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THE IMPACTS OF DISCOVERY LEARNING AND READING INTEREST TOWARD COMPREHENDING TEXT OF STUDENTS

by

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Abstract:

The current research aims to determine the significant influence of discovery learning (DL) and reading interest on comprehending students' text at SMPN 1 Sembawang. This study selected 64 ninth-grade students from SMPN 1 Sembawa as samples using a two-stage random sampling technique. The quantitative factorial design method was applied in this investigation. The data was acquired via a questionnaire and a test: paired Sample t-test, Independent Sample t-test, and Two Ways ANOVA were used to analyze the data. The result showed that the discovery learning method significantly influenced ninth-grade students' reading comprehension. Second, there was a significant influence of students' reading interest toward ninth-grade students' reading comprehension of folktales. Third, the student's reading comprehension exam substantially impacted the DL and interest in reading. The result suggested that the discovery learning method and reading interest significantly impacted students' reading comprehension. The study implies that the DLM helped pupils improve their reading comprehension.

Keywords: *discovery learning method, reading interest, reading comprehension*

Abstrak:

Tujuan penelitian ini adalah untuk mengetahui pengaruh signifikansi discovery learning (DL) dan minat baca terhadap pemahaman teks siswa di SMPN 1 Sembawa. Dalam penelitian ini, 64 siswa kelas sembilan SMPN 1 Sembawa dipilih sebagai sampel dengan menggunakan teknik pengambilan sampel acak dua tahap. Metode desain faktorial kuantitatif diterapkan dalam penyelidikan ini. Semua data diperoleh melalui kuesioner dan tes. Paired Sample t-test, Independent Sample t-test, dan Two Ways ANOVA digunakan untuk menganalisis data. Hasil penelitian menunjukkan bahwa, pertama, ada pengaruh yang signifikan dari metode pembelajaran penemuan terhadap pemahaman membaca siswa kelas sembilan. Kedua, ada pengaruh yang signifikan dari minat baca siswa terhadap pemahaman bacaan siswa kelas sembilan tentang cerita rakyat. Ketiga, pada ujian pemahaman bacaan siswa, ada dampak substansial dari DL dan minat baca. Hasil penelitian menunjukkan bahwa penggunaan metode pembelajaran penemuan dan minat baca berpengaruh signifikan terhadap

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pemahaman membaca siswa. Impikasi penelitian ini adalah metode Discovery Learning dapat membantu siswa meningkatkan pemahaman teks.

Kata kunci: *Metode Pembelajaran Penemuan, Minat Baca, Pemahaman Membaca*

INTRODUCTION

Reading is one of the four capabilities every student must improve when studying English. Regular reading allows students to expand their vocabulary, learn more, and better comprehend the content or what they have read. Reading comprehension may measure students' English skills; reading comprehension tasks in class are typically the primary focus. They may be able to complete the exam if they have sufficient reading comprehension abilities. Students will learn a lot from the text through reading activities. The most significant aspect is knowledge. From this point on, students shall be capable of gaining new skills via reading. They can also be delighted with tales, poetry, or hilarious stories.

"Reading provides advantages for linguistic learning," states Harmer (2007, p.99). Assuming that learners grasp what they have read, the more they understand it. Like other language talents, reading is an elaborate relationship between the written word and its viewer. It is influenced by the reader's actions, previous expertise, encounters, behavior, and the language community's cultural and social standing. Reading, in other words, is a mental process that happens when information is seen, encoded, and represented in the mind. Reading is also suitable for other reasons; any English engagement (assuming pupils realize it to some level) is advantageous to language students. Furthermore, Harmer (2007) mentioned six literacy education principles, which are as an example: (a) reading is not a passive talent, (b) pupils must be invested in what they are doing, (c) Kids ought to be taught about reacting to the content of their reading material rather than just the language, and (d) prediction is a crucial component of reading. (e) fit the task to the subject, and (f) excellent teachers extensively use reading material.

Reading comprehension is defined by Woolley (2011:15) as "the act of producing information from words." The comprehension of reading is a technique through which consumers not only read but also grasp the meaning of the information contained within it. Firdaus et al. (2022) stated in the same vein that "reading comprehension as the primary endpoint of reading competency performs a critical function in acquiring concepts from reading materials." Ahmadi and Pourhosein (2012), on their one present, place a premium on reading comprehension. as one of the essential variables in language acquisition since it provides the basis for a significant level of learning among EFL learners of learning in EFL

learners. According to Smith and Johnson (1980), reading comprehension is a type of interaction between someone who writes and someone who reads, wherein written languages serve as an avenue for exchange to occur when two different individuals interact over the tool of paper.

