

The Implementation of Discovery Learning Technique to Improve Students' Reading Comprehension on Descriptive Text

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ABSTRACT

This research is conducted due to the students' problems in English comprehension. The subject of this research is the second grade students eight E class of SMP Negeri 1 Kerambitan. There are 32 students in doing research to improve reading comprehension ability. The implementation of discovery learning model in improving students reading comprehension at SMP Negeri 1 Kerambitan is a Classroom Action research. This research was conducted in three activities (pre-cycle, 1st cycle and 2nd cycle). The result of this study shows that the use of discovery learning model with the descriptive text as instructional media can improve students' achievement in reading comprehension. It can be seen from the result of students who passed the KKM was 25 % in pre-test, then in cycle 1 was 46.87% students, and then 78.12% in cycle 2. It can be seen before the implementation of discovery learning technique from pre-test until cycle 2. At the end of the cycle the students showed their improvement, there were 78.12% passed the KKM (passing grade). The discovery learning can significantly improve the students' ability in reading comprehension, especially to read a descriptive text.

Keyword : Discovery Learning , Reading Comprehension

ABSTRAK

Penelitian ini dilakukan karena masalah siswa dalam pemahaman bahasa Inggris. Subjek penelitian ini adalah siswa kelas VIII E di SMP Negeri 1 Kerambitan . Ada 32 siswa dalam melakukan penelitian untuk meningkatkan kemampuan membaca. Implementasi model discovery learning dalam meningkatkan pemahaman membaca siswa di SMP Negeri 1 Kerambitan adalah penelitian Tindakan Kelas. Penelitian ini dilakukan dalam tiga kegiatan (pra siklus, siklus 1 dan siklus 2). Hasil penelitian ini menunjukkan bahwa penggunaan model discovery learning dengan teks deskriptif sebagai media pembelajaran dapat meningkatkan prestasi belajar membaca siswa. Hal ini dapat dilihat dari hasil siswa yang lulus KKM adalah 25% pada pra siklus, kemudian pada siklus 1 adalah 46,87% siswa, dan kemudian 78,12% pada siklus 2. Hal ini dapat dilihat sebelum penerapan teknik discovery learning dari pra siklus sampai siklus 2. Pada akhir siklus siswa menunjukkan peningkatan, ada 78,12% lulus KKM. Pembelajaran penemuan dapat secara signifikan meningkatkan kemampuan siswa dalam membaca pemahaman, terutama untuk membaca teks deskriptif.

Kata kunci : Discovery Learning, Pemahaman Membaca

1. Introduction

Language plays an important part in life. People use language to communicate with each other and it is a medium of thought. The communication means a process of sending and receiving messages which can be verbal or non-verbal. There are four major language skills that should be mastered by the student. Those skills are reading, listening, writing and speaking. From four skill the researcher chooses reading skill to be investigated in a classroom action research. In reading skill, the teachers play an

important role for developing the students competence. They should be able to design the lesson to make the students interest in reading activities.

Dallman (1982: 25) stated reading comprehension is a process of making sense of writing ideas through meaningful interpretation and interaction with language. It means that the essential goal of reading is to know meaningful of sentence and to improve their understanding about what they read. The researcher state that Reading comprehension is a complex interaction among automatic and strategic cognitive processes that enables the reader to create a mental representation of the text. Comprehension depends not only on characteristics of the reader, such as prior knowledge and working memory, but also on language processes, such as basic reading skills, decoding, vocabulary, sensitivity to text structure, and motivation.

According to the interviews with English teacher, (Ni Putu Sumiarni,S.Pd) on September 9th 2019, it was informed that the teacher enjoyed the process of teaching. She gave the materials in accordance with the syllabus. However, the teacher was also having problems in the teaching process, including many students do not focus on the learning process and they were sometimes bored with learning English language. In this case, the students' did not use English in their daily activities because they communicate using their mother tongue language, Indonesian and Balinese.

In this research, chooses the students of eight grade of SMP Negeri 1 Kerambitan as the subject of the research. The researcher took the sample in eight E class with 32 students, there are several reasons why they do not focus in learning English. First, they found many difficulties to read English passages because there are different spellings between English and their own language. Second, they do not know the meaning of the English text. They admit that they do not have a lot of vocabularies to understand English text. From the explanation above, the teacher should have strategies and methods that suitable with this condition. To solve the problem in reading comprehension, the researcher uses discovery learning in order to improve the students' reading comprehension.

