

## ARTICLE

### **THE EFFECT OF DISCOVERY LEARNING TO THE SEVENTH GRADE STUDENTS' READING COMPREHENSION AT SMPN 2 GURAH IN THE ACADEMIC YEAR 2017/2018**



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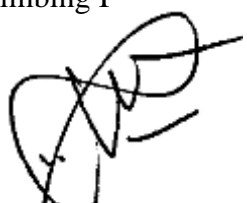


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# **THE EFFECT OF DISCOVERY LEARNING TO SEVENTH GRADE STUDENTS' READING COMPREHENSION AT SMP NEGERI 2 GURAH KEDIRI IN THE ACADEMIC YEAR 2017/2018**

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## **ABSTRACT**

**RETNO KUSUMANING AYU, The Effect of Discovery Learning Strategy To Seventh Grade Students' Reading Comprehension at SMPN 2 Gurah In Academic Year 2017/2018, Skripsi , English Department, Teacher Training and Education Faculty, University of Nusantara PGRI Kediri, 2018.**

Reading is one important activity which cannot be released from our life to search some information or knowledge from printed text. Reading skill became very important because their success of their study depends in the greater part of their ability to read. The goal of reading is comprehension which the students should be able to construct the meaning of a reading passage and their knowledge fluently. However it is difficult of the students. the students problems are their interesting, not understand the meaning, difficulties words. The difficulties reading are influence by several factor such as teacher methods and the students' comprehension in reading.

To solve this problem of research the writer used discovery learning method to be applied in teaching reading comprehension. The purpose of research were to find out effect of discovery learning in reading comprehension and to describe the students' response when discovery learning is applied in teaching reading comprehension to seventh grade students in SMPN 2 Gurah.

This research used quantitative research with subject is seventh grade students VII-G class of SMPN 2 Gurah. It consist of 33 students. The research conducted on 21st Nopember 28th Nopember 2017. Technique of this research is experimental research. This research conducted pre-and post test. The result of data analysis showed that the average score of students' pre-test was 57,27 while the post-test score was 70,00. The interval score was 12,72. Based on the t-test of significance, the result of this research shows that t-score is 7,762 at degree of freedom 32 and t-table is 2,750 at the level of significance 1% and 2,042 at the level of significance 5%. It means that t-score (7,762) > t-table at the level of significance 1% (2,750) and t-score (7,762) < t-table at the level of significant 5% (2,042). The data shows that t-score is higher than t-table in significance 1% and in significance of 5%.

Therefore, the researcher concludes that the discovery learning is an appropriate method in teaching reading comprehension because it can develop the students' ability in reading comprehension and help them to have positive attitudes during teaching learning process. In this case the writer would like to give some suggestion, for the teacher should use teaching technique in teaching reading to promote the students to be active learning in the text. For the school as there is representative library, it is useful to fulfill the students' need of reading materials. And also for other researcher, to applied this technique to conduct the research with the similar variable.

## **KEYWORD :**

Reading, Reading Comprehension, Discovery Learning

## I. BACKGROUND

Reading is important for the students and most essential skill for success in all educational context (Brown (2003:185)). It is because their success in exam is depended on their comprehension of reading. According to Hendra (2011:1),

”Reading skill became very important because their success of their study depends in the greater part of their ability to read. If their reading skill is poor they are very likely to fail in their study or at least they will have difficulty in making progress. On the other hand, if they have a good ability in reading, they will have a better chance to succeed in their study.”

The statement of Hendra also is supported by Susan (1994 : 80) that reading plays a particularly important role in education which it is the indicator of more general intellectual activity. From all of the statements above, it can be concluded that Reading is a crucial part for the students to be mastered in order to achieve their goal in study.

The goal of reading is comprehension. This statement is given by Nation (2004:248) Comprehension is the ultimate goal of reading. “Reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge,

and fluency” (Anderson, etc. 1985) in Harris (2007:2). It is important for reading, but it also the difficulties of the students.

Reading was considered as a boring and stressful activity because of some factors such as selection of the text that was not proper to read by the students in certain level, monotonous post-reading activities (e.g., answering questions based on the texts and retelling the texts), monotonous learning models which is used by the teacher. So the difficulties reading are influence by several factor teacher methods and the students’ comprehension in reading. During teaching training in SMPN 2 Gurah, students have any problem in reading such as : their interesting, not understand the meaning, difficulties words. In reality when the students were ordered to read a text and answer question by teacher, the studens did not interest to read, they seemed so confused and nervous. The problem not only came from students, but also the teachers had the important role in the result of students’ reading achievement. The teacher must have a motivation in students reading activity, and when the students can not understand the passage, teacher have given a facility to support the students. For example to solve the problem above : “Students can take a note and read aloud, when they read”.

