

## Research Article

# The Effectiveness of Discovery Learning Method on Reading Descriptive Text at Eighth Grade of SMP Diniyah Al Falahiyah Lamongan

Muhammad Luthfi Abdillah <sup>1\*</sup>

<sup>1</sup>Institut Keislaman Abdullah Faqih Gresik, Indonesia

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### Abstract

This researcher measures the effectiveness of discovery learning on reading descriptive text at eight grades of SMP Diniyah Al Falahiyah Lamongan in academic 2020/2021. The discovery learning method strategy works for the students' mental, easy to interact (actively) and new information independently. The method of the research utilized a quantitative experimental method by using a pre-experimental design. Conducted the sample of the study was at VII-A class with 30 students. The instrument of collecting data used try-out and test (pre-test and post-test). The test had utilized to know students' abilities before and after the experiment run. The result of the research showed the mean score in the pre-test was 57.33, and the post-test was 74.50. The result was that the post-test was higher than the pre-test. The analysis using the SPSS based paired sample t-test formula produces a significance value of sig. (2-tailed) had 0.000 at the critical value for the 5% level ( $0.000 < 0.05$ ). The obtained t-test had -21.908, and the t-table was 2.042. So, the test score was higher than the t-table ( $-21.908 > 2.042$ ). It means rejected  $H_0$  and  $H_a$  is accepted. It can conclude that the discovery learning method has significant and effectiveness to reading descriptive text.

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## INTRODUCTION

Reading is the most useful for everyone. It is considered one of the most important skills besides listening, speaking, and writing. By reading, we can get updates on any information and knowledge. Reading is an important tool for academic success because understanding should be the focus of student learning (Aziz, 2020). By frequent reading, students will be easier to solve the problem and identify a word. (Finocchiaro, Merry and Bonomo Michael, 1973) explain that reading as picking and understanding contains the meaning of the material in writing. Reading well is an achievement because our world is a reading world. teachers have to work hard to provide adequate reading skills to their students (Slamet 2007). Reading is an interactive process between the reader and the text that leads to automatic reading for fluency. Reading is communication and an activity to get meaning from what is written in the text (Dirgeyasa, 2014). So, in reading skills, the teacher has an important role in developing students' competence. The teacher should be able to design the lesson to make the students interested in reading activities. The students must be understood and comprehend to read. If they understand the text, it will be easy to improve their reading skills.

The descriptive text describes the characteristics inherent in something, humans/people, plants, animals, or inanimate objects in English. This text aims to describe them and provide clear information about the object

\*Corresponding Author: Lecturer of English Language Education Program of Institut Keislaman Abdullah Faqih Gresik, Indonesia ([abdillah@inkafa.ac.id](mailto:abdillah@inkafa.ac.id))

described to the reader. The descriptive text is illustrated or described as the object, the experience, emotion, situation, and person or idea by their eye physically. (Dirgeyasa, 2014). The descriptive text gives the impression of the sense, feel, sound, taste, smell, and look. Good descriptive has three important qualities. There is a dominant impression supported by specific details, recognizable, and logical development. The students get challenging to understand for reading descriptive text. They get confused about the general structure of the descriptive text, and almost all the teachers used the one-way method in their teaching English. So, the teacher should choose the best model in teaching reading descriptive text to make students easier to reading descriptive text.

Discovery learning is the learning approach of the curriculum. Kemendikbud has stated the stages of implementation of discovery learning consist of simulation, problem statement, data collection, data processing, verification, and generalization (Lestari, Mawaddah, Kareviati 2019). Discovery learning is the strategy in the practical and encouraging example of an active learning strategy in which the students have to work out rules and find the text concepts by themselves (Holensinska, Andrea 2006). Discovery learning as a learning process is emphasized mental and intellectual students in problem-solving to face it (Ilahhi, 2012). Discovery learning emphasizes the discovery of concepts or principles that were unknown (Puspita, Dessy, Ramli, Karyanto, Muchtar, 2015). So, discovery learning is the learning that trains students to compose the ideas learning and involves students in mental activities through brainstorming, reading, and trying themselves. The students will find a concept or generalization to be applied in the field. It means the ability of mental and intellectual is the factor in the success of determining the problem encountered.

## **LITERATURE REVIEW**

Reading is an active process in which people extract the ideas, concepts, thought, or imagines from the pattern of the world, set forth on the printed page. Reading is one language skill that classifies under receptive skills. Reading is a process when readers learn something from what they read and involve it in an academic context as a part of education (Sari, Mayang, And Tryanti R.A. 2018). Reading uses one's eyes and mind to understand the literal as a process because it consists of the reader's conscious and subconscious action.

