IMPROVING THE ABILITY TO READ DRAMA TEXTS WITH THE DISCOVERY LEARNING MODEL IN STUDENTS

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Abstract. This study aims to determine the ability to read drama texts through the application of the discovery learning learning model in grade XI students of SMK Negeri 1 Sebatik Barat. This research is a class action research (PTK) that has been carried out at SMK Negeri 1 West Sebatik. The subjects in this class action research are students of class XI AKL A at SMK Negeri 1 Sebatik Barat, consisting of 20 female students and 11 male students. The object of this study is the ability to read drama texts through the application of the discovery learning learning model. The research was carried out in two cycles consisting of four stages each cycle, namely planning, action implementation, observation, and reflection. The data collection techniques used in this study include, observation, field notes, tests, and documentation. The results of the study show that the application of the discovery learning learning model can improve the ability to read drama texts in grade XI students of SMK Negeri 1 West Sebatik. The improvement is shown from the quality of the learning process which is reflected in students' attention to learning, students' enthusiasm for learning, students' activeness, and students' timeliness in collecting assignments. The increase in product can be seen from the average score of reading drama texts from pre-action to cycle II. In the pre-action, an average score of 42.54% was obtained, then in the first cycle it increased to 63.10% and in the second cycle it increased significantly by 85.69%. It can be concluded that the application of the discovery learning learning model can improve the quality of the learning process and improve the learning outcomes of students in class XI of SMK Negeri 1 West Sebatik.

Keywords: reading ability; discovery learning; language learning

I. INTRODUCTION

The ability to read drama texts plays an important role in the educational curriculum as a medium to develop students' language skills and aesthetic understanding. Drama texts, which are rich in dialogue and conflict, offer a unique opportunity for learners to explore different aspects of life, characters, and situations that affect emotional and social understanding(Sawah & Kusaka, 2023; Maspul, 2024); (Ichsan et al., 2023a; Putra et al., 2023; Syafruddin et al., 2024). Through drama readings, students are invited to think critically, understand diverse perspectives, and develop empathy, which is an important competency in an increasingly complex and multicultural society(Pantiwati et al., 2023). In addition, reading drama texts in an educational setting supports the development of effective speaking and listening skills. These activities are often integrated with performance exercises, such as role-playing and theatre, which help strengthen students' confidence and communication skills(Hariyanto et al., 2023; Şahin & Kılıç, 2024; Dina & Ikhsan, 2019). Reading plays not only broadens students' literary horizons but also trains them to convey ideas and emotions effectively through words. Thus, reading drama

becomes a strategic activity in forming individuals who are literate and responsive to social and cultural dynamics

Reading drama texts is a challenge for students, especially because drama texts have a different structure and style from other types of texts(Hautala et al., 2024; Başaran, 2024). One of the main challenges is understanding the dialogue between characters which often uses figurative language, idioms, and complex emotional expressions. Students must be able to interpret the meaning behind the words spoken, understand the background of the characters, and follow storylines that may not be arranged chronologically(Başaran, 2024; Han et al., 2024). This challenge becomes more difficult when students are less familiar with literary language or lack enough vocabulary to understand the nuances of the language used in drama texts. In addition, drama texts often demand strong visualization and imagination skills from students. They must be able to imagine the setting, stage actions, and expressions of characters that are only implied in the text (Frydman & Mayor, 2024). This requires high critical and creative thinking skills. Lack of experience in watching or engaging in theater performances can also be an obstacle for students to understand the drama text in depth. All of these challenges underscore the importance of innovative teaching methods, such as the discovery learning model, to help

students develop their ability to read and appreciate drama texts better (Permatasari et al., 2018; Lubis et al., 2019);

Based on the author's observation as an Indonesian teacher in class XI of SMK Negeri 1 Sebatik Barat, the students in the class are still not capable in learning drama texts, especially in their understanding of the structure and content of the drama texts they read or hear. The difficulty of the students in analyzing the structure of the drama text is obvious because they do not conduct an in-depth study of the dialogue part. Therefore, the author is interested in conducting research that discusses the challenges faced by grade XI students at SMK Negeri 1 Sebatik Barat. Therefore, it is necessary to have a model that can encourage students' reading ability, one of which is the discovery learning model.(Kant Sharma et al., 2025).