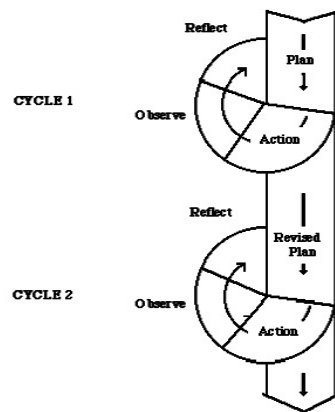
From the explanation above, the teacher should have strategies and methods that suitable with this condition. To solve the problem in reading comprehension, the researcher uses discovery learning in order to improve the students' reading comprehension. Discovery learning is a method that students to arrive at a conclusion based upon their own activities and observations. It means that students' become problem solver who collecting, comparing, analyzing the information, and make a conclusion of it (Feriayanti,2014:3 in Balim,2008:2). Discovery learning is applied in teaching and learning process so that the students are able to understand the text. It makes the students' ready in understanding the text that will be given by the teacher. Therefore, the students' can get knowledge on the method in learning English to increase their comprehension.

Then, the researcher emphasizes the research in the implementation of discovery learning by conducting classroom action research. It means that discovery leaning is the one of all the method of learning to increase the knowledge of the students. Illahi (2012: 29) says that "Discovery is a learning process which emphasizes 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." It means that discovery learning is a method of learning. It can be used to solve the problems when the research is conducted in the teaching learning process. It helps the students' to understand and comprehend the text easily. Furthermore, the researcher focuses on "The Implementation of Discovery Learning Technique to Improve students' Reading Comprehension in Descriptive Text". Anderson (1998:26) state that "descriptive text is describes particular

person, place, or thing.” It means that it is designed specifically about a person, a place, or a thing. In addition descriptive text gives descriptions from the living or non-living things to the reader. Research indicates that we build comprehension through the teaching of comprehension strategies and environments that support an understanding of text. It is important for educators and parents to teach children active strategies and skills to help them become active, purposeful readers.

2. Method

The researcher used the Classroom Action Research because this situation the results can add to knowledge base. Classroom Action Research goes in personal reflection to use informal research practices such as a brief literature review, group comparisons, and data collection and analysis. Validity is achieved through the triangulation of data. The focus is on the practical significance of findings, rather than statistical or theoretical significance. Classroom Action Research that was supported by qualitative and quantitative data.



Action Research Spiral, Model from Kemmis and McTaggart

1. Planning

Arikunto (2010:138) states that “planning a classroom action research by focusing on what, why, when, where, who, and how the action is done.” An ideal research was done in pairs between the researcher and observer. The planning strategy was applied in teaching and learning process.

2. Action

This section discusses about the steps and activities that was taken by the researcher. It means that the researcher implemented the plan, which was made in previous phase in the field of research.

3. Observation

Observation was the next step to monitor and watch closely teaching and learning process, and it collect the data from result of action. The researcher prepared the observation checklist to know class condition when the action was done. In this stage, the observer observed and took notes during teaching and learning process. Then the researcher and the observer discussed about the result of observation, what problems were faced when teaching and learning process. Then, the observer looked for good solution to solve the problem. In this stage, the observer observed and took notes during teaching and learning process.

4. Reflection

Reflection means to analyze the result based on the data that was collected to determine the next action in the next cycle. In this phase, the researcher observed the activity that results any process, the progress happened, and also about the positive and negative sides.

3. Finding and Discussion

The research finding and the discussion of every cycle were presented in this chapter. The findings have been described, analyzed and reflected by the writer to know points that have to be complete in learning process. This research was about the improving the students' skill in reading comprehension descriptive text through discovery learning technique. The writer did the research in two cycles. The action research was conducted in two months, from march to June 2020 in class VIII E at SMP Negeri 1 Kerambitan.

In this research, the students were asked to read and understand a descriptive text individually based on the topic given. The writer analyzed vocabularies, main idea and students' identify about the text based of the answer from the students. In the process of implemented the discovery learning, the writer and the teacher found a problem which influenced the students' activities.

