THE EFFECT OF DISCOVERY LEARNING STRATEGY ON THE ABILITY OF THE SECOND YEAR STUDENTS OF SMPN 1 SUNGAI MANDAU IN COMPREHENDING NARRATIVE TEXTS

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Abstract: *The research aims to investigate the effect of Discovery Learning Strategy on the ability of the second year students of SMPN 1 Sungai Mandau in comprehending narrative texts. In conducting the research, pre- experimental research with one group pre-test post- test design was used. The sample of this research was the students of class VIIIc which consisted of 29 students. The pre- test was administered before the treatment. After the treatment was applied for four meetings using Discovery Learning Strategy, a post-test was administered. The data were analyzed using the t-test formula. From the calculation, the writer found that the value of t-test was 2.311 while the t-table was 2.048. Since the t-test value was larger than that of t-table, the alternative hypothesis of this research was accepted and null hypothesis was rejected. It means that there was a significant effect of Discovery Learning Strategy on the ability of the second year students of SMPN 1 Sungai Mandau in comprehending narrative texts.*

Key Words: *Reading,Reading Comprehension, Discovery Learning Strategy, Narrative Text.*

PENGARUH STRATEGI PELAJARAN PENEMUAN TERHADAP KEMAMPUAN SISWA TAHUN KEDUA SMPN 1 SUNGAI MANDAU DALAM MEMAHAMI NARRATIVE TEXT

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Abstrak: Penelitian ini ditujukan untuk mengetahui pengaruh dari discovery learning strategi terhadap kemampuan siswa tahun kedua SMPN 1 Sungai Mandau dalam memahami narrative text. Dalam pelaksanakan penelitian, pre-experimental dengan one group pre-test post-test design digunakan. Sample dari penelitian ini adalah siswa-siswi dari kelas VIII C yang berjumlah 29 orang. Pre-test dilaksanakan sebelum treatment. Post-test dilaksanakan setelah treatment diaplikasikan selama empat pertemuan menggunakan strategi discovery learning. Data yang di dapatkan dianalisa menggunakan t-test formula. Berdasarkan hasil dari kalkulasi, nilai dari t-test adalah 2,311 sedangkan hasil dari t-table adalah 2,048. Alternatif hipotesis dalami penelitian ini di terima sedangkan null hipotesis ditolak karena t-test lebih besar dari pada t-table. Hal ini dapat di artikan bahwa terdapat pengaruh yang signifikan dari strategi discovery learning terhadap kemampuan siswa tahun kedua SMPN 1 Sungai Mandau dalam memahami narrative text

Kata Kunci: Pemahaman Membaca, Strategi Discovery Learning, Narrative Text.

INTRODUCTION

Reading is one of the four very important skills. Reading helps students learn to think (Sadiku, 2015:29). It means that reading not only the process of eye movement to the printed materials but also the process of thinking. In line with this, Nunan (2003: 69) states that "Reading is an essential skill for learners of English as a second language because reading has a fluent process of readers combining information from their background knowledge to build meaning". While reading, the students need to understand and comprehend the text to get information and knowledge about the text itself. To understand the text, the readers must be able to manage every part of the text. When the readers understand the text, it will be easier for them to improve their reading comprehension.

Furthermore, in accordance with the expectation of the 2013 curriculum (K13) the students are taught through different text types. One of the text types learned was narrative texts. By learning narrative texts they will know about generic structure, language feature and purpose of the text. They can identify narrative text and differentiate narrative texts from other types of texts. Students are not only expected to read the texts but also to comprehend them. Their comprehensions reflect on their answer on the indicators of reading comprehension. Besides, in the national examination, there are some questions about narrative texts, so the students have to learn these kinds of texts to answer the questions correctly.

Based on the writer's experience while doing teaching practice at SMK Hasanah Pekanbaru, there were several problems faced by students in comprehending narrative text. The first problem was that some students did not focus on the learning process, and they were not capable enough to capture the reading topics because they did not understand the text well. As a matter of fact, the lack of students' vocabulary mastery was the biggest factor faced by some students. As a consequence, some students preferred not to continue to read the text until they knew about the unknown words.

The second problem was due to the students' lack of background knowledge especially in terms of finding main ideas, finding supporting details, identifying generic structure, finding referent, and making an inference. Consequently, they were not capable enough to connect their mind with the reading topic being taught and caused them to have difficulty comprehending the text well.

The third problem was the students' interest in reading, especially reading narrative text. This problem not only might come from students but also the teacher. The teacher also had difficulty finding effective ways to relate to the topic being taught with the students' real world. In fact, to connect the real world of the students with the topic being taught is needed. It will be easier for the students to comprehend the concepts of the text as it is closely related to their life. Besides, there was also a tendency that the English teacher asked several students just to read aloud and the others listened to them without introducing any other effective and efficient reading strategies. As a result, when being checked, many of them still did not understand the information presented in the text and just asked the other students to answer the questions given.

