Use of the Discovery Learning Model on Description Text reading Skills fo Class VII Students of SMP Negeri 2 Sungguminasa in Gowa District

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Abstract

This research aims to test the truth about the influence on the application of the *Discovery Learning* model in learning to read descriptive text in Class VII Students of SMP Negeri 2 Sungguminasa, Gowa Regency.The type of research is experimental research of the *True Experiment type* . The population in this research was Class VII students of SMP Negeri 2 Sungguminasa, Gowa Regency with a total of 42 people. Because the population studied was less than 100 students, in this study a total sample was *used* . This means that the entire population was sampled in this study, namely 42 samples. The sample in the study was grouped into two groups, namely 21 students in class VII.A as the control group/class and 21 students in class VII.B as the experimental group/class l. To obtain accurate data in this research, questions were used as research instruments. The data that has been collected is analyzed using descriptive techniques to describe the characteristics of the score distribution from the results of the control class and experimental class and inferential analysis techniques (experiments) using the *t test analysis type* to test the hypothesis.The calculation results are significant between the descriptive text reading skills of class VII students who use the *Discoveri Learning model* and students who do not use the *Discoveri Learning model* . This significant difference was proven based on the results of the t-test carried out on the *posttest scores* of the control and experimental groups with SPSS 20.0. The t-test results of *the posttest scores* for learning to read descriptive text for the control and experimental groups showed that tcount was 76.66 which was greater than ttable which was 51.42 with db 40.

Keywords: *Reading descriptive text, Experiment* Abstrak

Abstrak

Penelitian ini bertujuan untuk menguji kebenaran tentang pengaruh penerapan model Discovery Learning dalam pembelajaran membaca teks deskriptif pada Siswa Kelas VII SMP Negeri 2 Sungguminasa Kabupaten Gowa Jenis penelitian ini adalah penelitian eksperimen dengan jenis True Eksperimen. Populasi dalam penelitian ini adalah siswa Kelas VII SMP Negeri 2 Sungguminasa Kabupaten Gowa yang berjumlah 42 orang. Karena populasi yang diteliti kurang dari 100 siswa, maka dalam penelitian ini digunakan sampel total. Artinya seluruh populasi dijadikan sampel dalam penelitian ini, yaitu sebanyak 42 sampel. Sampel dalam penelitian ini dikelompokkan menjadi dua kelompok, yaitu 21 orang siswa kelas VII.A sebagai kelompok/kelas kontrol dan 21 orang siswa kelas VII.B sebagai kelompok/kelas eksperimen. Untuk memperoleh data yang akurat dalam penelitian ini, maka digunakan angket sebagai instrumen penelitian. Data yang telah terkumpul dianalisis dengan menggunakan teknik deskriptif untuk mendeskripsikan karakteristik distribusi skor dari hasil kelas kontrol dan kelas eksperimen dan teknik analisis inferensial (eksperimen) dengan menggunakan jenis analisis uji t untuk menguji hipotesis Hasil perhitungan terdapat perbedaan yang signifikan antara kemampuan membaca teks deskriptif siswa kelas VII yang menggunakan model Discoveri Learning dengan siswa yang tidak menggunakan model Discoveri Learning. Perbedaan yang signifikan ini dibuktikan berdasarkan hasil uji-t yang dilakukan pada skor posttest kelas kontrol dan kelas eksperimen. Perbedaan yang signifikan ini dibuktikan berdasarkan hasil uji-t yang dilakukan terhadap skor posttest kelompok kontrol dan eksperimen dengan SPSS 20.0. Hasil uji-t skor posttest pembelajaran membaca teks deskriptif untuk kelompok kontrol dan eksperimen menunjukkan bahwa thitung sebesar 76,66 lebih besar dari ttabel yaitu 51,42 dengan db 40.

Kata kunci: Membaca teks deskriptif, Eksperimen

1. Introduction

Indonesian language learning is directed at improving students' ability to communicate, both verbally and in writing, as well as creating appreciation for human creativity. Apart from that, reading is one aspect of language skills that students must master.