Explaining the students that interacting with other is crucial is the teacher's main task. Based on the writer observation to the teacher when applying the method, the teacher asked the students to read and answer the question in the task. This activity directly encouraged the students to be active. The students also motivated to finished the task was given by the teacher. Relevant to the students need for help, correct and sufficient detail enable the students to construct a clearer understanding of the problem.

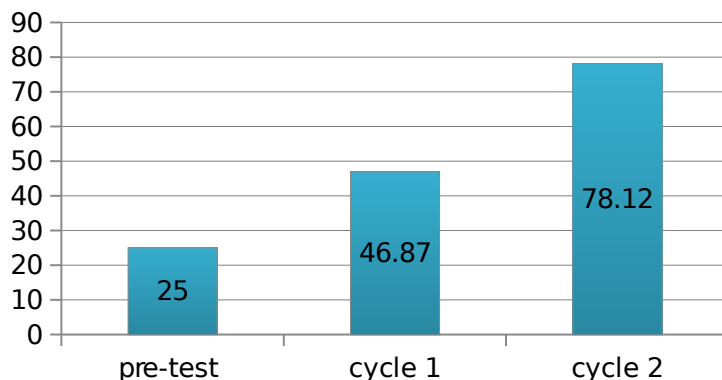
To solve those problems, the writer and the teacher tried to apply the discovery learning technique effectively. This method is assumed as a good alternative method which can help the students fix the problems they faced. In Discovery learning, the students are required work individually to fix the problem increase or improve the students' self- confidence. Though this method application, the students can enhance their learning and their problem- solving in reading comprehension in reading a text.

In discovery learning students are not immediately confronted with the finally result of learning process, but students are required to be able to find the final result by themselves. In the discovery learning the participants do not ask as recipient of information, but students who explore the information and develop it according to their respective understanding.

In the pre-test students were still very difficult to understand a text because there interest in reading was low and students didn't know the vocabulary in the test. The writer also saw many students answered objective test carelessly. Because of that, in the first cycle the writer gave students the task of answered the essay test related to the description text about animal. The goal was that students were more focused on finding and understanding the contents of the text. In the application of discovery learning in this first cycle , the writer found there was a slight increse in students' understanding of the content of a text. Because the improvement was not in accordance with the target, the writer conducted the second cycle with the application of discovery learning that was same as the first cycle, but the writer combined objective test and essay test in this cycle. This was done for students' really understand and found out the right answers base on the test. In this cycle the writer saw many students who have focused and understood the

content of the given text. This was reflected in vocabulary used by students' in answering test and students' have increased understanding of a text.

The Comparative Result of Students' Reading Comprehension



After the analyzing based on the observation , pre-test and post-test the researcher got the percentage of students who passed the KKM was 25 % in pre-test, then in cycle 1 was 46.87% students who passed the KKM, and then percentage of student who passed the KKM was 78.12% in cycle 2. It showed that the students' ability in reading comprehension descriptive text has improvement.

In this research, the writer was success to make students more undersand the contents of the text, especially in descriptive text. The writer's goal in increasing students' interest in reading comprehension and vocabulary was a achieved even though they are some students who have reached the target. Although in covid-19 pandemic condition which required the writer to conduct online research through whatsapp group, the writer was able to increase the understanding of student Beside those reading problems .the writer also found the problems which significantly influence the teaching and learning process. The students are less attention to the teacher explanation. It directly influenced their interaction in online learning activity, whereas the interaction is an integral part which significantly affects the successful of teaching learning process.

4. Conclusion

From this research, the researcher concluded that the implementation of discovery learning to increase the students' reading comprehension was successfull. The researcher got the information from the cycles that had been done. There were two cycles, cycle 1 and cycle 2. Before using the discovery learning in teaching process, the teacher only used conventional method which did not attract the students to learn. This method leads them to have low ability in reading comprehension. Students also had lack vocabulary mastery, there were also difficult to identify the main idea. The other problem was the students difficult in understanding the text. By applying discovery learning, discovery learning can improve the students' reading comprehension, especially reading descriptive text. The students show their improvement on every cycle. It can be seen before the implementation of discovery learning technique from pre-test until cycle 2. At the end of the cycle the students showed their improvement, there were 78.12% passed the KKM (passing grade). The discovery learning can significantly improve the students' ability in reading comprehension, espically to read a descriptive text.

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