

IMPROVING READING COMPREHENSION OF THE TENTH GRADE STUDENTS THROUGH DISCOVERY LEARNING

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ABSTRACT

The objective of this research was to prove that the Discovery Learning method can improve reading comprehension at the tenth grade students of SMA Bala Keselamatan Palu. This research used quasi-experimental design. The sample of this research were the students of X B as the experimental class which consisted of 22 students and the students of X A as the control class which consisted 22 of students. The data were collected through pre-test and post-test. The result of this research revealed that there was a significant improvement in the score of students taught by using Discovery Learning method. The improvement could be seen from the changes in students score which were previously poor to fair. In other words, the use of Discovery Learning method can improve reading comprehension at the tenth grade students of SMA Bala Keselamatan Palu.

Keywords: Improve; Reading Comprehension; Discovery Learning

INTRODUCTION

Reading is a process done by the reader to get messages or information from written text. The reading process occurs as the readers connect with the words and illustrations provided by the author. Rahmatullah (2013) states that reading is the meaningful interpretation of printed or written verbal symbols. This activity is not simply looking. It involves deriving meaning from printed words. It necessitates excellent muscle coordination. The reader is not only seeing and identifying the symbols but also understanding the meaning. Reading comprehension is understanding information and idea through the interaction between the reader and the author from a certain kind of text. The whole purpose of reading is to comprehend the text to get the information. According to Woolley (2011), reading comprehension is the process of making meaning from text.

Based on Ministry of Education and Culture, the targets of Basic Competence of Curriculum 2013 for senior high school are the students are expected to comprehend various types of texts, such as narrative, procedure, recount, factual report, descriptive and hortatory exposition. The learning objectives in teaching reading are to find information about the text, the main idea both explicitly and implicitly, and the writer's messages.

Therefore, the researcher is interested in offering a learning method, namely Discovery Learning. Discovery Learning is a learning method that requires the discovery of mental processes, such as observing, measuring, classifying, suspecting, explaining, and making decisions. Firmansyah, Ikhsanudin, and Sada (2021), conducted research entitled "The Use Of Guided Discovery Learning Method To Improve participation In Answering Reading Comprehension Questions". As the result, Discovery Learning method could help the teacher in teaching and learning process because this method encouraged students to learn actively.

One of the most useful reading techniques for readers is skimming. The gist of a passage is read aloud to gain an overall understanding of its contents. It provides readers with the benefit of being able to guess the passage's purpose, main topic, or theme, as well as some of the developing or supporting ideas.

When a reader needs a particular piece or pieces of information while reading a text, scanning is a quick search. Students may be required to look up names or dates, define a key concept, or list a certain number of supporting details during the scanning exercises. It is a crucial reading skill that is frequently utilized in real life.

The students' progress in reading class requiring more concentration and guided by the teacher is referred to as intensive reading. It occurs when students read a text or passage in order to fulfil their study objective. The objective is to obtain text-specific and text-specific information. It is possible to focus intensive reading practice more purposefully on essential core vocabulary, text organization patterns, and types of text processing required to comprehend the text.

The students enjoy reading the text during extensive reading. This indicates that the

students read on their own, with no assistance from the teacher. It's possible to do it outside of school. This type of reading places sole emphasis on the enjoyable subject matter that piques the students' interest to read. The students engage in this extensive reading not only for the purpose of improving their general knowledge and understanding but also for the pleasure of doing so. They are not doing this in order to retain details for an exam.

There are four reading comprehension levels, namely literal comprehension, inferential comprehension, critical comprehension, and creative reading. In this research, the researcher focused on critical comprehension. Critical reading is a way of reading in which the students are able to provide evaluation or take conclusion from a text accurately and compare the ideas in writing. A critical reader must be an active reader, who always asks, looks at the fact contained in the text to understand the meaning of the text itself. This level is higher than the levels that have been previously mentioned because it needs information analysis and applying it to other information. Additionally, this level provides students with the opportunity to think about and analyze information critically. In other words, critical comprehension will enable students to consider the context with a better view and a critical understanding and provide the opportunity to evaluate the context (Talebi & Marzban, 2015).

Reading research has been previously done by many researchers. There are several previous research related to this research. One of them was written by Kurniadi, Regina, Rezeki (2020), "The Use of Discovery Method in Teaching Reading Comprehension on Narrative Text". The design of research used is pre-experimental research, and the data were collected by using measurement technique with multiple-choice reading test as the tool of collecting data. The obtained data were analyzed by using t-test. The results of data analysis showed that discovery method has the effect on the students' ability in reading comprehension.