"Reading interest," according to Thomas (2001), refers to a person's want to read certain written content. It may also refer to a person's assessment of how fascinating or fulfilling reading something is. "Reading interest is centered on a person's attitude toward the reading activity and various reading materials. Reading interest is a student's capacity to pay attention, encourage effort, and encourage learning. Furthermore, how students approach different courses will likely differ, just as each student's background and underlying skills would differ. On the other side, to foster the students' reading comprehension, the teachers are supposed to help them during the learning process by implementing structured teaching instructions (Agustina, 2018).

Jerome Bruner introduced the Discovery Learning Method (DLM) as a type of learning that uses inquiry in 1915. This popular methodology pushes students to build on past knowledge and expertise, use their sense of humor, originality, and ingenuity, and search for innovative material to find facts, connections, and fresh insights. Training includes proactively looking for responses and remedies instead of passively taking in what is stated or read. DLM is an educational method in which students generate their knowledge and experience and draw patterns from the findings. The fundamental premise behind this learning approach is that learners are truly acquiring their knowledge. At the same time, they can sign on to conduct operations in the realm and derive domain findings for themselves.

The folktale is a story passed down orally rather than in writing and is, therefore, somewhat transformed by consecutive retellings before a recording is made or documented (Oxford Dictionary of Literary Terms, 2008, p.132). Strictly speaking, it is a brief narrative of unknown origin written verbally before being written down (a glossary of Literary Terminology 1999). According to the Cambridge Dictionary, a folktale is a traditional story told by people in a specific region or group. According to Merriam-Webster, a folktale is a distinctively nameless, ageless, and placeless story passed down orally among a people. According to the Grolier-Webster International Dictionary of the English Language (1972), a folktale is a folklore or legend that originated among a particular group and was passed down, primarily by word of mouth and sometimes in recorded form.

Based on the student's scores in comprehending text, it was discovered that ninth-grade students at SMPN 1 Sembawa needed help understanding the reading exam's content. In the preliminary observation, most learners still had difficulty reading literature published in English as their second language. The following issues contributed to the pupils' poor reading comprehension results—first, many of the terms in the text needed to be clarified for most students. Second, students needed help understanding the text's content. It made determining crucial information such as topic, expressed and unspoken facts, and references challenging. Third, the learners needed to learn how to read. They should have been given reading methods to absorb the content thoroughly. These issues must be addressed since they influence students' low reading achievement.

On the one hand, reading comprehension is also affected by student interest. Teachers often find that many students' reading interest still needs to be higher. They can finish reading a book but cannot comprehend the text, both the primary concept and message of the text well. However, the writer discovers that even children with a strong reading interest cannot comprehend the text's content since their vocabulary still

needs to be improved.

The study aimed to explore the impact of discovery learning and reading interest toward comprehending the text of ninth-grade students of folktales at SMPN 1 Sembawa. The specific objectives were to find out:

1. The significant influence of discovery learning method toward Ninth Grade Students' Reading Comprehension of Folktales.
2. The significant influence in reading comprehension between students with high reading interest and those with low reading interest was taught using the Discovery Learning method.
3. The significant interaction influence between the discovery learning method and reading interest toward ninth-grade students' reading comprehension of Folktales.

METHOD

Design

In this article, the author draws on quantitative research in an experimental technique, employing a factorial design. This study employed a factorial design; the experimental class consists of students with high reading interest and those with low reading interest who are

taught using the DLM to influence students' reading comprehension, while the control class consists of students with high reading interest and those with low reading interest who are taught using the conventional method (no treatment) in teaching reading comprehension of folktale.

Participant

The participants of this study are the ninth-grade students at SMPN 1 Sembawa in academic 2022/2023, which consists of nine classes with 288 students. The writer employed a two-stage random sample method, administering the questionnaire to four ninth-grade students at SMPN 1 Sembawa groups. The pupils will split into a couple by their degree of interest.: high interest and low interest. Then, the writer will employ simple random sampling. The writer will randomly choose 16 students with strong motivation and 16 pupils with low motivation in the two types of groups.

