

# ***THE EFFECT OF DISCOVERY LEARNING ON READING COMPREHENSION IN DESCRIPTIVE TEXT OF THE FIRST YEAR STUDENTS OF SMAN 1 PANGKALAN KERINCI***

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**Abstract :** *This study aims to find out the effect of discovery learning on reading comprehension of the first year students of SMAN 1 Pangkalan Kerinci in descriptive text. The data were collected in July to August. The population of this research is the first year students of SMAN 1 Pangkalan Kerinci. The number of sample is 35 students who are chosen by using cluster random sampling technique. This research is a pre experimental research with one group pre-test post-test design. The instrument to collect the data was multiple choice tests with 25 questions. The result of the data analysis showed that the mean score of pre-test is 64,8 while in post-test is 73. 05. It showed that the mean score of post-test was higher than pre-test. Hence, there is a significant effect effect of discovery learning on reading comprehension of the first year students of SMAN 1 Pangkalan Kerinci in descriptive text.*

**Keywords:** *Pre Experimental, Discovery Learning, Reading Comprehension, Senior High School, First Year Students.*

# **PENGARUH PEMBELAJARAN DISCOVERY TERHADAP KEMAMPUAN PEMAHAMAN MEMBACA DALAM DESKRIPTIF TEKS SISWA TAHUN PERTAMA SMAN 1 PANGKALAN KERINCI**

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**Abstrak** : Penelitian ini bertujuan untuk mengetahui pengaruh pembelajaran discovery terhadap kemampuan pemahaman membaca dalam teks deskriptif pada siswa tahun pertama SMAN 1 Pangkalan Kerinci. Data dikumpulkan dari bulan Juli hingga Agustus. Populasi penelitian ini adalah siswa tahun pertama di SMAN 1 Pangkalan Kerinci. Jumlah sampel adalah 35 siswa yang dipilih dengan menggunakan teknik cluster sampling. Penelitian ini merupakan penelitian pra-eksperimental dengan satu kelompok pre-test pre-test desain. Instrumen untuk mengumpulkan data adalah tes pilihan ganda dengan 25 pertanyaan. Hasil analisis menunjukkan bahwa nilai rata-rata pre-test adalah 64,8 sedangkan pada posttest adalah 73,05. Ini menunjukkan bahwa skor rata-rata post-test lebih tinggi daripada pre-test. Oleh karena itu, ada pengaruh yang signifikan dari metode pembelajaran discovery terhadap kemampuan pemahaman membaca siswa tahun pertama SMAN 1 Pangkalan Kerinci.

**Kata Kunci** : Pra Eksperimental, Pembelajaran Discovery, Pemahaman Membaca, Siswa SMA, Tahun Pertama.

## INTRODUCTION

Teaching means helping students how to learn and to do something, giving instruction, causing to understand. It has an aim to make the students understand from the lesson given. Teaching is not only transferring knowledge but also to help students respond to their environment in an effective way. Therefore, teaching English as a foreign language would emphasize the acquisition of language competence. In addition, there are for language skills such as listening, reading, writing and speaking. As one of the language skills, reading plays its role for learners in reading.

Reading is a process to find out the information from the text. By reading, learners can enrich their vocabulary mastery and grammar. In order, the aim of teaching reading also makes students able to read English text effectively and efficiently. The students, not only have to master the structure of the sentences in the text but the students also have to comprehend the explicit and implicit way in the text. In other words, the pupil has to know the implicational meaning that exists in the text.

Based on the writer's experience in practical teaching program, some students were not capable enough to grasp the reading topic because they did not understand the text well. In addition, some of them still had difficulties in comprehending the text (finding the main idea, social function, language features and etc.). As the matter of fact, the lack of students' vocabulary mastery is the biggest factor that faces by some students. As a consequence, some students preferred to not continue to read the text until they know about the unknown words.

The ability and experience of the students are not the same, includes in understanding the descriptive text. Some learners may be able to understand easily but some of them are not. The writer wants to find out the real condition of the student's ability in comprehending descriptive text. Nowadays, the students are used to take the information from the teacher without trying to find out the answer by themselves which make the students become inactive and quite. Therefore, the writer wants to apply Discovery Learning method in teaching reading text especially descriptive texts to make the students more active than before and solve the problem by themselves.

Discovery learning offers a learner-centered approach in which the learner discovers new knowledge through active, hands-on experiences and constructs new concepts based on his existing knowledge. According to Illahi (2012), Discovery is a learning process which points up in students' mental and students' intellectual in solving many problems that they face so that it will discover a concept or a generalization that can be applied in the field. So it can be said that discovery learning is an active learning method which is the teacher only give instruction to the learners. After that the students solving their problem by observing and experimenting activities as the rules of discovery learning. Considering all of these issues, the writer is eager to a research entitled the effect of discovery learning on reading comprehension in descriptive text of the first year students of SMAN 1 Pangkalan Kerinci.

