

**THE EFFECT OF USING GUIDED DISCOVERY LEARNING
TO THE STUDENTS READING COMPREHENSION
ACHIEVEMENT IN NARRATIVE TEXT AT ELEVENTH
GRADE OF SMAN 1 NGRONGGOT
ACADEMIC YEAR 2014-2015**

SKRIPSI

Presented as a Partial Fulfillment of the Requirements to Obtain
the Sarjana Degree of Education (S.Pd) of English Education Department
Faculty of Teacher Training and Education
University of Nusantara PGRI Kediri



By :
NIA ERYKA MELLIA
NPM 11.1.01.08.0136

ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF NUSANTARA PGRI KEDIRI
2015

APPROVAL PAGE

SKRIPSI

By:

NIA ERYKA MELLIA

NPM 11.1.01.08.0136

ENTITLED:

**THE EFFECT OF USING GUIDED DISCOVERY LEARNING
TO THE STUDENTS READING COMPREHENSION
ACHIEVEMENT IN NARRATIVE TEXT AT ELEVENTH
GRADE OF SMAN 1 NGRONGGOT ACADEMIC YEAR 2014-
2015**

Approved by the Advisors to be proposed to
the English Department Examination Committee of
University of Nusantara PGRI Kediri

Kediri, 23 Agustus 2015

The Advisors,

Advisor I



Lina Mariana, S.S., M.Pd
NIDN. 0710097401

Advisor II



Drs. Hilarius Semana, M.Pd
NIDN. 0714015901

APPROVAL SHEET

SKRIPSI

By:

NIA ERYKA MELLIA

NPM 11.1.01.08.0136

ENTITLED:

**THE EFFECT OF USING GUIDED DISCOVERY LEARNING
TO THE STUDENTS READING COMPREHENSION
ACHIEVEMENT IN NARRATIVE TEXT AT ELEVENTH
GRADE OF SMAN 1 NGRONGGOT ACADEMIC YEAR 2014-
2015**

Approved and Accepted by all its qualification

by the Examination Committee of

University of Nusantara PGRI Kediri

Kediri, 23 Agustus 2015

Board of Examiners,

Chairman : Drs. Setya Adi Sancaya, M.Pd

First Examiner : Drs. Hilarius Semana, M.Pd

Second Examiner : Lina Mariana, S.S., M.Pd



The Dean of the Faculty of Teacher Training
and Education University of Nusantara
PGRI Kediri

Dr. Hj. Sri Panca Setyawati, M.Pd

NIDN. 0716046202

THE EFFECT OF USING GUIDED DISCOVERY LEARNING TO THE STUDENTS READING COMPREHENSION ACHIEVEMENT IN NARRATIVE TEXT AT ELEVENTH GRADE OF SMAN 1 NGRONGGOT ACADEMIC YEAR 2014-2015

NIA ERYKA MELLIA

NPM 11.1.01.08.0136

FKIP – Pendidikan Bahasa Inggris

Advisor I : Lina Mariana, S.S.,M.Pd.

Advisor II : Drs. Hilarius Semana, M.Pd.

UNIVERSITAS NUSANTARA PGRI KEDIRI

ABSTRAK

This research is aimed to explain the effect of using Guided Discovery Learning to the students' reading comprehension on narrative texts and find out the different score between pre test and post test.

In this research, the researcher used descriptive experimental, quantitative research. Because this research described the effect of using Guided Discovery Learning technique to the students' reading comprehension achievement in narrative text at the eleventh grade students of SMAN1 Ngronggot Nganjuk especially in class XI IPA 1 on academic year of 2014-2015. The data was taken by researcher on third week of May until fourth week of May. The researcher used Pre test and Post test as the technique of collecting the data.

To Know the result of research, researcher used t-test by calculating the differences score between pre-test and post-test. Based on the result of the test, the students who passed the standard score improved from 6,56 % in the preliminary data 7,85%. Then the degree of freedom show the level of t- score is 89,7 and t-table is 0,27 at the level of significance of 1 %, it's means that t-score is higher than t-table so the H_0 is rejected, at the end of the research. It means that technique Guided Discovery Learning can improve students' reading comprehension that was influenced by student's factors (attention, interest and participation) and teacher's factors (choosing the material and classroom management).

In conclusion, the researcher concludes that the effect of using Guided Discovery Learning to the students' reading comprehension achievement on Narrative text is good. Using Guided Discovery Learning in narrative text can help the students to explore and improve their ideas in reading activity. It is suggested that technique Guided Discovery Learning makes the situation of teaching and learning process enjoyable, active, and creative.

Kata kunci: Guided Discovery Learning, Reading Comprehension, Narrative text

I. Introduction

English is an International Language used in formal fields such as politic, social, economic and education, as a language. English has four main skills that should be learned, they are listening, speaking, reading and writing. Reading is one of the four language skill that is important to understand text. And without reading, someone can not know about anything.

