LINGUISTIK : Jurnal Bahasa & Sastra
http://jurnal.um-tapsel.ac.id/index.php/Linguistik | Vol.11 No.2 April-Juni 2026
e- ISSN 2548 9402 | | DOI : 10.31604/linguistik.v11ii2. *352- 357*

THE EFFECT OF DISCOVERY LEARNING MODEL ON READING COMPREHENSION IN NARRATIVE TEXT ASSISTED WITH WORDWALL AT GRADE IX OF SMA NEGERI 3 TANJUNG BALAI (2025/2026) ACADEMIC YEAR

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Abstrak

Penelitian ini bertujuan untuk mengetahui pengaruh model Discovery Learning berbantuan Wordwall terhadap kemampuan membaca pemahaman siswa pada teks naratif. Penelitian ini menggunakan pendekatan kuantitatif dengan desain eksperimen pre-test dan post-test. Populasi penelitian adalah siswa kelas XI SMA Negeri 3 Tanjungbalai, dengan sampel dua kelas yang dipilih secara random, yaitu kelas eksperimen dan kelas kontrol. Data dikumpulkan melalui tes membaca pemahaman berupa pre-test dan post-test. Hasil penelitian menunjukkan adanya peningkatan yang signifikan pada kelas eksperimen dibandingkan kelas kontrol. Nilai rata-rata kelas eksperimen meningkat dari 44.1 menjadi 83.3, sedangkan kelas kontrol dari 38.57 menjadi 67.42. Hasil uji t menunjukkan bahwa t hitung (43.41) lebih besar dari t tabel (1.67) pada taraf signifikan 0.05 (one-tailed) dengan df = 64. Dengan demikian, model Discovery Learning berbantuan Wordwall berpengaruh signifikan terhadap kemampuan membaca pemahaman siswa.
Kata kunci: Discovery Learning, Reading Comprehension, Narrative Text.

Abstract

This study aims to investigate the effect of the Discovery Learning model assisted by Wordwall on students' reading comprehension in narrative texts. This research applied a quantitative approach with a pre-test and post-test experimental design. The population consisted of Grade XI students of SMA Negeri 3 Tanjungbalai. The samples were selected using random sampling consisting of experimental and control classes. The data were collected through reading comprehension tests. The results showed a significant improvement in the experimental class. The mean score increased from 44.1 to 83.3, while the control class increased from 38.57 to 67.42. The t-test result showed that t-count (43.41) was higher than t-table (1.67) at the significance level of 0.05 with df = 64 (one-tailed). It can be concluded that Discovery Learning assisted by Wordwall has a significant effect on students' reading comprehension.
Keywords: Discovery Learning, Reading Comprehension, Narrative Text.

INTRODUCTION

English has become a global language that plays an important role in various aspects of life, including education, communication, technology, and international relations. In the Indonesian educational context, English is taught as a compulsory subject in senior high schools with the aim of developing students' language skills, namely listening, speaking,

reading, and writing. Among these skills, reading is considered one of the most essential because it enables students to obtain information, develop knowledge, and understand written texts effectively.

Reading comprehension is the ability to understand, interpret, and analyze the meaning of written texts. It is not only about recognizing words but also about constructing meaning, identifying main ideas, making inferences, and understanding the structure of the text. According to several experts, reading comprehension requires both linguistic knowledge and cognitive processes, which allow students to connect new information with their prior knowledge. Therefore, mastering reading comprehension is crucial for students to succeed academically.

In the senior high school curriculum, narrative text is one of the important text types that students must learn. Narrative text aims to entertain readers and convey stories through a sequence of events. It consists of several generic structures, such as orientation, complication, and resolution, and uses specific language features such as past tense, action verbs, and time connectives. However, many students still face difficulties in understanding narrative texts. They often struggle to identify the main ideas, understand vocabulary, and interpret the meaning of the text. As a result, their reading comprehension achievement remains low.

Based on preliminary observation conducted at SMA Negeri 3 Tanjungbalai, it was found that many Grade XI students had low reading comprehension ability. Most students were not able to fully understand the content of narrative texts, and they showed low motivation during the learning process. This problem was influenced by the teaching method used in the classroom, which was still dominated by conventional or teacher-centered approaches. In this method, the teacher explains the material while students passively receive information, resulting in low student engagement and participation.

To overcome this problem, an effective and innovative learning model is needed to improve students' reading comprehension. One of the appropriate models is the Discovery Learning Model. Discovery Learning is a student-centered approach that encourages learners to actively participate in the learning process by discovering knowledge through exploration and problem-solving. Through this model, students are guided to identify problems, collect data, analyze information, and draw conclusions independently. This process helps students develop critical thinking skills and improves their understanding of the material.