Consider on the importance of comprehension in reading and to solve the problem in it, the researcher decided to use discovery learning in teaching reading in order to develop students' comprehension.

The researcher believes that Discovery Learning is able to develop students' comprehension in Reading because these benefit which stated by Bruner (1961:2) as follow:

Consider now what benefit might be derived from the experience of learning through discoveries that one make for oneself. I should like to discuss these under four heading: (1) The increase in intellectual potency, (2) the shift from extrinsic to intrinsic rewards, (3) learning the heuristics of discovering and (4) the aid to memory processing.

The use of discovery learning is also consider on research result of Intan Sari (2016:5) which say that Discovery learning gave effect to the students' reading comprehension. It can be seen from the report of the process of pretest, treatment, and post-test which had been applied on the seventh grade students. Discovery Learning made the students more enjoyed learning in class because they interested with the steps in learning that teacher used.

Rahmi (2014:186) concluded that Discovery Learning are : a) encriches students' background knowladge, b) encriches students' vocabulary, c) encourages students' motivation to study,

d) creates students' curiosity, e) brings our creativity, f) makes students learn both, facts or information about text and skills, g) increases students' confidence.

From the statements above, the researcher wants to prove whether the Discovery Learning is effective in teaching reading in order to develop their reading comprehension or not by using an experimental research in SMPN 2 Gurah.

## II. METHOD

This is a 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. The first steps in gathering the data from pre-test. The data is used to know about the students reading skill before being taught by using discovery learning. The second is treatment which the students will be taught by using discovery learning. The third step is the post-test which the researcher will find out the data which represent students reading after being taught by using discovery learning.

The research hold in SMPN 2 Gurah which located in Jln. Raya Turus Gurah Kediri. The researcher decide to take the

research in there because the researcher found the problem of the students in reading over there, to solve the problem also to know about the effect of discovery learning, the researcher will held the experimental research.

The researcher conduct the research on 21st of November 2017 until 28th of November 2017. The pre-test on 21st of November 2017, treatment on 23rd-24th of November 2017, and the last day is post-test on 28th of November 2017.

The population of this research is all the students in the seventh grade at SMPN 2 Gurah in the academic year of 2017-2018 which consisted of 9 class which every class has 34 students. So, the total population is 306 students.

Sampling is about the method that will be use in selecting sample, while sample is the subject which represent the population data in the research.

In this case, the researcher using random sampling which the sample of population selected randomly. In this research, the writer used VII-G class as a sample in this research that has 34 students but accidentally ones students was not able to do the post test so the researcher only took the research of the 33 students.

This research has been done into several steps. The first steps in gathering the data from pre- test. The data is used to know about the students reading skill before being taught by using discovery learning. The second is treatment which the students will be taught by using discovery learning. The third step is the post-test which the researcher will find out the data which represent students reading skill after being taught by using discovery learning.

The data got by gathering data from Pre-test and Post-test phase. After the researcher gets the data, the researcher will analyze it by using this formula :

$$t = \frac{Md}{\sqrt{\frac{\sum X^2 d}{N(N-1)}}$$

t = t-test of non independent data

Md = Mean from the different of pre-test and post-test

$\sum x^2 d$  = the number deviation

N = the number of responds /students

$\sum d^2$  = Deviation of each subject ( X and Y )

The t-test compared to t-table to decide the significance of the study. The writer used the rules:

- a. If  $t\text{-test} \geq t\text{-table}$  with the degree of significance of 0.05 (5%) and 0.01 (1%) it means significant, so  $H_a$  is accepted. It means that there is a significance difference between variable X and variable Y.
- b. If  $t\text{-test} < t\text{-table}$  with the degree of significance of 0.05 (5%) 0.01 (1%) it means significant, so  $H_a$  is rejected. It means that there is no significance difference between variable X and variable Y.