By reading materials in the book, students can get the information and knowledge from material that the students read. To understand the content of the material student must read more than once. Thus, the students need much time to understand what is the information of the text. Then, reading needs a process to understand the meaning of the writer's material. And reading is not passive activity but is an active process, the readers interaction with the text. According to Padesky (1995: 272-281)

Reading comprehension is the process of readers interacting meaning

from text by implementing the prior knowledge and the information found

in the text. It means that reading is the process that the students want to

know about information from the text. In reading comprehension students have any problem such as : difficulties words, lost concentration, not getting

point. In reality students were lazy to read text, because they don't know what the meaning of this words. But that problem not only came from the students, but also the teacher had the important case in the result of the student's reading comprehension achievement. The teacher has important influence to the students motivation to reading activity, and teacher have to given the facility when they can't understand the passage. From the some problem above, there are problem solution to solve the problem, for example: "Student take a note, read aloud, take a place, take break, when they read". from explanation above it means students take note what the difficult words are from the text, students read text aloud and fluency. And also The habits of teaching reading in the real process needs the technique to make the students interested and more easy to understand the material. According to El-kahlout (2010: 4) among those innovative strategies is guided discovery which based on the extent of students' involving in the classroom activities under the guidance of the teacher and how much the teacher activity reading process. "Guided discovery is one of the techniques happens when the students encounter unfamiliar situation and try to interpret the situation for understanding and comprehension. The Discovery learning is

strategy that guides students in learning reading. The role of this strategy is observing, questioning, experimenting and associating. The goal of discovery learning is to develop high level of thinking while reading. Then, the students know that performance is generally caused by oneself and one member of a team. This method gives much time to the students to be active in the English teaching and learning process and also they can develop critical thinking and learn to solve the problem.

II. Methodology

In this research, researcher used Dependent Variable is students' reading comprehension achievement in Narrative text, and the second variable as Independent Variable is the effect of guided discovery learning, the researcher studied about the effect of using guided discovery learning to the students' reading comprehension achievement in narrative text. The main goal of this study is to know the students' reading comprehension achievement in narrative text after they are taught by guided discovery learning, this research belonged to quantitative research and the design of this research is descriptive experiment. In this design, the student are given a pre-test and post-test to know the differences of their condition, the last they are given a post-test as a result. This research was conducted in

SMAN 1 NGRONGGOT. It is located Jl. Tanjung Kalang- Ngronggot Nganjuk. The researcher choose the evleventh grade as a sample of the research because the researcher find some problem when know the score of reading skill. This research started from March 2015. It started from make preparation, do the research, analyze the data, and write the report. Involves pre-test was given in early meeting, to know the earlier the students' reading comprehension, and post-test was given in the last meeting. To know the different after was being taught by using guided discovery learning as a treatment. To examine the hypothesis proposed by the researcher about the effect of using guided discovery learning, the researcher uses t-test by calculating the differences score between pre-test and post-test.

IV. Finding and Discussion

In this research, researcher use Pre-Post test. The test was conducted in the form of written test. It consist of ten multiple choice and five essay questions. The following table show the score of pre-test and picture of student pre-test.

Table Score of Pre - Test

No	The Name of Student	Score of Pre-Test
1	Student 1	80
2	Student 2	76

3	Student 3	84
4	Student 4	88
5	Student 5	72
6	Student 6	84
7	Student 7	88
8	Student 8	68
9	Student 9	40
10	Student 10	0
11	Student 11	80
12	Student 12	72
13	Student 13	48
14	Student 14	0
15	Student 15	60
16	Student 16	88
17	Student 17	92
18	Student 18	82
19	Student 19	80
20	Student 20	76
21	Student 21	0
22	Student 22	0
23	Student 23	66
24	Student 24	76
25	Student 25	78
26	Student 26	80
27	Student 27	68
28	Student 28	92
29	Student 29	84
30	Student 30	68
31	Student 31	90
32	Student 32	40
Σ (Total Score)		2100

Pre test is concluded to measure how far the student's reading comprehension achievement in Narrative text before given treatment. The total score which is turned out by 32 students is 2100. The standards score of English subject in tenth grade students that is 75. So, if the students score was less than 75, they don't pass the test. But, if their score was more than 75, they would pass the test. After treatment finished, the researcher evaluated the students by giving post-test. It was conducted on May, 19th 2015. In the post-test, the researcher gave 10 multiple choice and 5 essay fo questions. The result of the students' achievement post test can be seen in the table below and picture of student post test.

Post test is conducted to measure how far the student's reading comprehension achievement innarrative text is increasing. The total score which be turned out by 29 students is 2512. But there is 3 student was absent. Besides, it from the total score of pre test (2100) and post test (2512) that score of post test is higher than pre test. It means that the stduents' score was increasing. Besides, it could be concluded from the total score of pre-test (2100) and post-test (2512) that the score of post-test is higher than pre-test. It means that the students' score was increasing. From those score, it means that

there was any improvement of students' score before and after being taught using technique Guided Discovery Learning.

V. References

Alberti, Yemma . 2014. “ *Improving Students' Reading Comprehension on*

Narrative text by using Story Grammar Strategy at Grade VIII d of SMPN

IPondok Kelapa Bengkulu Tengah.”.Bengkulu . University

Caroline . 2005. “ *Practical English Language Teaching*”. America : McGraw Hill

El Kahlout .Y. A. 2010.“ *The effectiveness of using Guided Discovery Learning on Developing Reading Comprehension skills for eleventh Graders in Gaza*” Al-Azhar: University

Mayer, R .E. (2003).*Learning and Instruction*. Pearson Education Inc: Upper Saddle River.

Padesky, C. &Greenberger, D. (1995). *Clinician.s guide to mind over mood* New York: Guilford Press: 372-9251

Patel, Jain . 2008. “ *English Language Teaching*”. Nagar. Sunrise publisher

Raymond, J. (2009). *What is Summarizing? Strategies for Reading Comprehension Summarizing*. Reading.Org. Making Social Studies.

S. Pang. 1986. “ *Teaching Reading* “ Chichago : Educational Practice

