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The Implementation Of Discovery Method In Teaching Reading Comprehension Of Narrative Text

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Abstract

Reading is not only about reading aloud, but also how to find out the main topics and ideas contained in the text. But in learning to read English, many students do not fully understand how to read text quickly and how to understand it well. The objective of the research is to describe the implementation of discovery methods in teaching reading comprehension of narrative text at the students eleventh, even semester 2023/2024 academic year of SMA MA'ARIF NU Jatinegara. It is qualitative research using an ethnography method. The research conducted for one month data from May to June 2023 were collected through interview, of observation, document study such as curriculum, syllabus, lesson plan, evaluation and references. Result of the research showed the lesson plan that was made by a teacher has been suitable with syllabus and curriculum used in the school. The teacher conduct the students using discovery method as a teaching method in the class, makes the students become active in learning especially in learning reading comprehension. Tomlinson stated that Discovery activity is an activity which involves learners in investing energy and attention in order to discover something about the language for themselves.

Keyword: Discovery Method, Narrative text, Reading Comprehension

1 INTRODUCTION

Reading is one of the most important skills in learning a language. A lot of reading helps us to improve ourselves to be better than before. We understand that there are many interesting things that we can learn. Such as how to build self-confidence, how to make a good plan before we act. Reading is also the aspect that most student's encounter when they learn English, and students must begin to learn and understand reading. Reading comprehension is an important aspect in the student learning process, with the aim that students can understand a text or reading that will greatly assist students in doing daily exercises.

Reading is also a form of communication. By reading, we will know many things so it will be easier for us to share information with others. In teaching reading, students must use many strategies such as applying various methods, media and games to keep students interested. The fundamental feature of teaching strategies is to facilitate the application of various teaching methods and techniques. The key is to create a more interactive learning environment to apply applicable technology into the learning experience, and to use appropriate collaborative learning strategies. Students usually prefer accompanied by visuals in learning about comprehension. Or usually students like to read a text that is not only written.

Reading is one of the complex ways in learning English. It is kind of activity to comprehend the writer's idea or the way the writer communicates with the readers by way of the written or printed words. Reading is important for everybody in order to cope with new knowledge in the changing word of technological age.

According to Mean While G. Woolley (2011) described that "reading comprehension is the process of making meaning of text. The goal, therefore, is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated

words or sentences". According to Christine Nuttal defined (1996) "Reading as the meaning full interpretation of printed or written verbal symbol". It means that reading is a result of the interaction between perception of graphic symbols that represent language and reader language skill, cognitive skill and knowledge. In this process the readers tries to recreate the meanings intended by the writer.

Comprehension refers to the ability to go beyond the words, to understand the ideas and the relationships between ideas conveyed in a text. In this case, the explanation tell us the goal of reading comprehension has focus on find meaning from the text and to understand the relationships between ideas conveyed in a text. According to Papatga (2016) stated that reading comprehension skills are those that individuals can not only use in their academic life, but also their whole life.

Reading Comprehension is an active process and the reader must interact and be engaged with the text for it to work well. It is also strategic process which can be taught. As comprehension takes place, words are decoded and associated with their meaning in the reader's memory and phrases and sentences are processed rapidly or fluently enough to that the meanings derived from one word, phrase or sentences are not lost before the next is processed. Yet, reading comprehension can be described as understanding a text that is read, or the process of constructing meaning from a text. According to Anderson and Anderson (1997) said that narrative text is a piece of text which tells a story and in doing so entertains and informs the reader or listener. Narrative text have different types such as legends, fables, myths and others. Creating a narrative text requires a suitable imagination and can entertain the reader or listener. Comprehension of reading relates to ability of the readers in using Meta cognitive reading strategies for comprehending the meanings of the text.

According to Wilis (2008) to be successful in reading comprehension, students need to actively process what they read. It makes students understand the meaning from a given written text in conclusion Reading Comprehension is a brain process involving several components in which those components interact with one another to draw the meaning of the text. According Harmer and Barnard (1983) were conducted the reading is to students in on of number of skills meanwhile that they need for. A very simple definition of reading skill in a foreign language as follow" Reading is not just linguistic exercises but involved with the getting of meaning out of text for some purpose". The definition explains that reading is not just activity of mastering linguistic bust a process which is done and used by reader to get some information, message, ideas, etc. According to Rebecca (2003) a narrative text is a text, which relates a series of logically, and chronologically related events that are caused or experienced by factors. She, furthermore, states that a key to comprehending a narrative is a sense of plot, of theme, of characters, and of events, and of how they relate. In addition, she explains that a narrative is a text that tells a story and, in doing so, entertains the audience. It has characters, setting, and action. The characters, the setting, and the problem of the narrative are usually introduced in the beginning.

According to Brian Tomlinson (2012) stated in his book "material is anything which is used to help language learners to learn. Materials can be it the form, for example, of a textbook, a workbook, a cassette, a CD-ROM, a video, a photocopied handout, a newspaper, a paragraph written on a whiteboard: anything which presents or informs about the language being learned. Teachers can also conduct appropriate asessments and evaluations of students understanding. Evaluation can be used beforehand and therefore focused and predicts potential value. It can be used and is therefore focused on awareness and description of what the learner is actually doing while the material is being used. According to Harmer (2007) says that a range of objects, pictures and other things that can be used as instructional media to present and manipulate language and to involve students in the activities.

