

The Implementation Of Discovery Learning Method For Students' Reading Comprehension

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Abstract

This research aimed to the students' reading comprehension through the discovery learning method in a private vocational school in Indonesia. The researcher used qualitative research design, a classroom action research, by involving 41 students. The data was collected by questionnaire, test, and interview. The research results show that there is an improvement on students' reading skill through the applying of discovery learning method. In Cycle I, there are 66% students passed the minimum criteria of passing grade while in Cycle II 83% students passed the minimum criteria of passing grade. The improvement from Cycle I test to Cycle II test is 17%. Considering the data above, the use of the discovery learning as method in teaching-learning English can improve the students' reading comprehension.

Keywords: Discovery learning method, reading comprehension, reading skill.

1 INTRODUCTION

Reading is the process of extracting information from written text. By reading, learners can improve their vocabulary skills and understanding of grammar. The goal of teaching reading is to help students read English text effectively and efficiently. Students must not only master the sentence structure in the text but also understand the explicit and implicit messages conveyed. The pupil must understand the implied meaning present in the text.

Reading is the process of deriving meaning from a text or visual information. Teachers and students converse while reading to gather information from the book. Reading instruction is crucial for high school students to enhance their English vocabulary and comprehension skills. By reading activities, there is research conducted by Yulyanah, S, et al. (2022) which reports that the application of the guided Discovery Learning Method can encourage student achievement and metacognitive skills.

According to Stella (2020), "Reading comprehension is the understanding of written content and the construction of meanings from the text". This statement tells us that reading is one of the ways for the readers to get information, improve their knowledge, enrich their vocabulary, and develop their knowledge so that, they will be active and creative in using the language. The readers can get the information, ideas, or opinions that are useful for their knowledge by reading activities. Besides that, reading comprehension involves two components: mechanical reading skills and the understanding of the content's main idea. A holistic learning process requires an effective approach to reading comprehension to ensure a thorough understanding of the message or intent of the text. This skill aids in both successful learning and accessing broader knowledge.

The 2013 Curriculum establishes specific educational standards aimed at enhancing students' competencies in various subjects, including language and literature. Reading comprehension is highlighted as a fundamental skill that students must develop to succeed

academically and in real-life situations. The curriculum emphasizes not just the ability to read but also the necessity for students to understand and analyze texts critically. This involves interpreting the meaning of the text, identifying the main ideas and supporting details, and recognizing the author's purpose and perspective. Such skills are essential for students to engage deeply with the material they encounter.

Reading is the process of deriving meaning from a text or visual information. Teachers and students converse while reading to gather information from the book. Reading instruction is crucial for high school students to enhance their English vocabulary and comprehension skills. According to Nurhamidah (2018) despite its importance, many students encounter difficulties with reading comprehension. These challenges can stem from various factors, such as limited vocabulary, lack of background knowledge, or ineffective reading strategies. As a result, there is a pressing need for teaching methods that can effectively address these issues and enhance students' reading skills.

Related to the problem above, the teacher must use an appropriate method or strategy in teaching reading to help them solve problems. Jerome Bruner (1961) stated that the discovery learning method is one of the methods that can be used to improve students' reading skills and solve problems and difficulties related to language learning. This method promotes critical thinking and problem-solving skills, as students must analyze information, draw conclusions, and apply their knowledge to new situations. Additionally, it encourages independent learning, allowing students to take ownership of their educational journey. By engaging with texts in a meaningful way, students are more likely to improve their reading comprehension skills. There was research conducted by Irmayati (2012) The discovery learning method is an instructional approach that emphasizes active engagement and exploration. Instead of passively receiving information from the teacher, students are encouraged to investigate, ask questions, and discover concepts on their own. This active participation fosters a deeper understanding of the material.

Therefore, based on the facts above which have been verified by several studies, the researcher wants to conduct research in the same field in an effort to investigate whether Discovery Learning is also an effective method for students' reading comprehension.

2 RESEARCH METHODS

The method of the research conducted to improve students' reading comprehension through the discovery learning method is qualitative research using Classroom Action Research (CAR). The participant in the research was one class of tenth-grade SMK Galajua Bekasi, consisting of 41 students; one male student and 40 female students. Data collection techniques used in this research are observation, test, and interview.