## METHODOLOGY

This research was pre-experimental design. According to (Hatch and Farhady, 1985), pre-experimental research is divided into three categories, one-shot case study, one group pre-test post-test design, and intact group comparison. It used one group pre-test post-test design that only one group as a sample. This research was designed to find out the students' ability of the the first year students of SMAN 1 Pangkalan Kerinci in comprehending descriptive texts.

Pre-test (O1) was aimed to find out the students' prior reading comprehension before the treatment. Treatment (X) was applied by using small group discussion method in reading report texts. Post-test (O2) was aimed to see the improvement of the students' reading comprehension after teach by Discovery learning. The writer compared the students' score between pre-test and post-test and to see is there any significant effect before and after by giving the treatment.

In collecting the data the students was given a multiple choice test with 25 questions with 60 minutes to answer it. The population of this research is X IPS 2 (35 students) which is the first year students of SMAN 1 Pangkalan Kerinci as a sample.

**Table 1. the Distribution of the Population**

<b>NO</b>	<b>Number of Class</b>	<b>Population</b>
<b>1</b>	XIPS-1	35
<b>2</b>	XIPS-2	35
<b>3</b>	XIPS-3	35
<b>4</b>	XIPS-4	35
<b>5</b>	XIPS-5	35
<b>6</b>	XIPA-1	35
<b>7</b>	XIPA-2	35
<b>8</b>	XIPA-3	35
<b>9</b>	XIPA-4	35
<b>10</b>	XIPA-5	35
<b>11</b>	XIPA-6	35
<b>12</b>	XIPA-7	35
<b>Total</b>	420 students	

## RESULTS AND DISSCUSIONS

### RESULTS

After collecting data, the researcher continued to analyze the data. The results of this research were presented by showing the result of t-test table in comparing the difference result of students' reading ability in the pre-test and the post-test.

**Table 2. the Students' Scores in Pre-Test**

No	Range	Frequency	Percentage	Category
1	81-100	3	8,57%	Excellent
2	61-80	19	54,29%	Good
3	41-60	6	17,14%	Mediacore
4	21-40	7	20%	Poor
5	0-20	0	0,00%	Very Poor
	Total	35	100%	

Table 4.1 shows that there were few students can reach “excellent” level. Although there were 19 students or 54,29% could reach ‘good’ level, but there were 6 students or 17,14% students who still reach ‘mediacore’ level. In other hand, there were 20% students who reach “poor” level.

The data of students average achievement on five aspect of reading and descriptive text is shown in table 4.2.

**Table 3 The Students Comprehension in Each Aspect of Reading in Pre-test**

N0	Components of reading Comprehending	Average
1	Finding main ideas	72
2	Finding factual information	56,57
3	Finding the meaning of difficult words	58,86
4	Finding references	73,71
5	Finding inferences	62,86
<b>Average</b>		64,8

Table 4.2 shows the average score in the aspect of ‘Main Ideas’ (72), ‘Factual Information’ (56,57), ‘Finding the Meaning of Difficult Words’ (58,86), ‘Reference’ (73,71), ‘Inference’ (62,86). Based on the description above, the lowest score of the five aspects of reading was ‘Finding Factual Information’ and the highest one was ‘Finding Reference’. The students got low score in finding Factual Information because they’re not really understand about the issues in the text and the highest score is in finding references because they understand the questions. Further, the mean score of the students in pre-test is 64,8.

After the students had been taught by Discovery Learning, post-test was given to the students in order to know their comprehension about report text after the treatment. The data was computed and calculated which was shown in the table 4.3

**Table 4 The Students' Score in Post-test**

No	Range	Frequency	Percentage	Category
1	81-100	2	5,71%	Excellent
2	61-80	29	82,86%	Good
3	41-60	4	11,43%	Mediacore
4	21-40	0	0,00%	Poor
5	0-20	0	0,00%	Very Poor
Total		35	100	

Table 4.3 shows the highest category was in “Excellent” level with 2 students and the lowest category was in “Mediacore” level with 4 students. Further, the data of students’ average achievement on the five aspects of reading in post-test is shown in Table 4.4:

**Table 5 The Students Comprehension in Each Aspect of Reading in Post-test**

NO	Components of reading Comprehending	Average
1	Finding main ideas	89,14
2	Finding factual information	60
3	Finding the meaning of difficult words	49,14
4	Finding references	84
5	Finding inferences	75,43
<b>Average</b>		<b>73,05</b>

Based on Table 4.4, in brief the hardest aspect of reading comprehension and the lowest scores that the students achieved in the post test and pretest were not much difference. However, there is increasing averages of the reading comprehension; those aspect were ‘Finding Factual Information’ (60) and ‘Finding Inference’ (75,43). Meanwhile, The mediacore aspect were ‘Finding Inference’ (75,43). Then, the highest aspect was ‘Finding Main Idea’ (89,14).

