THE IMPLEMENTATION OF GUIDED DISCOVERY LEARNING TO TEACH READING OF NARRATIVE TEXT TO TENTH GRADERS

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Abstrak

Siswa seharusnya menguasai membaca pemahaman. Selain itu, mereka juga diharapkan mampu memahami tujuan dan struktur kebahasaan dari teks naratif. Namun demikian, banyak siswa yang merasa bahwa membaca itu adalah aktivitas yang membosankan. Ditambah lagi, ketika mereka tidak memiliki banyak kosakata yang membuat mereka kesulitan untuk menemukan informasi dari teks dan memahaminya. Salah satu faktor yang membuat hal itu terjadi adalah guru biasanya mengajar membaca itu degan cara yang monoton. Oleh karena itu, guru seharusnya merubah cara pengajaran mereka agar proses pembelajaran lebih menarik. Jadi, siswa dapat mencapai tujuan pembelajaran dengan baik. Guided discovery learning adalah salah satu metode yang dapat di gunakan untuk mengajar membaca pemahaman dari teks narativ.

Tujuan dari penelitian ini adalah (1) untuk mendiskripsikan pengimplementasian dari guided discovery learning untuk mengajar membaca pemahaman dari teks narativ untuk kelas X SMAN 2 Kediri, (2) untuk menemukan respon dari siswa terhadap pengimplementasian dari guided discovery learning.

Model yang digunakan dalam penelitian ini adalah deskriptif kualitatif. Penelitian ini dilaksanakan di kelas X MIA (Matematika, IPA) 6 SMAN 2 Kediri. Di kelas ini terdapat 18 siswa laki-laki dan 17 siswa perempuan. Peneliti menggunakan lembar pengamatan dan wawancara sebagai alat penelitian untuk mengumpulkan data.

Hasil dari penelitian ini menemukan bahwa guru dapat mengimplementasikan guided discovery learning dengan baik berdasarkan pada langkah-langkah yang diusulkan oleh Blackburn yang dikutip dalam El-Kahlout. Metode ini dapat mendorong siswa kelas X untuk lebih aktif dalam proses pembelajaran. Sedangkan, hasil dari wawancara yang diberikan kepada siswa menunjukkan bahwa hampir semua siswa antusias mengikuti proses pembelajaran yang dipimpin oleh guru. Menurut mereka, metode guided discovery learning dapat membuat mereka lebih aktif, karena pada metode ini guru mendorong mereka untuk belajar secara mandiri. Disamping itu, metode ini dapat membuat belajar mengajar lebih menarik.

Kata Kunci*: membaca pemahaman , teks naratif, guided discovery learning.

Abstract

The students should master in reading comprehension. Besides, they are expected to be able to understand the purpose and structure of narrative text. However, many of them feel that reading comprehension is bored activity. In addition, as they lack vocabulary which make them difficult to gain the information from the text and comprehend it. One of factors which make it happens is the teacher usually conducts reading activity monotonously. Therefore, the teacher needs to change the way of their teaching in order to make the teaching process more interesting. Thus, the students can reach the goal of learning well. Guided discovery learning is one of good method which can be implemented to teach reading comprehension of narrative text.

The purposes of this research are (1) to describe the implementation of guided discovery learning to teach reading comprehension of narrative text to tenth graders of SMAN 2 Kediri, (2) to find out the students' responses toward the implementation of guided discovery learning.

The design used in this research was descriptive qualitative. This research was conducted in X MIA (Matematika, IPA) 6 classroom of SMAN 2 Kediri. There are 18 males and 17 females students in this class. The researcher used observation sheets and interview as research instrument in collecting the data.

The result of this research found that the teacher could implement guided discovery learning properly according to framework suggested by Blackburn cited in El-Kahlout. This method could

encourage the tenth grade students to be more active in the teaching and learning process. Meanwhile, the result of interview given to students shows that most of the students were enthusiastic followed the teaching and learning process using guided discovery learning conducted by the teacher. In their point of view, guided discovery learning method can make them more to be active, because in this method the teacher encouraged them to learn independently. Besides, this method can make the teaching and learning more interesting.