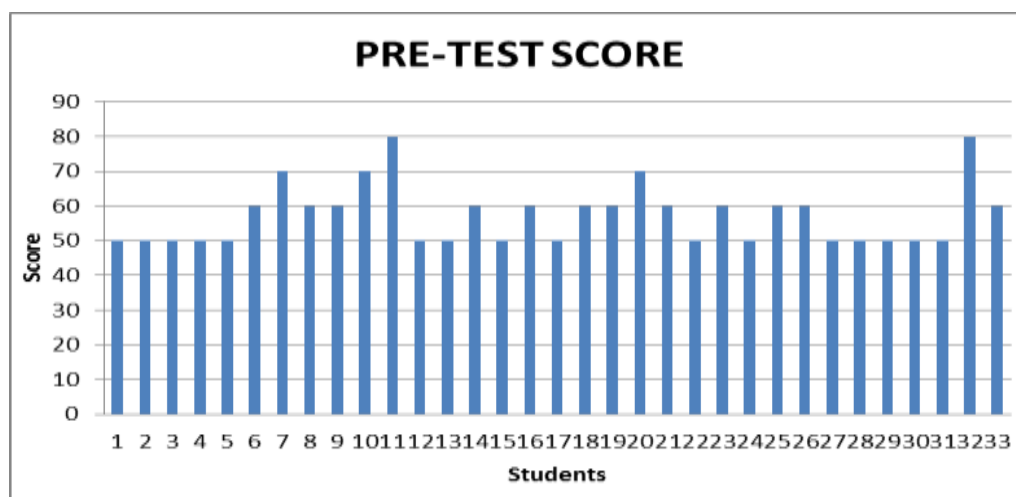
### III. FINDING AND CONCLUSION

#### A. FINDING

In order to know the students' reading comprehension ability before being taught using discovery learning method, the researcher conducted pre-test. From the data

that the result of the students' pre-test was still low. It can be seen that the average of the score was only 57,27. It was far from the minimum score criteria of reading. It should be 70. The maximum score got by the students in pre-test is only 80 obtained by only 5 students from 33 students in the class. And the lowest score was 50.

The result total score of VII-G class is 2310. We can conclude that the students reading ability after being taught using discovery learning is increasing. In this post test, the total students who can pass the test are 29 students and 4 students failed. Besides, it can be concluded from the total score of pre-test 1890 and post-test 2310. The



obtained from pre-test, it can be said

post-test score is higher than pre-test.

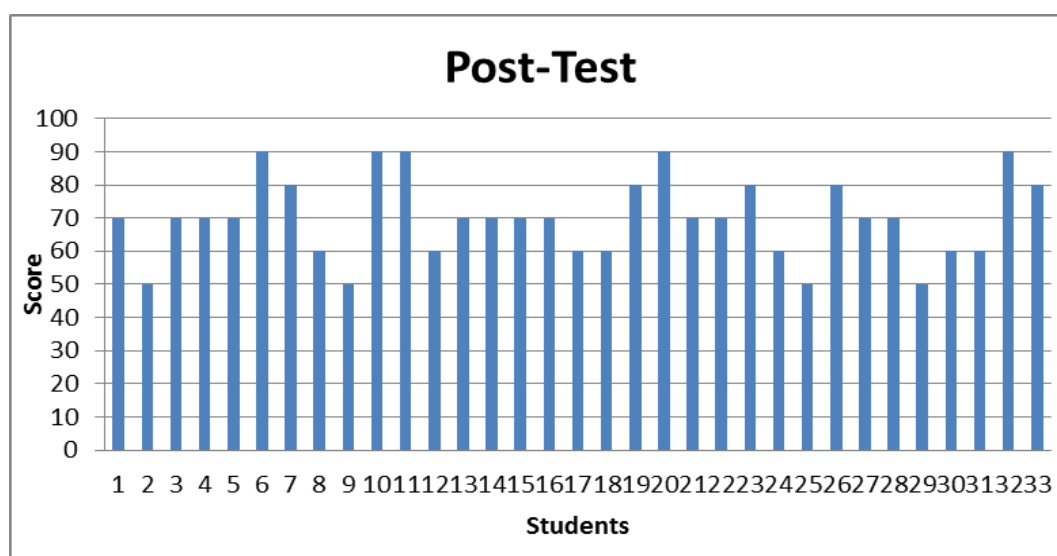


Based on the scores of pre-test and post-test above, the researcher could describe the result of data analysis. The students' score is increase after they taught a text by discovery learning strategy. There are some students who still got unsatisfying score.