Discovery learning method is one in teaching and learning language to achieve the goal of teaching and learning and to solve the problems or difficulties in learning language. According to Nurdin (2017) the necessity of discovery learning is to solve the problems in our social life. He then argued that students tend to explore what they have gained in their

real life. In this case, the discovery learning consists of steps of preparation and implementation, discovery the learning process can be concluded as intellectual potential, values extrinsic to intrinsic, long memory, and heuristic learning.

The discovery method is the way of thinking process that the students assimilation to the concept the principle. Students have to work out rules and meanings for themselves rather than being given everything by the teacher. The way of thinking process such research, make it in group, give explanation, comprehension, summary, etc.

2 RESEARCH METHODS

In this research the researcher used the Ethnography research. Ethnography research is a description and interpretation of a cultural or social group or system. The researcher investigates the observable and learned patterns of behavior, customs, and way of life of the group. The researcher in and ethnography research gathers description of behavior by means of (a) observation, (b) interviewing, (c) documents. However the most popular forms of data collection in an Ethnography research are observations and interviewing. After taking the observation, researcher took conclusion with the hope that it can be useful to the students, institution and the teacher herself.

In this research the researcher would be as an observer by watching learning teaching process in the class, the researcher will use the question and answer as a method to attract the student interest and understanding reading comprehension while the learning process is happening. In this study, several procedures would be used in order to get the empirical data required. The research would be conducted in three ways are as follow (a) Observation: Give an observation and monitoring the teaching learning process and take a not about every incidents and things that happened in the class situation. (b) Interview: The purpose of this interview is to get information about teaching reading by using question and answer method in the classroom. Give an interview such as open questions that enable a free development of conversation. This method will be used to observe the teaching learning process and students activities or when the learning process it will give the researcher an understanding on how the effectiveness this method in the teaching reading interview is between the researcher, teacher, and student. (c) Collecting material such as documents that support the topic and sub topic that are used in teaching learning process: Researcher collects all data required during process of treatment in every step or stage. In brief it can be exposed as selecting and organizing the collected data, describing the data required by analysis it and compare to the theory, and finally making a conclusion. The researcher involves herself and directly participated in the observation. It mean joined with teaching and learning process to know more about the student and to get accurate information.

3 RESULT AND DISCUSSION

Before entering the class, teacher does preparation. The teacher already has schedule and lesson plan. What she is going to do in the class with the students. The teacher must choose the suitable method to teach the students. And in this research the teacher used the Discovery method. After all the equipment and all set, the teacher enter the class and start the activity in the class.

In this research the teacher use Discovery Method to teach students reading comprehension, what the researcher found in this observation, the teacher has already use discovery method in her teaching, not only for reading skill but also for other skill such as grammar and writing. The teacher guided the students to be active in the teaching and learning activity, teacher gave a clear instruction in every part of lesson so that the students can took the information well. The teacher led the students to make a group and to discuss about the meaning of the text and also the pattern of narrative text.

Teachers at SMA Ma'arif Nu Jatinegara teach students by using learning media, such as the internet and projectors. And some are still using classical media, such as textboos. The situation in the class is very enthusiastic about using the media. And the interaction between teachers and students as well as staff at SMA Ma'arif Jatinegara is quite good.

Learners are required to carry out tasks that are meaningful and are required to use the language learned. Learning theory suitable for this approach is that the theory of natural language acquisition. This theory assumes that the language learning process more effective when the language taught directly through direct communication in the language being studied. The students SMA Ma'arif Nu Jatinegara demanded by teachers to be confident in speaking English and always use the target language in communication, especially when teaching and learning take place. So the direct method is one appropriate method to be applied in learning to speak English. SMA Ma'arif Nu Jatinegara is in demand because it prioritizes quality and is cost friendly, as well as its strategic location. The interesting thing about this school is the teachers and students who are always compact and enthusiastic in mutual cooperation activities at the school.

After the teacher gives some explanations about the topic of learning, then the teacher gives questions and answer to students about the topic. Evaluation aims to find out whether students achieve basic competencies, materials, and indicators or not. Evaluation can provide an overview to a teacher about the achievement of his teaching. If there are students who still don't understand the lesson, it could be because the teacher's way of teaching is less successful. This means that teachers must be more creative and innovate to create fun learning activities, so that all students can understand the lesson.

3.1 Syllabus and Lesson Plan

The teachers in SMA Ma'arif Nu Jatinegara High School refer to the syllabus for preparing lesson plan for each subject. They follow every step of making lesson plan based on syllabus. Lesson plan is the most important thing for the teacher as a guide in carrying out a material in the classroom. However, researchers also found deficiencies in the use of lesson plan. Sometimes when the teacher already has a lesson plan with material preparation in it, the lesson plan cannot be used because it does not match the situation in the class at that time. Teachers must learn how to read the classroom situation before making lesson plan, and how to read the classroom situation in the class at that lesson plan, and how well students will pick up on the lessons. Because the lesson plan is the teacher's guide to carrying out a particular lesson, and it contains goals (what students have to learn), how the goals will be achieved (methods, procedures) and measures how well these goals are achieved. Every teaching process carried out by a teacher must have a goal to be achieved at the end of learning. Because teaching is an effort to improve the knowledge and behavior of students.