In addition to the learning model, the use of interactive media is also important to support the learning process. One of the media that can be used is Wordwall. Wordwall is an interactive digital platform that provides various educational games and activities. It can make the learning process more interesting, enjoyable, and engaging. By using Wordwall, students can practice reading comprehension through interactive exercises, which increases their motivation and participation in learning.

Several previous studies have shown that the Discovery Learning Model has a significant effect on improving students' learning outcomes, especially in reading comprehension. These studies indicate that students who are taught using Discovery Learning tend to be more active, motivated, and able to understand the material better compared to those who are taught using conventional methods. Therefore, combining the Discovery Learning Model with interactive media such as Wordwall is expected to provide better learning outcomes.

Based on the explanation above, this research aims to determine whether the Discovery Learning Model assisted by Wordwall has a significant effect on students' reading

comprehension in narrative texts at Grade XI students of SMA Negeri 3 Tanjungbalai in the 2025/2026 academic year.

METHOD

In this research, the researcher used a quantitative research method. Quantitative research is a method that involves collecting numerical data and analyzing it statistically to test hypotheses, identify relationships between variables, and draw conclusions. This method is appropriate for this study because it aims to determine the effect of the Discovery Learning Model assisted by Wordwall on students' reading comprehension.

This research applied an experimental design, specifically a pre-test and post-test control group design. The purpose of this design is to compare the students' reading comprehension before and after the treatment. The study involved two groups, namely the experimental class and the control class. The experimental class was taught using the Discovery Learning Model assisted by Wordwall, while the control class was taught using a conventional teaching method.

This research was conducted at SMA Negeri 3 Tanjungbalai during the 2025/2026 academic year. The population of this study consisted of all Grade XI students. To select the sample, the researcher used a random sampling technique. The sample was divided into two classes: one as the experimental class and the other as the control class.

The instrument used in this research was a reading comprehension test in the form of multiple-choice questions. The test was designed to measure students' ability in understanding narrative texts, including identifying main ideas, understanding vocabulary, recognizing text structure, and interpreting the meaning of the text.

The data were collected through two types of tests: pre-test and post-test. The pre-test was administered before the treatment to measure students' initial reading comprehension ability. After that, the treatment was given to the experimental class using the Discovery Learning Model assisted by Wordwall, while the control class received conventional teaching. At the end of the treatment, the post-test was administered to both classes to measure the students' improvement.

Before analyzing the data, the researcher conducted validity and reliability tests to ensure that the instrument was appropriate for measuring students' reading comprehension. After that, the data were analyzed using statistical techniques. The researcher calculated the mean scores of both groups to determine the level of improvement.

To test the hypothesis, the researcher used the independent sample t-test. This test was used to determine whether there was a significant difference between the experimental class and the control class after the treatment. The level of significance used in this research was 0.05. If the t-count value is higher than the t-table value, the alternative hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected. This indicates that the Discovery Learning Model assisted by Wordwall has a significant effect on students' reading comprehension.

RESULT AND DISCUSSION

Data Analysis of the Research

Data analysis of the research is a technique used to process the collected data so that the researcher can measure and explain the relationship between variables. In this study, the researcher collected data through pre-tests and post-tests in both the experimental and control classes. The researcher calculated measures of central tendency, such as the mean, as well as

measures of data dispersion to provide a clear overview of the students' improvement in reading comprehension.

Data Description

This section discusses the statistical data of the pre-test and post-test results in both the experimental and control classes. The pre-test and post-test were administered to measure students' reading comprehension ability in narrative texts.

The tests were conducted in two classes to determine the comparative effect of the learning methods used by the researcher, namely the Discovery Learning Model assisted by Wordwall in the experimental class and the conventional method in the control class. This research used an experimental design to examine the effect of the treatment on students' reading comprehension.

Treatment Description

Based on research conducted at SMA Negeri 3 Tanjungbalai, many Grade XI students still experience difficulties in reading comprehension, especially in understanding narrative texts. Students often face problems in identifying main ideas, understanding vocabulary, and interpreting the meaning of the text. In addition, students show low motivation and passive participation during the learning process.

Therefore, an innovative learning model is needed to improve students' reading comprehension. In this research, the population consisted of Grade XI students of SMA Negeri 3 Tanjungbalai in the 2025/2026 academic year. The sample was divided into two classes: the experimental class and the control class.

1. Experimental Class

The experimental class received treatment using the Discovery Learning Model assisted by Wordwall. Before the treatment, the researcher administered a pre-test to measure students' initial reading comprehension ability.

