The Implementation of Discovery Learning Method at The Eleventh Grade of SMA Negeri 1 Gunungsitoli

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Abstrak

Pengajaran Bahasa Inggris yang sukses adalah tujuan utama bagi pendidik dan begitu juga pelajar bahasa. Penelitian ini mengeksplorasi implementasi metode pembelajaran discovery (penemuan) dalam Pengajaran Bahasa Inggris di kalangan siswa kelas sebelas di SMA Negeri 1 Gunungsitoli. Studi ini menggunakan metode pembelajaran penemuan dalam meningkatkan kemampuan berbahasa siswa dalam pemahaman bacaan melalui teks hortatory exposition. Metode penelitian yang digunakan adalah penelitian metode kombinasi yang menggabungkan dan mengintegrasikan metode penelitian kualitatif dan kuantitatif dalam satu penelitian. Temuan penelitian ini berkontribusi pada pemahaman tentang efek signifikan pembelajaran penemuan dalam pengajaran Bahasa Inggris, yang dibuktikan melalui perbandingan nilai siswa dalam pre-tes dan post-tes dengan rata-rata 64,1 menjadi 86,1 setelah penerapan metode pembelajaran penemuan. Selain itu, peneliti menyimpulkan bahwa metode pembelajaran penemuan mampu meningkatkan pemahaman membaca siswa.

Keywords: *Pembelajaran Penemuan, ELT, Pemahaman Bacaan*

Abstract

English Language Teaching (ELT) success is a paramount goal for educators and language learners alike. This research explores the implementation of the discovery learning method in English Language Teaching (ELT) among eleventh-grade students at SMA Negerii 1 Gunungsitoli. The study employs the discovery learning method in enhancing students' language proficiency in reading comprehension through hortatory exposition text. The research method used Mixed methods research that combines and integrates qualitative and quantitative research methods in a single research study. The research findings contribute to the understanding of discovery learning's significant effect in ELT, it is carried out by the comparison of students' scores in the pretest and post-test with an average of 64,1 up to 86.1 after the implementation of the discovery learning method. Furthermore, the researchers conclude that the discovery learning method able to improve students reading comprehension.

Keywords: *discovery learning, ELT, reading comprehension.*

INRODUCTION

English language teaching is a pivotal aspect of education, equipping students with the essential language skills to communicate effectively in an increasingly globalized world. The selection of appropriate teaching methods significantly impacts the effectiveness of language instruction and students' language learning outcomes. Among the various innovative approaches, the discovery learning method has gained attention for its potential to foster critical thinking, problem-solving skills, and intrinsic motivation among learners.

The process of teaching and learning plays a pivotal role, as it allows teachers to transfer knowledge and guide students in developing their competencies. It acts as a fundamental aspect of education, bringing together teachers, students, materials, learning methods, and other components to create meaningful interactions and communication that steer toward educational goals.

According to Honsan in Rahmatina et al. (2019) further explains that discovery learning involves students actively engaging in research and observation, leading to better retention of knowledge in long-term memory. Implementing discovery learning aligns with the concept of creative teaching in English education. Discovery learning emphasizes active, student-centered learning through the exploration and discovery of information, concepts, and principles. In this method, students are encouraged to investigate and solve problems, make observations, and draw conclusions on their own, rather than being provided with all the information and solutions directly by the teacher.

Reading comprehension is the process by which readers engage with written text to extract meaning. According to Oakley, Snow, Meniado, Castles, et al. in Adieli (2021) it involves skillfully combining background knowledge with the text being read. Similarly, defines reading comprehension as the simultaneous extraction and construction of meaning through interaction with written language. The primary goal of reading comprehension is to understand what is being read. Developing effective reading comprehension skills enables students to construct meaning from written material and articulate their understanding of the content. Mastering reading comprehension is crucial for students to succeed academically and professionally on a global scale. It enables them to effectively comprehend and address the text, thereby achieving their objectives in various domains.

The researcher explored the implementation of discovery learning in teaching English conducted during the same time of internship 3, from April until June at SMA Negeri 1 Gunungsitoli. This article aims to present the implementation of discovery learning methods, specifically focusing on teaching English at the eleventh grade of SMA Negeri 1 Gunungsitoli in the 2022/2023 academic year.

METHOD

This research adopts a mixed method which associates the qualitative-quantitative method by seeking, collecting, and analyzing qualitative and quantitative data to understand a phenomenon better and answer the research questions. Specifically, it aims to elucidate the teaching and learning process in implementing the discovery learning method at SMA Negeri 1 Gunungsitoli.

The data for this research are sourced from teacher observations and the result of the pretest and post-test of the students' reading comprehension of hortatory exposition text in the eleventh grade of SMA Negeri 1 Gunungsitoli. The teacher observation will be done according to some steps in discovery learning. Following Shah in Aina(2018) in implementing discovery learning, some procedures should be implemented in the teaching and learning activities as follows:

Stimulation → Problem statement → Data collection → Data processing → Verification → Generalization

Picture 1. procedure of Implementing Discovery Learning

Before the learning process begins the researcher give a pre-test by posting some question related to the text aiming to know the students' reading comprehension before implementing discovery learning by holding the following activities. A pretest, also known as a pre-assessment, is an assessment or evaluation conducted before a learning program,

educational intervention, research study, or training to measure the baseline knowledge, skills, or characteristics of participants or subjects.

After that, the teacher implemented the discovery method by following some procedure that has been provided in the following table 1.1.