Another research was written by Yulyanah, Yundayani, Herlina (2021), "Discovery Learning Method In Students Reading Comprehension". The population of the research were 24 students and the research method is 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 students' response to Discovery Learning Method is 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 previous studies above, using Discovery Learning method was effective in improving students' reading comprehension.

METHOD

This research was conducted by using quasi-experimental research design. There were two classes involved in this research, namely experimental class and control class. These two classes were given a post-test and a pre-test, but only the experimental class was given treatment using Discovery Learning method while the control class was not. After doing the treatment, both classes got post-test in order to find out that the students' reading comprehension can be improved through Discovery Learning method. The researcher used the design formulated by Sugiyono (2012). The population of this research was the X grade students of SMA Bala Keselamatan Palu, which consists of four classes. The total population of the four classes was 86 students. For the sample, the researcher used cluster random sampling technique. The researcher chose two classes as the experimental class and the control class by drawing lots using Random Wheel Spinner application. First, the researcher entered each class name into the list. After that, the class names were drawn using the Random Wheel Spinner application. The first class name out in the draw was the experimental class, while the second class name was the control class. The dependent variable for this research was students' reading comprehension and the independent variable was Discovery Learning.

The obtained data were analyzed statistically with the following steps. First, to determine the individual score of the students, the researcher applied the formula proposed by Arikunto (2006). After obtaining the individual score, the researcher used the formula recommended by Arikunto (2006) in order to compute the mean scores of students of each class. Then, the researcher computed the square derivation by using the formula proposed by Arikunto (2006). Last, in order to know the significant difference between the experimental and control class, the researcher computed t-counted by using the formula suggested by Arikunto (2006). If the t-counted is higher than the t-table, the hypothesis is accepted. In other words, the use of Discovery Learning method can improve reading comprehension of the tenth grade students.

RESULTS AND DISCUSSION

In collecting the data, the researcher used test. The first step taken to collect data was pre-test. The purpose of the pre-test was to determine students' reading comprehension. Pre-test was given to both control class and experimental class. The researcher tested the students' reading comprehension by giving a reading text to students then giving some questions about what they have read to measure the level of reading comprehension of the students. To measure the improvement of students' reading comprehension, the researcher gave post-test to both experimental class and control class to find out whether the Discovery Learning is effective for improving students' reading comprehension. The researcher gave a reading text to students, and then asked them to retell the contents of the reading text they have read using their own language to ascertain whether there was an improvement in students' reading comprehension skill after applying the Discovery Learning method.

The Result of the Research

Table I
Standard Deviation and Square Deviation in Experimental Class

No.	Initials	Standard Score		Deviation	Square Deviation
		Pre-test	Post-test	(x)	(x ²)
1.	AI	48	80	32	1024
2.	CG	56	75	19	361
3.	EE	52	70	18	324
4.	E	52	75	23	592
5.	EA	16	60	44	1936
6.	G	48	70	22	484
7.	I	44	75	31	961
8.	JCK	52	75	23	592
9.	K	24	55	31	961
10.	KRC	52	75	23	592
11.	LDP	52	80	28	784
12.	LJT	52	75	23	592
13.	MJB	20	45	25	625
14.	NNS	48	60	12	144
15.	OGG	68	80	12	144
16.	OPK	72	80	8	64
17.	RA	48	75	27	729
18.	RC	44	80	36	1296
19.	SK	40	60	20	400
20.	SSB	20	50	30	900
21.	TMS	28	80	52	2704
22.	V	68	75	7	49
Total		1004	1550	546	16258

Table I shows that the total score of experimental class on pre-test was 1004, while the total score that they gained on post-test was 1550. The table above reveals that the highest deviation in experimental class was 52 and the lowest was 7. The deviation score between pre-test and post-test of experimental class was 546.

Table II
Standard Deviation and Square Deviation in Control Class

No.	Initials	Standard Score		Deviation	Square Deviation
		Pre-test	Post-test	(x)	(x ²)
1.	AM	44	60	16	256
2.	ANB	56	60	4	16
3.	CDN	60	70	10	100
4.	DRN	0	45	45	2025
5.	EBT	44	60	16	256
6.	EE	48	55	7	49
7.	FAA	32	40	8	64
8.	GML	68	70	2	4
9.	GHE	56	60	4	16
10.	GM	64	70	6	36
11.	GP	60	60	0	0
12.	GA	36	40	4	16
13.	IKW	48	60	12	144
14.	JNW	76	80	4	16
15.	M	44	45	1	1
16.	NF	36	55	19	361
17.	NMK	72	75	3	9
18.	PO	32	40	8	64
19.	RSG	56	60	4	16
20.	VV	72	75	3	9
21.	WM	28	30	2	4
22.	ZAJ	24	25	1	1
Total		1056	1215	179	3463

From the table II we can see that the total score of control class on pre-test was 1056, while the total score that they gained on post-test was 1215. The table reveals that the highest deviation in control class was 45 and the lowest was 0. The deviation score between pre-test and post-test of control class was 179. From the results, we know that the deviation of experimental class is higher than the control class.

