

CHAPTER V

DISCUSSION

In this chapter, the researcher presents the discussion of the findings which include the components such as the teaching reading using Discovery Learning Method and the students' reading comprehension ability.

5.1 The Teaching Reading Using Discovery Learning Method

Based on the findings, Discovery Learning Method was proven to be able to improve the students' ability in reading comprehension especially for reading descriptive text. As the new teaching method in scientific approach, it had been proven that the use of discovery learning method can improve the students' ability especially in reading comprehension. In line with this, Wijayanto (2010, p.15) says that discovery learning method can be used to improve students' ability because discovery learning method is a learning method which develop the students in being active, solve the problem in learning independently, and the result of its problem can be memorized in a long time.

In teaching and learning process, the teacher does not represent the material immediately. The teacher presents learning material in form of final but the students are given opportunities for searching and finding the problem solving that already becomes an orientation to analyze students' problem in learning. Discovery learning method is actually applied in science experiment especially in laboratory which needs

teacher's help called guided discovery and this research was applied discovery learning method in learning language. Guided discovery itself is a method used to build a concept under the teacher monitoring. It is line with Harmer (2001) about the roles of teacher in teaching reading, in order to get the students to read enthusiastically in the class, the teacher need to work to create interest in the topic and assignment. However, there are further roles that the teacher need to adopt when asking the students to read such as organizer, observer, feedback organizer, and prompter. Organizer means the teacher need to tell the students exactly about the purpose of reading, give the students clear instructions about how to achieve the purpose of reading, and give specific time to read the text. Observer means the teacher should give the students space to read for restraining the teacher from interrupting the students in reading. Feedback organizer means when the students have complemented their task, the teacher can lead a feedback session to check what the students have complemented the task successfully and prompter means when the students have read the text, the teacher can prompt the students to notice language features in the text.

Discovery learning method was a process of learning that emphasizes students' mental intellectual to solve various problems. However, the findings showed that the students actively comprehended the content of the text by studying the text independently. The activity which was in form of game also made the students more active in the class because of their own schemata that pushed their mental intellectual to know about the material which the students did not know yet. It is line with Rosemary (2010) opinion in Tanjung (2015) that games teach the students to share,

help each other, and work as a team. Therefore, the students would have ambition in learning. It helped the students improve their interest about the material and decreased their shyness that commonly happened during teaching and learning process.

During the teaching and learning process, the researcher tried to make some activities that were attractive and interesting for the students related to the topic of the material which was familiar with their own schemata or prior knowledge, with the purpose that to make them easier in understanding the material. So, the researcher used a media in form of games called "Guessing Game". In the findings, this was very useful for them in increasing their interest and their ability of reading comprehension. In line with this, Tanjung (2010) says that the use of games is one of the effective media in learning English, games help the students to interact with their group, and help them to work together as a team and compete properly. The use of games in learning activity also reduces the students' stress and tension.

From the steps of Discovery Learning method, the researcher discussed from the beginning of the steps. In the stimulus steps, the teacher gave the students some reviews in order to stimulate their knowledge about something that the students had learned. The findings proved that the students could remember the material well after the stimulus steps. Then, in the problem statement step, when the students were asked to give questions about the material, the students gave some good responses toward the material to the teacher and they could handle their shyness and more confident to ask to the teacher. It was good for the teaching and learning process, because if the students felt shy and did not confident, it was difficult for the teacher to know their difficulties

in understanding the material. This happened very often in teaching and learning process, not only in teaching English reading but also in every subject in the school or even in the university also.

In the data collection steps, the teacher gave the students the information about the material but the students also used their own schemata and prior knowledge to understand the material, the students also asked to become independent in learning the material. In this case, the teacher's job was only to guide the students in order that to make the students follow the topic. In the data processing steps, the students processed their knowledge and used their ability by doing a task or an assignment. In this research, the researcher used group task and group activities for the students which was very useful for the activeness of the students to remind them that they were the vocational high school students. In the verification and generalization steps, the students asked to explain their work in front of the class. The findings also showed that the students were really excited with their work, became more confident, and felt comfortable to explain their opinion about the work, their comprehension about the text also improved well.

Illahi (2012) has shown the result of application of discovery learning method can improve students' mental intellectual which made them to be brave in doing something related to their involvement in learning process. From the reflection, the students and the teacher reviewed again about the material in order to make the students remember about the material that the students had learned at that time. Then, it was continued by giving the comprehension test in order to measure students' comprehension towards

the text. Through comprehension test, the researcher was able to know whether students' achievement were increasing or not.

5.2 The Improvement of Students' Reading Comprehension

Based on the research findings, Discovery Learning Method was proven to be able to improve the students' ability in reading comprehension, especially for reading descriptive text. The discussion of research findings are presented in the following section. The findings of the research showed that Discovery Learning Method could improve students' reading comprehension. In line with this, Illahi (2012) has demonstrated that discovery is a process of learning that emphasizes students' mental intellectual to solve various problems. Discovery was applied to the students in order to make them find a concept or generalization and apply in the real life. In the application, discovery learning method is presented simply, flexibly, and independently but empirically.

In this research, the result of students' reading comprehension showed that in the pre-test the percentage of students who passed the minimum passing grade was 25% or 8 students out of 32 students and it increased became 56,25% or 18 students out of 32 students in the post-test 1, however it could not reach the criteria of success.

Additionally, the percentage of the students who passed the minimum passing grade in the post-test 2 was 87,5% or 28 students out of 32 students. In conclusion, from the criteria of success that had been set by the researcher which is there were 70% or 24 students out of 32 students could pass minimum passing grade of reading test that is

equal and more than 75. It established that the criteria of success had successfully attained since the students could pass the minimum passing grade of reading test which was 87,5% or 28 students out of 32 students. Based on this improvement, it means that the students already filled the essential component of reading and the students also can be able to comprehend a text in reading activities. For the specific data, the researcher gave some samples from the result of students' test in reading from pre-test, post-test 1, and post-test 2 (see appendix 9a & 9b).

