
ARTICLE

**THE EFFECT OF DISCOVERY LEARNING METHOD TO THE
STUDENTS' READING COMPREHENSION AT THE FIRST GRADE
STUDENTS OF SMKN 2 KEDIRI**



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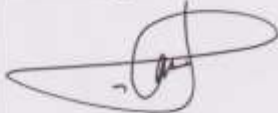

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THE EFFECT OF DISCOVERY LEARNING METHOD TO THE STUDENTS' READING COMPREHENSION AT THE FIRST GRADE STUDENTS OF SMKN 2 KEDIRI

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ABSTRACT

This study was designed to investigate the effect of discovery learning method to the students' reading comprehension at the first grade students of SMKN 2 Kediri in Academic Year 2018/2019. This research is pre-experimental quantitative design, namely the one group pre-test post-test design. The sampling of technique research was clustering sampling which had 35 students of X-PM-2 class. This research consist of pre-test, 2 meeting for treatment, and post-test. The research instrument was written test form using multiple choice consisting 20 questions. Then the data value was analyzed using Paired Sample T-test of IBM SPSS Statistic version 23. The results of data analysis showed that the average score of students' pretest was 63.14 while the posttest score was 84.57. Then, the data analysis is used t-test computation which was collected by comparing the results of pre-test and post-test with the mean score 21.429 and standard deviation 11.086. The result showed that t-score -11.435 with the significant (2-tailed) value is lower than 0.05. It can be concluded that discovery learning has significant effect on students' reading comprehension of SMKN 2 Kediri. Despite it has significant effect, the researcher would like to give some suggestion, that the English teacher have to teach the students using discovery learning because it can help students to comprehend a text. And for other researchers, the researcher suggests that this method can be applied in other relevant research. The other researcher can investigate this method in indicator that the score just little improving.

Keywords: Reading Comprehension, Discovery Learning

A. BACKGROUND

Reading is one of the language skills that should be mastered by students, especially the students are in Indonesia. It is caused by most of English test items consists of reading text. Generally, reading is about understanding written texts. Nunan (2003: 68), reading is a fluent process of readers combining information from a text and their own background knowledge to build

meaning. Based on the explanation above, the researcher knows that the important of reading is get the information and understanding of the text. And discussing about building meaning in the text, it called by reading comprehension.

Teaching reading has an important effect for the students. Such as the students can increase their knowledge of outside the world of education. It is supported by Brown



(2003: 185), that reading is important for the students and most essential skill for success in all educational context. It is because students' success in exam is depended on students' comprehension of reading.

From interview with the English teacher in SMKN 2 Kediri that there are still many first grade students whose English reading score are low, especially in pemasaran class. The teacher said that the students still have inadequate vocabulary although they have learnt English since they were in elementary school. In addition, reading comprehension of students get difficulties in finding or determining social function, main idea, explicit information, implicit information, references, synonym and antonym. As the consequence, most of the students just have an ability read the text without knowing the message of descriptive text. In addition, teaching in descriptive texts used are texts that are only in the students' worksheet (k13 book). It means that the teachers did not try to use the descriptive texts from other sources such as Internet or other books that probably have simple, easy, interested, and educational text.

On the teaching and learning process, English teacher should be able to solve the problems by using suitable teaching method. The students also need an appropriate method in learning descriptive text in reading comprehension. The method does not only focus on translating the text, but also focus on interesting activities that can give the students more chance to participate and use their own idea in learning English process, especially in learning descriptive text. And in this study, the researcher try to use discovery learning in teaching reading comprehension.

Moreover, "Discovery learning is a method that encourages students to arrive at a conclusion based upon their own activities and observations" Balim (2008:2). It means that students become problem solver who collecting, comparing, analyzing the information, and make a conclusion of it. In this case, the teachers are allowed to give the students any information about the material. Then, the students must be able to discover the material either by discussion or by themselves, and the teacher only monitoring the students' work.



The use of discovery learning is also can give an effect in reading comprehension by Ayu (2018: 56). It can be seen from the report of the process of pretest, treatment and posttest which had been applied on the seventh grade students. Discovery learning make students more focus and concentrate in the learning process. It also interests the students during learning reading process.

Therefore, discovery learning is necessary applied in teaching and learning process so that the students are able to understand the text, especially descriptive text. Discovery learning also makes the students ready in understanding the text that will be given by the teacher. Lastly, the students can get knowledge on the method in learning English to increase their comprehension.

From the explanation above, the researcher wants to prove whether he discovery learning is effective in teaching reading in order to develop their reading comprehension or not in SMKN 2 Kediri. And the researcher would like to conduct a research by the title: *“The Effect of Discovery Learning Method to the Students’*

Reading Comprehension at the First Grade Students of SMKN 2 Kediri”.

B. METHOD

In this research used quantitative approach. As Ary et al (2010: 39) define that “Quantitative research deals with questions of relationship, cause and effect, or current status that researchers can answer by gathering and statistically analyzing numeric data”. Cause and effect in here is there is variable that become caused or can called independent variable that give influence or effect dependent variable. The data of the quantitative research is scoring by number and analyzed by statistic.

