



**THE EFFECT OF DISCOVERY LEARNING MODEL TO THE SEVENTH GRADE  
STUDENTS' READING COMPREHENSION OF SMPN 1 SEMEN  
IN ACADEMIC YEAR 2014/2015**

**SKRIPSI**

**Presented as Partial Fulfillment of the Requirement 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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**APPROVAL PAGE**

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Approved by the Advisors to be proposed to  
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Kediri, January 12, 2016

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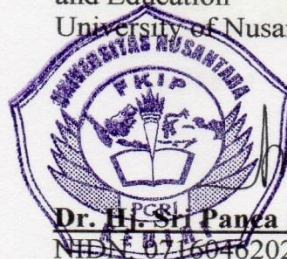
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**ABSTRACT**

Reading is one of receptive skills where the students should receive something after they read the text, and they should understand the content of the text. It becomes the problem for the students to work with a text followed by some comprehension questions. Therefore, the teacher should conduct interesting method, namely Discovery Learning. This research uses experimental research and quantitative approach to get and analyze the data. It was conducted in SMPN 1 Semen Kediri on May 2015. The subject of this research are seventh grade students of SMPN 1 Semen Kediri especially class VII-I which has 36 students. The Data were taken from pre-test and post-test. Based on the research, the researcher found that students in SMPN 1 Semen got bored when reading. They got difficulty in understanding the meaning of word and found the information in the text. The result of research shows that Discovery Learning on students' reading comprehension has very significant effect because t-score is higher than the value of t-table either at a level of significance of 5% or 1%. The t-score is 7,230 at degree of freedom 35 and t-table is 1,689 at the level of significant 5% (0,05) and 2,437 at the level of significant 1%. It means that t-score (7,230) > t-table at the level significance of 5% (1,689). So, the Null Hypothesis (Ho) was rejected and the Alternative Hypothesis (Ha) was accepted. Finally, the researcher conclude that Discovery Learning made the students more enjoyed learning in class because they are interested in the steps of learning that teacher used. It gave positive effect for the students. It can be seen from the result of post test which increased from pre test. However, the students should have self-esteem and high motivation in reading activity to improve their reading comprehension.



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## INTRODUCTION

Reading is one of the skills of English language lessons which are taught and followed by the students. The purpose of reading can help students to expand their vocabulary. Kinds of reading are : Extensive reading, for example skimming reading and. Intensive reading, for example reading comprehension. It is in line with Pang's explanation (2003 : 6), reading is about understanding written texts. It is a complex activity that involves both perception and thought. Reading consists of two related processes : word recognition and comprehension.

Reading Comprehension is a process that involves thinking, teaching past experiences, and knowledge. Knowing and understanding what is being read is the key to comprehension. Reading skill is an individual's standing on some reading assessment. Students need to learn reading comprehension because reading is important. Reading is important because it develops the mind. Reading is how we discover new things. Reading new words puts them in their mind for later use.

In proses, learning reading comprehension should be carried out by methods that can make learning more effective. Discovery Learning Model in which students are learning how to read the

text by investigate a topic, issue or problem by active means, obtain pertinent information, interpret causes and effects where relevant, and arrive at conclusions or solutions is recommended by the researcher.

Mayer (2004:186) point out that the Discovery Learning Model is a teaching model that encourages students to take more active role in their learning process by answering a series of questions or solving problems designed to introduce a general concept. In Discovery Learning Model, teaching learning process will focus on student center not on teacher center so, the students will be more active and use their direct experience from their observation during teaching learning process.

The result in previous study in The research written by Ringgi Candraning Prawerti entitled "The Effectiveness of Using Discovery Learning Method in Teaching Writing Skill Viewed From The Students' Creativity" give the result as ; (1) Discovery Learning Method is more effective than Direct Method to teach writing; (2) the students who have high creativity have better writing skill than those who have low creativity; and (3) there is an interaction between teaching method and creativity in teaching writing.

