order to keep this research become more focused and directed, the researcher limit the problems as the following

1. Learning Method used is Guided Discovery Learning Method on the experimental class and Conventional Learning Method on the control class.
2. Conducted to determine the influence of the Guided Discovery Learning Method on students' outcomes in physics subject.
3. Learning outcomes that will be examined only on cognitive aspect.

1.4. Problems Formulation

The problem formulation of this research are:

1. How the student's learning outcomes after taught by Guided Discovery Learning Method?
2. How the student's learning outcomes after taught by Conventional Learning Method?
3. How the effect of Guided Discovery Learning Method on student's learning outcomes of Linear Motion in Class X SMA Negeri 2 Pematangsiantar Academic Year 2015/2016?

1.5. Research Objectives

The research objective is as follows:

1. To know the student's learning outcomes in physics subject after taught by Guided Discovery Learning Method.
2. To know the student's learning outcomes in physics subject after taught by Conventional Learning Method.
3. To know the effect of Guided Discovery Learning Method on student's learning outcomes of Linear Motion in Class X SMA Negeri 2 Pematangsiantar Academic Year 2015/2016.

1.6. Research Benefits

The benefits of this research are:

1. As a ground for researcher in conducting research.
2. Adding the experience of researcher in improving student learning outcome based guided discovery learning method.
3. Opening think conception of teachers in developing teaching and learning method one uses guided discovery learning method.
4. As consideration for other researchers to examine the same issue in a different location and as an alternative information materials for physics teachers in selecting models or learning methods.