

CHAPTER I

INTRODUCTION

1.1. Background.

Kurikulum 2013 (Curriculum 2013) is a curriculum that is applied in Indonesian education system since the academic year 2013/2014, and it contains two dimensions of curriculum: plans and settings about the purposes, contents, and materials of the learning; and the stages that may be used in the learning process (Kemendikbud, 2022). This curriculum has theme in creating a productive, creative, innovative, and affective society through strengthening integrated attitudes, skills, and knowledge with new paradigms which is related to the learning focus, the teacher's roles, the students' activeness, and the emphasis of learning (Musfiqon and Nurdyansyah, 2015).

A study by Ahmad (2014) observed the implementation of K-13 in ELT from the teacher's perspective and interpretation. The main issues raised in this study are related to the failure of the previous curriculum, the anticipation of the world projection of Indonesian demographic and economic circumstances in the future, and the benefits that will be offered by the change of curriculum. K-13 showed that teachers have two perspectives, the change of curriculum as positive, innovative, and creative but also as a superficial and conceptual change. Then, teachers' interpretation also changed, as the effect of curriculum change, into a correct and comprehensive interpretation when dealing with the general concept of K-13, but teachers will interpret it partially according to their level of understanding and procedural knowledge and the convenience of the application offered by the changing elements when facing the applicative concepts of K-13.

The implementation of K-13 is still considered to be partial, biased, and traditionalized at all education levels. K-13 gives teachers opportunities

to change the classroom's policy based on their realities because teachers have the power to plan until they are assessed. However, there are some teachers who refused the change of curriculum, and it often occurred to teachers who were about to retire and got benefits from the previous curriculum. Another reason is that some teachers felt insecure about their capability to face the change. The limited school's facilities and infrastructure also impact the implementation of this curriculum (Ahmad, 2014).

The writer's experiences in teaching practice (PLP) in SMP N 14 Kota Jambi were also involved in this background study. At that time, the writer was taught using K-13, which means the writer was taught using a scientific-based approach. The writer taught using a discovery learning model and the materials about the labels. The writer brought samples of product packages for stimulation. Even though the writer implemented the learning stages properly, like the facilitator taught the writer, the lessons still run unwell. Students still have difficulties seeking the information contained in the label packages. As an amateur teacher, the writer realized that the writer needed more adaptation to the curriculum and the learning model the writer had used before. This situation is related to the study by Ahmad (2014), which found that some teachers felt insecure about their capabilities in facing the change in curriculum, and in this case, the writer still needs adaptation to transform from a learner into a teacher.

From the study about K-13 and the writer's teaching experiences, the writer is interested in conducting an experiment about using the guided discovery learning model in order to help improve the students' reading comprehension skills. The writer chose the guided discovery learning model because this learning model provides a scientific process and is suitable for K-13.

1.2. Problem Statement.

This is the research question for this study :

Is there any significant effect of using the guided discovery learning model on students' reading comprehension?

1.3. The Limitation.

This study limited to the significant effect of using of guided discovery on students' reading comprehension through the multiple choice written test. The subject of this study are the eight graders of SMP N 14 Kota Jambi who taught using guided discovery and conventional learning model. The total participants are 60 students.

1.4. Hypothesis Statement.

Hypothesis is kind of predictions that made by the researcher about the expected outcomes from the relationships among the variables (Creswell, 2014). The hypotheses for this research are :

H_0 : There is no significant effect of using guided discovery learning model.

H_1 : There is significant effect of using guided discovery learning model.

1.5. The Objective of The Study.

The objective of this study is to find out if there is a significant effect or not of using the guided discovery learning model on students' skills in reading comprehension in English lessons.

1.6. The Significances.

For students, the results of this study can help them understand the effects of the guided discovery learning model for improving their intensive reading skills—both the weaknesses and the benefits.

For English teachers and maybe other teachers, the data and the results of this study can help them improve their teaching skills by applying the guided discovery learning model to create an effective and interactive class.

This research may assist the students from teaching training study, teachers, or another researchers who want to conduct the similar research.

1.7. The Definition of Key Terms.

A. Guided Discovery Learning Model.

Guided discovery learning model is a kind of learning model that is used to build students' conceptual understanding through the teacher's control. It is included in cognitive learning and requires the teacher to be creative in creating situations that urge the students to be more active in discovering their own knowledge to solve abstract and complicated concepts.

B. Reading Comprehension.

Reading comprehension is the ability to read for meaning, understanding, and entertainment. It involves higher-order thinking skills and is much more complex than merely decoding specific words.