2.1 Observation

The researcher observed students' participation, responses during the teaching and learning process, and their competence in the reading process. This direct observation provided valuable insights into the students' engagement and understanding of the material.

2.2 Test

The test aimed to get information about students' improvement during the teaching and learning process by using the discovery learning method.

2.3 Interview

The researcher interview students, the researcher interviewed students by asking some questions about the students learning English in class, especially reading comprehension, and asked students' responses after the implementation of discovery learning.

This research was divided into two Cycles with two meetings in each cycle. The stages

in each cycle are planning, acting, observing, and reflecting (Kemmis and Mc. Taggart, 1999). In Cycle 1 of the research, the steps Cycle 1 were crucial for establishing a foundation for the subsequent cycle, allowing the researcher to refine the approach based on initial findings and reflections which were as follows:

Cycle 1

1. **Planning:** The researcher developed a detailed lesson plan that incorporated the Discovery Learning Method. Preparation included creating materials, and evaluation instruments, and organizing student absences and observation sheets to facilitate the learning process.
2. **Acting:** The researcher implemented the lesson plan in the classroom. This involved motivating students before starting the lesson, outlining the learning objectives to be achieved, explaining the Discovery Learning Method to the students and guiding students through reading texts and facilitating discussions to enhance understanding.
3. **Observing:** The researcher actively observed the implementation of the Discovery Learning Method, focusing on student engagement and interaction during the learning activities and analyzing the results of the student's learning process to determine if their reading comprehension improved after the lessons.
4. **Reflecting:** After collecting data from Cycle 1, the researcher evaluated the teaching-learning process by analyzing observation results and test outcomes, discuss the findings with collaborators to assess whether the teaching strategies met the success criteria for improving students' reading comprehension and identifying areas for improvement and planning adjustments for the next cycle based on the reflections and observations made during this cycle.

Cycle 2

In Cycle 2 of the research, the steps followed were as follows:

1. **Planning:** The researcher revised the lesson plan based on the reflections and outcomes from Cycle 1. This included making necessary adjustments to improve the effectiveness of the Discovery Learning Method, preparing new evaluations and post-tests to assess students' achievements at the end of this cycle and selecting appropriate topics and teaching aids to better motivate students and enhance their understanding of the texts.
2. **Acting:** The researcher implemented the revised lesson plan in the classroom. This involved starting the lesson with motivation and clarifying the learning objectives, explaining the Discovery Learning Method again to ensure students understood the approach, guiding students through reading activities, clarifying any challenges they faced, and facilitating discussions to deepen their understanding, encouraging students to engage in discovery activities that promoted critical thinking and collaboration.
3. **Observing:** The observation process in Cycle 2 involved collecting data from a collaborator to ensure objectivity in monitoring student activities and engagement. Noting improvements in class conditions and student readiness compared to Cycle 1, as well as their enthusiasm for participating in the lessons.
4. **Reflecting:** After completing Cycle 2, the researcher engaged in reflection by analyzing the data collected during the cycle, including observation results and test outcomes, discussing the findings with collaborators to evaluate the overall effectiveness of the teaching strategies used and identifying further areas for improvement and planning future teaching strategies based on the reflections and observations made during this cycle.

These steps in Cycle 2 aimed to build upon the insights gained from Cycle 1. It is to further enhance the effectiveness of the Discovery Learning Method in improving students' reading comprehension. This research involved two cycles.

3 RESULT AND DISCUSSION

3.1 Result

In this section, the researcher explains the results of the research related to the research that has been carried out by researchers at SMK Galajura. These results are obtained from the results of observations, tests, and interviews.

3.1.1 Observation Result

During the learning and teaching process, the researcher and collaborator observed all students' activities in the classroom. There were four categories in students' observation attention, activity, hard work, and appreciation. The chart below showed the result of observation to students during the teaching and learning process.

