

**IMPLEMENTATION OF DISCOVERY LEARNING TO TEACH
WRITING DESCRIPTIVE TEXT FOR THE SEVENTH GRADE
STUDENTS OF SMP BINA TARUNA SURABAYA**

**CHAPTER I
INTRODUCTION**

This section discusses background of the research, identification of the problems, delimitation of the problem, formulation of the problem, objectives of the research, and significance of the research.

1.1. Background of the Research

English as one of the subjects in schools has an important role because English is a foreign language, an international language which is widely used in communication by people in most countries in the world. English has a big contribution in accommodating many people to enrich their knowledge and skills in various fields, such as education, tourism, religion, technology, and global economy. By those reasons, Indonesia, as a developing country, determined English as the foreign language and put it as one of the compulsory subjects in the formal school from the junior high school to university levels.

English is taught at schools in order that students are able to master the four skills, they are listening, speaking, reading, and writing. Harmer (2007: 265) says that language can be used in four skills there are reading, writing, speaking and listening. In reading and listening, skills can be extracted from discourse, that is receptive skills. While in the productive skills of speaking and writing students are required to produce their own language.

According to the basic competence in the junior high school curriculum, in learning writing, students are expected to write some texts for example letters, short messages, greeting cards, monologs such as descriptive, recount, narrative, procedure and report texts. To produce those writing products, especially monologs, students have to follow the writing steps. Seow (2002: 316) says that in the process of writing there are three stages that is planning, preparation (writing),

revision (redrafting) and editing. In addition there are three other stages that can be applied to students by the teacher, which is responding (sharing), evaluate and post-writing. To support in learning to write, teachers often plan class activities.

The students of Grade VII at SMP Bina Taruna Surabaya also experienced the same thing in which they considered writing that is the most difficult skill to learn. It could be seen from the result of their writing. The major problem faced by student was to get and generate ideas. Moreover, they also made many grammatical mistakes. They did not use imperative verb in the beginning of the sentence. Some of them still using Indonesian words in their writing. It is due to they had low vocabulary mastery. Those problem arose might be because of teaching method, the materials, the technique, the media or the combination of them. In order to gain students' actively participated in class activities, teachers must be communicative and creative.

Based on the students' problems above, a way that makes the students interested in writing has to be developed. One way that can help the students appreciate and be more interested in writing, the teacher can providing suitable writing materials and learning media. Considering that writing proficiency is highly needed, and the fact that the students' writing ability is still low, the researcher proposes several ways to increase students' writing proficiency. One of the ways in increasing the students' writing skills especially in writing descriptive text through discovery. Moreover, it can also encourage the students' participation and interest in teaching and learning activities.

The problems of teaching writing skills were identified through interviewing the English teacher and the VII grade students at SMP Bina Taruna Surabaya and observing their activities during the English writing lesson. Based on the observation, there were some problems that the researcher found in the English teaching-learning process at class VII of SMP Bina Taruna Surabaya. The problems found in writing skill are related to the students, technique, materials and media.

The first problem is related to the students. Most students had less to learn. It can be seen when they are unmotivated in joining teaching and learning process. They tended to be busy with their activities such as chatting with their friends,

drawing, and doing another lesson. As a result, when the teacher asked them to do some activities, most of them did not the task well. Some of them still have difficulties and have low understanding in writing especially in generating ideas and using correct grammatical structure.

Moreover, some of the students used Indonesian words in the sentences. It seems because they also lacked of English vocabulary so they did not know the meaning of English words and sentences. When they were asked to write a text, they were confused and got stuck because they did not know the word. It can be concluded that the students still have difficulty in writing. Another problem is related to the teaching technique that teacher used in teaching and learning process. They ignored the teacher and this needed more time to lead the students into the lesson again. So, it could be seen that the students' attention was easily distracted.

Teaching writing in SMP Bina Taruna Surabaya is mostly dominated with doing tasks in text book or LKS. Therefore, the students feel bored to get involved in teaching and learning activities. There was no creativity in delivering the lesson that can make the students interested in joining the teaching and learning process. Here, the teacher is expected to be creative in delivering the lessons, so that the students are interested and participated in the English teaching and learning process of writing. Besides, teacher did not give clear guidance when the students get stuck in finding and generating ideas. Consequently, it gave impact on the poor writing teaching-learning process and contributed to the students' low motivation and interest in the writing learning. Moreover, the materials become next problem in SMP Bina Taruna Surabaya.

The last problem is related to the media. The use of media is one of factors used to determine the success of the teaching and learning process. Media also help teachers to convey a message in a certain form, and the choice of that form may be determine how message received by the learners. The use of media could improve the students' interest in learning English. In reality, the teacher rarely used media which can help students to gain their interest when she delivered the materials. She mostly used LKS or students' worksheet. Therefore, the students often got bored during the teaching and learning process.

1.2 Research Problem

Based on the delimitation of the problem above, the problem of this study can be formulated as follows:

1. How is the implementation of discovery learning in writing descriptive text for the seventh grade of SMP Bina Taruna Surabaya in the academic year 2016/2017?
2. How can discovery methods be used to improve students' skills in writing descriptive text for the seventh grade of SMP Bina Taruna Surabaya in the academic year 2016/2017?

1.3 Objectives of the Research

In accordance with the problem formulated above, the objective of the research is

1. To implementation discovery learning to writing descriptive text for the seventh grade of SMP Bina Taruna Surabaya in the academic year 2016/2017.
2. To improve students' skills in writing descriptive text for the seventh grade of SMP Bina Taruna Surabaya in the academic year 2016/2017.

1.4 Scope and Limitation

Research should be limited in its scope, so that the problem being examined is not too wide and the research is effective. The limitation of this study are :

1. The research subject of this research is the students of VII class of SMP BINA TARUNA SURABAYA in Academic year of 2016/2017.
2. The instrument of the study which is the instructional program and the achievement test will be developed by the researcher herself.
3. Because of many kinds of learning model, Discovery Learning model as chosen as the employed model and text that is used in this research focuses on descriptive text.
4. The researcher used Discovery Learning model to descriptive text with many instruments.

1.5 Significance of the Research

There are some expected benefits to achieve from this research. The result of this research is expected to give contributions. Considering all the explanation above, the following are the significance of the research:

1. For the seventh grade students of SMP Bina Taruna Surabaya

The findings of this research are expected to become a source of information about the way to improve students' writing skill through discovery method. The use of discovery method can stimulate students' idea and develop it in good organization.

2. For the English teachers of SMP Bina Taruna Surabaya

The findings of this research are expected to become a source of information about the way to improve the quality of teaching writing to the students using interesting media.

3. For other researchers,

This study is expected to be one of references for relevant researches.

4. For readers

The researcher hopes that this research can give more information and contribute the knowledge.

1.7 Definitions of Key Terms

The following are given to make the readers have the same perception for some terms used in this study to avoid misunderstanding, so the terms here are to be defined as follows :

- 1) Descriptive writing means part of factual genre which describes a particular person, place, or thing.
- 2) Discovery Learning is a method for teaching English in which the students become active participants in learning by exploring concepts and answering their questions through testing and experience.