

## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of the Study**

One of language skills which considered hard to master compared to other three language skills is writing. According to Langan (2000) writing is a process of discovery. Therefore, English learners will not know what they are going to write unless they start to write because someone will discover his/her ideas during the process of writing. Writing can be the most difficult skill they do (Bramer and Sedley, 1981) because English learners might find it hard just to decide the first sentence to write. Therefore writing becomes the most difficult skill for second language learner to master because it needs a long process and complex skills to produce a good writing.

Nunan (2003) mentioned that writing is both a process and a product. It is a process of discovering and organizing ideas, putting them on a paper, reshaping and revising them (Meyers, 2005). It means that there is no perfect writing because, there is always time when the writer should revise, review and revise again. That is why Nunan (1991) also argues that writing is passing through a long and painful process. Harmer (2004) also suggested that writing is a process with 4 stages, they are: planning, drafting, editing, and final version. By following the process of writing and having good writing aspects, students may be able to compose a good writing.

In addition, students tend to avoid writing because it needs a long process to create a good writing which is too complicated. It is supported by Pirangelo (2006), who stated that students feel that the process of writing takes a long time, so they dislike or avoid writing activity. Therefore, as it is a complex activity and takes a long time, no wonder if L2 learners usually encounter difficulties in developing their

writing (Evans et al., 2010). In fact, students are required to complete competencies at school. Teachers should encourage their students to develop their writing skill. While task of teachers in the classroom are demonstrating, motivating and provoking, responding, and evaluating of students' writing (Harmer, 2004).

Many genre must be taught in junior high school one of them is descriptive text. It is a genre taught in Junior High School at second semester. It is a text which purpose is to tell or describe people, thing, or animal. With descriptive text, students can describe all object around them

A descriptive text is a text which a writer tries to describe something. By mastering the describing ability , they may make a good classification of objects based on the characteristics(Zahrowi:2010). In narrative text description is also used, Specifically when the students want to describe the characteristics of a character or certain setting. The description can also be done subjectively and objectively. The objective description will be chosen if it describes the physical appearance of an object or person(Henning:1999). While subjective is used when the students want to give their opinion to the object. Those combination make the descriptive text unique and it is likely that, this text is an interesting topic to be researched. Reep (2009) states that "a paragraph achieves coherence when the sentences proceed in a sequence that supports one point at a time. For example, when a student wants to describe his house, he should have background knowledge about parts of his house, such as how many rooms that this student has?, what is the color of the wall?, how wide or how high the house is. In descriptive text, the students should organize their thinking logically and they can communicate to the other people in detail when they want to describe people, place, or things.

Since the 2013 curriculum is new in Indonesia, it arouses some questions among the teachers how to implement it in English classroom. Some of the language teacher think that Scientific Approach (SA) used 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 (Kemendikbud, 2013).

Therefore it is necessary to use one learning model that supports scientific approach one of them is called Discovery Learning (DL) (Kemendikbud, 2013). The ability to conduct several stages of DL in teaching English becomes an obligation for teacher. Some workshops and trainings have been done in order to share the information about it. But, both teacher and students actually find the difficulties in its implementation especially in making students write well and interested in English lesson especially in writing descriptive text.

Discovery Learning is learning by discovering information just like inquiry-based learning. It requires active participation in scientific investigation. As Bruner (1961) stated that discovery learning can be defined as the learning that takes place when the student is not presented with the subject matter in the final form, but rather is required to organize it himself. It means that students should give their effort to find the information by themselves about the topic given. In the process of learning, Bruner (1961) concerned with the active participation of each student and knows well their abilities. To support the learning process, it is necessary to provide environment which can facilitate the curiosity of students in the exploration stage. This environment is called Discovery Learning Environment, which is an environment where students can explore, discovering new things, or understanding

some knowledge that already learnt. This environment is intended to help the students to learn better and more creative in the learning process. Moreover, in implementing discovery learning, teachers need to follow the steps which are stimulation, problem statement, data collection, data processing, verification, and generalization.

Based on the initial observations of some students in SMP 2 Tarik, Kabupaten Sidoarjo, it was found that there were some students who found it difficult to learn English because the teacher's method that was less interesting and made descriptive writing difficult to understand. Students in this class experience difficulties in learning English. They have not been able to write complex sentences with the correct arrangement. In addition, grades VII are less motivated in learning English. They say writing sentences in English is very difficult. For these reasons, the authors were motivated to do research in grades VII.

Based on mentioned problem the teacher should choose the best model in teaching writing in order to make students easier to write descriptive text. So, the writer tried to use Discovery learning to solve this problem. Discovery Learning model emphasize on the learning process, not in the result of the learning. So in this case, students are as problem solver because the model is going to be students-centered.

Based on the reasons above, the researcher want to find the utilizing of discovery learning in teaching writing descriptive text for junior high school and the title is "Utilizing discovery learning to teach descriptive text writing For Junior High School Student"

**B. Formulation of the Problems**

1. How is the implementation of discovery learning in teaching Descriptive writing to Junior High School Student?
2. What obstacles does teacher face in implementing Discovery learning?
3. How are the students' responses in learning descriptive text by using Discovery learning?

**C. Objectives of Study**

1. To explain the implementation of discovery learning in teaching descriptive writing to junior high school
2. To describe the obstacles do teacher face in implementing discovery learning
3. To describe the students' responses in teaching descriptive text using discovery learning

**D. Limitation of the Problem**

To avoid the study being too broad, the writer limits the study to know utilizing of discovery learning in teaching writing descriptive text and how to implement it.

**E. Significance of The Study**

By doing the research, it is expected to reveal the following:

1. Students

The result of this study may help the students to improve their writing skills in descriptive text. It could have a positive force for obtaining higher achievement.

2. Teacher

Every teacher, especially English teacher or second language teacher may apply this method (Discovery learning) to stimulate students in writing descriptive text.

### 3. Institution (school)

The result of this study is hoped to be valuable for institution/school by giving information that can be method of improving the quality of the institution/school.

## **F. Definition of Key Terms**

In order to make the research easy to be understood and to avoid the ambiguity, the researcher presents some definition of keyterms as following :

### 1. Discovery Learning

According to van Joolingen (1999:385) Discovery learning is a type of learning where learners construct their own knowledge by experimenting with a domain, and inferring rules from the results of these experiments. The basic idea of this kind of learning is that because learners can design their own experiments in the domain and infer the rules of the domain themselves they are actually constructing their knowledge. Because of these constructive activities, it is assumed they will understand the domain at a higher level than when the necessary information is just presented by a teacher or an expository learning environment.

### 2. Writing

Writing is one of the ways to express things in our mind, feeling, ideas or thought. Marianne Celce and Murcia stated that writing is a production of the written word that results in a text but the text must be read and comprehended in order for communication to take place (Celce & Murcia;2000).

### 3. Descriptive text

A descriptive text is a text which lists the characteristics of something (Zahrowi:2010). Descriptive text is usually also used to help the writer develop an aspect of their work, e.g. to create a particular mood, atmosphere or to describe a place so that the reader can create vivid pictures of characters, place, object etc.