

**THE EFFECT OF DISCOVERY LEARNING STRATEGY TOWARD
TENTHGRADE STUDENTS' READING COMPREHENSION
AT SMK PGRI 3 KEDIRI IN ACADEMIC YEAR 2015/2016**

SKRIPSI

Presented as Partial Fulfillment of the Requierements to Obtain the Sarjana Degree of
Education of English Department Faculty of Teacher Training and Education
UNIVERSITY of NUSANTARA PGRI KEDIRI



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

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Approved and Accepted by all its qualification
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ABSTRAK

The students should comprehend the reading for certain purpose, however it needs a practical and suitable strategy. Many students often face some difficulties in learning English especially in reading text. The problem are about find detail information, find out inference information, understanding the vocabulary and answer WH-questions. In the other to settle this problem of research are there any effect of discovery learning strategy in reading and how is the students' response when discovery learning is applied in teaching reading comprehension. The purpose of research are find out effect discovery learning in reading comprehension and to describe the students' response when discovery learning is applied in teaching reading comprehension to tenth grade students in SMK PGRI 3.

This research used quantitative research with subject is tenth grade students X-Accounting class of SMK PGRI 3 Kediri. It consist of 40 female student. The research conducted on 2nd April 15th April 2016 . Technique of this research is experimental research. This research conducted pre-and post test

The result of this research is students' reading comprehension had improved after they got the treatment using Discovery Learning. It shown by the differences between pre-test score and post-test score. In the pre-test, the lowest score exists 40 while in post-test, the lowest score exist 63. There is also an improvement in highest score frequently. Therefore, according to the differential frequency of pre-test and post-test above , the researcher concludes that there two research result . They are the students' reading comprehensions is increasing and Discovery Learning give very significant effect to the students' reading comprehension.

Key word : Reading Comprehensions, Discovery Learning

I. BACKGROUND OF THE PROBLEM

English language has an important role in educational world, especially in

Indonesia. It could be seen that English has been learnt in some level of education. For instance, in Indonesia, this language has been taught from kindergarten level to university level. It says that English is learnt for all level of education in Indonesia.

Every language has its own rules and uniqueness, English doestoo. English has four basic language skills. They are listening, speaking, writing, and reading. Speaking and writing involve language production, so they are regarded as productive skills. On the other hand, listening and reading involve receiving message, so they are regarded as receptive skills. Reading, as one of language skills, has a very important role. The students should comprehend the reading for certain purpose, however it needs a practical and suitable method. The idea is supported by the fact that reading now has a part of daily life. Reading can not be separated from daily activities. People read many kinds written materials such as newspapers, magazines, novels, academic books and so on. Through reading people can get a lot of

information, knowledge, enjoyment and even problem solution. Therefore, the ability to read the text in any form will bring great advantages to the readers. All those purposes need reading skill enough. So that way, when people talk about reading, it might be automatically related to comprehension or understanding. For instance, a reader who understands what he has read can answer questions about it. It means that understanding something is the main goal of reading.

Nunan , (2003 : 69) states :

“Reading is essential skills for learners of English as second language. For most of these learner it the most important skill to master in order. to ensure success not only in learning English , but also in learning in any content class where reading in English required”

From the definition above , reading is important skills for the most of learner not only learning in English but also in all content on class.

Grabe, (1991 : 337) states :

“Reading is an active process of comprehend (where) students need to be though strategies to read more efficiently (e.g.guess from context, define expectation , make inference about text , skim ahead to fill in there context,etc.) “

From the statement above it can be conclude that the process of reading need strategies in reading

comprehension to make student understand the materials.

From two definition above conclude that reading is important skill not only in English class but also in learning all content of class room. To make reading comprehend success needed strategy in process of reading.

In teaching learning process used Kurikulum 2013. Kurikulum 2013 is emphasis on pedagogic dimension in teaching learning process that is scientific approach. In addition, Minister of education and culture (2013:278) states, "*Pendekatan ilmiah (scientific approach) dalam pembelajaran sebagaimana dimaksud meliputi mengamati, menanya, menalar, mencoba, membentuk jejaring untuk semua mata pelajaran*". Based on the statement it can be concluded that Kurikulum 2013 using scientific approach has 5 steps such as observing, questioning, experimenting, associating and networking. Discovery Learning is scientific approach that Discovery learning that can set on kurikulum 2013. There are observing determine goal learning, Identify students characters, determine the learning topic, develop materials inductive. The next step is questioning this step given stimulation for the students to interaction among materials and student. Experimenting this steps

students identify as many agendas of issues relevant with materials. Associating the process students given opportunity to collect of various relevant information, read literature. interview with informant, do they own trials and so on for Networking the process of formation and concepts and generalization and get alternative answer/solution.

