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Implementing Discovery Learning in Teaching Reading Comprehension at Senior High School

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Abstract

This research aims to find out: (1) whether students' reading comprehension improves with the Discovery Learning Method in teaching reading or not, and (2) the students' perceptions of the Developing Reading Comprehension Learning with the Discovery Learning Method. This research applied a pre-experimental with One Group Pre-test and Post-test design to assess the improvement of students' Reading Comprehension and a questionnaire was used to find out the students' perception of the Discovery Learning Method in English Reading Classroom. The participants of this research were selected using Cluster Random Sampling were one class with thirty-six (36) students of XI Science 2 at SMAN 2 Baubau. The pre-test and post-test results were collected from students' reading tests and then analyzed by using IBM Statistic SPSS 25 Software. Questionnaire responses were classified into four (4) main indicators using Likert Scale. The research found: (1) the mean value based on N-Gain score students' learning outcome is in medium range effectiveness of implementing the Discovery Learning Method, and 64% of them is on above completeness of students' learning outcome score (KKM), in addition, the average result of the pre-test was 64.44 after carrying out the treatment there was an increase as seen from the results of the post-test where the average was 76.91 it can be concluded there is a significant difference and there is an effect of implementing Discovery Learning Method on students' Reading Comprehension, (2) the findings of students' perceptions based on the frequency, shows that average students agreed that Discovery Learning Method could improve their reading comprehension based on the four indicators; the benefit, the interest, the activities, and the implementation.

Keywords: Discovery Learning; reading comprehension; students' perception

Introduction

In the intellectual, social, and emotional development of language learners, language has a central role and is a supporter of success in learning all fields of study. Language learning is expected to help students get to know themselves, their culture, and the cultures of others. In addition, language learning also helps students to be able to express ideas and feelings, participate in society, and even discover and use their analytical and imaginative abilities. High school English learning is expected to reach the informational level, they are prepared to continue their education in college. The level of epistemic literacy is considered too high to be achieved by high school students because English in Indonesia functions as a foreign language, various efforts have been made by the government to improve the quality of national education, efforts to improve the quality of national education that have been taken include implementing the curriculum (Akmal, 2022). The Curriculum of 2013 adheres to the basic view that knowledge cannot be simply transferred from teacher to student. Students are subjects who can actively seek, process, construct, and use knowledge. Zamroni, Rowi, and Ismoyo (2000) suggest that one of the things that characterize education in Indonesia so far is teacher center learning.

A person's success is marked by a change in behavior that is permanent, so students who are successful in their studies will show certain behavioral patterns that are following their goals, on the contrary, students who have learning difficulties will show patterns of learning (Nurhayati, Wardani, & Totalia, 2015). Behavior that deviates from the goal. The ability to read is a provision and the key to the success of students in the educational process. Most of the acquisition of knowledge is done by students through reading activities.

The results of observations made by the researcher in class XI Science 2 SMAN 2 Baubau from September 1st to 29th in 2022 show that students' ability to read is still lacking. This is indicated by student behavior as follows: 1) lack of enthusiasm when students are assigned to read, they have difficulty reading a text in English such as pronunciations, 2) some students have problems with their limited vocabulary, 3) learning activities are centered on the teacher, and 4) the difficulty of students finding the meaning and structure contained in the reading. Based on some of the difficulties experienced by the students above, the Discovery Learning Method is given to be a good choice so that it can be a solution for students. The Discovery Learning Method is one of the learning models that can train students to be proficient in solving the problems they face and can find concepts according to their own and can train and demand students to think is the Discovery Learning model. The Discovery Learning model helps students gain important knowledge, be proficient in solving problems, find their concepts, have their learning strategies, and have the skills to participate in teams.

