
STRATEGI *DISCOVERY LEARNING* DALAM MENGAJAR PEMAHAMAN MEMBACA PADA TINGKAT SMA

Discovery Learning Strategies in Teaching Reading Comprehension at Senior High School

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Abstrak

Tuliskan Penulisan makalah ini dilatarbelakangi oleh kemampuan membaca teks siswa SMA N 2 Pulau Punjung yang masih rendah. Banyak siswa sering menghadapi beberapa kesulitan dalam belajar Bahasa Inggris terutama dalam membaca teks. Kondisi ini disebabkan oleh beberapa hal, diantaranya seperti kurangnya pengetahuan dasar siswa tentang topik yang dibahas dan kurangnya penguasaan kosa kata mereka. Di sisi lain untuk menyelesaikan masalah penelitian ini apakah ada pengaruh strategi pembelajaran penemuan dalam membaca dan bagaimana tanggapan siswa ketika pembelajaran penemuan diterapkan dalam pengajaran pemahaman membaca. Tujuan dari penelitian ini untuk menjelaskan strategi *Discovery Learning* dalam mengajar pemahaman membaca. Penelitian ini difokuskan pada siswa kelas satu SMA N 2 Pulau Punjung. Peneliti mendapatkan informasi melalui 5 tahapan kegiatan yaitu stimulasi, pengumpulan data, pengolahan data dan menarik kesimpulan. Langkah-langkah pembelajaran yang dilalui sesuai dengan pendekatan saintifik yaitu mengamati, menanya, mengumpulkan informasi, dan mengkomunikasikan. Pada akhirnya, peneliti berharap para guru dapat menggunakan strategi ini sebagai alternatif pelaksanaan kegiatan pemahaman membaca pada tingkat SMA.

Abstract

*Writing this paper is motivated by the ability to read the text of students Senior High School (SMAN 2 PulauPunjung) is still low. Many students often face some difficulties in learning English especially in reading text. This condition is caused by several things, including such as lack of basic knowledge of students about the topics discussed and lack of mastery of their vocabulary. In the other to settle this problem of research are there any effect of discovery learning strategy in reading and how is the student's response when discovery learning is applied in teaching reading comprehension. The purpose of the research to explain the *Discovery Learning* strategies in teaching reading comprehension. This research was focus of first grade of students in SMA N 2 Pulau Punjung. The researcher get information through five stages of activity namely stimulation, problem statement, data collection, data processing, and verification. Teaching steps that is passed is n accordance with the scientific approach namely observing, asking, collect information, and communicate. In the end, the researcher hopes that teachers can use this strategy as an alternative to prohibition the ability to reading comprehension for high school.*

Kata Kunci:
Pemahaman Membaca
Pembelajaran Penemuan

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PENDAHULUAN

Reading is one of the basic communicative skill but it has very complex process. Rahman, (2015) said that reading is the ability of an individual

recognizes a visual form to associate the form with the sound or meaning acquired in the past, and the past experience, understand and interpret its meaning. It means that reading is individual ability in understanding and finding the message written by the author, it

means the success of implementing reading will depend on the students' interest.

According to McNamara, (2009) an effective way to understand a text as a whole is to use a reading strategy. Meanwhile, a teacher should focus on teaching reading strategies. In this case, reading can be said as an interactive process, checks, and ask questions about what the text is about. Based on researcher pre-observation in SMAN 2 Pulau Punjung, the difficult skill to learn English is reading. Lack of basic skills, students merely read the paragraph and do not comprehend what is being taught. Students lacked confidence and vocabulary to understand the paragraph. Students were constantly passive during the learning process and did not pay attention to the teachers explanation. This study aims to explain the Discovery Learning strategies in teaching reading comprehension. This research was focus of first grade of students in SMA N 2 Pulau Punjung.

In reading comprehension, the readers are encouraged in understanding the reading materials so their lexical knowledge is a crucial aspect. Besides, Tankersley, (2003) stated that reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. In brief, the interaction between the readers and written materials depends on how they can illustrate the meaning of words in reading. Having many vocabularies, prior knowledge about the reading text and students' thinking hold a big influence to students comprehension. They need to master it to maximize their ability in comprehending the written information. Dorn and Saffos, (2005) state that comprehending involves interpreting and

syntetizing ideas in ways that influence the reader's mind.

Many experts provide a definition of reading comprehension. Snow, (2002) categorizes reading comprehension into three components. These components are the reader, text, and activity. So, the reader must be able to grasp the meaning of the text that the writer wrote. According to Tankersley, (2005) reading comprehension is influenced by four main factors : command on the linguistic structure of the text, adequate vocabulary in content area, degree of metacognitive control of the text, and adequate domain knowledge.

Strategies Discovery Learning is learning in which students learn to find out and try to solve a concept or problem independently. It is a strategies to provide students with the ability to find out and try to solve a topic or problem on their own. The students build up their minds about the knowledge, so they can get more knowledge and also evaluate if there are many mistakes. In addititon, according to Ristanto et al., (2021) Teacher assistance in solving cases and problem formulation helps students achieve learning goals with the Discovery Learning strategy.