Facts about teaching reading comprehension in SMPN 1 Semen, students

always felt bored with reading lessons.

Students only read and do not understand the contents of the passage being taught. Students were not confident and they still spent much time to find out the implicit and explicit information of the passage. Students didn't also understand the meaning of the word. In the learning process, students were always passive and did not listen the explanation from the teacher. It's mean that the teacher in SMPN 1 Semen have to use suitable method for students in learning reading comprehension.

Therefore, the research questions are formulated as follows: Is there any effect of Discovery Learning Model to the seventh grade students' reading comprehension of SMPN 1 Semen in academic year 2014/2015?

## METHOD

The participant in this research was all the students of seventh grade at SMPN 1 Semen. There are 332 students and divided into 9 classes of seventh grade at SMPN 1 Semen in academic year 2014/2015.

Because the limited of time. The researcher choose only one class, that is class VII-I that consists of 36 students as the sample.

The researcher uses a test. Because the data needed is the score of reading test. The researcher will give pre-test and post-test to the students. The purpose of giving pre-test is to know the students' reading comprehension before getting treatment using Discovery Learning. Besides the purpose of giving post-test is to know the students' reading comprehension achievement after getting treatment using Discovery Learning. The researcher gave the written text consisty of 15 multiple choice questions about implicit and explicit information, meaning of word and social function of the text.

The process of collecting data is in the following: Pre-Test, Treatment and Post-Test. The technique of data analysis that the researcher used in this research was T-test.

## RESULT

- a. The data analysis of students' reading comprehension before being taught using Discovery Learning

There are so many students who get low score. Low score here is less than the standard score of English subject of second grade at junior high school is 75. The students who cannot pass the test are 2 students and the students who pass the test

are 23 students. It can be concluded that students who cannot pass the are higher than be students who pass the test. Based on te pre-test score, the total pre-test score of VII-I class is 2660. The standard score of English subject in seventh grade is 75. Its mean that if the students' score is less than 75, they do not pass the test. But if their scores more than 75, they will pass the test. From the data of pre test score, there are 17 students who cannot pass the test and 19 students who pass the test. It can be concluded that almost a half of all students in VII-I class cannot pass the test.

From the result, it can be seen that mean score of pre-test is :

$$\begin{aligned} M_{pre - test} &= \frac{\sum pre}{N} \\ &= \frac{2660}{36} \\ &= 73,8 \end{aligned}$$

The total score of pre-test is 2660 . The total sample is 36. The mean of pre-test can be counted from the total score divided by the number of sample. So, the mean of pre-test is 73,8.

- b. The data analysis of students' reading comprehension after being taught using Discovery Learning

There are 1 students got score 66-72, 3 students got score 73-79, 24 students got score 80-86, and 8 students got score 87-93.

As explained before that the standard score of English subject of seventh grade at junior high school is 75. From the data of post-test, there are 4 students who cannot pass test and 32 students can pass the test. It can be concluded that the post-test score is better than pre-test score.

From the result, it can be seen that the mean score of post-test after being taught using Discovery Learning is :

$$\begin{aligned} M_{post - test} &= \frac{\sum post}{N} \\ &= \frac{2997}{36} \\ &= 83,25 \end{aligned}$$

The total score of post-test is 2997. The sample is 36. The mean of post test can be counted from the total score divided by number of sample. So the mean score of post-test is 83,25 . It means that the mean of post-test score is higher than the mean of pre-test

- c. The score difference of pre-test and post-test

In this part, the researcher show the score different of pre-test and post-test. Besides, the researcher also show the calculation of the mean different of pre-test and post-test, calculation of the number of deviation score and calculation the value of t-score and degree of freedom (db):

Total score of pre-test is 2660 and total score of post-test is 2997. It means that students' score is increasing. The minimum

of D (total scoring post-test and pre-test) is 0 and the maximum D is 33. The final result of D2 is 15267.

