

**THE EFFECT OF THE DISCOVERY LEARNING MODEL ON READING  
COMPREHENSION ASSISTED WITH CANVA APPLICATION AT XTH GRADE  
STUDENTS' OF SMK NEGERI 6 TANJUNGBALAI IN 2023/2024 ACADEMIC  
YEAR.**

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**Abstract**

The purpose of this study was to determine whether there is effect of the discovery learning model on reading comprehension Assisted with Canva Application At X Grade Students' Of SMK Negeri 6 Tanjungbalai In 2023/2024 Academic Year. This type of research is quantitative research with a two-group research design, namely the experimental group and the control group. The population in this study were all X Marketing classes consisting of 2 classes. The research sample was 2 groups, namely the experimental group and the control group which were taken as a total sample because the population was below 100 people. The class X Marketing 1 as a control group using conventional methods and the class X Marketing 2 as an experimental group using the discovery learning model. After the learning is completed, a post-test is obtained with the average results of the experimental group 76.82 and the control class 60.28. t test results obtained  $t_{count} = 5,8831 > t_{table} = 2.65$  (at 1% significant level) or 2.00 (at 5% significant level). It means that  $H_a$  is accepted, thus it is obtained that there is an effect of the discovery learning model on reading comprehension of recount text assisted with Canva Application at X Grade Students of SMK Negeri 6 Tanjungbalai In 2023/2024 Academic Year.

**Keywords:** Discovery Learning Model, Recount Text, Reading Comprehension

## **INTRODUCTION**

Reading comprehension is the process of attentively and thoroughly going over a text to extract information about its topic, content, and structure. Reading comprehension is very important for students because reading is the basis that makes it easy for students to understand learning. Students need continuous practice to develop reading skills because both in the classroom and in daily life, reading is very important.

In learning English, reading comprehension is important. because most English lessons study types of texts, namely report text, procedural text, recount text, and so on, which are followed by several questions to improve students' understanding of recognizing the content, implied meaning, and explicit meaning in the text. However, all this does not go as expected, and there are still many students who find it difficult to answer questions related to the text, thus they feel bored and don't like studying the text.

Based on the experience of internship 3 at SMK Negeri 6 Tanjungbalai, many students still feel difficulties in reading comprehension. There are several reasons that make reading comprehension difficult for students. Students had difficulties understanding the contents of a text because of a limited vocabulary, or there are even some students who don't know vocabulary at all because English lessons were introduced after they were in junior high school. Therefore, they find it difficult to adapt when the teacher gives directions for learning English, namely: find the meanings, superordinate's, synonyms, antonyms, and technical language of a text. Due to a lack of vocabulary, students will find it extremely difficult to understand the book as a whole.

Students have difficulty processing information from the text content. Students find it difficult to answer questions based on text because they don't know the strategies for answering questions. Even if they know the strategy, namely, by finding keywords in the question and adapting them to the content of the text, it will be easier for them to answer the question.

Another reason is that students feel less motivated to learn English, especially to understand the contents of texts. A lot of students still have trouble understanding what they read. As is common knowledge, reading is an uncommon hobby these days, with the majority of people not enjoying it. People dislike reading for a variety of reasons. They consider reading to be a boring and time-consuming hobby. Even worse, some people claim that reading is useless for them. Another reason is that individuals who enjoy reading will become lazy because they will spend all of their time reading.

There are even some students who are not interested in English lessons because the learning medium is boring and has an impact on their reading comprehension. Referring to the problem, this research believes that discovery learning with an assisted The best tool for measuring students reading comprehension is the Canva app, and the research focuses on Recount text.

A recount text is a text containing information about events or activities in the past. This kind of text is mostly used in the context of communication, either oral or written. Thus, in a communication context, we often talk about things, facts, or events in the past. Every kind of activity in the past can be written in the form of text and functioned as the recording, notes, documents, and report.

The discovery learning model is one in which the students are not given the content of the lesson at the beginning of the study but have to find it by themselves through the six stages: stimulation, problem statement, data collection, data processing, verification, and generalization. Discovery learning involves the process of instructing and learning so that the students may comprehend the material. Canva is an online design tool that offers users the opportunity to create professional-looking posters, slideshows, images, event flyers, resumes, cards, certificates, info graphics, and other media. You can make learning activities more interesting and not boring through the canva application.

## METHOD

This research method will use experimental method with quantitative approach. There are two groups of sample namely Experimental Group and Control Group. This research consists of two variables and two groups. Those two variables are discovery learning as independent variable and Reading Comprehension as dependent variable. This design focuses on treatment and outcome. Data will be collected from the pretest and posttest to find out whether discovery learning assisted by the Canva application is effective in teaching reading comprehension. The design of this study can be seen below:

**Table 1. Two Groups Pre-test Post-test Design**

Group	Pretest	Independent Variable	Post Test
E	Y1	X	Y2
C	Y1	-	Y2

**Note:**

- E : Experimental Group
- C : Control Group
- Y1 : Pre-Test
- Y2 : Post-Test
- X : Treatment

