CHAPTER I

INTRODUCTION

1.1 Background of the Study

Curriculum is defined as plan and arrangement of learning goals, learning content, and learning materials and used as the compass in the learning process for gaining particular educational purpose. Moreover, curriculum needs to be followed during the learning process (Syaodih, 2009) to make sure the process runs smoothly under the guidance of the stakeholders, (Nasution, 2006).

As the guideline, curriculum happened to have some changes several times caused by some factors affected, Richards in Shofiya (2014) which led the curriculum changing into the newest one known as the curriculum 2013. The curriculum 2013 is delivered under the principles of scientific approach with the syntax of: observing, questioning, experimenting, associating and communicating and has four main teaching models promoted. They are Problem-Based Learning, Project-Based Learning, Inquiry Learning and Discovery Learning. Furthermore, the model discussed was Discovery learning.

As a teaching model Discovery Learning pushes the students to find the concept of several information or data which are gained through observation and experiment, Sani (2014, 97). In addition Hosnan (2014:282) states discovery learning is used to create active learning to gain the result. Through this model, the students pushed to use their critical thinking to solve the problem by themselves. Based on both of the definitions above, we can conclude that in Discovery Learning the teachers do not provide the final result during the

learning process, but asking the students to experience the process through observation or experiment to get the result. The students are allowed to use their ability, creativity and innovation in solving the learning problem.

Kurniasih and Sani (2014:68) stated the steps in implementing Discovery learning, which are: 1) Stimulation, 2) Problem Statement, 3) Data Collection, 4) Data Processing, 5) Verification and 6) Generalization. First is stimulation which defined as the activity where the teachers give something to stimulate and connect the students to the material learned. This step conducted by giving the students questions, asking them to read and doing other activities to activate their connection to the material. Second is problem statement which defined as the activity which conducted by the teachers by giving the students time and chance to identify the relevant problem and create the hypothesis in its relation to the material learned. Third, data collection which defined as the activity where the students are given a chance to collect the information needed. The students can read some books, observing, conducting the interview to gain the information or to prove their previous hypothesis. Fourth is data processing which defined as the activity where the students arrange the data they get and provide the evidence to support their answers. Fifth is verification which defined as the activity where the students examine their answers by doing some checking under the guidance of teacher. Sixth is generalization which defined as the activity of concluding which can be determined as the general principal for the same issue.

The syntax of Discovery Learning helps many teachers and other researchers in increasing their students ability in mastering not only English since it has been used as an alternative model to be implemented in EFL classroom (Pido and Dewi, 2019) to improve students' activeness (Lastari and Budiastuti, 2018), students' ability in reading (Sari and Abdulrahman, 2019), writing (Sofeny, 2017; Mushtoza, 2016), listening and social attitude outcomes (Ananta, 2016), and speaking (Mufida, Hafifah and Mayasari, 2015; Wahyudi, Rukmini and Bharati: 2019), but also other subjects such as geography (Nurbadri, Virgianti and Suhartini, 2017), math (Fitriyah, Murtadlo and Warti, 2017; Hendrik and Minarni, 2017; Heryani and Setyalesmana, 2017) and science (Martaida, Bukit and Ginting, 2017)

For example the research of Mufida, Hafifah and Mayasari (2015), which focus on increasing the ability of the students in speaking. The result shows the integration of the scientific approach steps with the steps of Discovery learning, whereas, the observing (scientific approach) is done through stimulation (Discovery learning), Questioning (scientific approach) through problem statement (Discovery learning), experimenting (scientific approach) through collecting data (Discovery learning), associating (scientific approach) through processing data (Discovery learning), communicating (scientific approach) through verification and generalization (Discovery learning), are written in the lesson plan and successfully gain a good response from the students and the students understand more easily toward the material being discussed.

Another example can be seen from the research conducted by Hanafi (2016). The research focuses on increasing the students' listening outcome through discovery learning and found out that there were some advances on the ability of the students' in listening. This research was an experimental research which was designed through pretest-posttest design.

Those two previous researches and other researches which are used as relevant studies in this research showed that discovery learning has positive effects in improving the students' ability and achievement or score in learning not only English but also other subjects. Yet if the model is implemented through a precise and well-prepared design related to the syntax and the comprehension of the teachers to the syntax of the model when the model implemented.

Based on this situation, the researcher interested to figure out whether the lesson plans of English teachers are well-composed deals with the syntax of the model and whether the teachers comprehend the syntax of the model while implementing the model in their classroom. For that reason, the researcher asked for permission to have observation and visited SMP negeri 2 Bilah Hulu in Labuhanbatu for having the preliminary data.

When the researcher met the English teacher for the first time the researcher asked some basic questions dealing with discovery learning in order to get the teacher's basic knowledge and familiarity with discovery learning model. The researcher found out that the teacher had ever been trained and implementing the model in her classroom 2-3 times.

