

## Discovery Learning Method In Students Reading Comprehension

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### Abstrak

This research aimed to find out the improvement of the students' reading comprehension through discovery learning method in the 10<sup>th</sup> grade of SMA Mandiri Balaraja, in the school year of 2021-2022. The research was conducted on July/25/2021 until August/15/2021. The population of research were 24 students and the research Method: The study of a Classroom Action Research. The data was collected by observation sheet, reading test, and interview sheet. The data were analyzed by reducing the data, presenting the data, analyzing the data by using and taking the conclusion and verification. This research used resources triangulation in which the researcher rechecks the information from reading test, observation sheet and interviews sheet. The results of the research are mean of reading comprehension in the first cycle the number of the students who passed the criteria of average in the treatment is 67,5. In the second cycle, the number of students who passed the criteria of average in the treatment is 75.6. In the third cycle, the number of the students who passed the criteria of average in the treatment is 78.9. Then students' response to Discovery Learning Method positive, Discovery Learning Method could made students interested to learn English lesson, the students really enthusiasm. Considering the data above, the research of Improving students reading comprehension through discovery learning method was successful.

**Keywords:** *Reading comprehension, improving students, discovery learning method*

### 1. INTRODUCTION

English is used as a mean of communication among people throughout the world. In this globalization era, where competition among people of the world is strong, mastering English is a must. Further, the rapid development of science and technology, in particular, telecommunication tools, make the mastery of English essential

In 2013 curriculum, Noh (2013) defined, "the goal of teaching reading at senior high school is to enable students to comprehend social functions, generic structure, and language features of the text." For that reason, ideally, senior high school students are taught to comprehend two kind of the namely functional and monologue text. However, as a fact reveals the average of students' National Examination ( UN) has taking down from 55,2 in 2016 becoming 50,93 in 2017 or hastaking down 4,09 point. These case proves that Englis is considered as a fifficult subject for Indonesian students

According to Rahmi&Ratmanida (2014) these problem are caused by several factors, there are: students lack of background knowledge such a releted idea, linguistic elements,and the structure of the text, students are difficult in findings detail information, WH-questions, vocabulary and find out inference information. Method that the teacher used in teaching reading are monotouns. These the problem that make the text difficult to comprehend by the students.

Related with the some problem above, the teacher need to use an appropriate method in teaching reading that could help them to solve their problem. Discovery

Learning method is one of method that can improve students reading comprehension. Discovery Learning was introduced by Jerome Bruner in (1961) is a popular theory in encourage learners to build on past experience and knowledge, use their institution, imagination and creativity, and search for new information to discover facts correlation and new truth

In accordance with reading activity, there was a research conducted by Mahmoud (2014) study reported the implementation of guided Discovery Learning Method could encourage students achievements and metacognitive skills. This is shown by the mean score of the experimental class is 56,98 and the mean score of the control class 48,2

Inspired and encourage by the usefulness and benefits of the Discovery Learning as teaching method on reading comprehensions discuss above, which have been

verified empirically by several researches, the writer would like to conduct the research in the same area in an effort to investigated whether Discovery Learning is also be effective method on grade tenth students' reading comprehension in text at SMA Mandiri Balaraja, in the academic year 2021/2022

## **2. RESEARCH METHOD**

The method of the researcher used qualitative research with Classroom Action Research. According to Nassaji,(2015) Qualitative and descriptive research method have been a very common procedure for researching many diciplines, including education, psychology, and social sciene..The research gets the accurate data, the research will observe to the students when the students read the text and after researcher will give evaluation and mark. In this case the researcher will know the ability of the student in reading.

The participant of the research is one class of X grades of SMA Mandiri which is consists of 24 students; 14 male students and 8 female students. The research conducted in two months (July – August), first semester academic year 2021/2022. This research will be carried out through three cycles each cycle consist four steps namely planing, acting, observing and reflecting (Kemmis and Mc. Taggart,1999). Each cycle carried out in two meetings. Data collection techniques that used in this research are observation, test and interview.

### **1. Observation**

The observation is used to obtain data about all the things that happen in the teaching and learning process by observing the teaching and learning activity, it is including the interaction between teacher and students, the way of teacher teaching and the attitude of students during the teaching and learning process in the classroom. Researcher will observe students while collaborator will observe researcher and students.

### **2. Test**

Test is conducted in order to know the students' achievement in learning reading using Discovery Learning Method the progress of students' reading comprehension.

### **3. Interview**

Interview is used for getting data about students response or comment after implementation of Discovery Learning. In this study, researcher conduct direct conversation with students

## **3. RESULT AND DISCUSSION**

In this section, the researcher explains the results of the research and discussions related to the research that has been carried out by researchers at SMA Mandiri

Balaraja. These results are obtained from the results of observations, tests and interviews.