Keywords*: reading comprehension, narrative text, guided discovery learning.

INTRODUCTION

English is the most prominent tool of global communication. Through English people can build interaction with many people over the world. In addition, they can both access much information and acquire many cultural of other countries in the world. Therefore, people need to learn English well. It is well known that in learning English, there are four skills which have to be mastered by the learners. They are listening, speaking, reading and writing.

Among those English skills, reading plays an important role in our life. Reading is one of ways to gain the information from the written language. The learners will also get much knowledge through reading since most of the information is served in written form. Reading is an active process in which people extract the ideas, concepts, thoughts or imagines from the pattern of world, set forth on the printed page (Callahan & Clark, 1982). This activity is actually giving the meaning of the symbols that is written or printed. Therefore, without reading people will never know what the text tells about.

Regarding to the purpose of reading, the learners have two purposes in doing reading. They are reading only for pleasure and reading for comprehending. Thus, as the learners they have to read not only for pleasure but also for comprehension. As Coyne cited in (Estebo, 2012) comprehension is a goal for reading. He also defined reading comprehension is the learner's ability in decoding the text, understanding the meaning and relating basic experience with the new information. Therefore, the learners need to have good reading skill in order to help them comprehend the text well.

To master in reading skill, the learners need much practice. However, for several learners do reading is not exciting. They feel that reading is a bored activity in the classroom. In addition, as they lack of vocabularies which make them difficult to gain the information from the text and comprehend it. One of factors which make it happens is the teacher usually conducts reading activity monotonously. Therefore, the teachers need to change the way of their teaching. The teacher should be able to create an interesting way because they actually take an important role to make the learners interest in reading and

help them develop their reading skill, particularly comprehending the text in order to reach the goal learning.

According to the Standard Competence 2013, tenth graders are expected to be able to comprehend some genres texts includes narrative text. This text is nearly a story form, containing a character and way of events. Learning narrative text is very important for the learners. It gives the benefit for the learners both in their personal life and educational. Hence, teachers are indeed expected to activate the learners' motivation and skills to do so. To reach the goal of the learning stated above, teachers should use many methods, strategies or media to support it. They also should give more chances to learners to read so that they can be more active to find much information by themselves. By having more chances to read, it means that they have more chance too to develop their reading skill.

One of methods which are appropriate to teach reading of narrative text is guided discovery learning. Guided discovery learning is a method that offers combination between teacher centred and learner centred approach. The teacher encourages the learners to be more active in the learning process. He is also as facilitator who active guides the learners to build new knowledge based on their existing knowledge. It is in line with Goodyear cited in El-Kahlout (2010) that the learners discover knowledge with the teacher' guidance developing their understanding. According to Mayer (2003) that guided discovery is one of the teaching techniques represented by encouraging students to be more active in learning though answering a chain of question and problem solving designed in order to reach the general concept. In this method the teacher designs both the problem and problem solving then encourages the learners to be active to solve the problem by doing experiment, observation, discussion, etc.

According to notions of discovery learning and the important of learning narrative text stated above, it is clearly seen that guided discovery learning can be used as an appropriate method to teach reading comprehension of narrative text. Through the implementation of guided discovery learning, the students are expected be able to understand narrative text well and find knowledge that

they do not get in the previous grade, because they learn it by themselves and teacher's guidance. Besides, they will use more their own experience in their learning. As the students use their own experience and existing knowledge, it is hoped that their understanding will stay longer in their brain. By implementing this method, many teachers who still use traditional ways of teaching reading are also expected to change it to become more engaging and challenging. They are also expected to give the learners more opportunities to reading, so they can develop their skill.