The discovery learning model is a learning approach that emphasizes the process of exploration and discovery by students(Permatasari et al., 2018). In this model, students are given the freedom to explore specific issues or topics, discover underlying concepts or principles, and build understanding through hands-on experience. Teachers play the role of facilitators who guide and provide direction, but students are more active in controlling their learning process. This approach encourages students to be more independent, critical, and creative in solving problems and developing higher-order thinking skills (Mardi et al., 2021; Jamaludin et al., 2022; Yaiche, 2021; Ichsan et al., 2023; Ningsih et al., 2023; Oktarina et al., 2021; Syafruddin et al., 2024; Zulkifli et al., 2022; Zulyusri et al., 2023).

The advantage of discovery learning lies in its ability to increase student engagement and motivation in learning (Usman et al., 2021; Ristanto et al., 2022). By finding answers to the questions they asked, students felt more satisfied and had a deeper understanding of the material they were learning (Yurniwati & Hanum, 2016). This method also helps students develop research and reasoning skills, as well as the ability to integrate new knowledge with existing knowledge. Additionally, discovery learning emphasizes the importance of learning through real-life experiences, which can improve memory and transfer knowledge to the context of everyday life. Thus, this model focuses not only on the end result of learning, but also on the holistic and meaningful learning process and experience (Lestari et al., 2024; Ali et al., 2024.; Edy Nurtamam et al., 2023; Hariyadi et al., 2023; Santosa et al., 2022; Utomo et al., 2023).

Previous research by (Yefang et al., 2024;Nurdin & Hafidzi, 2023) found that students who learned with the discovery learning approach showed a significant improvement in understanding drama texts compared to the control group that used conventional methods. This study indicates that the process of exploration and discovery emphasized in the discovery learning model allows students to delve deeper into the characters, plots, and themes in the drama text, thereby strengthening their overall understanding. Another study by Wijayanti (2019) also supports these findings by showing that students who engage in discovery learning-based learning not only improve their reading skills, but also show improvements in critical thinking and analytical

skills. The study highlights that students are better able to identify and analyze elements of drama, such as conflict and resolution, when they are actively seeking information and building their own knowledge. The results of this study provide strong evidence that the discovery learning model can be an effective strategy to improve the ability to read drama texts, as well as develop higher cognitive skills in students. Therefore, this study aims to determine the ability to read drama texts through the application of the discovery learning learning model in grade XI students of SMK Negeri 1 Sebatik Barat and to determine the quality of learning drama texts by using the discovery learning method in grade XI students of SMK Negeri 1 Sebatik Barat.

II. RESEARCH METHODS

This research is a classroom action research carried out as a problem-solving strategy. Action research is divided into three stages, namely planning, action and observation, and reflection (Arikunto, 2021). The models used are Kemmis and Mc Taggart models. According to Kemmis & Mc Taggart (1988), the steps include: planning, action, observation, and reflection. This class action research will be carried out in class XI AKL A in January 2024 at SMK Negeri 1 West Sebatik. The place of this research is at SMKN 1 West Sebatik, Jalan Trans Sebatik, Liang Bunyu Village, West Sebatik District, Nunukan Regency, North Kalimantan Province. The subject of the study was class XI AKL A SMK Negeri 1 West Sebatik which consisted of 20 female students and 11 male students. They still have difficulties in understanding the plot, conflict, characterization, and interesting things in drama texts, so they are less motivated in learning Indonesian, especially in reading drama texts.

