

## **THE IMPLEMENTATION OF DISCOVERY LEARNING METHOD TO IMPROVE READING COMPREHENSION ON DESCRIPTIVE TEXT TO THE EIGHTH GRADE STUDENTS AT SMP NEGERI 3 TABANAN**

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### **ABSTRACT**

*This research aimed to improving the students ability in reading comprehension on descriptive text. This research was conducted by using the Classroom Action Research. The research subject were the eighth grade students of SMP Negeri 3 Tabanan in the academic year 2020/2021 consisting of 34 students . The data were collected by using were the observation and test. The technique of data analysis used in this research were qualitative and quantitative data analysis. The procedure of this research was conducting by pre-test and post-test . The post-test was done in two cycles. Each cycles consisting of : planning, action, observation and reflection. The result indicated that the mean score of pre-test was 67.5 and the percentage the students who passed the minimum completeness criteria was 23.53% .The mean score was 73.87 and the percentage the students who passed the minimum completeness criteria was 44.11 % in post-test 1 and the mean score was 75.31 and the percentage the students who passed the minimum completeness criteria was 79.41 % in post-test 2. Based on the results above, the implementation of discovery learning method was effectively used in improving the understanding of reading comprehension on descriptive text.*

**Keywords :** *Discovery Learning Method, Reading Comprehension and Descriptive Text.*

### **ABSTRAK**

Penelitian ini bertujuan untuk meningkatkan kemampuan siswa dalam membaca pemahaman teks deskriptif. Penelitian ini dilakukan dengan menggunakan Penelitian Tindakan Kelas. Subjek penelitian ini adalah siswa kelas VIII SMP Negeri 3 Tabanan tahun pelajaran 2020/2021 yang berjumlah 34 siswa. Pengumpulan data dilakukan dengan cara observasi dan tes. Teknik analisis data yang digunakan dalam penelitian ini adalah analisis data kualitatif dan kuantitatif. Prosedur penelitian ini dilakukan dengan pre-test dan post-test. Post-test dilakukan dalam dua siklus. Setiap siklus terdiri dari : perencanaan, tindakan, observasi dan refleksi. Hasil penelitian menunjukkan bahwa nilai rata-rata pre-test adalah 67,5 dan persentase siswa yang lulus KKM adalah 23,53%. Kemudian dengan nilai rata-rata 73,87 dan persentase siswa yang lulus KKM adalah 44,11% pada post-test 1, selanjutnya dengan nilai rata-rata 75,31 dan persentase siswa yang lulus KKM adalah 79,41% pada post-test 2. Berdasarkan hasil di atas, penerapan metode discovery learning efektif digunakan dalam meningkatkan pemahaman membaca pada teks deskriptif.

**Kata Kunci :** Metode Pembelajaran Penemuan, Pemahaman Membaca dan Teks Deskriptif

### **1. Introduction**

Reading comprehension is the process of understanding writing ideas through meaningful interpretation and interaction with language. This means that the important purpose of reading is to know the meaning or sentence and to improve their understanding of what they are reading. Researchers state that reading comprehension is a complex interaction between automated and strategic cognitive processes that allows the reader to create mental representations of text. Understanding depends not only on the characteristics of the reader, such as previous knowledge and working memory, but also on language processes, such as basic reading skills. Decoding, vocabulary, sensitivity to text structure, and motivation. Dallman (1982:25).

The lack of motivation and interest in reading students in the school world is an important highlight, one of which is in junior high school students. Many junior high school students do not understand and fluently read a text reading that they should have understood when attending elementary school. One of them is in the public school at SMP Negeri 3 Tabanan which is the highlight of the lack of interest in reading students and not a few students in eighth grade who are not fluent and understand about reading a reading text.

According to an interview with an English teacher on September 12, 2020, it was informed that the teacher enjoyed the teaching process. He gives the materials according to the syllabus. However, teachers also experience problems in the teaching process, including many students do not focus on the learning process of reading and they sometimes get tired of learning to read English. In this case, the students do not use English in their daily activities because they communicate using their native language, Indonesian and Balinese. In this study, selected eighth graders of SMP Negeri 3 Tabanan as research subjects. Researchers took samples in eighth grade B with 34 students, there are several reasons why they do not focus on learning to read English first, they find it difficult to read the English section because there are different spellings between English and their own language. secondly, they do not know the meaning of the English text. They admit that they don't have much vocabularies to understand English text. From the explanation above, teachers should have strategies and methods that suit these conditions. To solve problems in reading comprehension, researchers used discovery learning to improve students' reading comprehension.