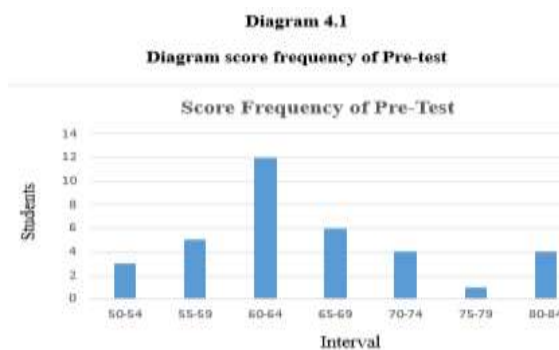
This research was conducted in SMKN 2 Kediri of X-PM-2 class in academic year 2018/2019. The total population for the first grade in there was 672 students. For sample, the researcher used X-PM-2 class with 35 students at SMKN 2 Kediri. The instrument is pre-test and post-test. In collecting the data, the researcher held three meetings. The test was conducted written test. The pre-test was held before the treatments and posttest was held after the treatments. The technique of data analysis that the

researcher used in this research was T-test. The researcher conducted the tests that consisted of 20 questions of multiple choices.

From this process, the researcher knew whether this research was has an significant effect or not by looking at the result of pre-test and post-test after being taught by discovery learning.

C. FINDINGS AND DISCUSSION

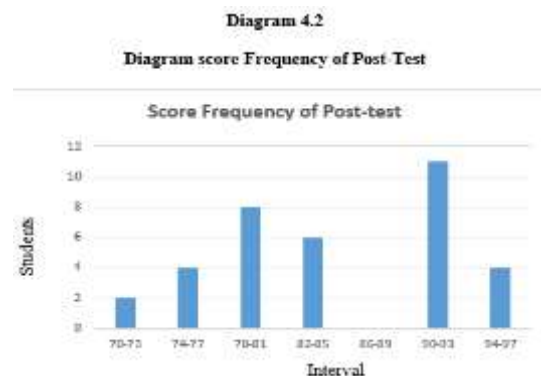
The results of the data analysis were as follows. The first finding, the reading comprehension of students is low with the total score of pre-test was 2210. The researcher also provided the data frequency of pre-test in diagram 1.



From the diagram frequency of pre-test above, it can be seen that there were 3 student got score 50-54 with categories very poor, 5 students got score 55-59 with categories poor, 12 students got score 60-64 with categories poor, 6 students got score 65-69 with categories fair, 4 students

who got score 70-74 with categories fair, 1 student who got score 75-79 with categories good and 4 students who got score 80-84 with categories good. There were so many students who got low score in categories poor. The students' reading comprehension before being taught using discovery learning is poor, they faced some difficulties to understand a text. The students could not get the meaning or information of the text well. It was showed by the score of pre-test, each indicator like determining social function, main idea, reference meaning, synonym, antonym, finding implied and explicit information, also determining inferential information got low score.

The second finding, the total score of all component of reading comprehension were rise with the total score of all aspect was 2960. The diagram of post-test is in diagram 2.



From the diagram frequency of pre-test above, it can be seen that

there were interesting scores from the students after being taught using discovery learning method. There were 2 students got score 70-73 with categories fair, 4 students got score 74-77 with categories good, 8 students got score 78-81 with categories good, 6 students got score 82-85 categories good, 11 students got score 90-93 with categories very good and 4 students got score 94-97 with categories very good. As shown the post-test score better than pre-test score.

The third finding in this research, based on the table of t-test on significant 1% and 5% that discovery learning has very significant effect to the students' reading comprehension.

Table of T-test based on significant 1% and 5%

Df	T-Score	T-Table		Significance Ha	Ho
		1%	5%		
34	-11.433	2.728	2.032	Very Significant	Rejected

The data shows that t-score is higher than t-table in significance 1%. Therefore, the alternative hypothesis (Ha) is accepted and null hypothesis is rejected. It can be concluded that discovery learning method has very significant effect to the students' reading comprehension to the first-grade students of SMKN 2 Kediri. It

is lined with Ayu (2018) and Hajar (2016).

Ayu (2018) She argues that discovery learning method can give chances for the students to train their ability. It 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 was 70.

Moreover, another research was conducted by Hajar (2016), in her study, after being taught by discovery learning, a significant difference was found in the reading comprehension skill in favor of the students who studied reading comprehension with the discovery learning.

D. CONCLUSION

The result of pre-test was lower than post-test, it showed that the students' reading comprehension before being taught using discovery learning was low, and there was 63.14. Then, the result of students' reading comprehension after being taught using discovery learning

shown that the score of post-test was higher than pre-test. There was increase in the mean score, from 63.14 to be 84.57. The total score from every indicator was increase also.

Based on the results above the researcher concluded that discovery learning was suitable for students' reading comprehension, because this method can help the students get the better comprehension of the text. Most of the students can answer some questions of some indicators of reading comprehension such as identifying social function, identifying main idea, determining reference meaning, determining synonym, determining antonym, finding implied information and finding explicit information.

Students' Success an Inquiry Learning Skills.
Egitim Arastirmalari
Eurasian Journal of
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