In the 2013 curriculum, learning targets have fulfilled three domains that are in accordance with graduate competency standards that students should have, namely the cognitive domain, knowledge, and the psychomotor domain, skills, and the affective domain, attitudes.

Minister of Education and Culture Regulation No. 20 of 2016 concerning Secondary Education Competency Standards which is used as the main reference for developing content standards, process standards, educational assessment standards, standards for educators and education personnel, facilities and infrastructure standards, management standards, and financing standards.

The goal of every reader is to understand what he reads. Thus, comprehension is a very important factor in reading. Therefore, in the reading class, the process of entering information and knowledge into students' brains must occur. The class is a place to provide opportunities for students to gain clarity about parts of the reading that they have not yet understood so that their knowledge increases.

Teachers dominate most of the teaching and learning process activities so that students tend to be passive. This phenomenon was encountered by researchers when carrying out observations in class VII of SMP Negeri 2 Sungguminasa, Gowa Regency . If this situation continues, without an appropriate solution to overcome it, it is feared that over time it will reduce students' ability and quality in reading. In fact, learning to read in junior high school is one of the areas of Indonesian language learning that plays an important role. This means that without having adequate reading skills, junior high school students will experience difficulties in the future, not only for Indonesian language students but also for other subjects.

Based on this background, researchers feel it is necessary to conduct research on "the effectiveness of the *Discovery Learning model* in learning to read descriptive texts in class VII students of SMP Negeri 2 Sungguminasa, Gowa Regency ".

The reason I took this title is so that students are able to communicate well, using Indonesian both orally and in writing. Students need to be trained to use language more to communicate. Success is determined by several factors including: teachers, students, media, models and technical methods. Each element is interrelated and together will collaborate in achieving learning goals. However, one element that really needs attention is the teacher's ability to adopt innovative models, technical methods and strategies, so that learning is more focused and in line with learning objectives.

2. Discovery Learning

Discovery *is* a learning model developed based on the constructivist view. According to Kurniasih & Sani (2014: 64) *discovery learning* is defined as a learning process that occurs when learning material is not presented in its final form, but students are expected to organize themselves. Furthermore, Sani (2014:97) stated that *discovery* is finding a concept through a series of data or

information obtained through observation or experimentation.

A further statement was made by Hosnan (2014: 282) that *discovery learning* is a model for developing active learning methods by finding it yourself, investigating it yourself, so that the results obtained will be loyal and long-lasting in memory. Through discovery learning, students can also learn to think analytically and try to solve the problems they face themselves. Wilcox (in Hosnan, 2014: 281) states that in discovery learning, students are encouraged to learn largely through their own active involvement with concepts and principles and teachers encourage students to have experiences and carry out experiments that enable them to discover principles. -principles for themselves.

discovery learning model in learning, there are several stages that must be implemented. Kurniasih & Sani (2014: 68-71) put forward the operational steps of the *discovery learning model* , namely as follows.

1) Preparation steps for *the discovery learning model*
   a) Determine learning objectives.
   b) Identify student characteristics.
   c) Selecting study material.
   d) Determine the topics that students must study inductively.
   e) Develop learning materials in the form of examples, illustrations, assignments, and so on for students to study.
2) *Discovery learning* model application procedures
   a) *Stimulation* (stimulation/giving stimulation)
      At this stage students are faced with something that causes confusion, then continue not to make generalizations, so that the desire to investigate for themselves arises. Teachers can start by asking questions, suggesting reading books, and other learning that leads to preparation for solving problems.
   b) *Problem statement* (problem statement/identification)
      The teacher gives students the opportunity to identify problems that are relevant to the lesson material, then one of them is selected and formulated in the form of a hypothesis.
   c) *Data collection* (data collection)
      At this stage, students are given the opportunity to collect various relevant information, read literature, observe objects, interview, carry out their own trials to answer questions or prove whether a hypothesis is true or not.
   d) *Data processing* (data processing)
      Data processing is an activity of processing data and information that students have obtained through interviews, observations and so on. This stage functions as concept formation and generalization, so that students will gain new knowledge from alternative answers that need to be proven logically.
   e) *Verification* (proof)
      At this stage, students carry out careful examinations to prove whether or not the hypothesis established earlier is true with alternative findings and is connected to the results of data processing.
   f) *Generalization* (drawing conclusions)

The generalization/drawing conclusion stage is the process of drawing a conclusion that can be used as a general principle and applies to all the same events or problems, taking into account the verification results.