The instruments used in this study include field notes, observation sheets, and tests. Field notes are written records of what is heard, seen, experienced, and thought in the context of data collection and reflection in qualitative research. Field notes complement data that are not recorded in observation sheets, by containing the activities of researchers and students during the process of giving actions. The observation sheet describes the level of student activity in the Indonesian learning process with the Discovery Learning model. The test is used as a measuring tool in the form of questions, commands, and instructions to get a response according to the instructions (Tanzeh, 2011). The type of test used is a written test to measure the skills, knowledge, attitudes, intelligence, abilities, or talents possessed by students (Sulistyorini, 2009). The test consists of a pre-test and a post-test. Pre-test is used to measure students' readiness before learning and initial ability level, while post-test is used to determine students' understanding and completeness of learning after learning. This test was given to students in class XI AKL A SMK Negeri 1 Sebatik Barat to measure their ability to read drama texts. Before being given to students, the test is validated by the supervisor and teacher of Indonesian subjects at the school. Validation includes the accuracy of the use of language, the suitability of the questions with the material, and the clarity of the questions.

III. RESULT AND METHODS

This class action research will be carried out in January 2024 in class XI AKL A SMK Negeri 1 West Sebatik. This research was carried out at SMKN 1 West Sebatik, which is located on Jalan Trans Sebatik, in Liang Bunyu Village, West Sebatik District, Nunukan Regency, North Kalimantan Province. The study consisted of a preliminary phase followed by two iterations of the active intervention, with two sessions held in each iteration as seen in Table 1.

Table 1. Frequency Distribution of Pre-Action Test Results

No.	Interval	Student Frequency	Presentation
1	80-100	0	0
2	66-79	3	9.68
3	56-65	2	6.45
4	40-55	26	83.87
	Total	31	100

Based on table 1, the average score is 42.54%, the highest score is 75, and the lowest score is 31.25. Based on the Minimum Completeness Criteria (KKM) for teaching and learning, only 2 students (6.45%) have achieved full proficiency in reading drama texts, while another 28 students (93.55%) have not achieved full proficiency. It can be concluded that students' proficiency in understanding drama texts is still very lacking. Students constantly struggle to understand the text of the play because of four main factors: identifying the storyline, understanding the conflict, analyzing the development of the characters, and recognizing the interesting elements in the text. The low student learning outcomes are caused by the evaluation of the assessment components mentioned above. Furthermore, the results of the application of the discovery learning model in learning to read drama texts in class XI AKL A SMK Negeri 1 Sebatik Barat in cycle I can be seen in Table 2.

Table 2. Frequency Distribution of Pre-Cycle I Test Results

No.	Interval	Student Frequency	Presentation
1	80-100	7	22.58
2	66-79	7	22.58
3	56-65	10	32.26
4	40-55	7	22.58
	Total	31	100

Based on table 2, the average score is 10.10 or 63.10%, the highest score is 15 or 93.75%, and the lowest score is 5 or 31.25% of the maximum score of 16. Based on the Minimum Completeness Criteria (KKM) in the teaching and learning process of reading drama texts using the discovery learning model, there has been an increase in the number of students who achieve completeness. Previously, only 2 students were able to achieve completeness, but now there are 10 students (32.26%) who have achieved completeness in their learning. On the other hand, there are 21 students (67.74%) who have not reached completion. It can be concluded that there are shortcomings in the ability to understand the drama text, especially in identifying plot, conflict, character development, and other important elements. Therefore, it is very important to proceed to the second stage of the learning cycle .Furthermore, the results of the ability to read drama texts through the application of the discovery learning learning model in students of class XI AKL A SMK Negeri 1 Sebatik Barat in cycle II as seen in Table 3.