In order to find out whether the Discovery Learning method can improve reading comprehension of the tenth grade students at SMA Bala Keselamatan Palu, there were two criteria proposed to prove the method. First, if t-counted is higher than the t-table, the hypothesis is accepted. Second, if the t-counted is lower than t-table, the hypothesis is rejected.

The result of the pretest showed that the average students reading comprehension ability was still relatively low for both experimental and control classes. This is caused by the previous method used made students feel bored and less enthusiastic because they only paid attention to the teacher while explaining the learning material, and some of them became sleepy while others talked to their friends. As a result, there is a lack of knowledge obtained by students while studying which also makes students have difficulty in understanding the reading text due to lack of vocabulary, not understanding grammar, etc. These problems were also experienced by previous researchers, Damayanti, Baa, Amin (2023), on the observations, they found the lack of enthusiasm when students are assigned to read, they have difficulty reading a text in English, some students have problems with their limited vocabulary, learning activities are centered on the teacher, and the difficulty of students finding the meaning and structure contained in the reading.

After getting the pretest results, the researcher then provided a treatment to the experimental class by implementing Discovery Learning method, while the control class did not. The researcher applied some steps stated by Kemendikbud (2013), namely stimulation, problem statement, data collection, data processing, verification, and generalization. In stimulation activities, the teacher asks questions, suggestions for reading books, and other learning activities that lead to preparation for problem solving. In the statement, students are given the opportunity to analyze and identify the problems that have been given to them and make hypotheses. In collecting data, students are given the opportunity to collect as much relevant information as possible to prove whether or not the hypothesis is true or not. In processing data, the teacher guides students when students do data processing. In proof, students carry out examinations carefully to prove whether or not the hypothesis set earlier with alternative findings is related to the results of data processing. In drawing conclusions, students draw a conclusion that can be used as a general principle and applies to all the same events or problems, taking into account the results of the verification. Damayanti, Baa, Amin (2023), stated that the Discovery Learning model helps students gain important knowledge, be proficient in solving problems, find their concepts, have their learning strategies, and have the skills to participate in teams.

After carrying out the treatment in the experimental class, the researcher conducted the post-test to both experimental and control class. The post-test results showed that there was a significant improvement in the score of students in the experimental class. The improvement could be seen from the changes in students score in the experimental class which were previously poor to fair. Discovery Learning method can improve the students' reading comprehension because when they learn independently, they become more enthusiastic and make them more curious to find information related to the learning topic, and also increase their vocabulary. This result also affirms the previous study conducted by Yulyanah, Yundayani, Herlina (2021), which showed that the students' response to Discovery Learning method is positive, Discovery Learning method could made students interested to learn English lesson, the students really enthusiasm. While for the control class, the average score they obtained was still categorized poor. This is because

most students do not pay attention when the teacher is explaining the learning material, they also feel bored because they just keep quiet and pay attention to the teacher while explaining, which makes them do not enthusiastic and do not get much information.

During the treatment, the researcher found the strength and the weakness of using Discovery Learning method. The strength is Discovery Learning increase the students' vocabulary, encourage their learning motivation, brings out their creativity which enables students to better understand the learning material. While the weakness is Discovery Learning requires too much time for the learning process that makes teacher cannot continue to the next lesson quickly. However, this problem can be overcome by giving opportunities for students to do their task at home when the class is over.

Based on the discussion above, we know that the Discovery Learning method has an effect in teaching reading comprehension, where the students who were taught using the Discovery Learning method had a significant improvement, while the students who were not taught using the Discovery Learning method did not have a significant improvement. From this result, the researcher concluded that the use of Discovery Learning method can improve reading comprehension of the tenth grade students.

CONCLUSION

Based on the result of data analysis and the discussion of the result in the previous chapter, the researcher concludes that the implementation of Discovery Learning method improves the students' reading comprehension of the tenth grade students. It is proved that the mean score of experimental class is higher than the mean score of control class. There is also significant difference between experimental and control classes. It can be inferred that Discovery Learning method can improve the students' reading comprehension.

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