

**THE EFFECTIVENESS OF DISCOVERY
METHOD TOWARDS STUDENTS READING
COMPREHENSION**

A Thesis

**Submitted as a Partial Fulfillment of the Requirements
for S1-Degree**

By :

RIHADATUL AISIYATUN NAZIAH

NPM. 1811040225



Study Program : English Education

**TARBIYAH AND TEACHER TRAINING FACULTY
RADEN INTAN STATE ISLAMIC UNIVERSITY
LAMPUNG
1444 H / 2023 M**

THE EFFECTIVENESS OF DISCOVERY METHOD TOWARDS STUDENTS READING COMPREHENSION

A Thesis

**Submitted as a Partial Fulfillment of the Requirements
for S1-Degree**

By :

RIHADATUL AISIYATUN NAZIAH

NPM. 1811040225

Advisor : Satria Adi Pradana, M.Pd

Co-Advisor : Septa Aryanika, M.Pd

Study Program: English Education

**TARBIYAH AND TEACHER TRAINING FACULTY
RADEN INTAN STATE ISLAMIC UNIVERSITY
LAMPUNG
1444 H / 2023 M**

ABSTRACT

The learning process at SMPN 3 Pugung Tanggamus Lampung in terms of reading comprehension was still low. Most of the students still had difficulties in understanding the contents of the reading text because limited vocabulary, the students also had difficulty processing information from the contents of the text they had read and the used of learning method by the teacher was less than optimal. This study aimed to find out significant effectiveness of discovery method towards students reading comprehension in descriptive text of eighth grade students of SMPN 3 Pugung Tanggamus Lampung in the academic year 2022/2023.

The research methodology of this research was quasi experimental design, the design was pre-test and post-test control group design. The population of this research the eighth grade of SMPN 3 Pugung Tanggamus Lampung in the academic year 2022/2023. The samples of the research were two classes, VIII A and VIII C. 35 students for the experimental class (VIII A) and 35 students for the control class (VIII C). So, the total of samples were 70 students. The experimental class used Discovery Method, while the control class used Teacher Centered Method. The treatment were held in 3 meetings. In collecting the data, this research used a test for the instrument by multiple-choice questions. Before giving the treatment, a pre-test was given. Then, after conducting the treatment was given a post-test.

The resulted of data analysis showed that the discovery method score obtained by students before and after treatment had significant difference; this could be seen from the following facts. Hypothesis testing used T-test to measure the significant effectiveness of discovery method towards students reading comprehension score. Based on the T-test of the SPSS (Statistical Package for Social Science) version 25. It was obtained that $\text{Sig. (2-tailed)} = 0.000 \leq \alpha = 0,05$. It means that the using of discovery method towards students reading comprehension score was significant effective with effect size 1.00, it is indicated that the effect size was moderate. So, the effectiveness of discovery method on students reading comprehension not low and not high.

Keywords: Descriptive text, Discovery Method, Students Reading Comprehension

DECLARATION

Name : Rihadatul Aisiyatun Naziah
NPM : 1811040225
Department : English Department
Thesis Title : The Effectiveness of Discovery Method Towards
Students Reading Comprehension

I hereby declare that this thesis, entitled the effectiveness of discovery method towards students reading comprehension, is entirely my own work and is based on my own research. I also declare that all materials and sources consulted in the preparation of this thesis, be they books, articles, and any other kinds of document, are properly acknowledged in the footnotes and bibliography.

Bandar Lampung, 17 February 2023
Declared by



Rihadatul Aisiyatun Naziah
NPM. 1811040225



KEMENTERIAN AGAMA RI
UNIVERSITAS ISLAM NEGERI RADEN INTAN
LAMPUNG
FAKULTAS TARBİYAH DAN KEGURUAN

Alamat : Jl. Let. kol. H. Endro Suratmin Sukarame Bandar Lampung Telp. (0721)703260

APPROVAL

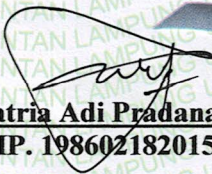
This is to testify that the following thesis:

Title : **THE EFFECTIVENESS OF DISCOVERY
METHOD TOWARDS STUDENTS
READING COMPREHENSION**
Student's Name : **Rihadatul Aisiyatun Naziah**
Student's Number : **1811040225**
Study Program : **English Education**
Faculty : **Tarbiyah and Teacher Training Faculty**