3.2 Teaching Process

Teaching is a process of conveying knowledge to students. This can be done easily because it is stated in the lesson plan. After making observations, researcher can assume that the learning process at SMA Ma'arif Nu Jatinegara is going well, and students can understand the lesson easily because learning is done in stages.

During the teaching and learning process the teacher guide and help the students to be more active and can discover the answer by themselves. It is quite and livelier. The students actively to answer the questions that has been asked by the teacher. So the situation in the class is not boring, and the students not feel bored. But there are also some student who didn't give a lot of attention the teacher and prefer to do something with their own. And if the teacher notice, the students will be reminded not to playing around and give attention to the lesson.

3.3 Teacher's and Student's Role

3.3.1 Teacher's Role

The English teachers must be good teachers and have lots of ideas to improve student's English skills. Based on the observations of researchers, English teachers have a role in motivating students to learn English.

3.3.2 Student's Role

In every teaching and learning process, students are an important part of the lesson to achieve learning objectives. In the discovery method applied in the classroom, students must become active participants in the learning process. By being active, it means that students must contribute to discussions in class and not only answer direct questions posed by their peers. Students should feel free to ask questions, or express their own ideas about a subject, not only to their teacher, but also to their peers. This allows students to build their own knowledge about their learning, and apply it in their education. A students role is also should be motivated about their learning. This role also related to the role of the teacher as well. However, if students are really interested in learning, their job is to think. When thinking, students must be able to find some ideas or knowledge to apply this new learning. While doing so, they must prepare themselves to learn more about this new concept or idea. This is not always the case, but a student who wants to be actively involved in his education must think. As the teachers role is now that of the facilitator, the student's role is to take the information or instructions given and coordinate the task for himself in terms of task learning time, and quality of work. He should be in charge of gathering the materials needed for the task, when given directions to where the resources are found. He should also put the materials back in when finished.

3.4 Method of teaching

In this part, the researcher wants to discuss the methods that teachers use in the teaching and learning process. After the observations that the researchers made in the previous explanation, it can be concluded that one of the methods used by English teachers at SMA Ma'arif Nu Jatinegara to teach reading comprehension is the discovery method. New types of learning are always implemented by educational institutions, in an effort to improve the quality and reputation of their own institutions, and of course to improve the quality of student education. New and innovative methods have become commonplace in schools, colleges and universities, and one of these interesting learning methods is discovery learning.

The main time that discovery learning is used in the classroom is during problem solving exercises and educational programs. Students will undergo discovery learning when they see their own experiences and knowledge in their studies. And ask for further information to increase their understanding. Discovery learning can also be used in terms of answering controversial questions, and generally discussing experimental matters is the key to discovery learning. In the classroom, a teacher implements a new, innovative teaching method that is to give students a problem. And try to get them to work together to come up with a solution of this problem. This method can be applied to almost any type of class and has consistently proven to be an effective way of teaching. This provides many benefits, and is certainly a great way to conventional education. As the explanation above, it is important for the teacher not only to guide students to be active in teaching and learning activities, but the teacher must also provide clear instructions in each part of the lesson, so that students can absorb information properly, but the teacher must pay more attention to students to develop their activeness in class.

3.5 Material and Evaluation in Teaching Reading Comprehension

The material of the lesson can be found in the syllabus (a document that says what is to be studied). However, the teacher must develop the material so that it is interesting. The material provided must have a stimulus for students to learn. Good material does not teach but encourages students to continue learning. As well as the material provided can help

organize the teaching and learning process, by providing pathways through the complex of the language to be learned.

Evaluation aims to find out whether students achieve basic competencies, materials, indicators or not. Evaluation also provides an overview to the teacher about the achievement of learning. Through evaluation, teachers get information whether students can understand and enjoy lessons or not. Learning can run effectively, if the teacher can find out student achievement through scores after participating in an evaluation of corrections to student work. So that teachers can obtain information about student's difficulties. This can be seen in the next lesson, after that students can improve their abilities. The teachers also do not only focus on improving students' abilities from evaluation, but also from other subjects, the teacher must have a balance.

4 CONCLUSION

According to the research finding and the discussion that the researcher have done. It can be conclude that the implementation of discovery method in teaching reading of narrative text can be seen a significant improvement in the process reading. The learning process tends to the repetition in reading that will make the students fluent in reading. Teaching by using discovery method made the students interesting, enthusiastic to take a part in activity in enjoyable way. The kinds of method that the teacher is needed to get their motivation and curiosity to be more active. The available method could make the teaching learning process better for both teacher and students. The learning process in the classroom by using discovery method will make students enable to make progress in less time. Using discovery method, as teaching method in teaching learning process is very helpful. Discovery method is effective to teach reading comprehension. Using Discovery method can also enhance their vocabulary and result the achievement of students can be better.

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