The Discovery Learning model was first developed by Jerome Bruner, a psychologist born in New York in 1915, he argued that discovery learning is an active search for knowledge by humans; students learn best by discovery so they try to find solutions to fix the problems, and the knowledge that goes with it, thereby generating meaningful

knowledge. Bruner (1966) cited in Rahmayanti (2021) stated with the discovery learning model, the knowledge gained by students will be long remembered, concepts will be easier to apply to new situations, and improve students reading. In discovery learning, students are encouraged to learn with concepts and principles actively, and teachers encourage them to have experiences and relate these experiences to discover principles for themselves. According to Sinambela (2017) cited in Ana (2018), there are several steps for the use of Discovery Learning in the classroom, they are: Stimulation (providing stimulation) in this phase students at the beginning of learning are only given a problem then students feel confused after that student triggers their curiosity to investigate it; Next is the problem statement (identifying problems) in this phase the teacher gives a turn to students to find out events and problems related to teaching materials, after getting a conclusion, one of them can be selected and formulated in the form of a hypothesis; Data collection aims to prove related to existing statements, after those students are allowed to collect the same information, read from the same learning sources, observe objects related to the problem, interview sources related to the problem, and conduct independent trials; Next is data Processing which is activities to manage data and information previously known to students. All the information that has been obtained is reprocessed for the level of student confidence; Verification is an activity to review and prove whether or not statements previously existed; and the last phase is a generalization (concluding), activities to conclude from the results of the information that has been collected.

Comprehension is the ability to understand something, based on the definition by the oxford dictionary (Bull, 2008). Besides Maulana and Susiati (2019) state that reading comprehension is a process of understanding the text deeply, not only to get the information of the text that we read but also to create a piece of new information from the text, interpret the meaning, and to reducing the text into the main idea. Reading comprehension is very important for anyone who wants to increase their knowledge and information. The three levels of comprehension based on Tavarez and Herrera (2020) are the Literal level, which is simply what the text says and what happens in the story. This is a very important level of understanding because it provides the foundation for more advanced comprehension. It focuses on reading the passages, hearing the words, or viewing the images. It involves identifying essential formation. The next level is the Inferential level, which involves determining what the text means. Determining inferential meaning requires thinking about the text and drawing a conclusion, the focus shifts to reading between the lines, and looking at what is implied by the material under study. It requires students to combine pieces of information to make inferences about the author's intent and message. Guiding students to recognize these perceived relationships

promotes understanding and decreases the risk of being overwhelmed by the complexities of the text being viewed, read, or read. And the last is the Critical level, this level is about analyzing or synthesizing information and applying it to other information. Understandings at the literal and interpretive levels are combined, reorganized, and restructured at the critical level to express opinions, draw new insights and develop fresh ideas. Guiding students through the applied level shows them how to synthesize information, read between the lines and develop a deeper understanding of the concepts, principles, and implications presented in the text.

To strengthen all previous conceptions regarding the use of the Discovery Learning Method, researchers will provide a brief overview of several previous studies ranging from research conducted in international, national, to regional domains. In research conducted by Balim (2009) concerning the effect of discovery learning on students' success and inquiry learning skills and the result of the study shows that there is a significant difference in favor of the experimental group over the control group regarding the average of academic achievement, scores of retentions of learning, and perception of inquiry learning skills scores, both on cognitive and affective levels. Another study conducted by Suphi and Yaratan (2016) in addition looks at and focuses on the effects of Discovery Learning and student assessment on academic success. The finding showed that the results indicated higher the use of Discovery Learning during the course the lower the course grades were found to be. In addition, the higher the cognitive level of learning (e.g., analysis, synthesis, and evaluation used by the instructor for the course, the lower the course grade achieved by the students. However, the research conducted in the national field by Firmansyah, Ikhsanudin, and Sadra (2021) focused on the use of the Discovery Learning Method to improve participants in answering reading comprehension questions. They used qualitative and quantitative analyses. In qualitative data analysis, they analyzed the displayed data and concluded. While in quantitative data analysis, they analyzed the data from the test which was calculated by the percentage of the student's participation during each cycle in three cycles. In the initial cycle, student participation was 21.30%. Meanwhile, in the second cycle, the participation of the students was 45.62%. In the last cycle, student participation was 60.60%. The findings show that the Discovery Learning method was effective in improving the students' participation in responding to the teacher's questions. Therefore, the discovery learning method could help the teacher in the teaching and learning process because this method encouraged students to learn actively.

