The Effect of Discovery Learning Method Towards Students' Reading Comprehension on Analytical Exposition Text in SMA N 1 Payung Sekaki

Shinta Liberta[1], Irwandi[2], Eliza[3], Merry Prima Dewi[4]
[1,2,3,4] *Universitas Islam Negeri Sjech M.Djamil Djambek Bukittinggi, Indonesia*
Corresponding Author: ✉ tsintaliberta6@gmail.com

ABSTRACT	

This research was aimed at finding out the effect of using discovery learning method toward student's reading comprehension on analytical exposition text in SMA N 1 Payung Sekaki. The rationality of this research was based on the student's problems in reading comprehension when learning English. First, Students have difficulties in comprehending analytical exposition text. Second, students do not understand the material analytical exposition text. Third, students have lack of motivation in learning This research employed quantitative method. In this research, the researcher used quasi-experimental research design by comparing two classes. The sample of this research was the 11th grade students at SMA 1 Payung Sekaki. The research instrument of this research was reading test, which were tested for pre-test and post-test. The data was analyzed by using SPSS 22. The result of the research indicated that there was significant effect of students reading comprehension between the students who were taught by using discovery learning method and without using discovery learning method. It can be seen from the calculation of the data in one sample t test and paired sample t-test it showed the significance of 2-Tailed was $0,000 < 0,05$ so that Ha was accepted and Ho was rejected. It can be concluded, there is significant effect of using discovery learning method.

Key Word	*Reading Comprehension, Analytical Exposition, Discovery Learning Method.*
How to cite	http://pusdikra-publishing.com/index.php/jsr
Doi	10.51178/jsr.v5i2.1832

INTRODUCTION

One of the genres of text which must be comprehended by the students in Senior High School is analytical exposition text. Analytical exposition text is a text which explains the phenomenon or problem comprehensively by using arguments that support the idea of the text. The main function of an analytical exposition text is to tell and convince the reader that the issues raised are important. The aim of studying analytical exposition text, is to lead students to think critically and present their arguments well. Analytical exposition text is a text that elaborated the writer's idea,

point of view argument about a problem surrounding , Maria (2014). The urgency of teaching analytical exposition text for Senior High School is to try to convince the readers that the topic presented is an important topic to be discussed, so the reader can understand or can catch the meaning conveyed by the author himself. In analytical exposition text does not only contain one argument, but can contain several arguments that have the same purpose.

There are three main indicators of measuring the students' comprehension on analytical exposition texts. Firstly, students are able to analyze the linguistic elements of the exposition text, starting from pronouns, conjunctions, adverbs, terms, and standard words. Secondly, students can understand the structure of the text starting from thesis, argumentation, and reaffirmation. Students can analyzethe linguistic elements of the exposition text, starting ideas and facts. Then find sentences and arrange them randomly. Thirdly, students are expected to be able to read the exposition text aloud in front of the class, so that students' reading skills in text can increase, with correct pronunciation, students can also create their own exposition text that expresses their views. Students can show good responses related to learning activities and student activities are also directed to achieve analytical exposition learning activities.

Problems encountered in teaching analytical exposition text are the teacher said that the students still have inadequate vocabulary. In addition, analytical exposition text students have difficulties with reading text, students are lazy when reading texts, there are some students not interested in learning, students do not understand the material analytical exposition text, students are not fluent in reading text. This is indicated by the researcher interview with the English teacher Mrs. Zaitis Nagesfion 24th September at SMA N 1 Payung Sekaki. According to Brown (2003)Teaching reading has an important effect for students and can increase their knowledge of outside the world of education. It is supported by Brown that reading is important for students and the most essential skill for success in all educational contexts. Reading comprehension is complex intellectual process that includes two main abilities, namely: mastery of the meaning of words and the ability to think about verbal concepts, SomadayoSamsu (2011). Among the most important tasks in the learning process is to bring out the motivation in the students and to build learners' character so that the goal the purpose of learning can be achieved in totality (Irwandi,2017). It is because students' success in exams depends on students' comprehension of reading.

There were some crucial problems related to the teaching and learning of analytical text. Firstly, the students find the difficulties when learning analytical exposition text because they don't understand the materials analytical exposition text. The students said that the students' difficulty understanding reading because they lack vocabulary. This problem is caused by students who are lazy to read, so it is difficult to express their ideas. Secondly, students do not understand the material analytical

exposition text. This problem is caused by lack of knowledge and interest in students in reading texts, because students feel lazy to learn. When learning, students are just silent and not focused on listening to the teacher explanation. So that students do not understand the material taught by the teacher. Thirdly, students are lazy when reading texts there are some students not interested in learning. The students said that the students are lazy to read the text because they do not understand the text and they are not fluent when reading English text. This statement is based on the result of interviews with seven students in the eleventh grade on 24th September of SMA N 1 Payung Sekaki,the type of interview that the researcher conducts is a structured interview.