Student test results will be used to gather research data, which will then be quantitatively examined. Statistical analysis is a statistical formula used in quantitative analysis. Its purpose is to ascertain the meaningful distinction between students who receive instruction using the Canva application-assisted Discovery Learning approach and those who do not. The t-test will be used to examine the data using Excel 2023 for Windows. Lastly, the degree of freedom (df) of the test, the t-test, will be compared with the significance of the sum, the t-test, and the t-table in the following manner:

$$t = \frac{M_x - M_y}{\sqrt{\left(\frac{\sum X^2 + \sum Y^2}{N_x - N_y - 2}\right) \left(\frac{1}{N_x} + \frac{1}{N_y}\right)}}$$

Where:

- $M_x$  = Means score of experimental group (Post-test)
- $M_y$  = Mean score of the control group (Post-Test)
- $\sum X^2$  = The sum of x scores after being squared (Post-Test)
- $\sum Y^2$  = The sum of y scores after being squared (Post-Test)
- $N_x$  = Number of students in the experimental group
- $N_y$  = Number of students in the control group

**RESULTS AND DISCUSSION**

The research data was collected in order to determine whether the discovery learning model has a significant impact on students' reading comprehension in recount text. The data consisted of the results of the discovery learning model and the conventional method. The research was conducted at SMK Negeri 6 Tanjungbalai, class X. The sample consists of X Marketing 1 (35 students) as the control class and X Marketing 2 (36 students) as the experimental class.

**Table 2. The Result of Pre-Test and Post-Test in Experimental Group**

Experimental Group						
No	Student's Initial	Score of Pre-Test (X)	Score of Post-Test (Y)	X <sup>2</sup>	Y <sup>2</sup>	XY
1	AP	40	80	1600	6400	3200
2	A	65	70	4225	4900	4550
3	ACB	40	70	1600	4900	2800
4	AA	40	75	1600	5625	3000
5	BDS	45	75	2025	5625	3375
6	D	70	80	4900	6400	5600
7	F	50	85	2500	7225	4250
8	ML	40	70	1600	4900	2800
9	MR	60	90	3600	8100	5400
10	MK	20	70	400	4900	1400
11	NS	55	75	3025	5625	4125
12	NH	30	90	900	8100	2700
13	NJW	70	85	4900	7225	5950
14	NDY	25	80	625	6400	2000
15	N	65	70	4225	4900	4550
16	NI	65	80	4225	6400	5200
17	NU	45	90	2025	8100	4050
18	P	35	85	1225	7225	2975
19	PMH	50	85	2500	7225	4250
20	PM	50	70	2500	4900	3500
21	PR	35	85	1225	7225	2975
22	PA	65	70	4225	4900	4550
23	PO	65	70	4225	4900	4550
24	RMS	40	70	1600	4900	2800
25	R	55	75	3025	5625	4125
26	RR	50	70	2500	4900	3500

27	RA	60	80	3600	6400	4800
28	RF	60	80	3600	6400	4800
29	SP	60	70	3600	4900	4200
30	SR	55	70	3025	4900	3850
31	TA	65	90	4225	8100	5850
32	TW	55	75	3025	5625	4125
33	VW	65	70	4225	4900	4550
34	WS	25	70	625	4900	1750
35	YI	30	70	900	4900	2100
36	ZF	30	75	900	5625	2250
<b>36 = N</b>		<b>1775</b>	<b>2765</b>	<b>94725</b>	<b>214175</b>	<b>136450</b>

**Table 3. The Result of Pre-Test and Post-Test in Control Group**

Control Group						
No	Student's Initial	Score of Pre-Test (X)	Score of Post-Test (Y)	X <sup>2</sup>	Y <sup>2</sup>	XY
1	AI	50	60	2500	3600	3000
2	AF	60	60	3600	3600	3600
3	AR	20	50	400	2500	1000
4	AS	50	70	2500	4900	3500
5	AQ	35	50	1225	2500	1750
6	AZ	50	60	2500	3600	3000
7	D	50	60	2500	3600	3000
8	DA	20	70	400	4900	1400
9	DY	50	60	2500	3600	3000
10	EA	50	65	2500	4225	3250
11	FB	40	60	1600	3600	2400
12	FF	40	60	1600	3600	2400
13	FS	45	60	2025	3600	2700
14	FA	50	70	2500	4900	3500
15	FR	25	50	625	2500	1250
16	FH	40	50	1600	2500	2000
17	FP	35	65	1225	4225	2275
18	GS	20	65	400	4225	1300
19	G	40	70	1600	4900	2800
20	GE	40	60	1600	3600	2400
21	IH	40	60	1600	3600	2400
22	I	40	60	1600	3600	2400

23	IS	40	60	1600	3600	2400
24	IB	55	50	3025	2500	2750
25	IK	35	65	1225	4225	2275
26	JH	50	55	2500	3025	2750
27	KS	50	60	2500	3600	3000
28	LK	35	70	1225	4900	2450
29	MA	50	60	2500	3600	3000
30	MS	50	50	2500	2500	2500
31	R	60	60	3600	3600	3600
32	SA	50	70	2500	4900	3500
33	SI	50	65	2500	4225	3250
34	WW	45	50	2025	2500	2250
35	W	50	60	2500	3600	3000
<b>35 = N</b>		<b>1510</b>	<b>2110</b>	<b>68800</b>	<b>128650</b>	<b>91050</b>