Learning discovery is a method by which students arrive at conclusions based on their own activities and elevations. This means that students become problem solvers who collect, compare, analyze information, and make that conclusion (Feriyanti, 2014:3 in Balsem, 2008:2). Discovery learning is applied in the teaching and learning process so that students can understand the text. It makes the students ready to understand the text that will be given by the teacher. Therefore, students can gain knowledge of methods in learning English to improve their understanding. Then, researchers emphasized the research in the implementation of discovery learning by conducting class action research. It helps students to understand and understand text easily. Furthermore, the researchers focused on "Implementation of Discovery Learning method to Improve Students' Reading Comprehension in Descriptive Text".

The discovery learning model is very suitable to be applied in this reading process. The discovery learning model is defined as a learning process that occurs when students are not presented with information directly but students are required to organize an independent understanding of the information. Students are trained to become a scientist. They are not only consumers, but are expected to play an active role, even as actors of the creators of science. Wilcox (in Hosnan, 2014: 281) states that in learning by discovery, students are encouraged to learn mostly through their own active engagement with concepts and principles, and teachers encourage students to have experience and conduct experiments that allow them to discover principles for themselves. This is in line with what Hanafiah and Suhana (2010: 77) revealed that discovery is a series of learning activities that involve the maximum ability of students to search and investigate in order to find their own knowledge, attitudes, and skills.

Based on the fact above, the researcher intends to apply the research entitle The Implementation of Discovery Learning Method to Improve Reading Comprehension on Descriptive Text to The Eighth Grade Students At SMP Negeri 3 Tabanan.

## **2. Research Method**

The method used in this study was Classroom Action Research this method of finding out what works best in your own classroom so that you can improve student learning Hermida (2001). 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.

This research utilized qualitative and quantitative research method. Meanwhile, qualitative research method was used to observations and quantitative research method was used test. The subjects of this research were 34 students of the eighth grade students at SMP Negeri 3 Tabanan in the Academic Years of 2020/2021 which consisting of: 34 students. The instrument used in this research were from observation phase, interview, and documentation process done effectively, smartphone and laptop which used to collecting the students document of whatsapp. The data collecting techniques of this research were observation and test.

To analyze the percentage, the researcher uses percentage formula (Sudijono in Dewi 2018 :38) as follow:

$$P = \frac{F}{N} \times 100\%$$

Notes:

P = Percentage of the error

F = Frequency of the error

N = Number of the sentences (total of the sentences)

To analyze the averages, the researcher uses the *mean* formula (Sudjana in Kurotun 2015 : 37) as follow:

$$Mean = \frac{\sum xi}{n}$$

Notes:

$\sum xi$  = The total of the score or percentages

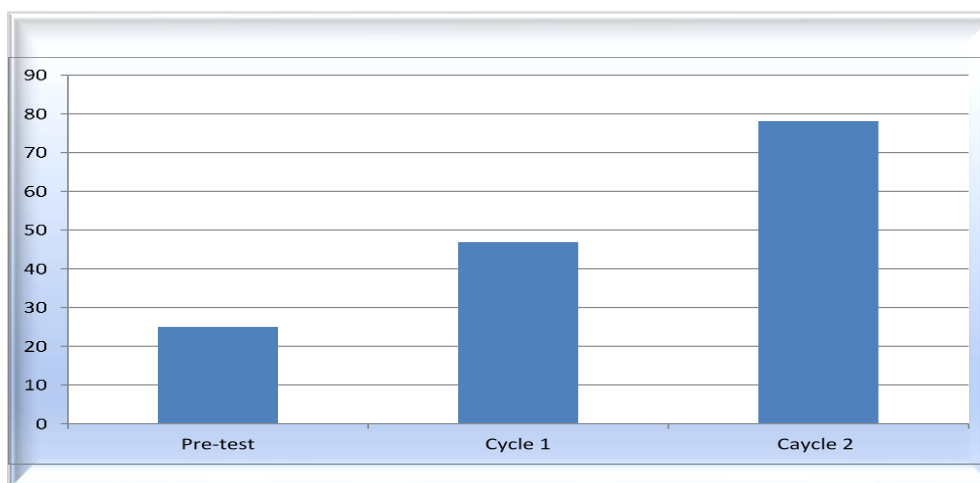
N = Number of students (total of the students)

### 3. Research Findings and Discussions

#### 3.1 Research Findings

The research findings and discussion of every cycle were presented in this chapter. These findings has been explained, analyzed, and collected by the researcher to find out the points that have to be complete in the learning process. This researcher was about the application of discovery learning method to improve reading comprehension in descriptive text. The action researcher was conducted in two month, from April to may 2021 to the eighth grade at SMP Negeri 3 Tabanan. In conducting this research, the researcher collaborated with English teacher who teacher the class. Before conducting the researcher, the researcher and teacher together discussed the design of the research and prepared the things that were needed in the researcher. The research finding were presented in three parts: there were pre-research, treatment or action and evaluations.

