

CHAPTER I

INTRODUCTION

This particular chapter describes the background to the study, identification of the problem, limitation of the problem, formulation of the problem, objectives of the study, and significance of the study.

1.1 Background of The Study

Now, English is as an international language, so there are many people who want to master it. The reason is because they believe that English can bring their future better. English will bring people walk around the world if it can be mastered by them. Mastery of English in the world of education, especially in senior high schools, becomes very fundamental and decisive. English becomes a fundamental subject because English becomes a subject that emphasizes the development of students' self-potential related to other mastery of science such as: science, culture and technology. By mastering English, students can become broad-minded intellectuals who are able to participate in the development of Republic of Indonesia on the international relation.

However, it cannot be denied that the English language skills of Indonesian people are still relatively low. This is proven by the data from the world's largest ranking of English skills published by a language institution, Education First. Education First (EF) publishes English Proficiency Index (EPI) in 2018 which states that from 88 countries and regions in the world, Indonesia is ranked 51 with the score of EF EPI: 51,58. Indonesia is categorized in low ability and it's ranked 13 out of 21 countries in Asia (Education First, 2018).

In Indonesia senior high school curriculum, English is a foreign language which has significant role and one of the subjects tested as part of students' learning process towards high school graduation. English was first included in Indonesia national curriculum around on the 1990s. It became a compulsory subject in national examinations in schools since 2006 curriculum or Kurikulum Tingkat Satuan Pendidikan (KTSP) and continues to be the one in Indonesia 2013 Curriculum (Kurikulum 2013). It is stated in the Republic of Indonesia Regulation Number 32 in 2013 concerning amendment of Regulation Number 19 of 2005 concerning national standards of education. Even though English is a compulsory subject in SHS, the frequency to practice and get used to communicate in English is very low in daily life. The skills of English language eventually will be very important for social interaction and develop culture in international. Therefore, the ability to speak English as a foreign language is very important to master.

A proper learning model is needed to improve English language in senior high school using 2013 curriculum. This curriculum requires scientific approach in developing students' attitudes, skills and knowledge. In the implementation of learning, teachers can integrate the elements of a scientific approach with various models, strategies and learning models. Learning models that are appropriate to the scientific learning approach include: inquiry-based learning, discovery learning, problem-based learning, project-based learning and other relevant models (Sufairoh, 2016). According to Direktorat Pembinaan SMA, Direktorat Jenderal Pendidikan Dasar dan Menengah (2017) encourages teachers to engage students in discovery / inquiry learning.

1.2 Identification of the Problem

It is undeniable that teaching English as a foreign language (EFL) to students is not easy. English is not a mother tongue or a common language for them. It cannot be denied that during the teaching of English subject applied in senior high school, there are still many problems that need to be solved. To overcome these difficulties, a teacher must have some ways, techniques and approaches in teaching EFL to students which also include assessment. In this way it can make it easier for students to internalize lessons more easily and are more interested in participating in these teaching and learning activities. Therefore, as a pre-service English teacher, the researcher needs to investigate how the teachers implement discovery learning models to teach English subject in the classroom.

There are many problems that have been encountered from teaching English language. The problems that occur in the teaching English language in high school in general can be viewed from two sides. Meanwhile, according to the conceptual framework of the learning objectives as intended in the Graduate / SKL Competency Standards (Permendikbud Number 20 of 2016) and lesson activities derived from the Content Standards (Permendikbud Number 21 of 2016), the teacher must design the learning process in accordance with the characteristics of the students who equip holistic attitude, knowledge, and skills competencies.

From the side of the teacher, the problem comes from the lack of interesting and effective learning models that facilitates ability of English language to

students. While from the students themselves the problems come from the lack of motivation, initiative, and active involvement during the learning process. The problematic of course will have an effect on students' learning achievement. As we know, teachers do not only provide material or assignments but also speak front of the participants. Sometimes, the teacher becomes dominant in talk time, it makes students have no space to participate in class. Teacher must set a strategy to provide space for students to participate in class. Because of the teacher has control of his own class. Therefore, the teacher must be more able manage talk time during teaching and learning activities.

1.3 Limitation of the Problem

Among the problems that have been identified, this study is limited with several terms and condition. In term of focus, this study is limited to English subject in one of 2nd grade of social class at SMAN 1 Pakem, Yogyakarta. In term of focus, this study is bounded to discovery learning models in the context of its implementation in teaching English.

1.4 Formulation of the Problem

Considering the importance the teacher's role in implementing learning model, this research was conducted to answer a question about how discovery learning model is implemented in teaching English in one of 2nd grade of social class at SMAN 1 Pakem?

1.5 Objectives of the Study

According to the formulation of the problem, this study aimed to describe the implementation of discovery learning model in teaching English.

1.6 Significance of the Study

The results of this research are to give contribution to English teachers and further researcher. For English teachers, this research is expected to help them if they have some problems and determine the teaching learning strategy and provide a view to them related to the use of discovery learning models. For further researcher, this research is expected can be used as a contribution to conduct further research especially in senior high school using different subject or design.