

## **The Implementation of Discovery Learning Method to Improve the Seventh Grade Students' Reading Comprehension on Descriptive Text: A Classroom Action Research**

**Carolina<sup>1</sup>, Masagus Firdaus<sup>1</sup>, Hanni Yukamana<sup>1</sup>**

<sup>1</sup>Universitas PGRI Palembang, South Sumatra, Indonesia

Corresponding author e-mail: [nizham4@gmail.com](mailto:nizham4@gmail.com)

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**Abstract:** The purpose of this research is to describe the Discovery Learning Method to improve the reading comprehension on descriptive text. The problem is whether the strategy of Discovery Learning Method can improve the seventh grade students' reading comprehension on descriptive text at SMPN 1 Muara Sugihan. This research applied classroom action research conducted in three cycles, each of which consisted of four stages: planning, implementing, observing, and reflecting. Participants of this research were 26 students, consisting of 13 (50%) boys and 13 (50%) girls. Indicators of success are set when at least 85% of the students achieve mastery learning after Discovery Learning Method is applied. Result show (1) the average classical achievement in the first cycle was 69.43, in the second cycle was 82.5, and in the third cycle was 92.12; (2) the students' participant in the first cycle was achieved by 15 (58%) students; in the second cycle was achieved by 18 (69%) students; and in the third cycle was achieved by 24 (92%) students. This means that the results of each cycle show an improvement. So that the Discovery Learning Method has been successful in improving students' reading comprehension on descriptive text.

**Keywords:** Classroom Action Research, Descriptive Text, Discovery Learning Method, Reading Comprehension.

### **A. Introduction**

English which is one of the most important languages in the world is the proof that language has that power. Huge number of speakers is spread all over the world, either as a first language, second language or foreign language. And in Indonesia, English is the most important foreign language that must be studied. The term foreign language is different from a second language. A foreign language is a language that is not used as a means of communication in a particular country where the language is taught. While the second language is the language that is not the main one but it is one of the language mostly spoken in a certain country.

Watkins (2005) explained that English is a common language but not a first language. It means that no one particular variety of English is intrinsically better than any other

and English language teachers can come from any linguistic background. For the reason that, Indonesian applies it as the first foreign language that must be studied by the students.

However, among the four skills, reading is considered as the most important skill. Based on the current curriculum 2013 in Indonesia, the students are not only expected to be able to communicate both in written and oral language fluently and accurately, but they are also expected to understand some kinds of functional written texts (Departemen Pendidikan Nasional, 2013). Based on the curriculum, students in Junior High School will get many reading texts in their examination. Therefore, the ability in reading plays a significant role for them. Simaibang (2017) stated that reading is categorized a receptive skill that is concerned with the ability to apprehend the meanings of the written materials.

The main skill to reach a successful study is through process of reading. Students who confine themselves in the materials that their teachers give in the class will not be successful expect they do some efforts like reading many references. The more students read, the more knowledge they get. Through reading, students actually build vocabulary for English lessons. it is realized that reading skill or reading activity will open knowledge widely and give more vocabulary and information.

At least five reading materials related to monolog texts procedure, descriptive, recount, narrative, and report text. There are five different forms of text to read in junior high school: descriptive, recount, narrative, procedural, descriptive, and report text. They should each offer language features, general organizational principles, and social functions.

Students in the first year of Junior High School have to master of descriptive reading text (*Departemen Pendidikan Nasional, 2013*) whereas some other texts is taught in eighth and nineth class. Descriptive text tells about something or person to be described. It is line with Wardani et al., (2014) stated that descriptive text is a kind of text with a purpose to describe a particular person, place or things in detail.

Based on the writer's observation and test at SMPN 1 Muara Sugihan, the result of reading test at seventh grader showed that most of the students got lower scores under the passing grade and the passing grade is 72. The scores of the students got from written test which was done by the teacher. KEMENDIKBUD (2017:52) stated that a written test is a test used for measuring cognitive skills. The researcher found students' reading assessment in the preliminary study who got score more 72 were only 5 students, and the other students got less than KKM from totally 26 students in the class. It means many students got under the minimum passing grade (KKM:Kriteria Ketuntasan Minimal) of reading. Moreover, the direct observation previously done in the class when the teacher reviewed the lesson by giving the some

questions concerning reading comprehension, only few of them could answer those questions and the others remained silent.

Based on the data above, it is also noticed that the seventh graders at SMPN 1 Muara Sugihan found difficulties to comprehend the content of the reading text. Most students still face difficulties dealing with reading text where English as their foreign language related to the preliminary observation. The unsatisfactory results of the students reading comprehension were caused by several following factors. First, most of the students did not know the meaning of many words found in the text. Second, students were not able to comprehend the content of the texts. Third, long sentences in the text often made students confused in understanding descriptive text. Fourth, the teacher still used a conventional teaching method. Finally, students got unmotivated to do it. It was not effective enough to promote language acquisition. All the problems need to be solved because they gave an impact on students' low reading achievement.