From table 2 and table 3 showed that:

1. The highest and lowest scores in the experimental group in the pre-test were 70 and 20, while the highest and lowest scores in the post-test were 90 and 70. thus it was higher than the pre-test.
2. The highest and lowest scores in the control group in the pre-test were 60 and 20, while the highest and lowest scores in the post-test were 70 and 50. thus it was higher than the pre-test.
3. The number of pre-test scores in the experimental group was 1775 after being given treatment using the discovery learning model, the number of post-test scores increased to 2765.
4. The number of pre-test scores in the control group was 1510 after being given treatment using conventional way the number of post-test scores increased to 2110.
5. Points 3 and 4 showed that the use of the discovery learning model improves students' understanding in reading comprehension of recount text rather than using conventional way. It can be seen with the number of post-test scores in the experimental group higher than the control group.

The data was analyzed by applying by t-test, finally the significant of the sum, the t-test and t-table would be compared with degree of freedom (df) of the test, the t-test as follow:

$$t = \frac{M_x - M_y}{\sqrt{\left(\frac{\sum X^2 + \sum Y^2}{N_x + N_y - 2}\right) \left(\frac{1}{N_x} + \frac{1}{N_y}\right)}}$$

Before calculating the data using t-test formula, the research has to find the mean variable x and variable y:

**Mean Variable X:**

$$M_x = \frac{\sum X_2}{N_2} = \frac{2765}{36} = 76,81$$

**Mean Variable Y:**

$$M_y = \frac{M_y}{N_2} = \frac{2110}{35} = 60,29$$

After getting mean variable x and variable y, then the data was analysed by applying by t-test, finally the significant of the sum, the t-test and t-table would be compared with degree of freedom (df) of the test, the t-test as follow :

$$t = \frac{M_x - M_y}{\sqrt{\left(\frac{\sum X^2 + \sum Y^2}{N_x + N_y - 2}\right) \left(\frac{1}{N_x} + \frac{1}{N_y}\right)}}$$
$$t = \frac{76,81 - 60,28}{\sqrt{\left(\frac{214175 + 128650}{36 + 35 - 2}\right) \left(\frac{1}{36} + \frac{1}{35}\right)}}$$
$$t = \frac{16,52}{\sqrt{\left(\frac{342825}{69}\right) \left(\frac{2}{1260}\right)}}$$
$$t = \frac{16,52}{\sqrt{4968,478 \times 0,001587}}$$
$$t = \frac{16,52}{\sqrt{7,8849}} = \frac{16,52}{2,8080} = 5,8831$$

So, t-test = 5,8831

And on the basis of these tests this research concluded about accepting or rejecting the formulated hypothesis.  $df$  or  $db = (N_1 + N_2 - 2) = 36 + 35 - 2 = 69$  (See Table of Values "t"). It turns out that in the table there is no  $df$  of 69; therefore, the closest  $df$  is used, namely  $df$ . 70. With a  $df$  of 70, the table is obtained as follows:

1. At the 5% significance level:  $t_1 = 2.00$
2. At the 1% significance level:  $t_1 = 2.65$

Since the "t" we obtained in the calculation (i.e.,  $t = 5,8831$ ) is greater than  $t_1$  (both at the 5% significance level and at the 1% significance level), the alternative hypothesis ( $H_a$ ) is accepted. This means that There is significant the effect of discovery learning model on reading comprehension of recount text assisted by Canva application.

This research has been successful,  $H_a$  is accepted and it is revealed that the hypothesis which states that there is a significant effect of using the Discovery Learning

model with assisted of Canva application in learning reading comprehension on recount text is effective because learning reading comprehension in recount text using the Discovery Learning method gets higher scores than using conventional way.

## CONCLUSION

The results of students' tasks in reading comprehension on recount text using the discovery learning model are higher than using conventional way at X class student of SMK Negeri 6 Tanjungbalai. The analysis show that the  $t_{score}$  is higher than the  $t_{table}$  ( $2,00 (5\%) > 5,8831 > 2,65 (1\%)$ ) both at the 5% and 1% significance levels with a degree of freedom of 70 (a number close to  $df = 69$ ). it shows that  $H_a$  is accepted and  $H_o$  is rejected. there is a significant influence of using the discovery learning model with assisted of Canva Application on students' reading comprehension in recount text.

After analysing the data, it can be concluded:

1. Using the discovery learning model makes it easier for students to understand recount text.
2. Students become capable in reading comprehension of recount text and can easily understand questions related to the text
3. By using discovery learning model, students are more active in improving their reading comprehension.

## THANK-YOU NOTE

Thank you to Drs. Dailami, M. Pd as the dean of the faculty of teacher training and education, Putri Lidiana Permata Sari, S.Pd.I, M.S as the head of the study program, Dr. Heni Subagiharti, M.Hum as the Advisor and the principal and teachers of SMK Negeri 6 Tanjungbalai..

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