APPROVED

Was tested and defended in the examination session
at Tarbiyah and Teacher Training Faculty State Islamic University of
Raden Intan Lampung

Advisor,



Satria Adi Pradana, M.Pd
NIP. 198602182015031005

Co-Advisor,



Septa Aryanika, M.Pd

**The Chairperson
of English Education Study Program**



Dr. Mohammad Muhassin, M.Hum
NIP. 197708182008011012



KEMENTERIAN AGAMA RI
UNIVERSITAS ISLAM NEGERI RADEN INTAN
LAMPUNG
FAKULTAS TARBIYAH DAN KEGURUAN

Alamat : Jl. Let. kol. H. Endro Suratmin Sukarame Bandar Lampung Telp. (0721)703260

ADMISSION

A research thesis entitled **THE EFFECTIVENESS OF DISCOVERY METHOD TOWARDS STUDENTS READING COMPREHENSION** by **RIHADATUL AISIYATUN NAZIAH** NPM: 1811040225, Department : English Education, has been successfully defended as Thesis Defense of the faculty of Tarbiyah and Teacher Training, Raden Intan States Islamic University, Lampung, the Thesis defense was held on: Friday February 17th, 2023.

Board of examiners:

Moderator : Meisuri, M.Pd

Secretary : M. Fikri Nugraha K, M.Pd

Primary Examiner : Dewi Kurniawati, M.Pd

Secondary Examiner: Satria Adi Pradana, M. Pd

Co-Advisor : Septa Aryanika, M. Pd


.....


.....


.....


.....


.....

Dean Faculty of Tarbiyah and Teacher Training



Prof. Dr. Hj. Nurva Diana, M.Pd

NIP: 196408281988032002

MOTTO

فَاِنَّ مَعَ الْعُسْرِ يُسْرًا

So verily, with the hardship, there is relief.
(Q.S Al-Insyirah: 5)¹



¹ Departemen Agama RI, *Alhidayah A;-Qur'an Tafsir Perkata Tajwid Kode Angka* (Banten: CV Penerbit Kalim, 2013)

DEDICATION

From deep of my heart, this thesis is dedicated to everyone who cares and love me. I would like to dedicate this thesis to:

1. My God Allah SWT, whose blessing and mercy have been very crucial to the completion of my thesis.
2. My beloved mother, Ms. Nok Atiqoh, S.Pd who have provided me with unconditional loves and never-ending supports, not only for the completion of my study but also for the success of my life I am thankful for having you by my side, and this thesis is absolutely also yours.
3. My beloved brothers, Achmad Rizky Maulana Yusuf and Muhammad Azam Al Farid who have been very, supportive, caring, and generous during many difficult stages of my study in the University.
4. All beloved lecturers, fellow classmates, and graduates of the Department of English Education, Faculty of Tarbiyah and Teacher Training, Raden Intan State Islamic University of Lampung who has invaluable contributed to the development of my personality and academic skill and knowledge over years of my study in the university.

CURRICULUM VITAE

Rihadatul Aisiyatun Naziah was born on April 25th, 2001 in Semarang, Jawa Tengah. Aisiy is the first daughter of Mr. M. Huri and Ms. Nok Atiqoh, S.Pd. She has two brothers; the first is Achmad Rizky Maulana Yusuf and the second is Muhammad Azam Al Farid.

In academic background, Aisiy accomplished her formal education at UPT SDN 01 Karang Wuluh and she graduated in 2012. In the same year, she continued her study in SMPN 02 Tarub and finished in 2015. Then she continued to SMAN 1 Ambarawa and graduated in 2018. Then she continued her study at UIN Raden Intan Lampung in 2018 and took an English Education as her major.

Bandar Lampung, 17th February 2023
The Researcher,

Rihadatul Aisiyatun Naziah
NPM. 1811040225

ACKNOWLEDGEMENT

Firstly, I would like to express my sincerest praises to the God Allah Ta'ala, who has lent me His blessing and mercy for the completion of my study at the State Islamic University of Raden Intan Lampung. I also would like to send my best prayer and salutation to the Propher Muhammad SAW, the best lover of the god Allah, who sent to us to enlighten the path of humanity and divine salvation.