Considering the problems above, the teachers need to help the students to solve those reading problems. One of them is by using Discovery Learning Strategy in teaching reading text especially narrative texts to make the students more active than before and solve the problem by themselves.

According to Bruner (2008:1) Discovery Learning Strategy is a learning strategy that encourages students to ask questions and formulate their own tentative answers and to deduce general principles from practical examples or experiences. It makes the students ready in understanding the text that will be given by the teacher. Therefore, the writer was eager to conduct the research entitled: "***The Effect of Discovery Learning Strategy on the Ability of the Second Year Students of SMPN 1 Sungai Mandau in Comprehending Narrative Texts***".

RESEARCH METHODOLOGY

The participants of this research were the second year students of SMPN 1 Sungai Mandau. The sample was selected by using a cluster random sampling technique and the sample of this research was class VIIIC with total number of students was 29 students.

The design of this research was pre-experimental research. Gay (2012: 250). This research used pre-experimental research with one group pre-test and post-test design that consists of a pre-test, treatment and post-test. The instrument of this research was a reading comprehension test in the form of multiple choices. There are 40 questions for each pre-test and post-test with a time allocation of 2x45 minutes. The tests were classified into five components of reading in general (factual information, main idea, guessing vocabulary, reference and inference) and also three components of narrative texts (language feature, the generic structures of narrative text (orientation, complication and resolution), and Social function of the text).

The data was analyzed by using Statistical Product and Service Solution (SPSS) 23.0 and Microsoft Excel 2010. This research used t-test to compare the pre-test data and the post-test data to determine the hypothesis of the research. The hypothesis is required to see the significant difference score before and after the treatment with Discovery Learning Strategy and the treatments was done for four meetings. To know the classification of students' reading comprehension, the classification of students' scores by Arikunto (2013) was used to score students' work, and classified students' scores in the pre-test and post-test in order to make the scores clearer based on the classification.

RESEARCH FINDINGS

Based on the try-out results and refers to the Standard Difficulty Level by Heaton (1998) it shows that all of the questions in the test were accepted and valid because there was no score that lower than 0.30 and higher than 0.70 and the reliability of the instrument was 0.926 which means that the reliability of the instruments was very high.

Table 1. The Reliability

Cronbach's Alpha	N of Items
0.926	40

The pre-test was intended to find the students' achievement in reading comprehension before the treatment was applied. This section took one meeting in class. After the pre-test, the writer analyzed the students' score. Table 2 below shows that the mean score of the students in the pre-test was 33.44 and all of the students or 29 students were on the *poor* level. It can be interpreted that the reading comprehension ability of the second-grade students of SMPN 1 Sungai Mandau in the academic year 2019/2020 was poor.

Table 2. The Percentage of Students' Scores in Reading Comprehension

Score Range	Level of Comprehension	Frequency	Percentage	Mean
80-100	Excellent	0	0%	
60-79	Good	0	0%	
50-59	Average	0	0%	33.44
0-49	Poor	29	100%	
Total		29	100	33.44

After the treatment was done, the post test was administered in order to know the students' reading ability after being taught by using Discovery Learning strategy.

The post-test was conducted in the same way as the pre-test .The results of the percentage of the students' scores can be seen in the Table 3 below:

Table 3. The Percentage of the Students' Score Post-test

Score Range	Level of Comprehension	Frequency	Percentage	Mean
80-100	Excellent	17	58.30%	
60-79	Good	12	41.37%	
50-59	Average	0	0%	80.43
0-49	Poor	0	0%	
Total		29	100	80.43

Table 3 shows that the mean score of the students in the post-test was 80.43 with 17 (58.3%) students at an *excellent* level. Meanwhile, there were 12 (41.37%) students at a *good* level. There were no students at the average level and a poor level.

To answer the research question "Is there any significant effect of Discovery Learning Strategy on the ability of the second year students of SMPN 1 Sungai Mandau in comprehending narrative texts?", Paired Sample Statistics was conducted to know the mean, standard deviation and standard error mean score.

Table 4. Paired Sample Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	33.448	29	9.7379	1.8083
	Posttest	80.431	29	5.3062	0.9853

Table 4 shows that the mean score of pre-test was 33.44 while the mean score for post-test was 80.43, the difference between mean score for pre-test and post-test was 46.982. Besides, the standard deviation for pre-test is 9.737 and the standard error was 1.808. Then, the standard deviation and the standard error for post-test were 5.306 and 0.985. This following table determined the final result of the data analysis:

Table 5 . Paired Samples Test

		Paired Differences							
			Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				Sig. (2-tailed)
		Mean			Lower	Upper	T	Df	
Pair 1	Pretest – Posttest	46.982	10.945	2.032	5.1146	4.2819	2.311	28	0.000

The result shows that the Mean was 46.982, the standard deviation was 10.945 and the standard error mean was 2.032, then the lower and upper were 5.1146 and 4.2819. The result also shows that t-test was 2.311 which is higher than t-table 2.048. It means that there was a significant difference between pre-test and post-test, it was also known that $t_{obs} > t_{table}$ so that means that the Null Hypothesis was rejected and Alternative Hypothesis was accepted. In other words, the research question was answered and it can be concluded that there is a significant effect of Discovery Learning Strategy on the Ability of the Second Year Students of SMPN 1 Sungai Mandau in Comprehending Narrative Text.

