
**THE USE OF DISCOVERY LEARNING TECHNIQUE IN TEACHING
READING COMPREHENSION TO THE STUDENTS OF
CLASS X OF MADRASAH ALIYAH
AL FATHANAH 2022/2023**

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Abstract

This study aims to determine the process of using discovery learning in learning reading comprehension and to find out students' perspectives after using discovery learning. This study uses descriptive qualitative research, namely research used to understand and explain phenomena in depth and detail. This method aims to understand the qualitative aspects of a problem or research question by exploring detailed descriptive data. The subjects of this study were class X students of Madrasah Aliyah Al Fathanah in the even semester of the 2022/2023 academic year, with a total of 14 students. The observation results showed that there were 8 people whose reading comprehension was quite good after using discovery learning and there were still some students whose reading comprehension was still lacking. The results of research interviews about students' perspectives after using discovery learning in reading comprehension. Based on the results of interviews with students at MA Al Fathanah, it was found that there were students who did not like English lessons because it was difficult, especially in pronunciation, word processing, grammar and others. However, some of them also said that they did not quite understand the learning process through discovery learning techniques. Thus, this result brings up another note for the research itself to be more competent in the future and to suggest other English teachers explore more of this teaching technique to be used in better examination.

Keywords: *Reading, Reading Comprehension, Discovery Learning, Students Persepective.*

A. Introduction

Reading is one of the most significant ways to learn English. Reading is primarily concerned with the reader's full understanding of the meaning intended by the researcher. Reading is not enough for the reader to understand a set of words in a sentence. Readers also have to understand the text to get what messages and information they have read. Good reading will improve students' ability to collect ideas to communicate.

Reading has many important benefits for students, especially helping students enrich their vocabulary, understand the structure of language, and improve their

speaking and writing skills. By reading various materials, students can also recognize various writing styles and expressions. Through reading, students can gain knowledge on a wide range of topics, from history and science to literature and the arts. It opens their minds to a wider world and builds a firmer foundation of knowledge.

Because of the importance of reading skills in capturing the meaning contained in a text, English teachers need to teach reading well. This can be done by choosing the right materials for students. Reading programs may be useless if not done correctly. Teachers must choose reading material that is relevant to the needs and interests of students. Students must learn to read effectively so they can find information based on the text.

In the initial research, the researcher found that there were 10 students who had difficulty reading, and therefore they were interested in taking reading lessons using discovery learning. In this research, the researcher conducted preliminary research before using discovery learning techniques in reading comprehension. In this initial study, the researcher used interview observations, and the results of the observations showed that when the researcher carried out teaching practices at Madrasah Aliyah Al Fatahanah, there were several problems with students' reading skills, including feeling bored, a lack of motivation, and a lack of understanding in learning English. Only a few students can understand what they read, especially English texts, so that the average student's reading ability is still lacking. In addition, they do not know how to conclude reading texts where one of the skills in reading is drawing conclusions. Even so, there are several kinds of strategies in reading. Therefore, the researcher is interested in trying to use discovery learning techniques in students' reading comprehension.

Discovery learning is a technique that helps learners create and organize their knowledge. Involved in conscious participation and active inquiry, it often takes place in problem-solving situations. Learners draw on past knowledge and experience to infer basic strategies and gain an understanding of concepts. Traditional learning theories hold that discovery plays an important role in learning abstract concepts¹ and increasing student persistence and creativity.

Therefore, researcher interested in taking this title to see the process of using discovery learning methods in teaching students' reading comprehension.

Reading comprehension is the main pillar in reading activities where a reader builds an understanding of a text. The students combines his logical thinking with a collection of letters, words, and sentences in the text. Reading comprehension does look easy, but there are at least two difficulties students usually encounter. First, in an English text, there is a lot of vocabulary that students must understand; thus, hindering comprehension of the text itself. Apparently, students want to get an idea but do not understand the meaning of the word. The introduction of new vocabulary should be continued so that they do not stutter when faced with many different words. Second, reading comprehension requires process. In order to have good comprehension skills, students must continue to be trained to be able to actively participate in the learning process so that they have the ability to think critically. Critical thinkers present a pre-analyze of what they receive and change their mindset instead of just accepting the raw.

B. Method

This study aims to determine the process of applying discovery learning in reading comprehension and the perspectives of class X madrasah aliyah alfathanah students in learning with discovery learning in reading comprehension. In this research, the researcher used a descriptive qualitative research method, specifically focusing on answering research questions related to the who and what questions.

Presented by Kim H, et all (2016) in Yuliani (2018) Unique qualitative description to answer research questions related to the who, what, where, and how of an event or experience The experiment occurs until it is finally studied in depth to find patterns that appear in these events. In summary, we can explain that descriptive qualitative is a research method based on a simple qualitative approach with induction. This inductive current means that qualitative descriptive research begins with an explanatory process or fact that can ultimately be drawn from a generalization that is the conclusion of the process.