The researcher wants to introduce a method that can be used by teachers to improve their students reading comprehension by using discovery learning method and will conduct a classroom action research. According to Joy (2014), the discovery-based learning approach greatly aided in the efficient instruction and learning of physics. This is reinforced by Mayer's (2004) explained that the discovery learning method is a teaching strategy to increase students' involvement in the learning process by having them respond to a series of questions or work through a problem that introduces a broad concept. In discovery learning method, the teaching learning process will be focused on the students rather than the teachers, thus students will be more engaged and apply their first and experience through observation during the teaching learning activities. Students will gain from utilizing the discovery learning method when reading. It significantly improves their ability to answer questions based on textbook information, and the advantages are sustained over time.

Based on the reasons above, the writer was interested in doing the research entitled "The Implementation of Discovery Learning Method to Improve the Seventh Grade Students' Reading Comprehension on Descriptive Text: A Classroom Action Research". The objective of the classroom action research is to find out whether or not discovery learning method can improve the seventh grade students' reading comprehension on descriptive text at SMPN 1 Muara Sugihan.

## **B. Literature Review**

According to Minister of Education and Culture Regulation number 22 of 2016 concerning Process Standards, using 3(three) learning models in implementing the curriculum is expected to form scientific and social behavior and develop a sense of curiosity. The three models are: (1) the learning model through Discovery/Inquiry learning, (2) the Problem-based Learning (PBL) model, (3) the Project-based Learning Model (PJBL). Apart from the 3 models listed in Minister of Education and Culture

Regulation Number 22 of 2016, teachers are also allowed to develop learning in class using other learning models, such as Cooperative Learning which has various methods such as: Jigsaw, Numbered Head Together (NHT), Make a Match, Think-Pair-Share (TPS), Example not Example, Picture and Picture, and others.

One of the teaching strategies that is sought after as best as possible with the teacher's direction is the discovery technique. active student participation in the mathematics learning process. The discovery learning method is described as a teaching strategy that prioritizes individual instruction, object manipulation, and experimenting before reaching broad conclusions ( Ratnawati, 2021). The discovery learning method is a mental process that translates discovery; pupils are left to find themselves, with the teacher simply offering direction and instruction. This facilitates the learning process for both teachers and students, making learning more significant (Roestiyah, 1991).

Jerome Bruner proposed the Discovery Learning Method (DLM) in 1915 as an example of inquiry-based learning. Bruner emphasized the significance of "doing as you learn." In this method, rather than merely absorbing knowledge, students actively participate in their education. Students interact with their environment through examining and experimenting with objects, discussing problems and disagreements, and conducting experiments. They are urged to reflect, reason, hypothesize, speculate, work together, and communicate with others. They get more comfortable using prior information and build confidence while addressing problems. The discovery learning method acknowledges that all students have some prior knowledge that they may be able to apply to the current subject at hand rather than seeing a student as an empty vessel to be filled with knowledge by a teacher.

### **The Advantages of Discovery Learning Method**

The following are a few of the advantages of the discovery learning method, according to Suherman et al (2001): 1) Students understand the actual teaching materials because they have their own method for finding it; 2) Students actively participate in learning activities because they think and use their capacity to discover the ultimate outcome. Something acquired in this way is much more likely to stick in memory; 3) The discovery itself provides a sense of accomplishment; 4) Students who learn through the invention method will be better able to transfer knowledge to different contexts; 5) This method encourages students to perform discovery again, resulting in increased interest in learning; f. This method encourages students to learn more about themselves.

### **The Activities of DLM Sintac**

The learner whose first language is not English will be exploring ideas rather than being told what to think, and because of a language barrier, they may not understand the concept. Since they participate actively in the process of learning as opposed to

being passive by standers, students are more likely to be on task when the discovery learning method is used. Syah (2004) stated that the use of the discovery learning method in the classroom requires adherence to some procedures, including:

1. Stimulation

At this moment, the teacher stimulates and encourages students to concentrate on the material they will be learning.

2. Problem Statement

Students now need to determine how challenging the topic is. The teacher gives the students advice on how to phrase the issue.

3. Data gathering

Students now have the opportunity to acquire as much pertinent data as they can in order to verify the veracity of the hypothesis.

4. Data processing

Data processing is an activity that entails the processing of information and data that students have gathered through various phases, such as interviews, observation, and so on, and then the information and data have been analyzed. Even if necessary, it is computed and interpreted with a specific level of assurance.

5. Verification

The teacher now guides the students in assessing if the problem was solved and whether the questions posed can be resolved or not.