Guided discovery learning has many advantages as teaching method. Thus, it is usually used in teaching science and mathematics subject. As research done by Alex and Olubusuyi (2013) in Mathematics class. They found that the experimental group taught using guided-discovery learning strategy performed significantly better and had higher score than the control group taught using non-guided discovery learning. However, studies of guided discovery learning are rare. Moreover, there is no study about the implementation of guided discovery learning to teach English subject in senior high school in Indonesia. In fact, this study is needed to see the stages of implementing guided discovery learning in senior high classroom. Therefore this study concerns to the implementing of guided discovery learning to teach reading narrative text for tenth graders. In addition, this study is beneficial to describe the learners' responses toward the implementing of guided discovery learning.

Furthermore, the researcher has found that there is a teacher in SMAN 2 Kediri who has been implementing guided discovery learning method to teach reading narrative text for one year. Therefore, the researcher would like to observe how the teacher implements guided discovery learning to teach reading narrative text and the students' responses toward this implementation. Then, represent it into descriptive detail. Thus, many teachers will understand the correct phases in implementing discovery learning and will see students' responses toward the implementation of discovery learning.

METHODOLOGY

The design of this research is descriptive qualitative research. According to Bogdan and Biklein (1992) qualitative research is for particular setting under study because it is concerned with context. The subjects of this study are the teacher and the students of X MIA 6 SMAN 2 Kediri. There were 18 male students and 17 female students in this class.

The researcher used observation sheets and interview as research instruments to collect the data in this study. Observation sheet is used to write all the information which was seen and heard during the teaching and learning process. Meanwhile, interview is used to find out the students' responses toward the implementation of guided discovery learning in teaching reading comprehension of narrative text at the end of this implementation. The data were analyzed in descriptive manner. According to Croswell as cited by Ary, et al (2010) analyzing qualitative research consists of organizing and familiarizing, coding and reducing, and interpreting and representing.

RESULTS
The Implementation of Guided Discovery Learning to Teach Reading Comprehension of Narrative Text

The researcher noted that the teacher did all of the stages of guided discovery learning suggested by Blackburn in El-Khahlot (2010) properly. As introduction stage, the teacher stimulated the students by giving them some questions. Then, she asked the students about the topic they would like to learn at that day. The students answered the teacher' questions enthusiastically. Then, the teacher showed the core competence, basic competence and indicators of learning on slide-show. She read them one by one. The students paid attention to the teacher's explanation. Then, the teacher showed two pictures in form of cartoon on slide-show and asked the students to guess what the title of the pictures and the main characters of it.

As generating ideas, the teacher gave completion text to the students. Then, she asked the students to read the text in three minutes and think about the difficult words. This activity can be also called as observing activity, because the students observed the text before she completed the blank space. Before, the teacher let them complete the text, the teacher asked the students whether they have any difficult words or not. The teacher also allowed the students to ask anything related to the material. However, the teacher did not answer those questions directly but she gave chance to other students to answer it. Then, the teacher gave both correction and addition to those answers if needed. This activity can be called as questioning.

In the learners explore stage, the teacher asked the students to complete the story using their own knowledge in a few minutes. The teacher walked around to the class while the students are completing the text. Knowing most of the student could not complete the story well, the teacher showed some words as answer choices. Then, she asked them to complete the story with the suitable words. Then, they discussed it. The teacher asked some students to read the sentences and write down their answer on the white board. They also discussed about present verb, past verb and past participle verb of words they have written

on the white board. Besides, the teacher asked the meaning of some words to the students in order to check whether they knew the meaning of those words or not. The teacher also told synonym of those words. Besides, the teacher taught how to pronounce some words correctly. She asked the students to repeat the pronunciation she had said. The students followed discussion enthusiastically. When the teacher asked about the meaning of words and any kind of verb forms, the students responded it well. The students who brought dictionary looked it up on the dictionary. The activity where the students did discussion with the teacher is included in sharing stages. They shared about their exploration.

The teacher afterwards gave some unstructured questions as another task. She gave few minutes to the students to finish it. Then, they discussed it together. The teacher asked the students to read the question before they read the answer. The task is given to help the students to develop their reading comprehension skill. This activity is still included in the students explore and sharing stage, because the students still tried to find information about narrative text by answering questions and then share it to their friends.