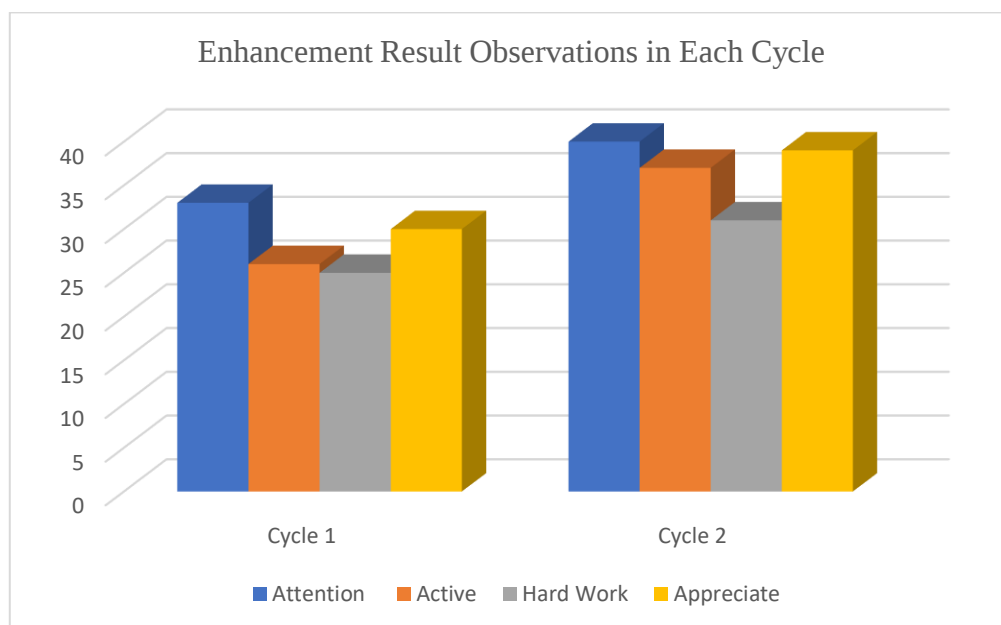


Figure 1. The Result of Observation in 2 Cycle

Based on the chart above, The results show that in the first cycle, 33 students were attention (80,4%), 26 students active (63,4%), 25 students hard work (60,9%), and 30 students appreciated (73%) participated in the learning process. In cycle II, it appears that almost all students (95%) pay attention, actively, hard work, and appreciate participation in the learning process.

The improvement in the percentage that occurs in each cycle shows that in the learning process, students can provide valuable insights into student engagement, understanding, and the effectiveness of the teaching strategies employed. The results of this research are in line with research by Balim (2009) research reported the implementation of guided discovery learning method can effectively address problems related to reading comprehension by promoting active engagement, problem-solving, inquiry, and collaboration.

3.1.2 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 shows the result of students' reading test:

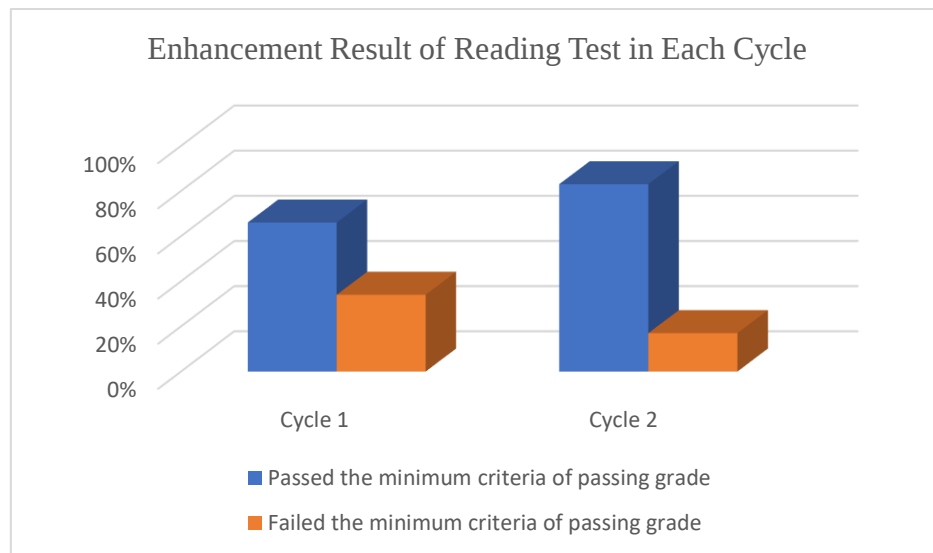


Figure 2. The Result of Listening Test in 2 Cycle

The results of the test using the discovery learning method to improve students' reading comprehension can be done well. In the first cycle, there were 27 students (66%) who passed the KKM score, and there were 14 students (34%) who did not pass the KKM score. In cycle 2 there were 34 students (83%) who scored more than the KKM and there were 7 students (17%) who still failed. The researcher found an increase in students in the following diagram.