Secondly, my study in Raden Intan State Islamic University of Lampung is not an individual journey. I have received invaluable help and supports from various individuals, whose numbers are impossible to mention one by one here, due to space limits. I decided to give my recognition to a few of them who have helped me in specific ways, there are:

1. Prof. Dr. Hj. Nirva Diana, M.Pd., Dean the Faculty of Tarbiyah and Teaching Training Raden Intan State Islamic University of Lampung.
2. Dr. Mohammad Muhassin, M.Hum., Chair of the Department of English Education Faculty of Tarbiyah and Teaching Training, Raden Intan State Islamic University of Lampung.
3. Satria Adi Pradana, M.Pd., my supervisor and my academic advisor, for his guidance and help during my study in the university and the completion of my bachelor thesis.
4. Septa Aryanika, M.Pd., my second supervisor, who has spent countless hours correcting my bachelor thesis.
5. All lecturers in Department of English Education of Raden Intan State Islamic University of Lampung, who have taught the researcher since the first year of her study.
6. M. Agung Dwi Laksono, S.E., who always encourage me in completion of this thesis, thank you for being my support shoulder in my tough times and you taught me how to keep going, but not how to stop.
7. All fellow students in the Department of English Education of UIN Raden Intan Lampung, especially my best friends Aulia Putri Pramudita, Hartama Ayu Ferdina, Fadila Ramanda, Sumiyem, and Annisa Rizkiyani and also for all members of G Class 2018, whom I can not mention all their names here but I am thankful for supports and for our friendship.
8. My beloved sisters, Rahma Rahmita Siregar, Nafidatul Husna, Syafaatur Rasyidah, Nissa Arsytha, and Wiwin Ngaisatul Jannah

who are in the circle “HAHA HEHE”, who always support, listen to my complaints, give advice and sincere love . Thankyou

9. All friends of BMPSI and all friends of KKN and PPL 2021 of UIN Raden Intan Lampung who have become my forum for the process and have given me the enthusiasm to completion of this thesis.

Finally, since nothing is perfect, and despite all the meaningful names I have mentioned above, every mistake in this bachelor thesis remains exclusively mine, and thus, I am welcome to any form of critical feedback for the betterment of this thesis.

Bandar Lampung, 17th February 2023

The Researcher,

Rihadatul Aisiyatun Naziah

NPM. 1811040225

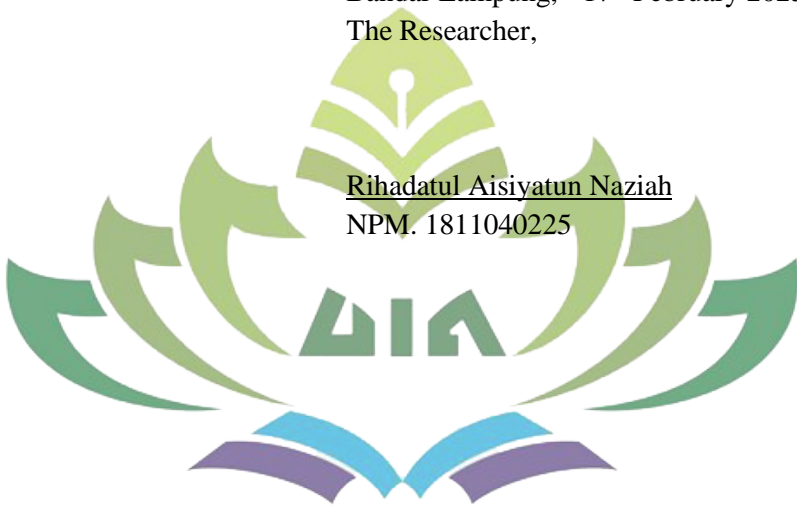
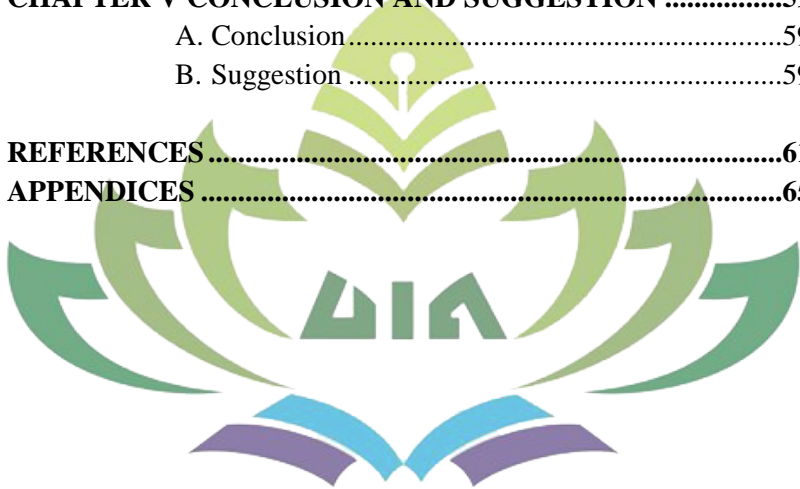