After the teacher and students have discussed the answers of unstructured questions, the teacher asked about the generic structure, language feature of the text orally. Most of the students gave their answers or ideas, although their answers not perfect. Then, the teacher helped them to find a correct one and helped them to summarize their exploration. She also gave an additional explanation in order to make the students more understand about the materials. This activity can be called as clean up and care stage.

As the extension stage, the teacher asked the students to make eight groups. After all of the students got group discussion, the teacher gave task for them. The teacher gave the same jumbled paragraph to every two group discussion. Thus, there were four different jumble paragraphs in the classroom. Then, she asked them to arrange it into a good story, create a title for that story and identify the social function, generic structure, language feature and category of the text. The teacher afterwards asked the students to discuss it with their group. The extension stage aims to check the students' understanding about the material by giving them other texts which still related to the material.

The teacher afterwards asked all of the groups to present their work in front of the class. She always remembered the other students to pay attention to their friends' presentation. The researcher noted all of the groups did presentation well. This activity was also called as communicating.

After the students have finished presenting their work, the teacher gave feedback to their presentation. The students seemed to pay attention to the teacher's explanation. The teacher afterwards guided them to make conclusion of narrative text. The researcher noted that the students have understood about narrative text. They can answer all of the teacher's questions well.

The Students' Response towards the Implementation of Guided Discovery Learning to Teach Reading Comprehension Narrative Text

The first question of interview is about the students' felling about guided discovery learning as method to teach reading narrative text. There were five students stated that they interested learning reading narrative text using guided discovery learning. They said "I interest in learning reading by using guided discovery learning, because this method requires the students to gather the information by themselves. Thus, the students have had the information about the materials as their background knowledge before the teacher explains it.", "Yes, I interest because this method encourages the students to learn independently. Learning using guided discovery learning is exciting","Yes, I interest with the guided discovery learning method, because this method is effective. It can also help the students easy to understand the materials." "Yes, I interest with this method. Actually, the particular aim of the students go to school is learning. The meaning of learning itself is the students not only listen to the teacher's explanation. They have to be active to develop new concept by themselves. So this method can help the students to develop their concept.", "Yes, I quite interest in learning narrative text using guided discovery learning, because the teacher encourages the students to be more active." There was a student stated that he less interesting in learning reading narrative text using guided discovery learning. He said "I less interesting because I am kind of passive student."

The second question of interview is about the students' opinion about the implementation of guided discovery leaning to teach reading narrative text. All of the students agree that guided discovery learning is one of a good method which should be used in the teaching and learning process. When they were interviewed they said "I think this method can work well. If there are obstacles, it maybe because the lack time and media." "Guided discovery learning encourages the students to be more active. It also help the students easy to understand the materials", "This method can work well. Most of the students seem to be enthusiastically following the teaching process", "I think, guided discovery learning can work well. It can be used to teach this lesson.", "I think it depends on the students. If the students have intended to

study, this method will work well.""This method must be implemented in teaching process because it encourages the students to be more active."

The third question of interview is the students' opinion about the advantages of using guided discovery learning as method to teach reading narrative. All of the students said that guided discovery learning give advantages. They argued that "this method makes the students to be more active.", "It encourages the students to be more active and they can know first much information from sources before the teacher explains it", "it can help the students understand the material easier. If we read many sources and find the information by ourselves can help us easier to understand the material rather than only listen the teacher explanation", "This method makes the students more active. Besides, they will get new knowledge because they find information from many sources", "this method encourages the students to be more creative, to explore their knowledge and teach them to develop their own concepts", "this method makes the students more active. The students not only wait the teacher to give explanation about the materials but also they can browse much information from books or other sources".

The fourth question of interview is about the difficulties students got during the implementation of guided discovery learning. They said "Since the students have to find the information by themselves, the students sometimes afraid what they have done is wrong","Sometimes, I do not know the meaning of some words, and never read the text before, so I get little difficult to understand it.""We often have bad internet connection which make us difficult to browse the information";"I get difficulty when the teacher read the text or instruction unclearly. Besides, I do not know the meaning of some words. Thus, I cannot understand the text well." There were two students who stated that they have no really difficulty in learning reading using guided discovery learning."