Research design is a series of processes and methods used to analyze and collect data in order to identify the variables that will become the subject of

research. According to Creswell (2014), qualitative research is an approach to explore and understand the meaning that individuals or groups assign to a social or human problem. The research process includes emerging questions and processes, data are often collected in the participant context, data analysis is constructed inductively from specific to general themes, and The researcher makes interpretations about the meaning of the data. The final report is written with a flexible structure. Participants in this form of inquiry favor viewing research that celebrates an inductive style, focusing on personal meaning and the importance of expressing the complexity of a situation.

1. Data Collection Technique

a. Observation

Observation involves direct observation of the individual, group, or situation being studied. Observation can be conducted in a participatory manner, in which the researcher actively participates in the observed situation, or nonparticipative observation, in which the researcher only observes without correlation. In this research, data collection was carried out using the instruments used through preliminary research (observation), and interviews. Observation aims to determine students' reading comprehension abilities after using discovery learning.

b. Interview

Qualitative interviews are a special type of conversation or speech event used by researcher. The interview is an information gathering tool that is carried out by asking several questions to uncover the structure of meaning used by the participants. In this research using face to face interviews, researcher interviewed several students from grade 10. The interviews were conducted using free interviews, namely the researcher only made the subject matter to be studied. Furthermore, in the interview, the researcher directly followed the situation so that later the researcher could find out how the students' reading comprehension process was carried out using discovery learning in grade 10.

2. Research Instrument

a. Observation

In this research, the tool was observation. Observation is a technique of collecting data by directly observing the subject under study or in a predetermined attempt. In contrast this study, used participatory observation, which is a method aimed at collecting comprehensive data. This method is accomplished by creating a deep relationship with the subject's school or natural environment. The researcher will either put himself in the framework of the object of study or will act as an observer, i.e. the researcher will only act as an observer in the class.

This observation instrument is to answer question number 1, namely how is the process of using discovery learning in reading comprehension, this data collection technique is carried out by direct observation of the object studied in class. Researcher have made observations on reading comprehension for students to be scrutinized.

Table 3.1 Obervation Sheet

No	Aspect
1.	Listen to the teacher explanation
2.	Understand reading text
3.	Active students
4.	Reflection

3. Interview

Interview an article containing detailed information about the interview activities carried out by the researcher to collect data. This guide contains information about informant data and a list of questions asked. The interview guide becomes the researcher guide in conducting the research and is not given to the interviewee. Because it is enough for the informant to answer the questions posed by the researcher to maintain the truth or validity of what is communicated.

In this research, to answer question number 2, the researcher interviewed students directly about their perspective' regarding the learning process after

using the discovery learning method in reading comprehension. The researcher interviewed 10th grade students, but only 6 students. The reason the researcher interviewed some students was because these students were a little active in the learning process using the discovery learning method, while the other students were not active and paid less attention to the teacher, so the researcher chose only 6 people to interview.

Table 3.2 Interviews Sheet

No	Interview Question
1.	Do you like learning English?
2.	What difficulties do you face in learning reading comprehension?
3.	Can you understand the material conveyed using discovery learning techniques?
4.	What method do you prefer in learning English?

4. Documentation

Documentation is a technique of collecting data indirectly for research subjects, but through documents. Technical documentation is used to retrieve the data contained herein in the form of notes or orally, as desired by the researcher. A document is a record of past events. The document can be in the form of photos, reports, audio recordings, or someone else's monumental work. Documentation is used as a complementary tool, and data can be obtained through observations and interviews.

5. Data analysis Tehnique

Data analysis is a data collection technique used to synthesize data through interviews, field notes, and documents. Data analysis is the systematic process of studying and synthesizing data obtained from interviews, field notes, and documents. Data is organized into certain categories, translated into units, aggregated, and organized into models. Select important data to study, and finally draw conclusions that are easy to understand.

Data for this study were collected from interviews, observations and documents. Data analysis is performed by organizing the obtained data into a

category, describing the data in units, analyzing the significant data, synthesizing or presenting the data appropriately. The data analysis activities in this study are as follows:

Data reduction is a form of analysis that refines, selects, centralizes, discards, and organizes data so that final conclusions can be drawn and verified.

In this study, data minimization was used to select the important data from the data obtained from the study site. And then remove the unnecessary data exposed in this study. From there, obtain the correct data on the students' understanding of reading comprehension using discovery learning in grade 10.

After reducing the data, display the data with observation and interview transcripts. Interview questions relate to the situation faced by the interviewer and are sensitive to their needs and feelings. The questions are designed to encourage information flow and ensure that they focus on issues and topics relevant to the research question. Transcript form as data shows. The results of interviews and observations of Madrasah Aliyah Al Fathanah students using a brief explanation of this matter. In exploratory research after reducing observational and interview data. Data should be compared with other documents on the same foreign language topic, with the same teaching strategy.