TABLE OF CONTENTS

	Page
COVER	i
ABSTRACT	iii
DECLARATION	iv
APPROVAL LETTER	v
ADMISSION LETTER	vi
MOTTO	vii
DEDICATION	viii
CURRICULUM VITAE	ix
ACKNOWLEDGEMENT	x
TABLE OF CONTENTS	xii
LIST OF TABLES	xv
LIST OF FIGURES	xvi
LIST OF APPENDICES	xvii
CHAPTER I INTRODUCTION	1
A. Title Confirmation.....	1
B. Background of the Problem	2
C. Identification and Limitation of the Problem.....	6
D. Formulation of the Problem	6
E. Objective of the Research	6
F. Significance of the Research	7
G. Relevant Research.....	7
H. Systematic and Discussion.....	12
CHAPTER II FRAME OF THEORY AND HYPOTHESIS	15
A. Theories.....	15
1. Teaching English as a Foreign Language	15
2. Concept of Reading Comprehension	16
a. The Definition of Reading	16
b. Purpose of Reading.....	17
c. The Types of Reading.....	19
d. Understanding of Reading Comprehension	19

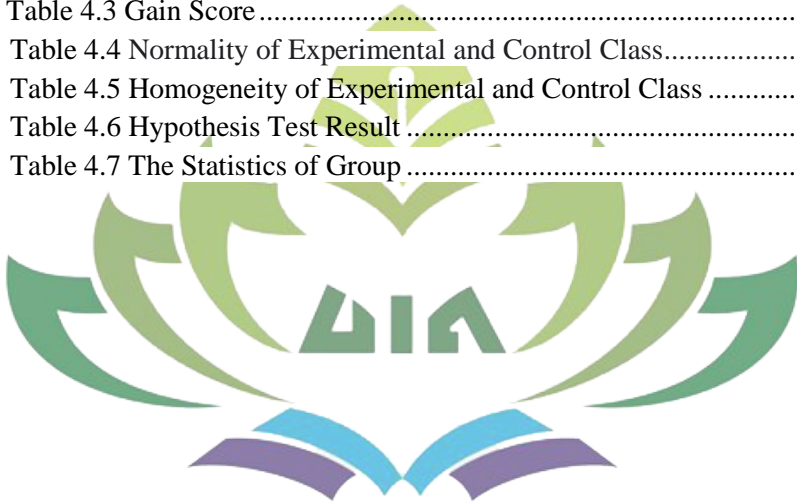
e. Types of Reading Comprehension.....	21
3. The Concept of Descriptive Text.....	23
a. Definition of Descriptive Text.....	23
b. The Objectives of Descriptive Text.....	23
c. The Kinds of Descriptive Text.....	24
d. Structure and Example of Descriptive Text.....	25
4. Concept of Discovery Method.....	26
a. Definition of Discovery Method.....	26
b. The Purpose of Discovery Method.....	29
c. Discovery Learning as Learning Method to Teach English.....	29
d. Advantages and Disadvantages of Discovery Methods.....	30
e. The Procedure of Using Discovery Method.....	31
5. Frame of Thinking.....	32
B. Hypothesis.....	34
CHAPTER III RESEARCH METHOD.....	35
A. Place and Time of the Research.....	35
B. Research Design.....	35
C. Population, Sample and Data Collecting Technique.....	36
1. Population.....	36
2. Sample of the Research.....	36
3. Data Collecting Technique.....	37
D. Operational Definition of Variables.....	37
1. Variable of the Research.....	37
2. Operational Variable.....	38
E. Research Instrument.....	38
F. Validity and Reliability of the Instrument.....	40
1. Instrument Validity.....	40
2. Reliability of Instrument.....	43
G. Fulfillment of the Assumption.....	44
1. Normality Test.....	44