Discussion

This research was conducted to find out the significant effect of Discovery Learning Strategy of the students' reading comprehension in narrative text. At the first meeting while conducting this research, the teaching and learning process was passive. The students cannot understand yet about the Discovery Learning Strategy and they just paid attention to the writer's explanation and needed to the guidance. There were few of the students also seemed quite bored because the activities were the same even though the writer gave different texts. However, the writer had a way to get their attention back by giving some fun activities to refresh their minds.

At the second and the next meetings, the writer did not face any difficulties in managing the class. It is because the students were very enthusiastic and very active. They worked in teams and everyone involved. They were also excited to solve problems by their own way and exchange opinions with the others. It was not hard to manage 90 minutes because the students were often on time in each step.

Looking back to the results of the pre-test and post-test, the students' mean score for each component of reading comprehension was increase. The writer found that from five components of reading comprehension stated by King and Stanley (1989) theory and three components of narrative text, the lowest score in the pre-test was Generic Structure (3.36). It is because the students were still confused to determine the line of the story. The lowest score in the post-test was Language Features (9.05). It is because the students had difficulty memorizing the past form of the words in the text. Meanwhile, the highest scores in pre-test and post-test were in terms of findings of factual information and social function (5.45 and 11.03).

Furthermore, the students' mean score has a significant increase in post-test by using Discovery Learning Strategy (46.9 %) because in the learning process students are given chance to solved their problem by gathering information from relevant medias and sources, this made them motivated and enhusiastic, also in team work the students have opportunity to adjust their language output to make sure they understand each other. In line with this, Bruner (2004:35) stated that Discovery Learning Strategy is a learning activity for students engaged with the material, participate in class, and collaborate with each other.

According to the research conducted by Reka Nofrianti (2019) she found that the highest score in the pre-test and post-test were in "finding reference" and "finding main idea" while the lowest score were in "finding factual information" and "finding meaning of difficult words". The writer assumed that there were three factors that made the result of this research and her research different. First, in this research, the writer used eight components consisting of five components of reading comprehension and three components of narrative text, while in her research there was only five components of reading comprehension. Second, this research was conducted at Junior High school level, while she conducted at Senior High school level. Third, this research used Narrative text while her research used Descriptive text. Therefore, the number of components and the level of the school affected the results of this strategy.

Finally, the finding of this research shows that the Discovery Learning Strategy is valuable and effective to improve the ability of the students' reading comprehension especially in narrative text. It means that there is a significant effect of Discovery Learning Strategy on the ability of the second year students of SMPN 1 Sungai Mandau in comprehending narrative text.

CONCLUSIONS AND SUGGESTIONS

Conclusions

Based on the discussion of data findings and discussion in the previous chapters, it can be concluded that there was an improvement in the students' ability in comprehending narrative texts while the students were given treatment using Discovery Learning Strategy in the classroom. The improvement can be seen in the mean score of the post-test was 80.43. Meanwhile, the mean score of the pre-test was 33.44 before they were treated. It was also found that the value of t-test was 2.311 and t-table was 2.048 which interpreted that t-test was higher than t-table. It means that there was a

significant effect of discovery learning strategy on the ability of the second year students of SMPN 1 Sungai Mandau in comprehending narrative text.

Suggestions

Related to the research findings, the writer offers some suggestions which are expected to be beneficial for the teachers and the students especially in teaching-learning of reading comprehension.

Firstly, English teachers can use Discovery Learning Strategy as an alternative method for teaching narrative texts to make the students perform their maximum ability in reading. However, based on the result of the students' lowest score in reading comprehension aspect such in terms of *language feature,* the teacher could do improvement by asking the students to read and guide the dictionary to make them easy to find the past form of the text. The teachers also should pay attention to the students when they are working in groups. This is the most valuable point to determine whether the students are learning or not. Therefore, the teachers who are going to use this strategy need their fluency in English to make them participate actively in the learning process, so this strategy can work properly.

Secondly, students should improve their ability in comprehending different kind of materials and face their problem in learning a text, train them work in a team and respect others' opinions.

Lastly, for other researchers, it is expected to provide this strategy to the larger class and use another kind of the text, also to use more interesting media such as animation videos so that students do not get bored in the learning process.

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