Descriptive text is a paragraph where the main idea is conveyed by clearly describing the object, place or event that is the topic to the reader. So that the reader feels directly what is being expressed in the text.

There are 3 structures that make up the descriptive text so that it becomes a whole. The 3 structures are:

1) Identification : determining the identity of a person, object, and so on.
2) Classification , systematic arrangement into groups according to rules or standards that have been set.
3) Section description : part of the text that contains descriptions of sections in the text.
4) The purpose of the text is different from negotiation text , where the purpose of descriptive text is very clear, namely so that people who read this text feel as if they are experiencing directly what is being explained in the text.

The characteristics of this text are very clear so it will be very easy to distinguish this text from other texts. The following are the characteristics:

1) A description paragraph describes something.
2) The paragraphs described are explained very clearly and in detail and involve sensory impressions.
3) When readers read descriptive text, it is as if they feel directly what is being discussed in the text.

Description text explains the physical characteristics of an object, such as shape, size, color, or psychological characteristics/state of an object with

According to Uma Sekaran in Sugiyono (2010: 60) states that "A framework of thinking is a conceptual model of how theory relates to various factors that have been identified as important, so in this way a framework of thinking is an understanding that underlies other understandings, a the most basic understanding and becomes the foundation for every thought or form of process for the entire research that will be carried out."

Damayanti and Indrayanti, (2015: 120) description is a paragraph that describes an object so that the reader can see, hear, or feel the object being described. The object described can be a person, thing or place.

3. Research Methods

The approach used in this research is a quantitative approach. The quantitative approach is based on the philosophy of positivism which views reality/symptoms/phenomena as being classifiable, relatively fixed, concrete, observable, measurable, and the relationship between symptoms is causal. The research was conducted on a representative population and sample. The process carried out follows a deductive thinking process, which begins with determining an abstract concept in the form of a general theory, then continues with collecting evidence or reality for testing. Quantitative research

results are presented in the form of descriptions using statistical figures.

The research design used is *Nonequivalent Control Group Design* . This research design uses two groups, one experimental group and one control class group. The research design can be seen in table 3.1 below:

Table 3.1. research design

Group	Pretest	Treatment	Posttest
E	O 1	X	O2
K	O3	-	O4

Information: E = experimental group

K = control group

O $_1$ = Experimental class pretest

O $_3$ = Control class pretest

X = *Discovery Learning model*

O $_2$ = Experimental class posttest

O $_4$ = control class posttest

(*Sugiyono,* 201 0 :116)

The instruments used in this research are as follows:

2. First Stage, *Pre Experiment Measurement*

Before carrying out the action, students in the experimental group and control group were given a pre-test, namely reading a descriptive text. This pre-test needs to be carried out to find out whether the learning outcomes using critical reading techniques have changed or not.

3. Second Stage, *Treatment*

After both groups have been given a pretest and have been deemed equivalent, the next stage is to carry out treatment . *Treatment* in the

experimental class used instruments in the form of descriptive text, while in the control group generally used descriptive text. In this study, the treatment was carried out 4 times, namely 2 times in the experimental group and 2 times in the control group. Each treatment was carried out within 2x35 minutes.

The third stage, *Post Experiment Measurement*

The third and final step is to provide descriptive text post test questions to the experimental group and the control group. The form of the post test questions is the same as previously given in the pre test, namely reading descriptive text but with a different descriptive text instrument. The results are in the form of students' final ability data which is used to determine the effects caused by the treatment.

The data collection technique in this research uses tests. This test is used to measure students' initial and final skills (Arikunto, 2013:223). Initial test/ *pretest* to determine initial skills in reading descriptive text for control and experimental groups. The final test/ *posttest* was used to determine the learning outcomes of reading descriptive text in the control group who did not receive treatment and to determine the learning outcomes of reading descriptive text in the experimental group who received treatment using the *Discovery Learning model* .