### 1. Observation Result

During the learning and teaching process, the researcher and collaborator observed all students activity in the classroom. There were three categories in students' observation participation, attention and responsibilities. The chart below showed the result of observation to students during the teaching and learning process.

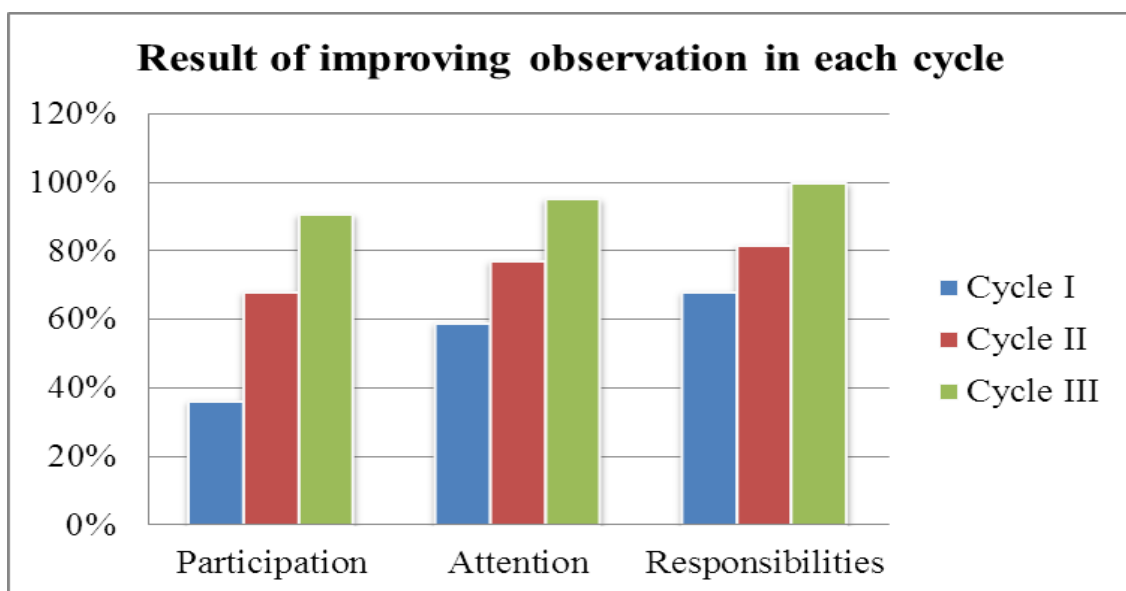


Figure 1 Chart 1 The Result of Observation in 3 Cycle

Based on the graphic above, in cycle 1 the students who active in participation when the researcher asked question only 40% students, the total number who paid attention when the researcher explained the material to students is 59%, and the students who answer the question test on time is 60%. The result of the observation in cycle 1 is not reached the target 80 percent or more, its mean that the next cycle is still needed. In cycle 2 the students who active in participation when the researcher asked question only 60% students, the total number who paid attention when the researcher explained the material to students is 77%, and the students who answer the question test on time is 82%. The result of the observation in cycle 2 could not reach the target. In cycle 3 the students who active in participation when the researcher asked question only 80% students, the total number who paid attention when the researcher explained the material to students is 85%, and the students who answer the question test on time is 100%. The result of observation in cycle 3 can reach the target 80 percent or more.

The improving in the percentage that occurs in each cycle shows that in the learning process students are more active in participating in the question and answer session regarding the material and media that used and pay attention when the researcher explains the material. The result of this study are in line with research by Mahmoud

(2014) study reported the implementation of guided Discovery Learning Method could encourage students achievements and metacognitive skills.

## 2. Test Result

The result of the students' reading comprehension test showed that the use Discovery Learning Method can improve students reading comprehension. The chart below showed the result of students' reading test:

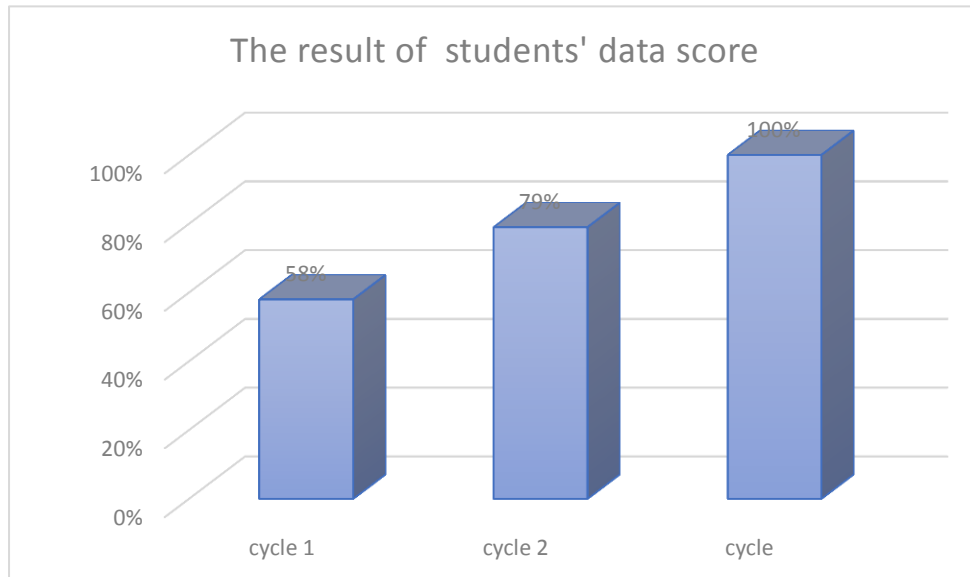


Figure 2 Chart 2 The Result of Listening Test in 3 Cycle

The results of the research are mean of reading comprehension in the first cycle the number of the students who passed the criteria of successful in the treatment is 67,5. In the second cycle, the number of students who passed the criteria of successful in the treatment is 75.6. In the third cycle, the number of the students who passed the criteria of successful in the treatment is 78.9. Then students' response to Discovery Learning Method positive, Discovery Learning Method could made students interested to learn English lesson, the students really enthusiasm. Considering the data above, the research of Improving students reading comprehension through discovery learning method was successful.

Based on the data above, it can be concluded that there is an increase in student learning outcomes, this can be seen from the percentage of students who met the minimum completeness criteria from cycle one to cycle 3. The results of this study are in line with research conducted by Mayang Sari said the Discovery Learning Method that there so many benefits in reading comprehension, such as enriches students vocabulary help the students to find out the information of the text, analyzing and generic structure, social function and language features of the text. Make the students more creative, confident, and the last motivated students in improving their English Skills (Mayang Sari, 2020)

### **3. The Interview Result**

At the end of the study, the researcher interviewed students who scored low, medium and high. Based on interviews, the students showed that they liked and excited learning to use DL method because it is easy to use. In the interview the students said that using DL Method helped them in learning Reading, vocabulary help the students to find out the information of ge text, analyzing and generic structure, social function and language features of the text. Students also said their scores improved after using the DL method. From the results of interviews, researchers can conclude that students gave a positive response to the use of DL Method.

### **Discussion**

#### a) Students challenge in reading comprehension

The findings showed that students encountered challenges in several aspect, such as in students English language knowledge that are lack of vocabulary mastery, lack of grammar mastery insufficient reading method by using translation tools that make students reluctant to learn independently in comprehending English text.

the finding revealed that there was effect of DL method on reading comprehension in descriptive text at SMA Mandiri Balaraja experienced a significant increase. This findings is similar to Rahmi & Ratmanida (2015:1) study that this method can be a way to comprehend descriptive text in improving students' reading comprehension.

Moreover, students in this research precieved that they are motivated to learn English particularly reading skill in understanding the descriptive text. This is shown by their enthusiasm during the treatmen period using DL Method. Students are able to analyze the grammatical rule of the descriptive text such as generic structure, social function and language features of the text.

#### b) The implementation reading comprehension through discovery learning method

The implementation of reading the researcher used combined with reading assignment are carried out in a way that students are given opportunity to discover concept and facts through observation, reviewing the literature and have a discussion with a group of friends. Reading assignment are carried out on the end of the first meeting, namely by the teacher give reading assignment to students. Give reading assignment to help students understanding reading.

The implement of discovery learning creates learning atmosphere that is meaningful and makes students are active and independent in finding answers on the problem formulated by students.

According to prefious research Dessy Puspitaningtyas (2019:1) giving reading assignment in process learning also plays a role in improve students scientific writing skills. Activity reading can provide real world context and a good way of learning, namely by build from the real world rather than rote. Students who are competent in reading will have various skills strengthen understanding of long-term memory. Skills metacognition, word recognition, meaning sentence, identification text relationship (pattern), summarization (core), and elaboration (connecting new and existing information there is)

#### 4. CONCLUSION

The implementation of DL method on reading comprehension have done successfully, as the result of data of this research, such as normality test, observation, interview. The reseracher concluded there is an effect of DL Method on students reading comprehension. The effect can be seen od the improvement on the students reading comprehension through on post-test

According to the research findings, it can be seen that students reading comprehension obtained by the students who were taught by using DL method are higher than students who were not taught by using discovery learning method.

In addition students response in interview class are positive towards DL method, which help students improve their reading comprehension. Students have more active and critical thinking in learning process. Students also be able to identify the generic stucture, social function, and language features of the text while they find out an inference information of the text.

Based on the explanation above, the writer concluded that there is a significant effect of using discovery learning method on students reading comprehension at SMA

Mandiri Balaraja Tangerang in academic year 2021/2022 it showed by the data which explained that the alternative using discovery learning method.

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