Table 3. Frequency Distribution of Cycle II Test Results

No.	Interval	Student Frequency	Presentation
1	80-100	22	70.97
2	66-79	8	25.81
3	56-65	1	3.23
4	40-55	0	0.00
	Total	31	100

Based on table 3, above it can be known that the mean value (average) is 13.71 or 85.69%, the highest value (maximum) is 16 or 100 and the lowest value (minimum) is 62.5. Based on the Minimum Completeness Criteria (KKM) in the teaching and learning process about the ability to read drama texts through the application of the discovery learning learning model, it can be found that there are 30 (96.77%) students who complete the learning and there are 1 (3.23%) students who do not complete the learning. It can be concluded that the ability to read drama texts in this case determines the flow of drama texts, conflicts in drama texts, characterization and interesting things in drama texts have undergone significant changes from pre-cycle to cycle II stage.

The application of the discovery learning model in learning drama texts aims to provide opportunities for students to be actively involved in the learning process. With this model, students not only receive information passively but are also expected to be able to find and understand key concepts independently. In the context of reading drama texts, students are given the freedom to explore characters, storylines, and themes through group discussions, role-playing, and other analytical activities (Chusni et al., 2021; Ristanto et al., 2022). This can increase students' engagement and motivation in learning because they feel more responsible for their own learning process. In this study, the results obtained showed that students who studied with the discovery learning model showed a significant improvement in their understanding of drama texts (Joshi & Vogel, 2024). They are better able to identify and analyze important elements in the drama such as characters, conflicts, and resolutions. This is due to the process of exploration and discovery that encourages students to think critically and reflectively about the material they are studying (Hautala et al., 2024).

One of the main advantages of the discovery learning model is the development of critical and analytical thinking skills. In the context of reading drama texts, students are invited not only to understand the story literally but also to explore deeper meanings and implications of various drama elements(Sawah & Kusaka, 2023). This process involves analyzing the characters, motivations, and dynamics between the characters in the drama text. As a result, students not only understand what is happening in the story but also why and how it happened, which in turn increases their understanding and appreciation of the drama text. The discovery learning model also plays an important role in increasing students' motivation and interest in reading drama texts (He et al., 2023). By providing opportunities for students to explore and find information independently, they feel more challenged and motivated to learn. The study found that students who used the discovery learning model showed greater interest in drama texts and were more enthusiastic about participating in class discussions and related activities. This increase in motivation is important because a high interest in reading will contribute to an overall improvement in literacy skills (Arifani, 2016; Nusantari et al., 2021);

Furthermore, the discovery learning model has many benefits, there are also several challenges in its implementation. One of the main challenges is the need for more thorough preparation and longer time to organize learning activities (Koto, 2020; Lubis et al., 2019). Teachers need to design activities that encourage exploration and discovery, and provide sufficient support to students throughout the learning process. Additionally, not all students may be comfortable with this more open approach, especially those who are used to more structured conventional learning methods. Teachers who want to improve students' reading ability of drama texts can consider adopting the discovery learning model in their classrooms. This approach not only improves students' understanding of drama texts but also develops essential critical thinking and analytical skills(Rahayu & Kuswanto, 2021). However, it is important for teachers to consider the needs and characteristics of their students, as well as ensure that they are prepared to support students through this more independent learning process (Yaiche, 2021). Thus, the application of the discovery learning model can make a significant contribution to improving the quality of drama text learning in schools SMK State 1 West Sebatik.

IV. CONCLUSIONS

From the results of the study, it can be concluded that the application of the discovery learning learning model can improve the ability to read drama texts in grade XI students of SMK Negeri 1 Sebatik Barat. The improvement is shown from the quality of the learning process which is reflected in students' attention to learning, students' enthusiasm for learning, students' activeness, and students' timeliness in collecting assignments. The increase in product can be seen from the average score of reading drama texts from pre-action

to cycle II. In the pre-action, an average score of 42.54% was obtained, then in the first cycle it increased to 63.10% and in the second cycle it increased significantly by 85.69%. It can be concluded that the application of the discovery learning learning model can improve the quality of the learning process and improve the learning outcomes of students in class XI of SMK Negeri 1 West Sebatik.

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