Gambar. 1 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 minimum completeness of mastery was 23.53% in pre-test, then in cycle 1 was 44.11% students who passed the minimum completeness of mastery, and then percentage of student who passed the minimum completeness of mastery was 79.41% 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 ore understand the contents of text, especially in descriptive text. The researches goal in increasing students interest in reading comprehension and vocabulary was achieved even though they are some students who have reached the target. Although in covid-19 pandemic condition which required the researcher to conducted online research through whatsapp group, the researcher was able to increase the understanding of students in reading a text.

### **3.2 Discussion**

This study is intended to solve the students problems when they are reading a text. Though the implementation of the discovery learning method, the students were expected to be able to read every vocabularies as well. The researcher used descriptive text about animal.

In fact, several students still had problems in reading such as using in appropriate vocabularies. From the first cycle to the second cycle, the researcher viewed that these two problems have been the major problems the students faced. These problems influenced the students' self-confidence. Realized that they can't produce a good read a text because of those the students didn't understand the words that used in the text. The researches assumed that the students problems in reading in mainly caused by their unfamiliar activity in reading and the less vocabulary that the students know. In their minds, reading is such very difficult skill to master and they do even want to lean it.

Beside that problems, the researcher also found the problems which significantly influenced the teaching and learning process. The students gave less attention to the teachers explanation. It directly influenced their interaction in online learning activity, whereas the interaction is an integral part significantly affected the successful of teaching and learning process.

To solve those problems, the researches and the teacher tried to apply the discovery learning method effectively. This method is assumed as a good alternative method which can help the students fix the problems they faced. In increase or improve the students self-confidence. Though this method application, the students can enhance their learning and their problem-solving reading comprehension. Why do students need to improve their problem? The students often face problems in the teaching and learning process. The problems can be simple and complex. The problem that the students faced are naturally exist and it is a part of learning. In this research, the students are required to be able to solve their problem which exist in the learning process. By guidance from teacher, they are expected to solve it quickly and effectively.

When the applying the discovery learning, the researcher tried to conduct the best method to apply the method well. The researcher followed the procedures of discovery learning better than the method use before. 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.

The teacher is only as a facilitator of the learning process and confirm the answer and questions raised by students. The benefit gained by students though this learning model enable leaners to learn by cultivating learning process of reading, so that can boost students interest in reading. Learning centered on students where students actively express idea in finding teaching the material though simulation of question delivered by the teacher, encourage students to thing and work upon own initiative, and students direct their own learning activities by involving own intellect and motivation, so that the activity of learning from students are expected to increase.

Because of that, the researcher used the second cycle of discovery learning method. In this cycle, the researcher give the different test from the first cycle. The different in second cycle, the researcher give the students objective test and essay task. From this cycle, the researcher can conclude that the student more know about descriptive text and also the students skill of reading comparison increasing. The researcher can conclude like that based of the answered from the students which is collected to the researcher. The researcher also identify the answered from the students, so that can know the increase of students understand about the descriptive text.

Beside that the improvement of students from the implementation of discovery learning method, they were several of problems faced by the researcher. First, the researcher saw there were some students as who were inactive in the online class group. Second, there were some students who didn't get information related to the given task because they didn't have internet quotas. Third, they were students who have difficulty understand the contents of text. Fourth, they researches found that male students often didn't response and late to collected the task. Fifth the researches has difficulty to motivated students in making task.

### **3. Conclusion**

Based on the results of this research it can be concluded, that the average result of students in writing descriptive text was under the minimum completeness criteria. The data from the pre-test it indicated that the students interest in reading was still low. The researcher found the students had difficulty knowing the meaning of the test. The average score obtained by students in the pre-test was 67 which means it has not reached the minimum completeness criteria.

Therefore, in cycle 1 the researcher applied discovery learning method and success in helping students to improve their reading comprehension. In post test 1 the students score were improved but still categorized unsuccessful because only 15 students who improved and passed the minimum completeness criteria and 19 students unsuccessful.

Furthermore, in cycle 2 the students got higher score and students reading comprehension significantly improved after using this method. There were 27 students were categorized successful and passed the minimum completeness criteria and 7 were students unsuccessful. It means that the students reading comprehension was improved.

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