One of the recommended techniques for teaching reading is the discovery learning method. Discovery Learning is involved in the teaching and learning process so that the students can understand the text. The strength of the discovery learning method, discovery learning is more realistic and meaningful, delivery of discovery learning using activities and experiences directly. The grand theory of Discovery Learning was pioneered by Contructivism theory, in which the idea of contructivism theory is that students actively build their own knowledge. Discovery learning theory was first pioneered by Piaget, Brunner, Seymour paper. According by Sari defined Discovery learning is the effective strategy in teaching reading comprehension in which the facts or the contents of the topic are not given by the teacher in the beginning of the lesson directly, but it must be discovered by the learners through observing and experimenting activities, Sari M Abdurrahman (2019). Discovery learning helps students learn how to learn to be active in listening, speaking, reading, seeing and thinking, Jamil (2017). Discovery learning is necessarily applied in the teaching and learning process so that the students are able to understand the text, especially analytical exposition text. It also interests the students during the learning reading process. According to Brunner, discovery learning theory is a process where students can understand meanings, concepts, and relationship through the process of intuition, until finally they can find a conclusion that is adapted to students cognitive development, Buto (2010).

Based on the view above, the discovery learning method has been recommended by experts to be used for teaching reading. Can the discovery learning affect students the reading comprehension skill in SMA N 1 Payung Sekaki.

RESEARCH METHODE

The researcher will use quasi experimental research. Gay also ad that an experimental typically involves two group (two classes), an experimental group and a control group, LR.Gay (2000). The experimental group and control group were given the same test. The researcher will give pre-test and post-test to the control group and experimental group, but the researcher only do treatment to the experimental group.

After treatment for twice times face to face instruction, the researcher give post-test. The test will do in order to know the students improve reading comprehension after the researcher finished doing the research.

The sample of this research is 41 participants, separated into 2 groups, XI MIPA 1 as a control class which is consist of 21 students and the XI MIPA 2 as experimental class which is consist of 20 students. The researcher decided to select two classes to be sample in this research based on this statement; The researcher chose classXI MIPA 1 and XI MIPA 2 as the sample because there are some consideration on it. First, class XI MIPA 1 and XI MIPA 2 have some problems and difficulties in their reading comprehension. Those problem were stated after the researcher interviewed English teacher. Second, both of these had the same level of students' reading comprehension text.

The instrument used to acquire the data from the students is a reading test. There are two kinds of test, that are pre-test and post-test. the researcher gave pre-test and post-test to identify the effect of Discovery Learning method in experimental class. However, the researcher gave usual treatment in control class. The pre-test is used to know the students' reading comprehension at the beginning and post-test used to know the development of the students' reading comprehension after applying Discovery Learning method. The researcher analyzed the data. It can be define as the process of analyzing data require from the result of the research. To get the score, if students is correct, so the students will get 1 point. If students is wrong, so the students get 0 point. The score of students achievement will calculate by using this formula, Suharsimi Arikunto (2007).

RESULT AND DISCUSSION

The data of this research was gotten based on the research that had been done. First, the researcher gave the try out test to find out the validity and reliability of the test at XI IPS 1. Then, the data was gained from pretest and posttest given to both of the class experimental and control class. The researcher chose class XI IPA2 as control class which consist 20 students, and XI IPA1 as experimental class which consist 18 students. They were the students of the eleventh grade of SMA N 1 PAYUNG SEKAKI. The researcher gave the tryout test on 25 Mei 2023. There were 27 students involved in try out test. Based on the tryout test, there are 20 multiple choices.

Tabel 1.
Test Normality

Tests of Normality							
kelas					Shapiro-Wilk		
					Statistic	df	Sig.
hasil	1	0,264	18	0,002	0,815	18	0, 166
	2	0,322	20	0,000	0,757	20	0,145
	3	0,292	17	0,000	0,776	17	0,070
	4	0,212	19	0,024	0,906	19	0,063
a. Lilliefors Significance Correction							

Based on of Shapiro-Wilk test output result on SPSS as in table above. The normality test result was found in pretest of experiment class 0,815 and for post-test class was 0,776. While in pretest control was found 0,757 and posttest control was found 0,906. Based on the explained above that all of the data in the experiment and control class was higher than 0,05 so it can be concluded that all of the data were normally distributed.