6. Generalization (Drawing Conclusions)

The teacher assists the pupils at this stage in drawing a general conclusion that may be used to address any similar circumstances or problems, taking the verification results into account.

### **How to Successfully Implement the Discovery Learning Method in the Classroom**

A teacher must be adaptable, well-prepared, well-organized, and have understanding on how something is learned in class. It is educationally useful and it can inspire the students to pursue further studies in order to successfully implement the discovery learning method in the classroom. Young children who are naturally curious about their surroundings must be taught by teachers how to ask questions that will help them understand their surroundings.

Teachers must also be aware of their students' developmental status and how it affects how well they perform in a classroom. Although it could appear to be an ambitious aim, most educators are required to finish developmental psychology curriculum according to the age group they plan to teach.

Furthermore, teacher who use the discovery learning method cannot wait until a child has finished an activity before speaking to them. Instead, teachers engage in conversation with students to learn more about what they are doing, the questions they are asking, and how they can help them apply any new skills that may be needed

to solve problems and draw conclusions. The educator needs to be aware that there are different ways to go to the same place.

### C. Methods

The object of this study was the students seventh grade of SMPN 1 Muara Sugihan in the academic year of 2023-2024. The researcher used VII as her object of the research, because it was her own class under her responsibility. They were 26 students. They were consisted of 13 females and 13 males. They were involved as objects of this study. This study was done in SMPN 1 Muara Sugihan Kabupaten Banyuasin Sumatera Selatan. It took 3 (three) months to complete this classroom action research. The timeline of the inquiry started in August 3023 and ended in October 2023.

This classroom action research was done by the researcher and accompanied by a collaborator. The collaborator was a person who worked together with the researcher. She was an English teacher at SMPN 1 Muara Sugihan. She had teaching English for eight years. In order to improve the teaching process, the collaborator reviews, supports, and monitors the researcher's own teaching methods.

The benefits of action research include the fact that it focuses on your problems, not those of others. Second, action research can be carried out whenever you're ready and yields findings quickly. Third, action research allows educators the chance to improve their teaching strategies by better understanding them. Fourth, collaborative relationships with others can become stronger as a result of action research. Finally, and perhaps most importantly, action research provides educators with new angles and strategies for approaching educational issues and obstacles, as well as new ways to assess our own instructional strategies (Mertler, 2017).

Action research is generally divided into four stages: These four phases are currently as follows: The planning stage, the acting stage, the developing stage, and the reflecting stage are the first four stages (Kemmis & Taggart: 1988). Action research is frequently a cyclical, recursive process rather than a sequential one. Practitioner-researchers who engage in action research frequently find that they must complete some of the stages more than once or even in a different order.

The study's primary goal is to increase students' reading comprehension, hence it used as CAR, which concentrated on resolving problems that came up throughout the process of teaching and learning. The research conducted in three cycles. Up until 50% of the students met the Minimum Completeness Criteria, the first cycle completed. The last cycle ended when 85% of students met the Minimum Completeness Criteria, or 72, and the second cycle continued until 65% of students met the Minimum Completeness Criteria. Planning, doing, observation, and reflection make up each cycle. The outcome of the previous cycle served as a guide for the subsequent cycle.

Both quantitative and qualitative data kinds exist. Quantitative data are in form of the reading test. it used to know the students' reading comprehension from the first cycle to the next cycle. Qualitative data are gathered through students and teacher activity observation sheets. The observation sheet to observe the teacher was adopted from a workbook of school supervisor (kemendikbud, 2011) and modified by the teacher. The observation sheet for the students was used to observe students' participation during the teaching and learning process.

A reading test and observation were used to gather data. Information on how research was implemented and observed in order to assess students' learning achievement following the usage of the learning method; the test takes the shape of a description (Sugiyono, 2006).

## **D. Results and Discussion**

### **Research Findings and Implementation**

The researcher planned and made some preparation to accommodate what were needed by both the teacher and the pupils to create a fresh atmosphere and applied discovery learning method in teaching and learning process.

The researcher prepared teaching materials, media, and stages involved in instruction and learning, and the designs involved (1) planning, (2) applying action, (3) finding, and (4) doing reflection. When it reaches the expected results, the cycle is considered sufficient.

#### **Planning**

Planning is the first step in each cycle. The researcher planned the teaching and learning activities that consisted of the following steps: 1) preparation of learning and teaching material; 2) provision of lesson plan; 3) provision of students' worksheet; 4) Provision of students' observation sheet; 5) preparation of students' reading of recount text rubric assessment.

#### **Action**

The researcher applied teaching action on the basis of lesson plan of the classroom action research that had been prepared before. The teaching procedures based on the discovery learning method to implementing the discovery learning method to improve the seventh grades students' reading comprehension on descriptive text at SMPN 1 Muara Sugihan.

