

# CHAPTER I

## INTRODUCTION

In this chapter, the researcher presents introduction of the research which consists of background of the research, problem of the research, objective of the research, significance of the research and definition of key terms.

### 1.1 Background of the Research

There are four skills which are very important in learning English. Those are listening, speaking, reading and writing. Every skill has its own aspect which needs to be improved. In speaking and writing, there are fluency and creativity, while in reading and listening, there are comprehension. Reading is a receptive skill which is important for the English learners. Therefore, there are some experts who gave his/her definition towards reading.

There are many definitions about reading. Reading is a process of communication between the writer and the reader. It means that the message that the writer has written must be understood by the reader to reach the reading's goal. Reading is also cognitive process of the reader. It is because there is an interaction between the reader with various written symbol or text along with the comprehension activities.

Reading comprehension is a process of understanding the text. When the reader reads a text, the goal of reading is to comprehend what the readers have read. When a reader reads a text that appropriate with their level and it attracts his/her interest, the

comprehension process will be delivered well. So it can increase reading comprehension skill of the reader.

Reading and reading comprehension are very important in learning English. Communication between writer and reader must be delivered in a good way and appropriate with reader's level in order to reach the reading's goal. Reader's correct comprehension towards the writer's idea is one indicator that the communication between the reader and the writer goes well.

As the researcher stated before, reading and reading comprehension is very important in learning English. Yet, it is not easy for students to learn reading comprehension. Therefore, it becomes the problems in reading comprehension.

Newman (2015, p.1) says that there are several steps which are needed by the students in reading comprehension. First, to properly comprehend a written passage, the students must be able to identify the words on the page. Second, the students need to hold the information in their memory long enough from information to be more extensively processed. Third, the students should have adequate vocabulary, grammar and syntactical skills to organize and interpret the written message efficiently. Fourth, the students need to access the higher order thinking skills to process the written message and infer possible meaning. If one of those steps has a distraction, then the students may fail to grasp the meaning of the text which often results in reading comprehension problems and failure.

Reading comprehension problems and failure became the obstacle for students in their reading comprehension. It made the student's level in reading comprehension



decreasing. Most of students are junior high school students, senior high school students, vocational high school students and even university students.

In this research, the researcher used vocational high school students as the object of the research. The researcher conducted preliminary study in the vocational high school. It was conducted when the researcher did PPL in the school. The school's name is SMK Negeri 12 Malang. SMK Negeri 12 Malang is a vocational high school which has some programs namely, Multimedia, Technique Engineering, Software Engineering, Accounting, and many others.

In this research, the researcher chose X accounting 1 students of SMK Negeri 12 Malang. Based on the preliminary study in SMK Negeri 12 Malang, the X accounting 1 students in the school had difficulties in reading comprehension. Most of the students had no interest in reading. If they have given a long reading text such as descriptive text, they did not interest with the reading text. The students always exposed with audio-visual in every learning activity in the class. As the example, the teacher had given the students a motivation video before the lesson in order to make the students more interested with the lesson.

Students in SMK Negeri 12 Malang especially X accounting 1 students, need more knowledge in descriptive text. It is because descriptive text is important to be learnt by the students. In syllabus and annual program (PROTA), descriptive text is one of lesson for tenth grade students and they need to learn descriptive text to reach the goal of basic competency (KD).

In this research, the researcher used discovery learning method as the method to improve students' reading comprehension in learning descriptive text. Discovery learning method is a teaching method in scientific approach which has been used by the teachers in teaching and learning activities in the class. The researcher used the method because another researcher already used the method in their research. As the example, the previous research is about application of discovery learning method to increase students' reading comprehension in Bahasa Indonesia lesson by Wijayanto (2010).

There are another previous researches which helped the researcher in conducting the research. It helped the researcher because it had similar topic with the research of the researcher. Widaningsih (2014) used reading comprehension as the research topic in English lesson for elementary school.

In focusing the research, the researcher limits the investigation only on improving students' reading comprehension in descriptive text by using discovery learning method at the X accounting 1 students of SMK Negeri 12 Malang in academic year of 2015/2016.

**1.2 Problem of the Research**

How discovery learning method can improve students' reading comprehension in descriptive text at the X accounting 1 students of SMK Negeri 12 Malang in academic year of 2015/2016 ?



### 1.3 Objective of the Research

The objective of the research is to describe how the discovery learning method can improve students' reading comprehension in descriptive text at the X accounting 1 students of SMK Negeri 12 Malang in academic year of 2015/2016.

### 1.4 Significance of the Research

The researcher hopes that this research would be useful for English teaching, especially for:

1. For English teacher, the result of the research can give input for the teacher to solve the problem of the students in reading comprehension of descriptive text using Discovery Learning Method.
2. For students, the students can use Discovery Learning Method to help them in improving their reading comprehension in descriptive text.
3. For the next researcher, the findings and the result of this research can be used as a reference if the next researcher would like to conduct similar research. If there are some weaknesses, another researcher can conduct for a better research.

### 1.5 Definition of Key Terms

To avoid misunderstanding and misinterpretation of the research finding, the researcher would like to explain and define the key terms which are used in this research.

a) **Reading** is a process of communication between writer and reader. It means that the message that the writer has written must be understood by the reader. Thus, the reader can reach the goal of reading.

b) **Descriptive text** is a text that describe thing, subject or people specifically. Generic structure of descriptive text consists of identification and description.

c) **Discovery learning method** is a process of learning that emphasizes students' mental intellectual to solve various problems.