2. Homogeneity Test.....	45
H. Hypothesis Testing.....	45
CHAPTER IV FINDINGS AND DISCUSSION	47
A. Data Description.....	47
B. Data Analysis.....	51
1. Fulfillment of Assumption.....	51
2. Hypothetical Test Result.....	45
3. Effect Size.....	54
C. Discussion.....	55
CHAPTER V CONCLUSION AND SUGGESTION	59
A. Conclusion.....	59
B. Suggestion	59
REFERENCES	61
APPENDICES	65



LIST OF TABLES

	Page
Table 1.1 Students Scores in Reading Comprehension.....	4
Table 3.1 Total Number of Students	36
Table 3.2 Specification of Pre-test and Post-test for Try Out	39
Table 3.3 Test Construct Validation.....	41
Table 3.4 Test Items Validation	42
Table 3.5 Reliability Levels	43
Table 4.1 Score of Pre-test	47
Table 4.2 Score of Post-test.....	49
Table 4.3 Gain Score	50
Table 4.4 Normality of Experimental and Control Class.....	52
Table 4.5 Homogeneity of Experimental and Control Class	52
Table 4.6 Hypothesis Test Result	53
Table 4.7 The Statistics of Group	55



LIST OF FIGURES

	Page
Figure 2.1 Frame of Thinking	33
Figure 3.1 Research Design.....	36
Figure 4.1 Pre-test Diagram	48
Figure 4.2 Post-test Diagram.....	50
Figure 4.3 Gain Score Diagram.....	51



LIST OF APPENDICES

	Page
Appendix 1 Teacher Interview Guide	67
Appendix 2 Students Interview Guide	70
Appendix 3 Students Reading Score	73
Appendix 4 Syllabus	75
Appendix 5 Lesson Plan.....	79
Appendix 6 The Instrument of Pre-test and Post-test.....	139
Appendix 7 Answer Key of Instrument.....	146
Appendix 8 Validation Form Reading Test.....	147
Appendix 9 Students Name for Experimental Class and Control Class	148
Appendix 10 Pre-test Score.....	150
Appendix 11 Post-test Score	151
Appendix 12 Gain Score	152
Appendix 13 Research Documentation	153
Appendix 14 Pre-test and Post-test in the Experimental Class	155
Appendix 15 Pre-test and Post-test Samples in the Control Class.....	157
Appendix 16 Validity of the Instrument.....	159
Appendix 17 Reliability of the Instrument.....	164
Appendix 18 Data Description Pre-test and Post-test	166
Appendix 19 Normality of the Test.....	170
Appendix 20 Homogeneity of the Test	171
Appendix 21 Independent Sample T-test	172
Appendix 22 Pre Primary Research Letter.....	173
Appendix 23 Research Letter	175
Appendix 24 Originality Report.....	177

CHAPTER I

INTRODUCTION

A. Title Confirmation

As an initial framework in order to get a clear picture and make it easier to understand the title of this research. Therefore, it is necessary to have a description of meaning affirmation that relating to this research. This affirmation is hoped that there was no interpretation of the emphasis on the title of several terms utilized. So, this research title is “Effectiveness of discovery method towards students reading comprehension.” Below is the description of title:

Effectiveness is measuring process of matching stated aim and achievement.² Measuring whether research is effective way to find out. It produced any outcomes, outputs and impacts.

Creswell stated the definition of variable is the characteristic of individual or group that can be observed.³ So, variable is everything in the form that determining to be studied. Information is acquired about it. Next conclusion is explained and in this research applied two variables including dependent variable and independent variable.

Independent variable is variable that affected dependent variable. While, dependent variable is variable that is influenced by independent variable. This research dependent variable is discovery method, while dependent variable is reading comprehension.

1. Discovery method

This method is process to find out something that is previously unknown. So, the students are more responsible and should be more active, because this method included in learning model that helping students to find experience and knowledge.