Based on the data above, there is an improvement in students learning outcomes in each cycle. It can be concluded that the percentage of students has increased in each cycle. Because students' scores were deemed to have met the target, the researcher concluded that the implementation of the second action was successful and the researcher did not need to proceed to the third action.

The results of this research are in line with research conducted by Dwiningsih (2014) said that discovery learning is an instructional approach that emphasizes active engagement and exploration, allowing students to learn through their own experiences and problem-solving activities. This method can be particularly effective in enhancing reading comprehension.

3.1.3 The Interview Result

At the end of the research, the researcher they gave both positive and negative statements. The positive answer was, that they said the discovery learning was an interesting method, they could be easier to understand the story, they enjoyed, and had fun learning reading comprehension. The negative answer was, they are confused and lack enthusiasm for carrying out the learning steps in the discovery learning method because they have never used this method before. However after several meetings, they finally can overcome it.

3.2 Discussion

3.2.1 The improvement of the students' reading comprehension through the discovery learning method in the tenth grade of SMK Galajuar

The improvement of students' reading comprehension through the discovery learning method in the tenth grade of SMK Galajuar is highlighted in the research findings. The study indicates that the implementation of the discovery learning method significantly enhances students' reading comprehension skills.

In the first cycle of the research, 34% of students did not meet the Minimum Completeness Criteria (KKM), while in the second cycle, this percentage decreased to 17%. The data shows that the discovery learning method can improve students' reading comprehension. According to Hanafi (2012), the discovery learning method can be used to help students become more capable because it is a type of learning strategy that fosters problem-solving and independent learning in students. The other research Illahi (2012) conducted that discovery learning is complex and demands active thinking, which can lead to an increase in student activity in the learning process. The researcher found that the discovery learning method can make students more quickly understand the contents of the reading given by the researcher.

The research utilized various data collection methods, including observations, interviews, and tests, to assess the impact of the discovery learning method on students' reading comprehension. The structured approach to data analysis allowed the researcher to derive meaningful insights from the collected data, confirming the effectiveness of the discovery learning method in enhancing reading comprehension.

3.2.2 Students' reading comprehension when discovery learning is incorporated into the classroom

The implementation of discovery learning creates a learning atmosphere that is meaningful and makes students active and independent in finding answers to the problems formulated by students. When the discovery learning method is incorporated into the classroom, students' reading comprehension experiences a notable transformation. The research findings indicate several key aspects of how this method impacts students' understanding and engagement with reading materials: Active Participation, Critical Thinking and Problem-Solving, and Collaborative Learning.

According to previous research Balim (2009) said that using the discovery learning method, which is one of the various teaching methods in which the classroom environment during the teaching-learning process was reported to be positive, fostering creativity among students in generating ideas and constructing logical arguments based on their readings.

4 CONCLUSION

The implementation of the discovery learning method significantly enhances students' reading comprehension. The structured approach of discovery learning, which includes planning, implementation, and assessment phases, was found to be effective in achieving the desired learning outcomes. The implementation of discovery learning created a positive classroom atmosphere that encouraged creativity and logical reasoning among students. Observations showed that students were more engaged, actively participating in discussions, and collaborating effectively with their peers. In addition the method not only improved reading comprehension but also fostered critical thinking and problem-solving skills. Students were encouraged to analyze and evaluate information, which is essential for understanding complex texts. Based on the findings, the research suggests that educators should continue to incorporate discovery learning strategies in their teaching practices to further enhance students' reading comprehension. Additionally, ongoing assessment and adaptation of teaching methods are recommended to meet the diverse needs of students.

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