Table 1. Steps of Discovery Learning

Steps of discovery learning	Activities
Stimulation	This falls under the category of observing. Stimulation activities involve students observing and engaging with the topic they are going to learn. Teachers present the text : Hortatory text with the title "The Dangerous Effect of Littering" then the teacher give questions: have you know about hortatory text?, what is the purpose? The generic structures?, then follow by suggestions, statements, or examples to stimulate students' interest and curiosity about the subject matter.
Problem statement	Students are encouraged to identify and understand what they will be learning based on the questions or statements posed by the teacher. They can ask questions and explore various possibilities related to the topic, promoting curiosity and creativity. The teacher can asked questions: what is the purpose of the text?, what is mean by non organic waste?, and asked students to underline difficult words and inquire about their meanings and synonyms from the given text.
Data collection	Where the students can collect data in various ways, such as observing, reading, searching the internet, consulting others, or drawing from their memories. The teacher implemented this step by asking students to read texts, search the internet, and find relevant information related to the topic.
Data processing	This step aims to prosses the data that colleceted by the students. The teacher carried out this step by instructing students to write texts based on the topic, utilizing examples and the data they found about the topic.
Verification	Students verify their data by comparir texts, or the sources, and then commu or spoken form. The teacher asked stud comparing it with examples or othe findings in different ways.
Generalization	Creating conclusions, where students are expected to construct concepts based on their investigation results related to the topic and materials. The teacher did so by asking students to conclude the lesson generally, providing feedback, and assigning homework.

After the implementation of discovery learning above, the researcher gives the post-test in the case of reading comprehension using hortatory exposition text. The researcher will see the result of the discovery learning implementation. A post-test, known as a post-assessment, is an evaluation or assessment conducted after a learning program, educational intervention, research study, or training to measure the knowledge, skills, or characteristics of participants or subjects following the completion of the program or intervention.

In this study the researcher will drawn the conclusion by describe student reading comphrehension before and after the implementation of discovery learning then will calculate the pre test and post test by findout the average of pretest and post test score of the students at the eleventh grage of SMA Negeri 1 Gunungsitoli.
The average of the pretest and post test can carried out by using the formula:

$$\overline{X} = \frac{\sum x}{n}$$

$$\overline{X} = \frac{\sum y}{n}$$

Where:
$\overline{X}$ = average
$\sum x$ = sum of pre-test
$\sum y$ = sum of post-test
n   = total student

RESULT AND DISCUSSION

Based on the teacher's observation during the implementing the discovery learning method. The teacher perceives that through discovery learning students can improve their reading comprehension. In this case, the discovery learning procedures are impacting the student's comprehension of the text. Begin with the stimulation step, which is very useful in delve students' prior knowledge and students' curiosity by posting a text and asking questions. The next step is the problem statement, in this step, the students start to encourage themselves about what they want to know and what are the goals they want to achieve. The next is data collection; in this process, the student gains a lot of knowledge, a lot of information, new vocabulary, etc. After collecting data, the next step is data processing, by letting the students collect the data they want to know through textbooks or the internet, the teacher will direct the student to write down the data they found in a text. Throughout this way, the data they have found elaborated as one through their creativity and critical thinking skills, and it must be saved in their long-term memory. The next procedure is Verification, In this step, the student must approve their result by comparing it to the other source and the teacher can also help them to find valid sources, these steps can help the student to be more confident with their process and result. And the last procedure is generalization, it is time to make a conclusion or summarize the whole topic. With this step, the student can show their competencies from their critical thinking skill. The whole procedure of discovery learning helps students to increase their reading comprehension.

There were 36 students of the eleventh grade at SMA Negeri 1 Gunungsitoli who participated in the pretest and post-test. Under the pretest, the researchers found out that the students in the eleventh grade get various scores. The lower scores are the students who got a 50 - 60 score is 47,2 % and the students who get score 61-70 the middle score is 44,4 % and the students who get 71- 80 the highest score is only 8.3%, and the whole average of the students score at the eleventh grade in reading comprehension through pretest is 64,1. The researchers realized that before the discovery learning was implemented, the students still lacked reading comprehension. After the pretest, the teacher implemented the discovery learning based on Table 1.1. In this study, the researcher found the teacher has implemented discovery learning in a systematic procedure that is used to gain the learners involved in their learning process to comprehend the knowledge by them selves.

Furthermore, following the discovery learning implementation in the eleventh grade of SMA Negeri 1 Gunungsitoli, the teachers give the post-test for the students to test their reading comprehension after the implementation of discovery learning. The findings carried out that there is an enhancement of the score among the students can be calculated as follows: the student who gets the lower score of 77-80 is 16.6 %, the students who get score 81-90 is 75% and the students who get score 91 is 8,3 %. From the findings above, the researcher found out that more than 75% of students get a gratifying score in the post-test. The researcher also calculated the average of students' scores at the post-test after the discovery learning was enhanced from 64,1 up to 86.1.

Based on these findings, it can be said that discovery learning is the learning method that can be used to improve students' reading comprehension in ELT. The implementation of discovery learning also has a positive impact on students to be active and deeper their

reading comprehension by encouraging the learners to actively explore, experiment, and make connections on their own in case to gain knowledge. While discovery learning provides many advantages, in implementing discovery learning is needed to strike a balance with guided instruction and support to make sure students do not become overwhelmed or frustrated. The teacher needs to be a motivator, supporter, and facilitator for their students so it will lead the positive learning outcomes.

CONCLUSION

Based on the findings above, the researcher carried out that discovery learning gives many benefits to the student's comprehension through all of the procedures. From the research, it can be stated that student scores from the pretest and post-test meet the significant improvement. Though, there is no perfect method, the researcher can make sure that the implementation of discovery learning can meet the students ' positive advantages with their reading skills in ELT. In this case, the balance of the teacher as motivator, supporter, and facilitator is needed.

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