2. Reading comprehension

² Hamdiah Arief, “Effectiveness of Taking Stick Methods In Teaching Vocabulary at the Second grade of MTS Madani Pao-Pao”, (Thesis education S-1 State Islamic University of Makassar, 2017). p. 10

³ Creswell, Jhon and J. David Creswell, *Research design*, (Singapore: Sage Publication,1994). P. 155

This is an activity that associating students ideas to comprehend reading text. So, reading without comprehending cannot be associated. In this section, the students obtain information that consisted of reading text.

B. Background of the Problem

Based on the standard of contents for junior high school (SMP/MTS) stated in *Badan Standar Nasional Pendidikan* (BSNP). English is one of the compulsory subjects to be studied. There are four skills that students have to master, they are listening, speaking, reading, and writing. The aim of studied english is to improve students ability in those skills so that students are able to communicate orally or written in their daily life.⁴

Reading is one of important skills in English which need to understand the meaning that provide in text. The reader needs to be able to figure out the author's purpose presenting in the material, comprehending some valuable information stated in the passage in relation to comprehending the overall content of reading materials.⁵ When the reader read a text they was get information or knowledge that are decoded from the text and grasp the content of the text.

According to the definition above, reading is an important skill which process the readers to be active in understanding the meaning of what they read, understand written text or not and interpret the information into the reader's understanding appropriately. It is where reader and author interact through written language. The skills process involves decoding the letters that from a word that lead to sentences into an understanding mind. Reading is productive to increase students knowledge if they are able to undertand the text they read. However, it is becoming less productive when the students have difficulty in understanding the idea in text. Through reading activity, the students was able to get a lot of things from the text. The most important thing is the

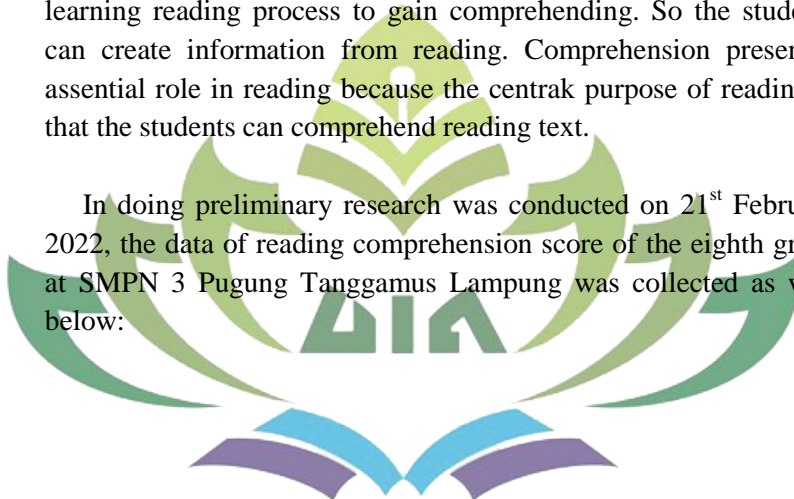
⁴ Badan Standar Nasional PendidikN (bsnp) 2006. Panduan Penyusunan Kurikulum Tingkat Satuan Pendidikan Jenjang Pendidikan Tingkat Dasar dan Menengah. Jakarta, 2006). P.123

⁵ Elizabeth, Teaching Reading, (Switzerland:International Academy of Education. 2003). P 6

knowledge. From this point, the students was able to learn new things through reading.

Reading comprehension itself is the activity of connecting students ideas. So, reading without understanding cannot be associated with reading to achieve understanding. Grellet assumed that reading comprehension is the students tried to comprehend written text by extracting meaning that obtained information from it as efficiently as possible.⁶ So the students completed reading activity is to find valuable information based on each text. An important of imperative and decoding skill as the activity needed in learning reading process to gain comprehending. So the students can create information from reading. Comprehension presented assential role in reading because the centrak purpose of reading is that the students can comprehend reading text.

