

## **CHAPTER 1**

### **INTRODUCTION**

This chapter discusses about background of the research, scope of the research, statement of the problem, objective of the research and significance of the research.

#### **A. Background of the Research**

Language is vital for human kind as language is required to convey feeling. Language is used to show people information as well (Vitasmore, 2017). Thus, language is a platform for delivering messages. Language fluency can help people to solve problems and get through conflict. Nowadays, the entire world has become global and people communicate each other with a general language, i.e. English (Rao, 2019). English is spoken around the world and it has obtained the global language status and attention. English is the world language widely needed in the field of scientific research, education, business, the internet, travel and tourism, Etc..

In Indonesia, English is as a foreign language. Therefore, English is supposed to be learnt by Indonesian students particularly in schools. There are four essentials in teaching and learning English; listening, writing, reading and speaking. These essentials are synchronized to one another and cannot be separated. Speaking is the most important skill in English to be mastered in school. Among the four essential skills, speaking is deemed to be the most vital skill in learning foreign language (Maxom, 2002). Attention is required for English language learning, especially in speaking skill.

Students deal with some difficulties in implementing speaking. They gauge their achievement in language learning based on how well on the speaking is. Teachers have carried out to teach speaking just as drills or memorization of dialogues repetitively. Speaking looks difficult for the students have to generate sentences. It is rather difficult for non-native to generate sentences without knowing grammatical structures and acquiring proper understanding of basic vocabulary.

The difficulties of speaking include accuracy, pronunciation, grammar, vocabularies and fluency. Stimulation of questions thrown is always answered in Bahasa or traditional language. Likewise, when they are asked to convey ideas and present group discussion results, students have difficulties in English. Students seem struggled to find words to express simple sentences, though. This certainly becomes a serious problem to find the solution. Considering speaking skill of the student is relatively very poor, even more during the post Covid-19 pandemic that gave a significant impact on the decline of the motivation and discipline of students.

On that account, the intense activities are required, particularly to support strengthening memory and understanding towards new and unfamiliar vocabularies in English leading students to create and speak quite challenging sentences easily which can be spoken spontaneously. Vocabularies will not be effective just by memorizing them, rather have to be used regularly in communication. Practice based on experience and speaking the language directly help students not only remember material, but also understand it well.

The first observation done at SMA 1, the researcher figured out that discovery learning was not applied at first grade by the English teacher. Discovery learning is a

method that supports students' active learning to master the lesson by researching so the students remember what they found for long term memory. With the use of discovery learning, students participate actively not only receive passively. The method used by the teacher to teach students is picked as properly as possible, as to get better result in learning English especially speaking (Flavian, 2016). In exercising discovery learning, students are obliged to find out not to be summoned and each step in the learning opportunity for students to discover the answer to the problem at hand.

Thus, the teacher is as facilitator to make students truly understand what material is being taught. The teacher's role is to motivate students to own experience and to experiment by allowing students to discover principles or concepts for themselves. Therefore, teacher ought to (1) do pre test, (2) do treatment, (3) do post test (Hasibuan, 2018).

Based on the description of the background above, the researcher conducted this research to find out students' speaking skills before and after using the discovery learning and to find out whether the discovery learning is effective in improving students' speaking skills or not. So, the title is "The Use of Discovery Learning to Improve Students' Speaking Competence".

## **B. Scope of the Research**

This research focuses on the use of discovery learning to find out students' speaking skills.

## **C. Statement of the Problem**

Based on the scope of the research above, the research states the research problem as follows;

How does discovery learning work on improving students' speaking competence?

#### **D. Objective of the Research**

This research intends to find out the use of discovery learning to improve students' speaking competence.

#### **E. Significance of the Research**

This section discusses the significance that includes theoretical benefits and practical benefits as follows :

#### **F. Theoretical Significance**

The results of the research are expected to enhance theories and give benefaction to the research of discovery learning.

##### **1. Practical Significance**

##### **a. Teacher**

The results of this research are expected to be useful for teacher in teaching English by using discover learning

##### **b. Prospective Researchers**

Prospect researcher may use this research as a reference for their further research.

#### **G. Significance of Key Terms**

To avoid the misunderstanding about sense of the key term used in the paper, researcher defines those terms as follows;

- a. Discovery learning method is one of model discovered by Jerome Brunner, known as a discovery learning developer, from contemporary study in cognitive

psychology, and stimulated a more specific instructional method development in 1960s. He emphasized that learning should be done by action.

- b. Students' speaking skill is measured by the score achieved after the test given by the researcher.