Instrument

Before and after the author used treatment tests, Brown (2017,p.384) described a test as "a means of testing a person's skill, knowledge, or performance in a specified subject." The reading comprehension exam was a multiple-choice test in which the student's score is calculated based on some features of the primary concept, reference, information, and inference. The test based on Debi Karmila and Ratna Juwita Ningsih's *"Bahasa Inggris untuk Siswa SMP-MTs Kelas IX*" (2020) and Djamilah,Ai Siti, et al "Communicative English in Context *untuk SMP/MTs Kelas IX"* (2019). Students must answer 25 questions on a multiple-choice examination with four possibilities by choosing the best answer: A, B, C, and D.

Data collecting technique

In this study, the writer collected the data through two techniques: administering tests and distributing questionnaires. The first data collection was administering the test. The reading comprehension test was a multiple-choice examination in which the student's score was computed based on some aspects of the fundamental concept, reference, information, and inference. Students must choose the best answer from 25 multiple-choice questions with four options: A, B, C, and D. In categorizing the students' answers, the writer used the range of the students' scores. The second data collection was a distributing questionnaire. The writer distributed a questionnaire to the students. The questionnaire is intended to examine the reading motivation of children. In this study, the questionnaire is scored using a Likert Scale.

It is administered to figure out the sample students' reading interests. The questionnaire is written in English and translated into *Bahasa Indonesia*, comprising 20 items. The writer employed content validity for the test to be legitimate, which relates to the instrument's content and structure. The goal of the test is to see if the pupils can correctly answer the reading test questions. The writer employed correlation product moment (Pearson's correlation) using SPSS 26 to assess the test's validity. The validity of the questionnaire was tested by delivering it to 32 students of the same grade level as the sample. Before presenting the questionnaire to the participants, the validity of the questionnaire was tested with 32 students at IX.4 at SMPN 1 Sembawa. The validity of the questionnaire was tested using SPSS 26's Correlated Total Item Correlation assist. The data must be legitimate if robtained is more than rtable ($r_{obtained} > r_{table}$). The questionnaire items were all verified to be valid and acceptable for data collection based on the results of the students' trials. The total obtained was more than Table 0,349 (N=32). In this study, the writer also measured the reliability of the reading test by using Cronbach's Alfa Coefficient.

Data analysis technique

As the data types are interval or score, the authors employ parametric statistics to analyze the data covering:

a. Normality

The normality is determined by the students' pre-test and post-test scores in the experimental group, high reading interest in the experimental group's pre-test and post-test, and low reading interest in the experimental group's pre-test and post-test, which are analyzed using a one-sample-Kolmogrov-Semirnov-test-with SPSS 26. The data distribution is expected if the p-value is more significant than the mean significance threshold of 0.05.

b. Homogeneity

The pre-test and post-test scores in the experimental, high reading interest of students' pre-test and post-test in the experimental, and low reading interest of students' pre-test and post-test were examined using Levene Statistics to determine whether the students' marks were homogeneous or not. The students' grades are considered homogenous when the p-value exceeds the average significant Difference at the 0.05 level.

c. Paired Sample T-test

The paired sample t-test assesses the probability of a significant difference in the experimental group's pre-test and post-test results. The significance advancement is recognized when the p-value is smaller than the significant alpha =0.05. Alternative hypotheses (Ha) are accepted if the conclusion is significant, whereas null hypotheses (Ho) are rejected.

d. Independent Sample T-test

An independent sample t-test is employed to identify whether there is a significant difference in comprehension of texts for students with high and low reading interest. The independent sample t-test determines whether the significance threshold should be less than or greater than alpha = 0.05. If the result is statistically significant, the alternative hypothesis (Ha) is accepted, and the null hypothesis (Ho) is rejected.

e. Two-Way ANOVA

The writer used Two-Way ANOVA to see if there was a significant interaction effect between the independent (Discovery Learning and Reading Interest) and the dependent variable (Comprehending of Reading). Hypothesis testing attempts to determine the importance of statistical data so that the p-value is less than the significance point = 0.05 to be significant. Because the data are substantial, the alternative hypothesis (Ha) is accepted, whereas the null hypothesis is rejected (Ho).

Furthermore, while citing resources, the authors employ the model of "Manual system by coping reference sources from Scholar Google as proposed by a scholar (Turmudi,2020, p.59).