In another research on Discovery Learning, Muliati and Syam (2020) focused on promoting Discovery Learning Method for EFL students in reading comprehension. This research aims to examine the impact of the Discovery Learning method and to know the significance of the Discovery Learning method on students' reading comprehension. The finding revealed that before applying the Discovery Learning method students have difficulties in answering reading comprehension tests. Meanwhile, after giving treatment and distributing post-test, the students' reading skills increased significantly. However,

the student's resource issues are dominated by the difficulties in reading English, the limitation of vocabulary that they have, and the strategies that the teacher used in teaching and learning reading. In addition, the research by Musdalifah (2021) focuses on the effect of the Discovery Learning Method on students' Reading Comprehension. This study used a quasi-experimental time-series design to collect research data using pre-test and post-test. The results of this study revealed the average post-test value of the experimental class was higher than the average value of the pre-test of the experimental class. It is understood that the Discovery Learning Method has a significant influence on students' ability to read analytical exposition texts, between students after being given the treatment of the Discovery Learning Method in reading comprehension and have not been given treatment. Which research conducted by Musdalifah has similarities with this research, but still has differences regarding research design, research samples, and also research locations. Which also means it will produce different findings as well.

This paper focuses on applying a method of learning English to improve students' reading comprehension. Also, researchers want to see students' perceptions of using the Discovery Learning Method. Concerning the background of this study, two specific research questions were formulated in this study:

1: Does the use of the Discovery Learning Method effective in improving students' reading comprehension for Eleven grades at SMAN 2 Baubau?

2: What is students' perception of developing reading comprehension with the Discovery Learning Method?

Method

This research applied a pre-experimental research design with a one-group pre-test and post-test which focuses on improving students' reading comprehension by applying the Discovery Learning Method and looking at students' perceptions regarding the use of the Discovery Learning Method in learning English in class. According to Darmadi (2011), the experimental method is a method that seeks to create causality, where the researcher plays (manipulates) at least one independent variable and observes its effect on a dependent variable. In line with it, Gay cited in Emzir (2012), stated that experimental research is the only research method that can correctly test hypotheses regarding causal relationships (cause and effect). Data were collected from 1 to 29 September 2022 with a total of eight meetings in the learning process because it applied the six phases of the Discovery Learning Method. Data analysis for tests (pre-test and post-test) using two methods, the first is Descriptive statistics by describing the data that has been collected. Descriptive statistics include data presentation through tables, such as

mean, standard deviation, calculation of the N-Gain score, and completeness standards of student learning outcomes score (KKM). The second way is inferential statistics which includes a normality test and also a t-test (paired sample t-test). Furthermore, the analysis of the questionnaire is by calculating the frequency and percentage of students' perceptions of using the Discovery Learning Method based on four indicators adapted from Tampubolon (2017), namely the benefit, the interest, the activities, and the implementation. Investigations in the form of administering tests (pre-test and post-test) and questionnaires were included in this study to maintain the robustness of the data collection process. To accomplish this study, students of Class XI Science 2 at SMAN 2 Baubau as much as 36 students were selected from the cluster random sampling technique as participants, they were given a pre-test on the narrative text at the initial meeting before the treatment was implemented, then the Discovery Learning Method was applied by detailing six phases at each meeting among others are; stimulation, problem statement, data collection, data processing, validation, and generalization. After all the processes of applying the methods have been carried out, the next step is administering the post-test, and finally distributing the questionnaires to assess students' perceptions of the use of the Discovery Learning Method in the English learning process, especially reading comprehension.

Results

The results of this research consisted of two parts: (1) the students' reading comprehension after giving the treatment; and (2) the students' perceptions of the development of reading comprehension with the Discovery Learning Method.

a. The Effect of the Discovery Learning Method on Students' Reading Comprehension

The results of the calculation of the mean value between the pre-test and post-test to determine the effect of applying the Discovery Learning Method to improve students' reading comprehension can be seen in that students' overall test scores before and after being given treatment increased in the number of 10.47 points in the average score on the pre-test and post-test results, but if you want to break down students' abilities based on their level of understanding, it can be concluded that on average, students' understanding in Class XI Science 2 at SMAN 2 Baubau is still at the literal level, while understanding at the inferential and critical levels shows only slight progress.