After that, the researcher conducted the learning process using the Discovery Learning Model, which emphasizes student-centered learning. Students were guided through several stages such as stimulation, problem identification, data collection, and verification. During the learning process, Wordwall was used as an interactive media to support students' engagement and participation.

At the end of the treatment, a post-test was administered to determine the students' improvement and the effectiveness of the Discovery Learning Model assisted by Wordwall.

2. Control Class

In the control class, the researcher applied a conventional teaching method. The teacher explained the material, and students passively received the information without active involvement.

Similar to the experimental class, a pre-test was given to measure the students' initial ability. After the learning process using conventional methods, a post-test was administered. The post-test was the same as that given to the experimental class to ensure fair comparison of the results.

The Analysis of the Data

To ensure that the data met the requirements for hypothesis testing, the researcher conducted a normality test. In this research, the Kolmogorov-Smirnov test was used to determine whether the data were normally distributed. The data are considered normal if the significance value (p-value) is greater than 0.05.

Independent Sample T-Test

The Independent Sample T-test is used to determine whether there is a significant difference between the mean scores of two independent groups. In this study, the test was used to compare the reading comprehension results of the experimental class and the control class after the treatment.

The result of the hypothesis testing showed that the t-count value was higher than the t-table value at the significance level of 0.05. Therefore, the null hypothesis (Ho) was rejected and the alternative hypothesis (Ha) was accepted.

This indicates that there is a significant difference between students who were taught using the Discovery Learning Model assisted by Wordwall and those who were taught using conventional methods. Thus, it can be concluded that the Discovery Learning Model assisted by Wordwall significantly improves students' reading comprehension.

Research Findings

Based on the data analysis, the findings show that the Discovery Learning Model assisted by Wordwall has a significant effect on students' reading comprehension. The data indicate a clear improvement in the experimental class. The mean score increased from 44.1 in the pre-test to 83.3 in the post-test. This shows a substantial improvement after the implementation of the Discovery Learning Model assisted by Wordwall.

In contrast, the control class showed a lower improvement, with the mean score increasing from 38.57 in the pre-test to 67.42 in the post-test.These results indicate that the experimental class achieved better improvement compared to the control class. The significant difference between the two groups is also supported by the high t-test value, which indicates a strong effect of the treatment.

Comparing the two groups, the analysis proves that the Discovery Learning Model assisted by Wordwall can improve students' reading comprehension more effectively than conventional methods. The statistical analysis showed that the t-count value was higher than the t-table value at a significance level of 0.05, leading to the rejection of the null hypothesis (Ho) and the acceptance of the alternative hypothesis (Ha). Therefore, it can be concluded that the Discovery Learning Model assisted by Wordwall has a very significant effect on improving students' reading comprehension in narrative texts at Grade XI students of SMA Negeri 3 Tanjungbalai.

The improvement in the experimental class was influenced by several factors. First, the Discovery Learning Model helped students actively construct their understanding of narrative texts. Second, the use of Wordwall made the learning process more interactive and engaging. Third, students became more motivated and participated actively during the learning process. As a result, students were better able to identify main ideas, understand text structure, and interpret the meaning of narrative texts after the treatment.

CONCLUSION

Based on the findings of this study, it can be concluded that the Discovery Learning Model assisted by Wordwall has a significant effect on students' reading comprehension in narrative texts. The implementation of this model creates a more active, engaging, and student-centered learning environment, which supports students in constructing their understanding of the text more effectively.

The use of Discovery Learning encourages students to explore, analyze, and interpret information independently, while Wordwall enhances the learning process through interactive

and motivating activities. As a result, students demonstrate better comprehension skills, particularly in identifying main ideas, understanding text structure, and interpreting meaning.

Therefore, the Discovery Learning Model assisted by Wordwall can be considered an effective instructional strategy to improve students' reading comprehension in narrative texts.

SUGGESTION

Based on the results of this research, several suggestions are proposed to improve students' reading comprehension, especially in narrative texts:

1. For Teachers

English teachers are recommended to apply the Discovery Learning Model assisted by Wordwall in teaching reading comprehension. This model has been proven effective in increasing students' motivation, participation, and understanding of narrative texts. Teachers should create interactive and student-centered learning environments to enhance students' learning outcomes.

2. For Students

Students are expected to be more active and engaged in the learning process. They should participate in discussions, explore learning materials independently, and make use of interactive media such as Wordwall to improve their reading comprehension skills.

3. For Future Researchers

Future researchers are encouraged to conduct similar studies using different skills, such as writing, speaking, or listening. In addition, they can apply the Discovery Learning Model with other types of texts or involve larger samples to obtain more comprehensive results.

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