FINDINGS AND DISCUSSIONS

Result

Data was gathered via pre-tests, post-tests, and questionnaires. To collect data, the researchers administered pre-tests to experimental and control groups. The information was in the form of test and poll findings. Furthermore, data were collected from 32 experimental and 32 control group students. Furthermore, the students were divided into two groups: the experimental group, which included 16 students with vital reading interests and 16 students with low reading interests, and the control group, which included 16 students with high reading interests and 16 with low reading interests. Six items were uncovered throughout this

research: 1) a normality test, 2) a homogeneity test, 3) an independent sample t-test, 5) a paired sample t-test, and 5) a two-way ANOVA

a. The Normality Test

A normality test was performed to examine if the pre-test and post-test outcomes had a normal distribution. The data distribution is expected if the p-value is more than 0.05, showing a significant difference. The evaluation focuses primarily on the pupil's pre-test and post-test reading marks, assessed through the Kolmogorov-Smirnov test.

The Normality Test of Students' Pre-Test and Post-Test in Experimental Group

One-Sample Kolmogorov-Smirnov Test			
			Unspecified Residue
N			64
The norm Parameters	Average		.0000000
	Std. Dev		5.62801947
The Most Highly Distinctive Differences	Complete		.161
	Favorable		.161
	Unfavorable		-.088
Statistical Testing			.161
Asymp. Sig. (2-tailed)			.000[c]
Monte Carlo Sig. (2-tailed)	Sig.		.065[d]
	99% Confidence Interval	Lower Bound	.058
		Upper Bound	.071
a. measurement of distributing is Normal			
b. Data-driven calculation.			
c. Lilliefors Significance Adjustment.			
d. From 10000 sampling sets using a seed of 926214481 as the starting point			

The statistics in the table were calculated using the normality test (non-parametric test: Monte Carlo) of the One-Sample Kolmogorov-Smirnov Test. The pupils in the experimental group scored 0.065 on the pre-and post-test. All the data were classed as normal distribution since the p-values were over the 0.05 significance level. As a consequence, the distribution of the research was normal.

b. Homogeneity test

The Levene statistic was employed to examine the probability that pupils' reading scores on tests in the experimental group were homogeneous. Samples are considered

homogeneous when the p-value exceeds the mean significant Difference of 0.05. The table following explains how the Levene statistic is used to compute the homogeneity test.

The Variance Homogeneous Test					
		Levene Statistic	df1	df2	Sig.
Students Reading Test	Depending on Mean	.100	1	62	.753
	Depend on Median	.464	1	62	.498
	Utilizing the median and using a modified df	.464	1	60.653	.498
	Applying the modified mean	.273	1	62	.603

The p-value is 0.753, referring to the Levene Statistic computation chart. This number is more than 0.05. As an outcome, the research data was homogeneous.

c. Measuring the significant influence of the Discovery learning method toward ninth-grade students on comprehension of text at SMPN 1 Sembawang

The writer applied the paired sample t-test in this section to examine the significance level in average scores between students' reading comprehension who were taught through the DLM. The mean of the students' pre-test was 59.63, based on the outcome of their scores. The st-dev was 5.780, whereas the mean was 1.022. The treatment group's overall results from the post- was 81, the st-dev were 5.565, and the standard error of average score was 0.984. The calculation data revealed that the mean post-test score of students was higher than the mean pre-test score (81.00 > 59.63). The table below also illustrates it.

Statistics for paired samples					
		Average	N	Std. Dev	Std. Error Mean
Pair 1	Students' Pre-test in Experimental Group	59.63	32	5.780	1.022
	Students' Post-test in Experimental Group	81.00	32	5.565	.984

The statistics test for paired samples shows that the average of the students' pre-test in experimental group was 59.63 (N32) while the students' post-test in experimental group was 81.00 (N32). Both resulted in different standard deviations and standard means of error. The students' pretest in EG harvested standard deviation and error means; 5.780; 1.022 while students' post-test in EG harvested standard deviation and error means; 5.565;.984.

Paired samples test									
		Paired Variations					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% CI of the Variance				
					Lower	Upper			
Pair 1	Students' preliminary test in an experimentation group - Post-test of Students in the Experimental Population	-21.375	5.621	.994	-23.402	-19.348	-21.511	31	.000

By the statistic calculated using the Paired sample t-test in the table above, the p-value was discovered to be 0.000. It is significant as the p-value falls below the significance level of 0.05. It indicates a significant difference in comprehension of reading performance with the pupils who were instructed the DLM compared with those who had not.