Description text is a kind of text with a purpose to give information. The context of this text is the description of a particular thing, animal, person, or others, for instance: our pets or a person we know well. It differs from a Report which describes things, animals, persons, or others in general. The Descriptive Social Text is to describe a particular person, place, or something (Mursyid, And Gerot, 1994) The genre is one of the fundamental functions of any language system and one of the first skills emergent language users learn to control. Description enables the categorization or classification of an almost infinite range of experience, observations, and interactions into a system that orders them for immediate and future reference. It allows the teacher to know them either objectively or subjectively, depending on the learning area or intent of the writer. Describing is also a central feature of the narrative text providing the means for developing characterization, sense of place, and critical themes (Peter Knap, And Megan Watkins, 2005).

Besides, descriptive writing is a genre that asks the students to describe the experience, emotion, situation, qualities, and characteristics, etc. This genre encourages the students' ability to create a written account of a particular occasion. What is more, it allows for a great deal of artistic freedom (the goal is to paint an image that is vivid and moving in the reader's mind) (Dirgeyasa, 2016). The description gives the impressions of the senses the feel, sound, taste, smell, and look of things. Good descriptions usually have three important qualities. They have a dominant impression supported by specific details, a recognizable mood, and logical development.

Discovery Learning is a learning model that is very important in helping students understand the structure or keys ideas, the need for active student interaction in the learning process, and the belief that authentic learning occurs through personal discovery (Richard I. Arends, 2008). In a variety of methods, discovery learning is sometimes equated with the inquiry learning method. Inquiry-based learning is a process that best allows the students to experience forming their knowledge. Some of the methods are almost the same as the findings, namely: cooperative learning and small group discussions of lecturers. In both methods, they use the same groups or teams.

The Discovery method is more about the learning process and provides opportunities for students to play an active role. This method makes lecture material more interesting, and students do not forget the material too quickly. Whereas cooperative learning is more about the results and obligations of members must successfully understand the context within and solve problems. While small group discussion of lectures is

learning methods that provide material and are delivered first, then carry out the forum. Lectures and small group discussions make the class more active. The students not only listen but also give opinions in class.

The Discovery Learning model emphasizes the importance of structure comprehends or the important ideas to a science discipline through student activity in the teaching-learning process. The discovery learning model is a model to improve active students learning by discovering and investigating themselves. So, the result that will get is permanent and memorable in their mind, it is unforgettable to students. It occurs whenever the learner isn't provided with the target information or conceptual understanding and must find it independently and with only the provided materials. Within discovery learning methods, there is an opportunity to give the learners intensive. Conversely, minimal guidance and both types can take many forms (e.g., manuals, simulations, feedback, example problem) (Louis Alfieri, 2011)

The application of discovery learning creates a learning atmosphere that helps and makes students active and independent in finding answers to problems formulated by the student themselves. The discovery learning process is part of the inquiry cycle.<sup>21</sup> Inquiry activities (inquiry) encourage students to ask questions, hypotheses, predict the tools used to analyse and analyse data, conclude, build arguments, communicate findings, and use critical reasoning strategies and logical thinking. Discovery Learning is defined as constructivist inquiry-based learning, namely, students having exciting experiences and existing knowledge to be explored and understand new concepts (Waterman, 2013).

## METHOD

This research is quantitative research using pre-experimental analysis with preliminary test and post-test group design. Will give the pre-experimental study the test before treatment and after treatment was complete, then given a post-test to see the results. The one-group preliminary test and post-test design involve three steps: administering a preliminary test measuring the dependent variable, applying the experimental treatment to the subject, and administering a post-test, again measuring the dependent variables.

## RESULT AND DISCUSSION

### The Description of Pre-Test Score.

In this research, the researcher gave a pre-test before doing the treatment. This research was followed by 30 students VIII-A grades of SMP Diniyah Al-Falahiyah Lamongan as the research samples and population. The researcher gave the test are 20 multiple choices question by Google form and was given 40 minutes.

### The Description of Post-Test Score

In this research, the researcher gave a post-test to measure after having been the treatment. This research was followed by 30 students VIII-A grades of SMP Diniyah Al-Falahiyah Lamongan as the research samples and population. The researcher gave the test are 20 multiple choices question by Google form and was given 40 minutes. The question is different from the pre-test. Prerequisites for Data Analysis

### Normality Test

The normality test aims to verify whether the regression model of dependent and independent variables has a normal distribution.<sup>1</sup> Normality test is done by looking at the spread of data on the diagonal source in the p-p plot of regression or using the one-sample Kolmogorov-Smirnov. The normality Kolmogorov Smirnov test is used to know the random data and specific data distributor of population. It is recommended to use the Kolmogorov Smirnov test for data above 100 samples. In testing the data to be normal if the significant value is more than 0.05 (sign.>0.05)<sup>3</sup>. Below are the steps to do a normality test using SPSS v21.