Those statements above are the students' responses toward the implementation of guided discovery learning to teach reading comprehension of narrative text.

Discussion

According to the result of observation done by the researcher by using field notes, it can be known that the teacher can implement scientific approach especially guided discovery learning to teach reading narrative text well. The teacher did all of the stages of guided discovery learning suggested by Blackburn in El-Khahlot (2010) and use some components of scientific approach suggested by Kemendiknas (2013) well. The teacher can also encourage the students to be more active. It can be

seen from the activity in which the teacher gave them some tasks, asked them to answer it both individual and in group, discuss it together, present their work and find information by themselves. This is line with the theory stated by Mosca and Howard (1997) that guided discovery learning makes the learning more active rather than passive. When the teacher and the students discussed completion text, the teacher asked about the meaning of some words and told the synonym of them. The teacher intended to help the students have many vocabularies. It is line with the theory stated by McLaughlin (2010) that one of ten principles of teaching reading comprehension is the development of vocabulary is essential. Besides, the teacher also gave the students text and followed unstructured questions. The unstructured questions are given to help the students gather information from the text and check their understanding about it. The tasks are also given to help the students develop their reading skill. It is in line with the theory about reading comprehension stated by Pardo (2004) that comprehension as the process of readers interacting and constructing meaning from text, implementing the use of prior knowledge, and the information found in text.

Meanwhile, the result of interview given to the students showed that most of the students were enthusiastic followed the teaching and learning process using guided discovery learning method conducted by the teacher. They paid attention and gave good responses for each activity. In their point of view, guided discovery learning method can make them more to be active, because in this method the teacher encouraged them to learn independently. They have to find much information and try to understand the materials by themselves. Moreover, most of the students liked learning English and reading. So this method made the teaching and learning more interesting. They also stated that guided discovery learning is a good way to help them understand the materials, especially reading narrative text. However, in implementing method in the teaching learning must have obstacles. The students stated that if there was an obstacle during the implementation guided discovery learning, it was the internet connection provided was bad. So the students cannot search much information. However, all of them agreed that the guided discovery learning is used as method to teach reading narrative text.

For all those reasons this study agreed that guided discovery learning is a good way to teach reading narrative text. It makes the students become more active in following the lesson, encourage them to learn independently and help them understand the material by themselves. In this method, the teacher gave an opportunity to the students to find much related much information from many sources by themselves. The

teacher also allowed the students to have different idea. What the teacher did can make the teaching and learning process more interesting.

Thus, the use of guided discovery learning seemed can work well as method to teach reading narrative text, especially teaching reading narrative text for tenth graders of SMAN 2 Kediri.

CONCLUSION AND SUGGESTIONS

Conclusion

Based on the results and discussions stated in previous chapter, the researcher makes conclusion that the implementation of guided discovery learning could encourage the tenth grade students more to be active in the teaching and learning process. The teacher could implement guided discovery learning properly according to framework suggested by Blackburn cited in El-Kahlout. Meanwhile, the result of interview given to students shows that most of the students were enthusiastic followed the teaching and learning process using guided discovery learning conducted by the teacher. In their point of view, guided discovery learning method can make them more to be active, because in this method the teacher encouraged them to learn independently. Besides, this method can make the teaching and learning more interesting.

Thus, based on the researcher' finding it can be concluded that guided discovery learning is a good method to teach reading narrative text, especially teaching reading narrative text for tenth graders of SMAN 2 Kediri.

Suggestions

In implementing the guided discovery learning, the teachers should master the materials. Thus, they can guide the students to learn and gain the information by themselves well. Besides, the school has to provide good internet connection or Wi-Fi to support the students browse information. Those suggestions should be done by the teacher to succeed the implementation of guided discovery learning to teach reading of narrative text.

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