In order to have more complete preliminary data, the researcher asked for permission to observe the lesson plan using discovery learning designed by the English teachers. The lesson plan that the observed teacher used can be seen as follow, the following data is simplified and limited to the goal of learning composed and core activity only:

Learning Goals: *Through the model of Discovery learning the students are expected to be able to compare the language features of descriptive textsby asking and giving the information related to the short and simple text of the describing people*

Whilst Activity:
Stimulation

1. *Students are given a text and a picture and asked to read the text.*
2. *Students are asked to answer questions related to the text*

Problem statement
Teacher asks the students to create question related to difficult adjectives

DataCollection
Students asked to list and write all the adjectives found in the text and asked to find the meaning

Data processing
Students asked to discuss in their group and compare the adjectives of Text 1 and text 2
Discussing focus on *:*

- *Finding antonym.*
- *Finding Sinonim*

Verification
Checking the students work as expected

Generalization
Students discuss to conclude the text

The lesson plan above showed all the activities that the observed teacher did during the lesson. From all of the activities stated, we can see less precise work need to be done by the students, for instance, on the first step which is stimulation. At the beginning the teacher correctly designed the activity in this step through asking for reading and answering the text questions to the students.

But, the teacher also planned to show the picture with nothing to do with it. Then, what is the picture for? Unlike the previous research, the teacher instead, made the confusion around the students by giving the picture and nothing to be done with it.

The same problem was repeated on the problem statement, the activity that teacher designed to do is lack of what the step is expected which is proposing the hypothesis of the problem needs to be solved related to the material. As the consequence, this situation affected the last step which is generalization. Instead of asking the students to conclude the adjectives as the material, the teacher asks to discuss the text whereas it should have been done during the first step.

After doing an observation different phenomenon appeared. The researcher concluded that the teacher implemented the discovery learning not by following the syntax of the model but through explaining. The activities written in the stimulation only implemented by showing the picture provided the teacher, while the text that should have been read by the students and the text questions attached on the below of the text is not even asked at all not suitable to the activity designed. Furthermore, the teacher also skipped the problem statement step, with nothing to do dealing with that step and directly jumped over the data collection through the activity of listing the adjectives and finding the meaning. At last the teacher assessed the students' work and made a conclusion with the students. By doing so, the teachers repeatedly skipped the steps of data processing and verification and directly jumped over

generalization. From this situation, the researcher assumed that the English teacher didn't understand the model nor comprehend the steps.

When the researcher interviewed the teacher observed, she claimed that she didn't know how to compose the activity synchronized to the syntax since she always teaches the material through explaining and memorizing for years. She also stated that she had never been following the lesson plan when teaching her class for it's too complicated and too tiring while explaining seemed to be easier to do. The teacher also claimed that the lesson plan composed is for the administration needs only for it's not necessary to compose the well-designed one.

For those reasons the researcher focused this study on the implementation of Discovery Learning in EFL Classroom.

However, since the corona viruses' pandemic spread all over the world the Education and Art Minister suggested the regulations of studying from home through online learning for the regions with more contagious cases and through offline learning with health protocol (esp: physical distancing) for the regions with less contagious cases. For that reason, the researcher felt it is impossible to get rich data for this study by observing the online learning class since the discovery learning itself urges the students to have collaboration and discussion and it seems difficult to do through online learning. Therefore, the observation were managed in the offline learning classroom in Junior High School in Labuhanbatu with 50% of students' attendance or about 15-17 students in the classroom referring to the learning shift regulations.

1.2 The Problems of the Study

In relation to the background, the problems of the research were formulated as follows:

1. How were the lesson plans of discovery learning designed by the English teachers?
2. How were the discovery learning implemented in teaching and learning process?
3. What were the problems faced by the English teachers in teaching by using Discovery Learning?

1.3 The Objectives of the Study

In accordance to the problems, the objectives of the study were:

1. To describe the way the lesson plans using discovery learning designed by the English teachers
2. To describe the way the discovery learning implemented in teaching and learning process.
3. To elaborate the problems faced by the English teachers in teaching by Discovery Learning.

1.4 The Scope of the Study

The scope of this study were the teachers' lesson plans using discovery learning focus on whilst activity, teachers' implementation of discovery learning and the problems faced the teachers while implementing discovery learning.

It observed three English teachers of SMP Negeri 2 Bilah Hulu in Labuhanbatu with three observed classes for each teacher. During the observation, how the lesson plans designed and how the implementation of the teachers using Discovery Learning were investigated and analyzed. While the problems that teachers faced during in implementing Discovery Learning were investigated through interview.

1.5 The Significances of the Study

The findings were expected to be useful both theoretically and practically:

1. Theoretically, the findings used to strengthen or modify the theory of the design of the lesson plan using discovery learning especially to its relationship with the suitable activities that could have been done for each steps for the material discussed, the teachers' implementation and the problems faced by the teachers while implementing discovery learning.
2. Practically, the findings of this study were expected to be useful for:
    a. English teachers: to understand and comprehend on how to design the lesson plan using discovery learning with suitable activities to be done for each step. .
    b. The lecturers: to teach the English language learners designing the lesson plan and implementing discovery learning in EFL classroom.