C. Discussion

1. Findings

In this chapter, the researcher presents the research results and discusses it. As explained in the previous chapter, the purpose of data collection in this study was observation and interview. In this chapter, the researcher analyzed the collected data. The researcher explains the results of the study on "The use of discovery learning techniques in teaching reading comprehension to grade X students by Madrasah Aliyah Al Fathanah 2022/2023". The results of this study come from observations and interviews.

a. Observation Results

This research was conducted at MA Al Fathanah Terajumas Pasir Panjang, almost students experienced a lack of understanding in reading, especially in English lessons. Researcher made observations on May 18 2023, the number of students in class 10 of MA Al Fathanah was 14 people.

Tabel 4.1 Observation results of reading comprehension in class

No	Initials Studets	Listen to the teacher explanati on	Understan d reading text	Active students	Reflection
1	AK	✓	-	-	-
2	AS	✓	✓	✓	✓
3	DAI	-	-	-	-
4	FA	✓	✓	✓	✓
5	IS	✓	-	-	-
6	IA	✓	✓	✓	✓
7	MAR	✓	✓	✓	✓
8.	MF	-	-	-	-
9.	MA	✓	✓	✓	-
10.	MIF	✓	✓	-	-
11.	NI	-	-	-	-
12.	NK	✓	✓	✓	✓
13.	SY	✓	✓	✓	✓
14.	WF	✓	-	-	-

Based on Table 4.1, this observation is to answer question number 1 related to the discovery learning process in reading comprehension based on the students' classroom observations. There are still many students who have not focused on listening to the teacher's explanation, have not been active in activities, and some students have not yet understood the content being explained. On the other hand, there are also students who focus and listen to what the teacher explains, and there are also students

who understand and interpret the material that has been explained. The following is a table of class observations.

Tabel 4.2 The Percentage of the Each Aspect

No	Aspect	Frequency	Percentage
1.	Listen to the teacher explanation	11	78,57%
2.	Understand reading text	8	57.14 %
3.	Active students	7	50.00 %
4.	Reflection	6	42.85

b. Interview Results

The results of this interview to answer the question no. 2 on students' views after using discovery learning in reading comprehension. Based on the results of interviews with Madrasah Aliyah Al Fathanah students, it can be seen that there are students who do not like English lessons because it is difficult, especially in terms of pronunciation, word processing, grammar and others. In addition, English teachers have never used discovery learning techniques to learn English before, but used imitation. In the imitation method, the teacher teaches the students English texts such as vocabulary and other words, and then the students imitate or follow what the teacher has mentioned.

Based on the results of interviews with these students, many students are still lacking in understanding reading English texts due to difficulties in pronouncing them and not knowing much English vocabulary due to their difficulties in understanding English reading. Therefore, it can also be caused by a lack of exposure to the language or a lack of practice in learning new vocabulary. To solve this problem, it is important for students to read regularly and expand their vocabulary through activities such as reading books, articles and other reading materials in English. And some of them prefer to use the singing method in learning English, especially in memorizing vocabulary, and some of them also think that

they can understand the material a little using discovery learning in learning.

2. Discussion

In education, English lessons have a very important role. English is an international language that is widely used in various fields, such as business, technology, communication, and science. English lessons in education aim to give students the ability to communicate fluently and effectively in English, as well as understand texts in that language, one of which is reading skills.

In this discussion section, researcher have discusses the findings of research through observation and interviews, of the process of using discovery learning in students' reading comprehension, it also explains the advantages and disadvantages of using discovery learning. Based on the findings, many students face some difficulties in reading English, students often have difficulty reading because they do not know many words in English.

D. Conclusion

In this chapter, the researcher presents research conclusions and suggestions. The research design concerns procedures and methods for analyzing and collecting data to determine the variables that will become research topics. Qualitative research is an approach to exploring and understanding the meaning individuals or groups attribute to social or human problems. This involves asking questions, data collection, inductive analysis, and data interpretation.

The researcher use non test data collection techniques, including interviews, observation sheets, and field notes, to analyze students' reading comprehension abilities after using discovery learning. Observation is conducted through preliminary research, teacher interviews, and documentation, with the main data coming from teachers. Qualitative interviews are used to uncover participants' meaning structures and understanding of their reading comprehension processes. The researcher is the main research instrument, determining the main focus and collecting data based on their subjective thinking. Observation is another technique used, Participatory Observation, which aims to obtain complete data by creating a deep affinity with the object or the natural environment.

This observation instrument is used to answer the first question, namely how discovery learning affects students' reading comprehension. The researcher have made observations on reading comprehension for students to scrutinize. The results of the observations showed that most students experienced a lack of understanding in reading, especially in English lessons. Based on the results of observations and interviews with students, the researchers found that grade 10 students experienced a lack of understanding in reading, especially in English lessons.

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