2. Research results and discussion

The description of the research data serves to provide a general overview of the distribution of the research data obtained, so that it is easier to understand. The data in this research is in the form of learning achievement in learning to read descriptive texts in class V II students of SMP Negeri 2 Sungguminasa, Gowa Regency.

The presentation of the results of data analysis is carried out in accordance with the data analysis techniques described in the previous chapter using descriptive statistical analysis and experimental analysis of the *third type of t-test design* . Data analysis was carried out using descriptive statistical analysis which includes steps, namely: creating a list of raw scores, creating a frequency distribution of raw scores, finding the average mean, measuring the spread, for standard measurement results (scores) a transformation of the raw scores is carried out in on a scale of 1-10, and sets a benchmark for student abilities. After that, the mean match (average value) between the two is presented using inferential analysis *of the third formula type.*

To analyze learning outcome data, it is necessary to first know the initial data from the experimental class and control class which are taken from the *posttest scores* . After the experimental class and control class carried out the learning process, the experimental class used animation media in the learning process and the control class did not use animation media. Then they are given a test to obtain learning outcome data that will be analyzed.

Table 4.5 List of *Posttest Raw Scores* for Experiment Class (X) and Control Class (Y) Students

No	Sample Code	Experiment Class (X)	Control Class (Y)
		Score	Score
1	01	80	30
2	02	70	30
3	03	60	50
4	04	80	60
5	05	70	60
6	06	60	60
7	07	70	60
8	08	80	60
9	09	70	70
10	10	70	70
11	11	90	70
12	12	80	70
13	13	70	30
14	14	80	30
15	15	80	40
16	16	80	40
17	17	90	50
18	18	80	50
19	19	80	50
20	20	80	50
21	21	90	50
N=21		Total score = 1610 Average score =76.66	Total score =1080 Average score =51.42

Source: Data *Posttest* for Experimental Class (X) and Control Class (Y) Students.

Based on the table above, it can be seen that in general students have not fully mastered the material . This is proven by the average number

of students' *posttest scores* being 76.66 in the experimental class and 51.42 in the control class.

Table 4.9 Total Learning Outcome Scores for Experimental Class Students ($\sum X$) and Control Class

No	Experimental Class (X)			Control Class (Y)		
	Mark (X)	Frequency (N)	Number of Values $\sum$	Mark (Y)	Frequency (N)	Number of Values $\sum Y$
1	9	3	27	9	0	0
2	8	10	80	8	0	0
3	7	6	42	7	4	28
4	6	2	12	6	5	30
5	5	0	0	5	6	30
6	4	0	0	4	2	8
7	3	0	0	3	4	12
8	2	0	0	2	0	0
Amount		21	161		21	108

Source: Total Learning Outcome Scores for Experimental Class Students ($\sum X$) and Control Class.

, it is known that the average value of learning outcomes for experimental class students is 76.66 which is obtained from dividing the total value of learning outcomes ($\sum X$) by the number of sample students (N) or ($\sum$ 7.66).

The average learning outcome value for control class students is 51.42 which is obtained from dividing the total learning outcome scores ($\sum Y$) by the number of sample students (N) or ($\sum Y /N = 108/21 = 5.14$).

The next step is to calculate the magnitude of the effect of giving assignments, experimental analysis is used with the third design t test formula as follows f using SPSS 20.0.

Group Statistics

	Class	N	Mean	Std. Deviation	Std. Error Mean
Hasil Posttest Murid	Kelas Experiment	21	76.6667	8.56349	1.86871
	Kelas Kontrol	21	51.4286	13.88730	3.03046

								95% Confidence Interval of the Difference	
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Differen ce	Std. Error Differen ce	Lower	Upper
Hasil Posttest Murid	Equal variances assumed	4.337	.044	7.089	40	.000	25.23810	3.56030	18.04246	32.43373
	Equal variances not assumed			7.089	33.289	.000	25.23810	3.56030	17.99699	32.47920

Independent Samples Test

		Levene's Test for Equality of Variances	t-test for Equality of Means

Because the significant value is less than 0.05, the alternative hypothesis (H1) is accepted. So, the effectiveness of the *Discovery Learning* model occurs in learning to read descriptive text for class VII students at SMP Negeri 2 Sungguminasa, Gowa Regency .