The test used to measure the effectiveness of the Discovery Learning Method in improving students' reading comprehension was the N-gain score. Hake (1999) stated that N-Gain is a rough measurement of the effectiveness of a course to improve conceptual understanding (normalized average gain).

Table 1
N-Gain Score

Descriptive			Statistic	Std. Error
N-Gain	Mean		34.5673	1.63937
	95% Confidence Interval for Mean	Lower Bound	31.2392	
		Upper Bound	37.8954	
	5% Trimmed Mean		34.7242	
	Median		36.0185	
	Variance		96.751	
	Std. Deviation		9.83620	
	Minimum		14.81	
	Maximum		50.00	
	Range		35.19	
	Interquartile Range		15.34	
	Skewness		-.223	.393
	Kurtosis		-.836	.768

Table 1 shows that the mean N-gain score for students was 34.5673. The score was categorized into the medium category because it is in the range score 31-70%, which indicated that the Discovery Learning Method had medium effectiveness to improve students' scores from pre-test to post-test.

After conducting a descriptive statistic of the data analysis, the next test used is a parametric test. This study used a normality test to determine whether the data is normally distributed. The test results can be seen as follows:

Table 2

Tests of Normality						
	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	Df	Sig.
Pre-test	.168	36	.011	.896	36	.003
Post-tests	.153	36	.032	.943	36	.065
a. Lilliefors Significance Correction						

In this research, Kolmogorov-Smirnov test values had been taken as the major determinant of the normal distribution. Based on calculations using SPSS 25 can be seen the significance value of the pre-test was sig (0.011) > 0.05 and Post-test was sig. (0.032) > 0.05 so it can be concluded that the data pre-test and post-test were normally distributed.

The next test is the t-test were used in this study is the paired sample t-test, which is a comparison test to see if there is a significant average difference between before and after being given treatment the result of paired sample t-test can be seen in the table below:

Table 3

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre-test – Post-test	-12.47222	5.11293	.85216	-14.20219	-10.74226	-14.636	35	.000

<div align="center">Paired Samples Test</div>

Based on the table above the paired sample test result shows that the value of sig. (2-tailed) is 0.000 < 0.05. It can be concluded that there is a significant difference between the results of learning English in reading comprehension as seen from the results of the pre-test and post-test data. So, it can be concluded that there was a significant improvement in students' reading comprehension by implementing the Discovery Learning Method among the Eleven-grade (XI Science 2) students of SMAN 2 Baubau.

The last test is students' completeness of learning outcomes (KKM) intending to describe students' comprehension of narrative text material after the Discovery Learning Method was applied.

Table 4
Completeness of Student Learning Outcomes after the Discovery Learning Method (Post-test) is Applied based on KKM

Score	Categorization	Frequency	Percentage (%)
X < 76	Not Completed	13	36%
X ≥ 76	Completed	23	64%

Table 2 shows that of the 36 students who took the test (post-test) after learning with the Discovery Learning Method, 23 students or 64% of them scored above the KKM and 13 students, or 36% of them scored below the KKM.

b. Students' perceptions of developing reading comprehension with the Discovery Learning Method

Students' perceptions of the implementation of the Discovery Learning Method in improving students' reading comprehension were measured by distributing questionnaires to 36 students in class XI Science 2 at SMAN 2 Baubau. The results of the student perception questionnaire analysis can be classified into four main indicators adopted from Tampubolon (2017): the benefit, the interest, the activities, and the implementation. Tables 5,6,7 and 8 below provide details of the findings:

Table 5
Students' Perception of the Benefit of Discovery Learning

No	Statements	SA	A	N	D	SDA
		f (%)	f (%)	f (%)	f (%)	f (%)
1	The Discovery Learning method increases my curiosity to find some information in books	8 (22.2)	23 (63.9)	8 (13.9)		
2	The Discovery Learning method helps me find vocabulary by reading books/texts	21 (58.3)	12 (33.3)	3 (8.3)		
3	The Discovery Learning method develops my grammar understanding	13 (36.1)	19 (52.8)	3 (8.3)	1 (2.8)	
4	The Discovery Learning method improves my pronunciation/fluency in reading texts/books	16 (44.4)	14 (38.9)	3 (8.3)	2 (5.6)	1 (2.8)

No	Statements	SA f (%)	A f (%)	N f (%)	D f (%)	SDA f (%)
5	The Discovery Learning method improves my critical reading skills	9 (25.0)	18 (50.0)	8 (22.2)	1 (2.8)	
6	The Discovery Learning Method motivates me to improve my reading comprehension.	15 (41.7)	15 (41.7)	6 (16.7)		
7	The Discovery Learning method builds my reading comprehension.	6 (16.7)	15 (41.7)	13 (36.1)	2 (5.6)	
8	The Discovery Learning method makes me more serious about reading comprehension material	10 (27.8)	21 (58.3)	5 (13.9)		
N		36				

The first indicator is the Benefits of using the Discovery Learning Method, the result from the percentage of the Discovery Learning method students' curiosity to find some information and their critical thinking was improved, it also helps students get a new vocabulary which develops their grammar as well, by reading a text help them to have good pronunciation, and the Discovery Learning motivates, builds, and makes them more serious in reading comprehension. This is evidenced by the high value of the frequency and percentage of the first statement on the indicator of the benefits of applying the discovery learning method which is equal to 23 (63.9%).

Table 6
Students' Perception of the Interest in Using the Discovery Learning

No	Statements	SA f (%)	A f (%)	N f (%)	D f (%)	SDA f (%)
1	I was assigned to find some information by reading books/texts	21 (58.3)	9 (25.0)	5 (13.9)	1 (2.8)	

No	Statements	SA f (%)	A f (%)	N f (%)	D f (%)	SDA f (%)
2	I share findings from texts/books and share them with my friends during the lesson.	5 (13.9)	9 (25.0)	19 (52.8)	2 (5.6)	1 (2.8)
3	I convey my findings from texts/books through presentations	10 (27.8)	10 (27.8)	13 (36.1)	2 (5.6)	1 (2.8)
4	I am interested in forming groups to discuss with friends about reading.	12 (33.3)	14 (38.9)	9 (25.0)	1 (2.8)	
N		36				

Then, the second indicator is Interest in using the Discovery Learning Method, based on the result of the percentage of the Discovery Learning method students are interested to find information by reading a text/book and sharing what they got with their friends in class, they also express their findings through presentations, and they are interested in forming and discuss in a group as well. This is evidenced by the high value of the frequency and percentage of the first statement on the indicator of the interest in applying the discovery learning method which is equal to 21 (58.3%).

Table 7
Students' Perception of the Activities on the Discovery Learning

No	Statements	SA f (%)	A f (%)	N f (%)	D f (%)	SDA f (%)
1	I always conclude ideas after reading texts/books	13 (36.1)	16 (44.4)	6 (16.7)	1 (2.8)	
2	I collect some words/sentences that I don't understand from a text or book.	15 (41.7)	18 (50.0)	2 (5.6)	1 (2.8)	
3	I find and use techniques in reading	11 (30.6)	14 (38.9)	10 (27.8)	1 (2.8)	

4	I was allowed to share my findings from the book/text	8 (22.2)	18 (50.0)	7 (19.4)	3 (8.3)	
N		36				

Next, the third indicator is the Activities of Discovery Learning, based on the result of the percentage of the Discovery Learning method student's activity was run smoothly and followed what is expected such as they concluded after reading a text, writing down a new vocabulary they don't even know before, using their technique, and they actively shared their ideas/opinions from the text. Where each statement (statement four and statement two) has the highest number of frequencies and percentages 18 (50%), this means that the application of the Discovery Learning Method affects students' activities in learning English, especially in reading material.