The results of the analysis showed that the value of Asymp. Sign. (2-tailed) is higher than 5%. See from the probability value. If the value ( $p > 0.05$ ), the residual is the normality of significant value in the Kolmogorov-Smirnov test column. The first variable (pre-test) had  $0,084 > 0.05$ . The data is distributed normally. The second variable (post-test) had  $0.152 > 0.05$ . The data distributed is normal.

### Hypothesis Testing

The researcher used IBM SPSS statistics 20 to analyse data of pre- test and post-test. The analysis utilized the use paired sample t-test. This data takes from pre-test and post-test students of SMP Diniyah Al-Falahiyah Lamongan before and after treatment.

### **Paired Samples Test**

The result of analysis of the value of  $t\text{-count} < t\text{-table}$  ( $-21.908 < 2.042$ ) and the P-value is less than 5% ( $0.000 < 0,05$ ) the hypothesis was accepted, so the result showed that the differences before and after treatment using the discovery learning method. The average value can be seen that the value of knowledge after is higher than before the training. It means that using the discovery method gets significant learning outcomes. From the data analysis, it could be identified that:

- a. When the value of  $t\text{-count} > t\text{-table}$  with significant level 0,05. The alternative hypothesis ( $H_a$ ) was accepted and rejected the null hypothesis ( $H_o$ ). There is a significant effect on the use of the discovery learning method on the reading descriptive text of the tenth-grade students at SMP Diniyah Al-Falahiyah Lamongan.
- b. When the value of  $t\text{-count} > t\text{-table}$  with significant level 0,05. The alternative hypothesis ( $H_a$ ) was accepted and rejected the null hypothesis ( $H_o$ ). There is no significant effect on the discovery learning method on the students reading the descriptive text of the tenth-grade students at SMP Diniyah Al-Falahiyah Lamongan.

The pre-test means a value of the discovery learning method reading descriptive text from 30 students was 57.33, and after getting treatment, the post-test mean value was 74.50. It showed that the post-test value was higher than the pre-test. Because the  $t\text{-count} > t\text{-table}$ . ( $-21.908 > 2.042$ ). The alternative hypothesis ( $H_a$ ) was accepted and rejected the null hypothesis ( $H_o$ ). It means that the student at eighth grade of SMP Diniyah Al-Falahiyah Lamongan before and after getting treatment discovery learning method is significant.

### **CONCLUSION**

On the first day, the researcher gave a pre-test to measure students before being given the treatments. In the pre-test, there are 20 item questions with 40 minutes. The mean result of the pre-test is 57.33. On the second day, the researcher treated the material of reading descriptive text using the discovery learning method. The students are more active and enthusiastic. The last day is the post-test. The researcher gave 20 items of questions different to measure students after was given treatment. The mean result of the post-test is 74.50

Based on the data analysis using paired sample t-test, the mean result of the two variables in paired sample statistics table showed that the post-test was higher than the pre-test. The result of the data pre-test and post-test was calculated using SPSS version 21. It can be concluded that the mean of pre-test had 57.33 from 30 N and the acquired standard deviation (Std. Deviation) was 18.649. The post-test had a 79.50 mean from 30 N, and the acquired standard deviation (Std. Deviation) is 17.682.

The paired sample test table (fundamental table) showed that pre-test and post-test experiments' test outcomes significantly changed. In the view of sign (2- tailed) had 0.000 significant (2-tailed) value ( $0.000 < 0.05$ ). It demonstrated that the post-test got higher and showed descriptive reading text using the discovery learning method on students' abilities. The correlation between the two variables was strong based on the paired sample correlations table that the relationship strength of the dependent and independent variable was 0.973 with the significant 0,000.

The value of paired sample t-test was -21.908, and the measuring of  $t\text{-table}$  5% (2-tailed) was 2.042. The value of the t-test was higher than  $t\text{-table}$ . ( $-21.908 > 2.042$ ). The alternative hypothesis ( $H_a$ ) was accepted and rejected null hypothesis ( $H_o$ ). Based on the hypothesis testing. It means it was significant. So, it means the effectiveness of the discovery learning method on reading descriptive text at eighth grade of SMP Diniyah Al-Falahiyah Lamongan in 2021/2022 year. It was a significant value. That is, testing the hypothesis using the paired sample t-test is significant. The data was calculated using SPSS v21, which showed that the post-test is higher than the pre-test. The data is significant because the analysis results showed that sign. (2-tailed) value is  $0.00 < 0.05$ . So, it means that  $H_a$  (Alternative Hypothesis) is accepted and rejected  $H_o$  (Null Hypothesis).

### **REKOMENDASI**

This research can be continued by other researchers by combining other learning models.

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