Independent samples test										
		Levene's Exam for Variance Equal		Equality of Means t-test						
		F	Sig.	t	df	Sig. (2-tailed)	average Difference	Standard Deviance	95% CI for the Difference	
									Lower	Upper
Reading test	assumption of identical variances	.067	.796	6.376	62	.000	9.125	1.431	6.264	11.986
	An assumption of similar variances needs to be made.			6.376	61.814	.000	9.125	1.431	6.264	11.986

The table above shows the statistics computed using the independent sample t-test. The p-value was 0.000. The situation is considered significant when the p-value is no more

than 0.05. It suggests a substantial difference in understanding text ability between students educated on the DLM and those who explained the conventional method. Consequently, while the null (Ho) hypothesis is rejected, the alternative hypothesis (Ha) gets approval.

The DLM considerably affected ninth-grade learners' skills in reading folktales. Before utilizing the DLM, the mean score of the pre-test in reading comprehension was 59.63. The mean score of the post-test following treatment with the DLM was 81.00. Before and after utilizing the DLM, the gain scores in the pre-test and post-test results were 21.37. Furthermore, utilizing the DLM, the significant value was 0.000, less than a = 0.05. There was a significant statistical difference in reading comprehension test scores before and after treatments. The method implemented to improve learners' reading comprehension test scores was likely effective.

d. Measuring the significant influence of Students' reading interest toward ninth-grade students' reading comprehension of Folktales at SMPN 1 Sembawang.

Based on the SPSS 26 output, it was discovered that the mean for pre-test students with a high reading interest in the experimental group was 63.25, the st. Dev was 5.106, and the standard error of the mean was 1.276. The mean for post-test students with a high reading interest was 83.75; the st. Dev was 5.106, and the standard error of the mean was 1.276. In contrast, students with low reading interest had a mean of 56.00 in the pre-test and 78.25 in the post-test, a standard deviation of 3.864 and 3.256, and a standard error of the mean of 0.966 and 0.814. According to the calculation data, pupils with a high degree of reading interest outperform pupils with a poor reading interest in the mean score (83.75>78.25). The table below demonstrates this.

Paired samples statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Students' Pre-Test with High Reading Interest in Experimental Group	63.25	16	5.106	1.276
	Students' Post-Test with High Reading Interest in Experimental Group	83.75	16	6.105	1.526
Pair 2	students' Pre-test with Low Reading Interest in Experimental Group	56.00	16	3.864	.966
	Students' Post-test with Low Reading Interest in Experimental Group	78.25	16	3.256	.814

The paired sample test above is further deepened by the following statistical test.

Paired samples test

		Paired Differences					t	df	Sig. (2-tailed)
		Average	Std. Dev	Std. Error Mean	95% CI for the Difference				
					Lower	Upper			
Pair 1	Students' Pre-Test with High Reading Interest in Experimental Group- Students' Post-Test with High Reading Interest in Experimental Group	-20.500	7.137	1.784	-24.303	-16.697	-11.490	15	.000
Pair 2	Students' preliminary test in Limited Reading Interest through Experimental Group - Students' Post-test in limited Reading Interest in the Experimental Group	-22.250	3.568	.892	-24.151	-20.349	-24.941	15	.000

According to the statistic derived using the Paired sample t-test, as shown in the table above. 0.000 has been identified to be the p-value. The p-value is deemed significant when it is below 0.05. It indicates a substantial distinction between students with high reading interest and those with little reading interest who were taught using the DLM.

Independent samples test

		Levene's Test for Variance Equity		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Average Difference	Typical deviation	95% CI for the Difference	
									Lower	Upper
Students' Post-Test	Equal variances assumed	.067	.796	6.376	62	.000	9.125	1.431	6.264	11.986
	Equal variances are not assumed.			6.376	61.814	.000	9.125	1.431	6.264	11.986

The statistical computation using the independent sample t-test in the table above revealed that the p-value was 0.000. It was significant when the p-value was less than 0.05. It concluded that there was a significant influence on reading comprehension test scores between students' scores taught using the DLM and those taught using the conventional method. As a result, the alternative hypothesis (Ha) was accepted, whereas the null hypothesis (Ho) was rejected.

There was a significant difference in ninth-grade students' reading comprehension of folktales between students with high and low reading interest. The significance value for students with high and low reading interest was 0.003, which was less than the significant level of 0.05. It signified that the Hypothesis alternative had been accepted and the null hypothesis had been rejected. In other words, there was a significant difference in comprehension of the text test scores among ninth-grade students interested in reading and those who were not.

e. Measuring interaction influences the Discovery Learning Method and reading interest toward ninth-grade students' reading comprehension at SMPN 1 Sembawang.

The writer employed two-way ANOVA to evaluate the significant interaction impact of the Discovery learning method and reading interest on ninth-grade students' reading comprehension, with assistance from SPSS 26.