From the result above, it can be seen that the mean different of pre-test and post-test score are:

1. Calculation the mean different of pre-test and post-test:

a) Calculation the mean different of pre-test and post-test:

$$\begin{aligned} Md &= \frac{\sum d}{N} \\ &= \frac{337}{36} \\ &= 9,4 \end{aligned}$$

- b) Calculating the number of standard derivation score

The computation is used to calculate the derivation of each subject (d) and then subtract the result of pre-test and post-test are different (d).

$$\begin{aligned} \sum x^2 d &= \sum d^2 - \frac{(\sum d^2)}{N} \\ &= 5267 - \frac{(337)^2}{36} \\ &= 5267 - \frac{113569}{36} \\ &= 5267 - 3154,69 \\ &= 2112,31 \\ &= 2112 \end{aligned}$$

2. Calculating the value of t-test and degree of freedom (db).

This computation is needed to analyze pre-test and post-test in one group design research. The values of t-test is used to know t-table whether the result is significant or not. Then, the degree of freedom is used to know the level of t-table.

$$\begin{aligned} t &= \frac{D}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{n}}{n(n-1)}}} = \frac{9,4}{\sqrt{\frac{5267 - \frac{(337)^2}{36}}{36(36-1)}}} \\ &= \frac{9,4}{\sqrt{\frac{5267 - \frac{113569}{36}}{1260}}} \\ &= \frac{9,4}{\sqrt{\frac{5269 - 3155}{1260}}} = \frac{9,4}{\sqrt{\frac{2112}{1260}}} \\ &= \frac{9,4}{\sqrt{1,7}} \\ &= \frac{9,4}{1,3} \\ t &= 7,230 \end{aligned}$$

Degree of freedom :

$$\begin{aligned} d.b &= N-1 \\ &= 36-1 \\ d.b &= 35 \end{aligned}$$

From the calculating above, it is known that the result of t-test is 7,230 and degree freedom is 35.

In pre-test, is obtained 2660 and the score improve in post-test, it is 2997. Automatically, mean of pre-test and post-test is different too. Mean 73,8 is obtained in pre-test and mean 83,25 is obtained in post-



test. So, mean of post-test also better than mean of pre-test.

The result of this research show that t-score is 7,230 at the degree of freedom 35. The T- table at the level significant of 5% is 1,689, and T- table at the level significant of 1% is 2,437. It means that t-score (7,230) > t-table at the level of significant of 5% and 1%.

The data show that t-score is higher than t-table in the significant 1% and 5%.

Therefore, the Alternative Hypothesis ( $H_a$ ) was accepted the Null Hypothesis ( $H_o$ ) was rejected. It can be concluded that Discovery Learning has significant effect to the seventh grade students' reading comprehension of SMPN 1 Semen in academic year 2014/2015.

## CONCLUSION

Reading is one of receptive skill where the students should receive something after they read the text, the students should understand the content of the text. It become the problem for the students so far to work with a text followed by some comprehension questions. Most of students are able to answer some question where they have to find the detail in the text and they get difficulties when they have to find implicit and explicit information, meaning of word,

and social function of text. Therefore, the researcher applied interesting method, that is Discovery Learning. As the result, Discovery learning gave effect to the student students' reading comprehension. It can be seen from the report of the process of pre-test, treatment, and post-test which had been applied on the seventh grade students of SMPN 1 Semen Kediri. From the final result of the research, Discovery Learning made the students more enjoyed learning in class because they interested with the steps in learning that teacher used. Every students were enthusiastic to get this method in their classroom. They can enjoy in reading text, easier to understand the text, got higher score than before and be more active in class. It gave positive effect for the students. It can be seen from the result of post test which increased than pre test. As the result, the researcher conclude that Discovery Learning has positive effect to the seventh grade students' reading comprehension of SMPN 1 Semen in academic year 2014/2015.

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