In this section, the findings obtained from the analysis of research data are described. From the data on student learning outcomes, both in the experimental class and the control class, it is known that the highest score obtained by the experimental class sample students was 90 which was obtained by 3 sample students coded 11, 17 and 21. And the average score of the results Student learning that was given action/treatment lessons by applying the use of animation media was (experimental class) was 76.66. This can be seen from student participation and involvement in learning, excellent continuity of learning, can increase student attention, maintain student motivation, make it easier for students to learn, eliminate boredom in learning, and students are able to formulate their own thoughts regularly in a form that is acceptable to others. other. And the highest score obtained by the control class sample students was 70 which was obtained by the sample students coded 09, 10, 11, and 12. The average value of the learning outcomes of students who were not given teaching action/treatment that did not use the model (control class) is 51.42. So, the learning outcomes of students who were given teaching action/treatment using the *Discovery Learning model* (experimental class) were around 76.66 higher than students who were not given action/treatment (control class).

Quantitatively, it can be said that the results of the t-test calculation on the *pretest* and *posttest scores* of the experimental group also prove that the *Discovery Learning model* is used in learning to read descriptive text. The t-test results show tcount 76.66 is greater than ttable 51.42

with db 40 (tcount > ttable = Significant). This shows that there is a significant difference between *the pretest* and *posttest scores* on the results of learning to read descriptive text from the experimental group. Therefore, the *Discovery Learning model* is effective in learning to read descriptive text for class VII students at SMP Negeri 2 Sungguminasa, Gowa Regency .

Because t count is greater than in the t table at the 90% significance level, the alternative hypothesis (H $_1$) is accepted and (H $_0$) is rejected . This means that the *Discovery Learning* model is effective in learning to read descriptive text i in class VII students of SMP Negeri 2 Sungguminasa, Gowa Regency .
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4. Conclusions and Suggestions

From the results of data analysis and discussion, conclusions related to this research can be drawn as follows:

The average value of the observation results of student learning outcomes who were given teaching action/treatment by applying the *Discovery Learning model* in (experimental class) was 76.66, while the average value of the observation results of student learning outcomes who were not given teaching action/treatment with applying the *Discovery Learning Model* to (control class) is 51.42. So, the learning outcomes of students who were given teaching action/treatment by applying the *Discovery Learning model* in learning to read descriptive texts (experimental class) were 76.66 higher than students who were not given treatment/action (control class). This is caused by changes in students' attitudes and behavior in learning to read descriptive texts using the *Discovery Learning model* .

The calculation results are significant between the descriptive text reading skills of class VII students who use the *Discoveri Learning model* and students who do not use the *Discoveri Learning model* . This significant difference was

proven based on the results of the t-test carried out on the *posttest scores* of the control and experimental groups with SPSS 20.0. The t-test results of *the posttest scores* for learning to read descriptive text for the control and experimental groups showed that tcount was 76.66 which was greater than ttable which was 51.42 with db 40.

After conducting a hypothesis test, we got a picture of the effectiveness of the *Discovery Learning* model in learning to read descriptive texts in class VII students at SMP Negeri 2 Sungguminasa, Gowa Regency .

From several obstacles that emerged in the research, the researcher provided suggestions for implementing the *Discovery Learning learning model* as follows:

1. For student

Students can use the *Discovery Learning Model* as an alternative model to overcome the difficulties faced in the process of reading descriptive text so that it can produce good results.

2. For Teachers

Learning to read descriptive text should be carried out using varied and appropriate models and in accordance with learning objectives. One model of learning to read descriptive text whose use can be adjusted to the learning objectives so that reading learning can be more effective. Therefore, Indonesian language teachers are advised to use the *Discovery Learning model* in teaching reading so that the goals of learning to read can be achieved well.

3. For Researchers

Further research was carried out on learning to read descriptive text using other learning models. Apart from that, further research needs to be done regarding the use of the *Discovery Learning model* in learning to read descriptive text with other types of text.

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