Between-Subjects Factors

		Value Label	N
Reading Interest	1	High Reading Interest	16
	2	Low Reading Interest	16
Teaching and Learning Method	1	Discovery Learning Method	32

Following the statistical calculation using two-way ANOVA, The p-value was discovered in the table below to be 0.028. It is significant if the p-value is less than the significant level of 0.05. It means a significant interaction between the DLM and reading interest concerning ninth-grade students' knowledge of folktales. As a result, the null hypothesis (Ho) is rejected, whereas the alternative hypothesis (Ha) is accepted.

Tests of between-subjects impacts					
Dependent Variable: Students' Reading Test					
Source	Type III Sum of Squares	Df.	Mean Square	F	Sig.
Corrected Model	590.667[a]	9	65.630	3.909	.004
Intercept	127938.667	1	127938.667	7620.895	.000
Reading_Interest	25.919	1	25.919	1.544	.227
Teaching_Method	137.383	5	27.477	1.637	.192
Reading_Interest * Teaching_Method	183.607	3	61.202	3.646	.028
Error	369.333	22	16.788		
Total	210912.000	32			
Overall Corrected	960.000	31			
a. R Squared = .615 (Adjusted R Squared = .458)					

Discussion

The writer made some interpretations based on the study's findings:

First, there was a significant influence of the DLM on ninth-grade students' reading comprehension of folktales. Before utilizing the DLM, the mean score of the pre-test in reading comprehension was 59.63. The mean score of the post-test following treatment with the DLM was 81.00. Before and after utilizing the DLM, the gain scores in the pre-test and post-test results were 21.37. Furthermore, utilizing the DLM, the significant value was 0.000, less than a = 0.05. There was a significant statistical difference in reading comprehension test scores before and after treatments. The method implemented to improve learners' reading comprehension test scores was likely effective.

Second, there was a significant difference in ninth-grade students' reading comprehension of folktales between students with high and low reading interest who taught using DLM. The significance value for students with high and low reading interest was 0.003, which was less than the significant level of 0.05. It signified that the Hypothesis alternative had been accepted and the null hypothesis had been rejected. In other words, there was a significant difference in reading comprehension test scores between ninth-grade students interested in reading and those not.

The writer gave the experimental group a post-test to see how the treatment affected their reading comprehension skills. The mean score of the post-test of high reading interest was 83.75, whereas the mean score of the post-test of low reading interest was 78.25. It was discovered that the mean score of high reading interest was greater than that of high reading interest.

Third, the Discovery learning method and reading interest significantly influenced the students' reading comprehension exam. According to the statistical results of the interaction influence of Discovery learning and students' reading desire toward reading exam, hypothesis alternative (Ha) was approved, and the null hypothesis (Ho) was rejected. In other words, the discovery learning approach and reading interest had a strong interaction impact on ninth-grade students' reading comprehension performance.

It could be seen that DLM has significant influenced toward students' reading comprehension. It is required to notice that reading is something crucial and indispensable for the learning process as the major part of English learning is reading (Nurbianta & Amrizal, 2017). The students acquire their knowledge from their reading and develop and find the information from text or sources (Pratiwi, Putri, & Suhadi, 2020). Reading could be seen as an essential part of foreign language learning (Yulia, 2018). By having proper method and teaching strategies, the teacher could make the students' motivation and interest better in reading.

CONCLUSION AND IMPLICATION

Conclusion

According to the findings and discussions, DLM significantly influenced ninth-grade students' reading comprehension of folktales. There was a significant influence on reading comprehension between students with high reading interest and those with low reading interest taught using the Discovery Learning method; there was a significant interaction between the discovery learning method and reading interest toward ninth-grade students' reading comprehension of Folktales. In conclusion, utilizing DLM in learners with a strong interest in reading could contribute to their comprehension.

Limitation

This study provided a general overview of DLM and Reading interest in comprehending text. The discovery learning method is effective in teaching reading comprehension. However, the writer realizes that this study has limitations; it may be in

collecting the data or how to analyze the data, which still needs to be maximal. The writer hopes that future researchers can find that the impact of DLM and reading interest toward comprehending text are better and more specific.

Implication

The implication of this study shows that DLM and reading interest can influence text comprehension. The DLM also helped pupils improve their reading comprehension. Students in the experimental group with high and low reading interest were observed to perform better in reading comprehension than in the control group. It meant that, besides the DLM, reading interest was another element influencing pupils' reading comprehension.

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