

# **CHAPTER I**

## **INTRODUCTION**

### **1.1 Background of the study**

Since the Proclamation of Independence on August 17, 1945 in Indonesia, the law about National Education System has changed nine times. The modification occurs in the curriculum of both the level of Elementary School, Junior High School, and Senior High School. According to Bruner (1966:72), a curriculum not only gives an impact to the nature of knowledge itself, but also the nature of the knower and the process of getting knowledge. It means that, a curriculum is a process to get the knowledge and to know the nature of the knower. In this global era, Mohammad Nuh, as the minister of education and culture in Indonesia, has changed the National Education System by implementing the Curriculum 2013. The Curriculum 2013 has been appointed July, 2013.

There are many schools that have not been able to implement the Curriculum 2013 because in the school is not received the socialization from government. Since 2013, the ministry of education and culture in Indonesia itself has not given counseling and training about Curriculum 2013 to all over the schools in Indonesia. In addition, most of the teachers still do not understand and are not ready to implement the Curriculum 2013 at each of their schools. Therefore, there are only few schools have good quality and fulfill the requirements that are determined selectively which are able to implement the

Curriculum 2013 in 2013. The schools that have been allowed to implement the Curriculum 2013 are schools which are selected by the government. There are two requirements must be fulfilled by each school which wants to apply Curriculum 2013. The first requirement is the teachers must be trained to teach using Curriculum 2013 previously, and the second requirement is the student's guardian should provide the official books of Curriculum 2013 to their children because it is the responsibility of the parents, not the government. The government will forbid to the schools that force to implement the Curriculum 2013 if the schools still do not fulfill the requirements. It would make the burden toward the students. According to Mohammad Nuh (in Tempo, August, 28, 2013), if there is a school that has not fulfilled the requirements but forcing to implement the Curriculum 2013, it must be reported to the Department of Education. The Curriculum 2013 should not make the burden to the students and the teachers have been trained.

This Curricula changes could not be avoided by the school and learners. Both of the parents and their children also get a direct impact from this Curriculum changes. Most of the student's parents still don't know about Curriculum 2013, they do not care toward the Curriculum changes. Therefore, some parents who know it, they will give complain and critics about the curriculum changes because they think their children will find difficulty to accept the lessons and the curriculum conditions that constantly changing in Indonesia. Indeed, the Curriculum changes has occurred many times, we should look positive side and give support toward the decision of government. Prof. Ir. Mohammad Nuh states that the definition of Curriculum 2013 is a Curriculum improvement

between the implementation of the Curriculum 2004 and to continue KTSP (Education Unit Based Curriculum) 2006 which include the aspects of attitudes, knowledge and skills in equivalent. Whereas, the purpose of the establishment of the Curriculum 2013 is to prepare the students so that they have an ability to live as individuals and citizens who are religious, productive, creative, innovative, and effective. They are also able to participate in the society, nation, state, and world civilization (in PERMENDIKNAS no. 68, 2013). In Curriculum 2013, the students are not the object of education, but they become the subject by taking part to develop the theme and materials that exist. Curriculum 2013 were more likely to use inductive logic, it means that appealing a general conclusions from the results of specific observations. He also suggests not only science, but also the use of inductive logic implemented in every our life. There are three concepts in Curriculum 2013 that is curriculum as a substance in a school about the objectives that want to achieve, curriculum as a system about how to arrange a curriculum, and curriculum as a field of study to add new things.

Permendikbud no. 65, 2013 on the Standard Process of Primary and Secondary Education states that the learning process is guided by the principles of scientific approach is very needed. In scientific approach that includes components: observing, questioning, experimenting, associating, and communicating. It means that the application of Curriculum 2013 is using a scientific approach and there are three main of teaching method in Curriculum 2013, namely Project Based Learning, Problem Based Learning, and Discovery Learning. One method of teaching is decided Discovery Learning. According to

Lefancoios, Discovery Learning can be defined as the learning that takes place when the student is not presented with subject matter in the final form, but rather is required to organize it himself (in Emetembun, 1986:103). It means that the students are not only given the final result, but also they should organize their knowledge and thinking to find out solution from the statement of problem.

This study observes how the Discovery Learning is implemented to teach speaking at the first grade of SMP Institut Surabaya.

## **1.2 Statements of the problem**

From the background of the study above, this study accumulates some cases. The formulates of research questions as follows :

- 1.2.1 What are the materials used to teach speaking in Discovery Learning at the First Grade of SMP Institut Surabaya ?
- 1.2.2 How is the implementation of Discovery Learning to teach speaking at the First Grade of SMP Institut Surabaya ?
- 1.2.3 How are the student's responses after the implementation of Discovery Learning to teach speaking at the First Grade of SMP Institut Surabaya ?

## **1.3 Purposes of the study**

This study has the purpose of the study after the formulation of problems as follow :

- 1.3.1 To explain about the materials which are used in Discovery Learning to teach speaking at the First Grade of SMP Institut Surabaya.

- 1.3.2 To describe the implementation of Discovery Learning to teach speaking at the First Grade of SMP Institut Surabaya.
- 1.3.3 To identify how far the student's responses after the implementation of Discovery Learning to teach speaking at the First Grade of SMP Institut Surabaya.

#### **1.4 Significance of the study**

This study also has some significances for the readers that are :

- 1.4.1 For researcher : to give insight to the researcher about Discovery Learning to teach English at Junior High Students and the researcher hopes that this method will be successful because this method has many advantages for the student's life and making the students become more active.
- 1.4.2 For students : to give self-confidence to students so that they are more active and effective in their environment.
- 1.4.3 For teacher : to give an instrument to arise creativity is owned by the teacher for teaching English by implementing Discovery Learning.

#### **1.5 Scope and Limitation of the Study**

In this study, the scope focuses on the implementation of Discovery Learning to teach speaking English, the materials that are used in Discovery Learning and the last, how to know the student's responses toward Discovery Learning in the classroom.

According to Creswell, limitations is to identify the potential weaknesses of the study (2003:148). So, the limitation of this study is the result of the implementation of Discovery Learning used by teacher to teach speaking at the First Grade of SMP Institut Surabaya, the materials used in Discovery Learning is “It’s My Birthday” topic namely the days and months, and the student’s responses toward Discovery Learning in teaching speaking.

## **1.6 The Definition of the Key Terms**

The definition of key terms is the definition refers to the title presented in this study. The definition can rise either from source or from the researcher’s mind. The following section defines how key terms will be used in this study. In this study will definite the part of the title such as Curriculum 2013, Discovery Learning, and Teaching Speaking.

### **1.6.1 Curriculum 2013 :**

Permendikbud No. 81 A on 2013, the learning process in the curriculum 2013 is an educational process that gives an opportunity for students to develop all their potential become the capabilities that the longer more increasingly, we can see it in the aspects of attitude (affective), knowledge (cognitive), and skills (psychomotor).

### **1.6.2 Discovery Learning :**

Discovery learning encompasses an instructional model and strategies that focus on active, hands-on learning opportunities for students (Dewey,1916/1997; Piaget, 1954, 1973).

### **1.6.3 Teaching Speaking :**

Ricards states that teachers and textbooks make use of a variety of approaches, ranging from direct approaches focusing on specific features of oral interaction (e.g., turn-taking, topic management, and questioning strategies) to indirect approaches that create conditions for oral interaction through group work, task work, and other strategies (in Ricards 2008:19).