Table 8
Students' Perception of the Implementation of Discovery Learning

No	Statements	SA F %	A f %	N f %	D f %	SDA f %
1	The Discovery Learning method can be applied to reading comprehension materials	15 (41.7)	19 (52.8)	2 (5.6)		
2	In reading comprehension materials learning to read through discovery learning makes it more active	12 (33.3)	16 (44.4)	6 (16.7)	2 (5.6)	
3	The Discovery Learning method should be used in all English reading classes	17 (47.2)	14 (38.9)	5 (13.9)		
4	The best way to improve my reading skills is to use the Discovery Learning method.	19 (52.8)	14 (38.9)	3 (8.3)		
N		36				

Then, for the last indicator, the Implementation of the Discovery Learning Method, based on the result of the percentage of the Discovery Learning method student's perception shows they agreed this method can be applied to reading comprehension material, used in all English classes, and they believed this method improved their reading skill. This is shown based on the frequencies and percentages of statement one 19 (52.9%) and statement four 19 (52.9%).

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Discussion

The finding of this research showed a significant difference between the mean score of the pre-test and post-test after the treatment was conducted. This finding supported several previous studies such as Wijayanto (2010) says that Discovery Learning Method can be used to improve students' ability because Discovery Learning Method is a learning method that develops students in being active and able to solve problems, learning independently, and the result of it can be memorized in a long time. Muliati (2020) also stated that the use of the Discovery Learning Method in presenting the reading comprehension materials improved students' achievement significantly and can enhance the students' literal reading comprehension. Furthermore, the use of the Discovery Learning Method can develop the students' interpretive comprehension.

In terms of the students' perceptions of the Discovery Learning Method, the result of the research showed that the percentages based on the main indicator aspect are: benefit (63.9%) of them agreed, interest (58.3%) of them strongly agreed, activities (50%) of them choose agreed, and implementation (52.9%) choose agreed. It can be concluded that the average score of students is choose agreed with the questionnaire.

The Discovery Learning Method are an effective method to make the students have long-term knowledge through self-discovery and develop their insights. Besides that, it can improve students' ability to identify a problem and find a solution well as is the case in learning English, especially in reading comprehension with the narrative text as learning material students can understand and identify the generic structure of narrative text to the language feature. Hosnan (2014) stated that Discovery Learning is a method of developing active ways of learning by self-discovery and self-investigation, so the results obtained will last a long time in memory. Through the Discovery Learning Method, students can also learn to think analytically and try to solve their problems. Students are also encouraged to learn largely through their active involvement and experience with their concepts and principles. In addition, Suherti and Rohimah (2016) argued that Discovery Learning could guide students to be active in learning activities, and students understand the subject matter correctly because they experience the process of finding it themselves. Something that is obtained in this way is remembered longer, finding it alone gives rise to a feeling of satisfaction. This inner satisfaction encourages wanting to make more discoveries to increase their learning interest. Students who gain knowledge with Discovery learning will be better able to transfer their knowledge to various contexts. This learning trains students to learn more on their own.

Conclusion

It can be concluded that the application of the Discovery Learning Method can improve students' reading comprehension in class XI Science 2 at SMAN 2 Baubau. This can be seen from the students' average score on the post-test (76.9) which is higher than the pre-test (64.4). This study also found that on average students responded to the agreed answer choices to the questionnaire that had been given by the researcher, with a percentage score of benefits (63.9%), interest (58.3%), activities (50%), and implementation (52.9%). Students believe this method can be applied to reading comprehension material, and used in all English classes, and they believe it improves their reading skills. Based on these findings, this study shows that the Discovery Learning Method can be used by English teachers as a good alternative method to improve students' reading comprehension in class. In this study, the researcher also looked at student perceptions in implementing the Discovery Learning Method using only four indicators, of course, this could still be a new step to be able to see student perceptions with other indicators. Such as with the personality of the respondent could be seen from the side of extroverted personality and it is hoped that this will become a useful recommendation for the future researcher.

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