**Table 4.4 Deviation Score of Pre-test and Post-test**

N	$\Sigma$ Pre-	$\Sigma$ Post-	$\Sigma d$	$\Sigma d^2$
33	1890	2310	420	8200

Based on the table of analysis of pre-test and post-test scores above, total score of pre-test was 1890 and



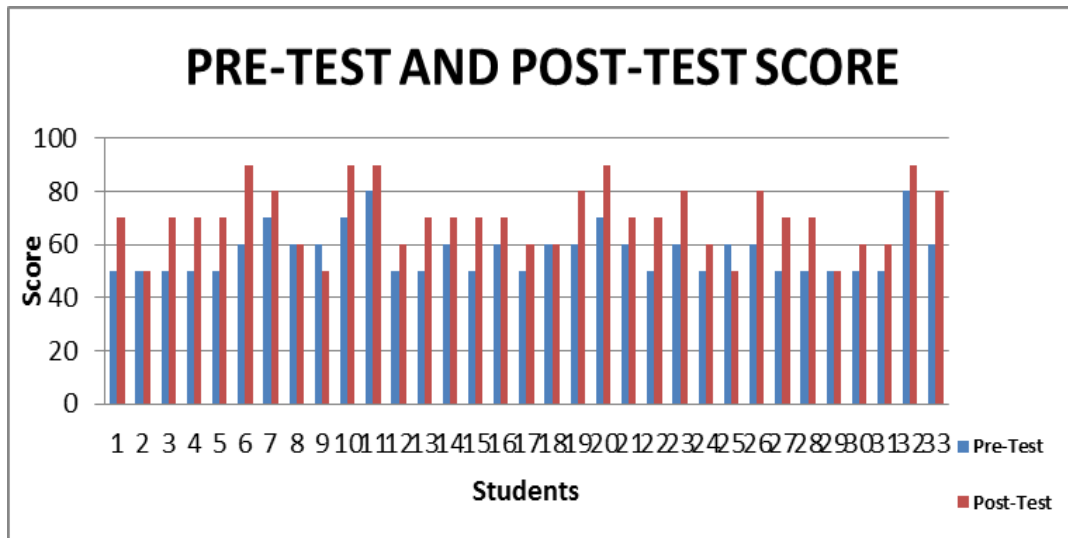
Based on the diagram above, it can be concluded that the result of post-test is higher than the result of pre-test. Mostly, the students got an increasing score. However, there are some students who got same score or lower than they had in post-test.

From the result above, it is necessary to calculate the following aspects, deviation standard and t-score.

total score of post-test was 2310. It means that students' score was increase. The total score of d is 420. The final result of  $d^2$  is 8200.

As the main formulation of this research is to know the significant influence of the use of discovery learning in teaching reading comprehension, so from the result mentioned above it can be seen that the use of discovery learning give much influence of the students' reading comprehension ability.





It can be seen from the report of the process of pretest, treatment, and post-test which had been applied on the seventh grade students.

The increasing can be seen from the result of pre-test when the students were not taught using discovery learning yet. The mean score was still poor. It was 57.27. But after giving a series of treatment by using discovery learning method, the students' reading comprehension ability is increasing. It can be seen from the mean score for 70.00.

Besides, the result of t-test formulation shows that the t-score observed is higher than the t-score in t-table. The t-score is 7,762 while the t-table of 5% is 2.042 and 1% is 2.750. Thus, the hypothesis is accepted. The result of this study shows that achievement in teaching reading by using discovery learning was higher than using Lecturing

Method. It implies that discovery learning is appropriate to be applied for teaching reading.

The researcher concludes that the discovery learning is an appropriate method in teaching reading comprehension because it can develop the students' ability in reading comprehension and help them to have positive attitudes during teaching learning process.

## B. CONCLUSION

Based on the research done by the researcher in SMP N 2 Gurah, Kediri especially at the tenth grade students in academic year 2017/2018, in this opportunity the researcher tries to give some suggestion and recommendation to everyone who relates. The results of this study are expected to give practical contributions to English

teachers, future researchers, and the readers.

#### 1. To the Teachers

Teaching reading seems to be a boring thing for some students. So, the teacher should be able to overcome this kind of problem. That is why, the application of teaching reading comprehension using discovery learning method can be done in teaching reading. There are some techniques that can be applied in teaching reading to promote the students to be active learning.

#### 2. To the School

For the school, as there is representative library, it is useful to fulfill the students' need of reading materials. It do not only consist of English books but also some English magazine, newspaper event some article in English.

#### 3. To the Students

For students are suggested able to find detail information and inference information especially in reading descriptive text. They can correctly answered wh questions and apply discovery learning in reading descriptive text.

#### 4. To the Other reseacher

Based on the data analysis, the researcher found that Discovery

Learning technique is effective to use in teaching reading. The researcher suggest that this technique can be applied to be used in other research at the similar variable.

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