**Table 6 Paired Sample t-observes**

		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	Posttest - Pretest	55,343	8,599	1,453	52,389	58,297	38,077	34	,000

Based on the table 6. the result of t-test is 38,077, which t-table from 34 students is 2.0322. It shows that the t-test score is higher than t-table ( $38,077 > 2.0322$ ). Furthermore, it can be stated that there is a significant difference between the pre-test and post-test. So, the alternative hypothesis of this research is accepted and null hypothesis is rejected.

**Table 7 Comparison between Pre-test and post-test in Each Components of Reading**

No	Components of Reading	Mean Score	
		Pre-test	Post-test
1	Main Idea	72,00	89,14
2	Factual Information	56,67	60,00
3	Language Future	58,86	49,14
4	Reference	73,71	84,00
5	Inference	62,86	75,43

Based on the table 4.9, it was found that there are differences between students' mean score in pre-test and post-test. The mean score in pre-test shows that in 'Main Idea' is increase from 72.00 to 89.14, in 'Factual Information' is increase from 56.67 to 60.00, in 'Language Future' is decrease from 58.86 to 49.14, in 'References' is increase from 73.71 to 84.00 and in 'Inference' is increase from 62,86 to 75.43.

## DISCUSSION

The results of this study in line with the results of research conducted by Mukaromah (2015) which all aspects of reading comprehension were increased from pre-test to post-test. In this research, the researcher gave 8 times treatment by discovery learning method and increased six aspects of reading comprehension according to King and Stanley.

Based on the description of data above, it can be concluded that discovery learning is an effective method used in teaching-learning process of reading comprehension in descriptive text. We can see that the result of post-test was higher or better than pre-test. It indicates the improvement of students' reading comprehension in descriptive text.

The aim of post-test was given to see or to know the results / effects of treatment that had been done by discovery learning method whether there is an increase or not of students' reading comprehension. The result showed that the mean score of post-test was higher than pre-test ( $71.54 > 64.8$ ). The data analysis showed that t-test was higher than t-table ( $38,077 > 2.0322$ ) it means that there is a significant difference between the pre-test and post-test.

There were five aspects of reading comprehension and the writer divided into 4 main aspects that understanding, Finding Main Ideas, Finding Reference, Finding Inference, Finding Factual Information. Those all of aspects were increased on pre-test to post-test. Thus, applying Discovery learning method can attract students' interesting to the activities and also increase their understanding about the lesson especially report text.

The highest mean score of five aspects of reading comprehension was "Finding Main Ideas" which has 89,14 points and 17,14 difference points than pre-test while in pre-test was 72,00 points and it included the second lowest mean score. The writer assumed that this aspect increased might be because the writer associated finding main idea in good way during the treatment.

While the lowest mean score was "Language Future" which has only 49,14 points which is were not increased from 58,86 points than pre-test. It might be influenced by several factors such as students did not know the meaning of the word in questions because lack of vocabularies and hard to remember the synonym or antonym of the words. So, the students' score are low in language future.

## **CONCLUSIONS AND RECOMMENDATIONS**

### **Conclusion**

Based on the result of the data analysis, it can be concluded that there is a significant difference between the results of pre-test and post-test. In addition, discovery learning method can help students' learning process which is there is improvement learning achievement on their reading comprehension after give the treatment. Hence, it can be stated that the alternative hypothesis ( $H_a$ ) is accepted and the null hypothesis ( $H_o$ ) is rejected. In conclusion, this research has answered the research question, there is a significant effect of discovery learning on reading comprehension in descriptive text of the first year students of SMAN 1 Pangkalan Kerinci.

### **Recommendations**

Based on the research findings, the reesearcher would like to offer some recommendations which are expected to be beneficial for the teachers and students especially in teaching-learning of reading comprehension. There are as follow:

1. Based on the data of the result of the students' lowest score in reading comprehension aspect such *language futures*. The teacher should be more focus on improving this aspect to make them good on comprehending other text in



reading. The teacher could do improvement by asking the students to read and guided dictionary to make them easy to be a good comprehender. The teacher asks the students' more practicing to read the text in daily life.

2. Based on the experience of the writer, the teacher should controled tthe class when applying discovery learning methode in learning reading comprehension. In order to make them participate actively in the learning process. So, this strategy can work properly.

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