## Observation and Evaluation

The observation in the classroom had done using students' and teacher's observation sheet which had been provided beforehand in the plan stage. In this stage, the researcher conducted a test to find out the students' achievement in reading comprehension mastery, and the researcher asked the teacher-observer to observe the class condition while the students were taught by using the discovery learning method.

## Reflection

Reflection is done after the action. Kusumah and Dwitagama (2012) stated that reflection is muse about action which has done by the writer and collaborator re-plan for the next cycle. Reflection is a kind of the self evaluation so researcher asks herself about everything she had done and tries to answer herself.

## Discussion

This section discussed finding improvement in the reading comprehension on descriptive text through discovery learning method that could be seen from the research finding which showed improvement in every cycle from pre-condition to cycle 3. The students' scores always increase in every cycle. It can be seen from the following Table 1.

**Table 1. The Summary of the Students' Reading Comprehension Score Achievement**

No	Aspects	Pre-Condition	Reading' Achievement		
			Cycle 1	Cycle 2	Cycle 3
1.	Average	66.15	69.43	82.50	2395
2.	Classical Achievement	48%	58%	69%	92%
3.	Highest Score	85	90	100	100
4.	Lower Score	30	40	50	65
5.	Students got high passing grade	12	15	18	24
6.	Students got low passing grade	14	11	8	2

The table above shows the process of the students' improvement from pre-condition until cycle 3. From the students' reading achievement from pre-condition showed that the average is 66.15, classical achievement is 48%, highest score is 85, lower score is 30, students got high passing grade is 12 and students got low passing grade is 14 (Knapp & Watkins, 2005).

In cycle 1 the average is the average is 69.43, classical achievement is 58%, highest score is 90, lower score is 40, students got high passing grade is 15 and students got low passing grade is 11. In cycle 2 the average is 82.50, classical achievement is 69%, highest score is 100, lower score is 50, students got high passing grade is 18 and

students got low passing grade is 8. And the last in the cycle 3 showed that the average is 92.12., classical achievement is 9%, highest score is 100, lower score is 65, students got high passing grade is 24 and students got low passing grade is 2. The researcher also found the improvement students' participation and improvements' activities in cycle 1, cycle 2, and cycle 3. It is also shown in Table 2 and 3.

**Table 2. The Improvement of Students' Participation**

<b>The Result of Observation</b>	<b>Percentage</b>	<b>Improvement</b>
Cycle 1 - Cycle 2	38% - 69%	31%
Cycle 2 - Cycle 3	69% - 92%	23%

**Table 3. The Improvement of Teaching and Learning Activities**

<b>The Result of Observation</b>	<b>Percentage</b>	<b>Improvement</b>
Cycle 1 - Cycle 2	69% - 78%	9%
Cycle 2 - Cycle 3	78% - 86%	8%

## **E. Conclusion**

The research's main goal was to find out how the implementation of Discovery Learning Method can improve the seventh grades students' reading comprehension on descriptive text at SMPN 1 Muara Sugihan. Three cycles of the research were carried out, with three meetings in offline classrooms for each cycle to see whether or not Discovery Learning Method were effective at teaching reading comprehension on descriptive text.

Based on the results, the students' reading comprehension on descriptive text had significantly improved. The data indicated that in cycle 2 students' scores were higher than those in cycle 1. In comparison to cycle 2, cycle 3's scores were better.

So, after conducting the research of teaching reading to seventh grade at SMPN 1 Muara Sugihan in the odd semester of the 2023/2024 academic year, the result observation Discovery Learning Method in every cycle of this research, it can be concluded that Discovery Learning Method can improve students' reading comprehension on descriptive text. Where in each cycle there is an improvement in both children's enthusiasm for learning in class and improvements in their scores.

Discovery Learning Method can improve students' reasoning and free-thinking abilities. Train students' cognitive skills to find and solve problems and also student learning outcomes have a better transfer effect and knowledge will last a long time and be easy to remember.

Related to conclusion above: Especially in junior high schools, English teachers must look for methods that can attract students to be interested and enthusiastic in learning

English. There are many methods that can be used in the teaching and learning process in the classroom. One of which is discovery learning method that can be used in teaching and learning reading in the classroom. It was expected that the students used discovery learning method to improve their reading achievement when they learn reading. Their motivation to study should be strong. When teaching and learning activities are going on, they enjoy, happy, and are not passive to participate in the classroom. It means that there is interaction among students during reading activities will set the class more active and alive. The next researcher should be able to help students with difficulties so that they can understand the lesson easily. This study only focusses on implementation of the discovery learning method in reading comprehension on descriptive text. This method could improve the students' reading comprehension.

However, there were some obstacles when doing this research, like no enough times and thick smog in several area of Palembang. For the other researcher, should prepare the planning of the research before conducting the research and to use more sample of the text to obtain better result.

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