

CHAPTER I

INTRODUCTION

This chapter presents the introduction of the study. It consists of the Background of the Study, Reason in Choosing the Topic, Research Question, Objective of the Study, Significance of the Study, Limitation of the Study, Definition of Key Terms, and Outline of the Study.

1.1 Background of Study

Yilmaz (2010) in Kiral (2016) stated that the challenges in teaching involved learning tools such as school administration, syllabus of student's material and teaching strategies. The same statement by Gordon (2001) in his research he mentioned that, the teacher's challenge appears in managing unconditional class with many students in whole class and the teacher should develop the student's habit in obeying class regulation. Thus, the challenges faced by teacher during teaching and learning process, it becomes the big task for every educator to manage classroom activity and school administration.

Talking about the challenges in teaching, the researcher would like to focus on one method which included in 2013 curriculum, it called by discovery learning method. Discovery learning method is inquiry learning method which emphasizes on students centered learning in the class in order to explore their knowledge and build new theory to find independently, so the teacher as instructor to give feedback in the end of class activities (Tompo, Ahmad, & Muris, 2016). The challenges faced by English teacher in using discovery learning method happen

when the teacher have to arrive at students' result of English skill in learning using discovery learning method (Mayer, 2004).

Based on the researcher experiments in teaching practice four month ago, she saw that almost students at SMA N 1 Sayung have in boredom and passivity in learning English. In their reality condition this school was in bad habit as English environment. The students are not interested in learning English; one of them said that learning English is one of boring activity. These situations will desperate who are wanted to study English and the others not, they will disturb the other students by doing cheating in examination. Thus, the English teacher decided to find the solution to make her class more alive by implementing 2013curriculum which use discovery learning method as the strategies in teaching and learning proses in English lesson.

Considering the background study about the lack of interest in senior high school students in learning English, because of they feel bored and lazy to learn English language it is kind of the challenges in teaching that faced by English teachers. Thus, English teacher tries to use discovery learning method as the strategy in building classroom becomes active students. The researcher is going to investigate the challenges faced by English teachers toward the implementation of discovery learning method in English subject. It takes place in all English teachers of SMA N1 Sayung Demak in academic year of 2017/2018.

1.2 Reason for Choosing the Topic

In this section, the researcher would like to give some reasons for choosing this topic. They are, discovery learning method emphasizes on students' active in the class which arriving at their knowledge and teacher as instructor in giving feedback. Nowadays, the students of SMA N 1 Sayung are lack of interested to learn English, thus the teacher use discovery learning in teaching English as method. This method has implemented at SMA N 1 Sayung Demak in the academic year of 2017/2018. Furthermore, based on some journals and articles that the researcher has already read which addressed in discovery learning method, she found there are many studies were focus on implementation and effect in using discovery learning. Those researches focused on experiment and action research as design method. Therefore, the researcher would like looking for new research by focusing on describing the challenges faced by English teacher in using discovery learning method.

1.3 Research Question

This study is guided through the following question:

- What kinds of teaching challenges do the English teachers have while applying discovery learning method in the classroom?

1.4 Objective of the study

The goal of this research is to describe the challenges of English teacher have in relation to the implementation of discovery learning method in English subject.

1.5 Significances of the Study

The result of this research will give contribution and information for all English teachers who are using 2013 curriculum which applying discovery learning method. This research is done by using descriptive qualitative study which finds out the English teachers' challenges in using discovery learning method. The researcher will prepare some theories to look for the appropriate information that happen during learning and teaching process. The next is to know the teachers' obstacles for every step in order to make self-confident when they prepare to be professional teacher. Moreover, discovery learning method expected to be useful for the students to improve their English skill in learning process. Hopefully, it can give a clear description and additional knowledge about the challenges and obstacles in using Discovery Learning Method. Be well preparing before teaching starts and getting good student's outcome when using this method.

1.6 Limitation of the Study

The limitations of this study are:

1. The teachers of SMA N 1 Sayung Demak in the academic year 2017/2018.
2. The learning methods in 2013 curriculum.

1.7 Definition of Key Term

1 Challenge in Teaching

Challenges in teaching are involved teaching tools such as school administration, syllabus of student's material and teachers' strategies.

(Kiral, 2016)

2 Discovery Learning Method

Discovery learning method is the teaching model that emphasizes on the learning participation with the student centered learning to identify and discover the concept by themselves (Hosnan, 2014)

3 Challenge Using Discovery Learning Method

Challenges faced by English teacher in using discovery learning method occurs when the teacher have to arrive at student's result of English skill in learning using discovery learning method (Warner and Myers, 2017)

1.8 Outline of the Study

This study consists of five chapters, they are:

Chapter I present the introduction of the study. It consists of the Background of the Study, Reason in Choosing the Topic, Research Question, and Objective of the Study, Significance of the Study, Limitation of the Study, Definition of Key Terms, and Outline of the Study.

Chapter II presents review of related literature. It describes Challenges in Teaching, Discovery Learning: Discovery Learning Method, The Aim of Discovery Learning. The Benefit and Weakness of Discovery Learning Method, The Characteristic of Discovery learning method, The Preparation Strategies in Using Discovery Learning, The Procedure of Discovery Learning.

Chapter III presents research method. It explains Research Design, Variables, Subjects of the Study, Instrument of the Study, Validity and Reliability, Data Collection Techniques and Data Analysis.

Chapter IV presents result and discussion. It explains the School Profile, Description of Respondents, Description of Instrument, Analysis of Validity and Reliability, Research Finding and Discussion of Research Finding.

Chapter V presents conclusion and suggestion. It explains the conclusion of the research result based on qualitative finding and discussion on the previous chapter and the suggestion of the writer related to the research.