According to Kemendikbud (2013), here are some steps of Discovery Learning that must be applied, namely : stimulation, problem statement, data collection, cata processing, and verification.

METODOLOGI

This study uses a qualitative method, namely research by observing the object of research and analyzing it logically (Setyosari, 2010). Researcher found several things in this study, such as: how do apply discovery learning strategies to improve

students' reading skills, then how students respond to reading teaching used by their teachers. This is the reason the researcher took qualitative in this study. The respondents of this study are one English teacher and students grade X IPS 3 at SMA Negeri 2 Pulau Punjung. The research data used is obtained from observations and interviews.

According to Moleong, (2010) Interview is conversations with specific purpose.

Table 1. Interview

Indicator	Questions
Stimulation	Can you describe your approach to engaging student's interest and curiosity in the learning process ?
Problem Statement	How do you assist students in refining and clarifying their problem statements to ensure they are on the right track ?
Data Collection	What ethical considerations do you take into account when students collect data for their project ?
Data Processing	How do you assists students in analyzing the data they have collected ?
Verification	How can you test your findings and conclusions to make sure they are accurate and supported by the evidence ?

The interview provided brief explanation from the student's response about their condition in the teaching and learning process. Technique of data analysis were described using the steps offered by (Gay and Airasian, 2000). The steps were as follows : reading/memoing, description, and classifying.

HASIL DAN PEMBAHASAN

Based on the result of observation and interview to the subjects of the study, the researcher found that the teacher used Discovery Learning strategy in teaching reading comprehension and this strategy always used by the teacher in teaching reading comprehension at SMA N 2 Pulau Punjung. The researcher's observation held on January 16th 2023 found that the teacher also added some picture for

the students' understanding in reading the text, when the text was about family, the teacher would bring some pictures to add students' understanding. The pictures can help the teacher felt easy in giving explanation to the students.

The results of observations made showed at the beginning of learning the condition of the students in the class looks conducive and the students pay attention explanation from the teacher. But those conditions didn't last long, in part students start talking with their classmates or friends in front or behind it outside the material presented. Students have less eager to learn. When the teacher gives assignments to students, there are students who tend to copy the results of their friends' answers without asking to the teacher or ask for an explanation from his friends first. The delivery of material given in Congratulating and Complimenting Other and also Expressing Intention and Plan subjects uses the Discovery Learning model but is more inclined using the lecture method until the end of the lesson.

I. The implementation of teacher A

The meeting was held on Monday, January 9 2023, starting at 09.00 until 11.30 the teacher explained in advance the aims and objectives of the research to be carried out and explained the Discovery Learning strategy to students. The material presented at the meeting was in the form of a structure text, linguistic elements and interaction text in congratulating and complimenting others. In this section, the researcher would explain about the important things in implementing discovery learning strategy in teaching reading comprehension text to senior high school students. It begins with the teacher's preparation such as preparing a lesson plan, classroom setting and media. Then, it would be continued by teaching process.

Teacher one was doing core activity with the name introduction, core, and close activity. In that activity, teacher greets when entering the classroom and invites students to pray together and giving brainstorm about the material for the students. And then, students make small group for discuss and making dialog text about complimenting and congratulating others. After finish, the students explain about the dialog and make conclusions with teacher.

II. The implementation of teacher B

The implementation of this meeting was held on Thursday, 12 January 2023. The learning process started from the 6th to the 8th hour, starting at 13.15 until 15.15. the teacher explained in advance the learning model. The material would use, which was conveyed at this meeting, namely about Expressing intention and plan. Which tell more about planning in the future. Preparations made by researchers to carry out this meeting so that the effectiveness of learning can be increased compared to the first teacher is to see and examine the reflection results of the teacher two.

Teacher two was doing core activity with the name introduction, core, and close activity. In the activity, the teacher greets and asks news after that repeats presence of students in class. The teacher conveys learning material using the LKS book media so that students could pay attention to the material explained by the teacher. After that the students concluded the material that had been delivered with the guidance of the teacher. Teacher ended the learning activity by giving motivation to students to be enthusiastic in learning.

After getting the data, the researcher analyzed the data based on the researcher research question. The research questions were: how the teachers apply the Discovery Learning strategies in

teaching reading comprehension at SMA N 2 Pulau Punjung based on the analyzed observation field notes, and interview.

KESIMPULAN

This strategy was used so that students understand the reading and understand the contents of the reading. Based on this research, those strategies were effective in teaching reading comprehension because can help student to comprehend the text. In short, those strategies gave good contribution for teacher. Students who have difficulty in reading would be easier in mastering reading comprehension. With used this strategy the teacher more easily gave the material to the students. Based on the conclusion above, the researcher would offer some suggestions it is hopefully can be useful for the students, the teachers, and other researchers.

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