After the researcher calculated the normality of the data, the researcher calculated the homogeneity of it. Both of homogeneous and heterogeneous began to be calculated using SPSS 26 program. The result of the homogeneity test will be explained below:

Tabel 2.
Test of Homogeneity

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
hasil	Based on Mean	2,732	3	70	0,050
	Based	1,698	3	70	0,175

	on Median				
	Based on Median and with adjusted df	1,698	3	40,836	0,182
	Based on trimmed mean	2,268	3	70	0,088

Based on output result on SPSS as in table above. The homogeneity test result was found in pretest of experiment class 0,050 and for post-test class was 0,182 While in pretest control was found 0,175 and posttest control was found 0,088. Based on the explained above that all of the data in the experiment and control class was higher than 0,05. So it can be concluded that the value was higher than 0,05. It means that Ha was accepted or the instrument was homogeneous.

The researcher began to compare to post-test scores of the students from 2 class (experimental class and control class) which consisted of the means score, the highest score, the lowest score, sum of score after being taught by used discovery learning. After that, the researcher examined the score of each class form the students score was getting lower, mutual, different, or higher.

Discussion

Reading comprehension is a reading skill that is on a higher order. Reading comprehension is reading cognitively (read to understand). In reading comprehension, the reader is required to able to understand the content of the reading. Based on several definitions of reading understanding that has been conveyed above, it can be concluded that reading Understanding is a complex thought process that includes the ability mastery of meaning and the ability to think about verbal concepts. For this reason, the teacher should find some effective method to improve reading comprehension. One of the method that might be used to improve students reading comprehension is by using discovery learning method.

One of the recommended techniques for teaching reading is the discovery learning method. Discovery Learning is involved in the teaching and learning process so that the students can understand the text. The strength of the discovery learning method, discovery learning is more realistic and meaningful, delivery of discovery learning

using activities and experiences directly. The grand theory of Discovery Learning was pioneered by Contructivism theory, in which the idea of contructivism theory is that students actively build their own knowledge. Discovery learning theory was first pioneered by Piaget, Brunner, Seymour paper. As Sari defined Discovery learning is the effective strategy in teaching reading comprehension in which the facts or the contents of the topic are not given by the teacher in the beginning of the lesson directly, but it must be discovered by the learners through observing and experimenting activities, Sari M Aburrahman (2019). Discovery learning is necessarily applied in the teaching and learning process so that the students are able to understand the text, especially analytical exposition text. It also interests the students during the learning reading process.

To sum up, the used of discovery learning method an effective method that can be used the teacher in teaching reading. in other word, it means that the discovery learning method is useful and can help the teacher and students achieve the aim of teaching learning process, especially in teaching and learning reading in analytical text. It can be concluded that the discovery learning method is useful method in helping the students to improve their reading comprehension.

CONCLUSION

Based on finding and discussion of the research about the effect of discovery learning method toward students reading comprehension on analytical exposition text at 11th grade in SMA N 1 Payumg Sekaki the researcher concluded that: There is significant effect from experimental class after taught by using discovery learning method toward students reading comprehension on analytical exposition text. It can be seen in from their posttest between experimental and control class. There is significant difference in score posttest of both classes that were experimental class and control class of student's reading comprehension between students' were taught by using discovery learning method and without using discovery learning method.

REFERENCES

ArikuntoSuharsimi. (2007). *Dasar-DasarEvaluasiPendidikan, ed 17.* Jakarta: BumiAksara.

Brown, H.D (2003). *Language Assessment.*San Francisco: Pearson Longman

Brunner, (2012).*Praxis II Principles of Learning and Teaching 2nd Edition.* United States of America

Buto Z. A. (2010) *Implikasi Teori Pembelajaran Jerome Brunner Dalam Nuansa Pendidikan Modern.* Millah, ed 55-69.

Gay LR.. (2000).*Educational Research: Competencies For Analysis and Application*. New York: Merril publishing company.

Irwandi, (2017). *Desain pembelajaran bahasa Inggris bermuatan motivasi dan karakter.* Bukittinggi.

Jamil Suprihatiningrum, (2017)*Strategipembelajaran*. Yogyakarta: Ar-Ruzz Media) 244-254.

Maria Gina Veranda, (2014). *Teaching Learning Reading Comprehension on Analytical Exposition Text by using MultipasStrategy.*Tanjungpura University Pontianak.

Sari, M., &Abdulrahman, T. R. (2019).*Discovery Learning (Dl) Strategy On Students Reading Comprehension In Report Text*. Lingua, 15(1), 19-26.