In fact, most of the student have some problem in reading. The problems were about find detail information, answer WH-question, vocabulary, and find out inference information. These problem could be influence some factor. It usually appeared caused by strategies that the teacher used in teaching Reading, because some teachers taught reading just gave explanation and exercises. It makes students got nothing and bored. The problems has to be solved in order to make students interested in reading and think that reading is a simple and easy then they will understand about how to write well. Related with some problems above, the teacher needed to use an appropriate strategies teaching learning process of reading that could help them to solve their problems. Cohen and Andrew (2001) states "Language learning strategies is a term referring to the processes and actions that are consciously deployed by language

learners to help them to learn or use a language more effectively”. It mean that strategies is a process and action to help the language learner’s to learn more effectively.

By applying appropriate strategies, the teacher be able to encourage the students to understanding the text. The teacher given opportunity to hard thinking and active in teaching learning process especially in reading.

II. METHOD

This research used quantitative Research using pre-experiment research with one-group pre-test and post-test design. Pre-experimental research is given a pre-test before treatment, after the treatment finished the post-test is administered to see the achievement. In this research the researcher gave a pre-test consisting of text complete with the questions. The students read and answer it individually. After that the researcher gave the treatment using discovery learning strategy. And last the researcher gave a post-test in the last meeting.

In this research, data is analyzed as quantitative data. The result of the analysis is to observe whether the effect of Discovery. Data analysis explains the kind of statistics analysis

which is used. There are two kinds of data analysis method. First, descriptive statistics (to analyze data by using frequency distribution: mean, median, modus, deviation standard, histogram and polygon) and second is inferential analysis. This research uses descriptive statistic. Brown (2004: 97) states that descriptive statistics are numerical presentations of how a group of students performed on test.

In this research, t-test is used to prove the hypotheses that have been said in the previous chapter. By looking at the result, the researcher will know whether strategy is effective or not.

Result of Data Analysis

| DF (N-1) | t-score | t-table | |
|-------------|---------|---------|-------|
| | | 5% | 1% |
| 39 | 14.242 | 2.023 | 2.708 |

From the table above it can be conclude that t-score (14.242) > t-table at the level significant 5% (2.023) and 1% (2.708) the data shows that t-score is

higher than t-table. Therefore the alternative hypothesis (H_a) accepted

H_o : there is significant effect of discovery learning strategy toward tenth grade student's reading comprehension at SMK PGRI 3 Kediri in academic year 2015/2016.

Based on the table above, the result has showed that the alternative hypothesis (H_a) is accepted. Therefore the null hypothesis (H_o) is rejected. The writer concludes the discovery learning strategy has significant to the tenth grade student's reading comprehension at SMK PGRI 3 Kediri in academic years 2015/2016.

III. CONCLUSION

The students should comprehend the reading for certain purpose, however it needs a practical and suitable strategy. The idea is supported by the fact that reading now has a part of daily life. Discovery Learning Strategy is really appropriate in teaching reading. It is the easiest strategy to teaching in narrative text. It also made the students interested and active on the material that is given by teacher. In addition, the students try to solve problem independently.

From research finding, the researcher concludes that discovery learning strategy is effective to be used in teaching reading

especially in the tenth grade students of SMK PGRI 3 Kediri in academic year 2015/2016. It is proved by the result of t-score (14.242) that is higher than t-table in the level of significance 1% (2.708). Besides, the students' reading ability also increased after being taught using discovery learning strategy. It is proved by the mean of post-test (75) that is higher than the mean of pre-test (51.5). It means that there is any effect discovery learning strategy toward tenth grade students reading comprehension in narrative text. Thus, this strategy should be applied in teaching reading comprehension especially in narrative text.

The students feel enjoyed after discovery learning applied in teaching learning process. It proved by result of questionnaire that most of them agreed if discovery learning applied in reading comprehensions. Also achievement more better after using Discovery Learning Strategy, it support by data diagram of scores. The conclusion is Discovery Learning Strategy helps them solve the problem in reading comprehensions especially in narrative text such us find detail information, find out inference information, answer wh question and understand vocabulary and most of the student agreed if discovery learning strategy applied in reading comprehension.



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