In doing preliminary research was conducted on 21st February 2022, the data of reading comprehension score of the eighth grade at SMPN 3 Pugung Tanggamus Lampung was collected as well below:



⁶ Grellet, F. Developing Reading Skill. A Practical Guide to Reading Comprehension Exercise. (London: Cambrigde University Press, 1986). p.162

Table 1. 1
Students' Score in Reading Comprehension
at the Eighth Grade SMP Negeri 3 Pugung Tanggamus
Lampung 2021/ 2022

No	class	< 70	≥ 70	Total student
1	VIII. A	19	16	35
2	VIII. B	22	13	35
3	VIII. C	21	14	35
	Total	62	43	105
	%	59.76 %	40.24 %	100 %

English Teacher's document of SMPN 3 Pugung⁷

From the descriptions above, it can be seen that reading skill of the eighth grade students of SMPN 3 Pugung can be categorized low, as many as 59.76 % of students scored less than 70. After interviewing with the teacher that there were problems with learners' English skill. It is because most of students found difficulties when comprehending reading content. They did not have much vocabulary. Whereas based on interview with the students results, it was found that the most of students felt difficult to comprehend content of text, because learning method make them felt boring. So, the students did not have much motivation to learn many thing about reading comprehension.

Based on the problems faced by students and teachers, this research felt learning method that was implemented by the teacher is less than optimal they utilized teacher centered method. While, this method is not the best choice to be used. That make students less motivated to learn English, especially in understanding the contents of reading text. Teacher centered learning is a learning process that refers to learning centered on educator instruction, direct instruction from educators to students and teacher centered learning a teacher tends to be more active in providing subject

⁷ The document of English teacher of SMPN 3 Pugung

matter while students are passive because they only listen to the material provided so that their creativity is less developed. In learning process, reading comprehension should be carried out by methods that can make learning more effective. Discovery method in which students are learning how to read the text by investigate a topic, issue or problem by active means, obtain pertinent information, interpret causes and effects where relevant.

Mayer mentioned that the discovery method that encourages students to take more active role in their learning process by answering a series of questions or solving problem designed to introduce a general concept.⁸ In this method teaching learning process was focus on students center not on teacher center so, the students was be more active and used their direct experience from their observation during teaching learning process. Through this method the students discover something they learn by themselves, it does not mean that what is found in the learning activities is really new, but they, because of their own efforts may discover a solution to a problem they face in learning. This method is a component of the education implementation as heuristic learning namely a method designed to make process oriented students being active, leading by them, finding by them, and making their own reflections during their learning activities.

It supported by previous research conducted by Sari which has been accomplished at SMPN 1 Semen Kediri Jawa Timur. She basically focused on the effect of applying discovery method to the seventh grade students in reading comprehension. The result showed that discovery method made students more enjoyed learning in class because they interested with the steps in learning that teacher used, very students were enthusiastic to get this method in their classroom and they can enjoy in reading text, easier to understand the text, got higher score than before and be more

⁸ Mayer, "Should there be a three strikes rule against pure discovery learning? In case for guided methods of instruction." (American Psychologist: 2004), p. 14-19

active in class.⁹ Furthermore, there is gap previous research and present research that problems occur in the field, the research location in this research has not been studied by previous research so that the problems that occur in this location are sifferent from location that have been research.

Based on the background above, it was conducted a research entitled “The effectiveness of discovery method towards students reading comprehension.”

C. Identification of the Problem and Limitation Problem

1. Students had difficulties understanding contents of reading text because limited of vocabulary
2. Students had difficulties in processing information from content of the text
3. Students felt less motivated in learning English, especially to understand the contents of reading text
4. Using of learning methods by teacher is less than optimal

Thus, this research limitation was effectiveness of discovery method towards students reading comprehension in descriptive text at the eighth grade students of SMPN 3 Pugung 2022/2023.

D. Formulation of Problem

Is there significant effectiveness of discovery method towards students reading comprehension in descriptive text at the eighth grade students of SMPN 3 Pugung 2022/2023?

E. Objective of Research

This research objective was to find out significant effectiveness of discovery method towards students reading comprehension in descriptive text of the eighth grade students of SMPN 3 Pugung 2022/2023.

⁹ Yuli Candra Intan Sari, “The Effect of Discovery Learning Method to the Seventh Grade Students Reading Comprehension of SMPN 1 Semen Kediri Jawa Timur.” (Artikel Skripsi, Universitas Nusantara PGRI Kediri, 2016). p.4

F. Significance of Research

1. Theoretically

This research result was expected to support the theories that explained in the next chapter about effectiveness discovery methods towards students reading comprehension in descriptive text at the eighth grade of SMP Negeri 3 Pugung 2022/ 2023.

2. Practically

a. For the students

Result of this research was expected to help them solve their problems in comprehending reading comprehension and assist them to comprehend meaning of the text

b. For the teachers

Result of this research was expected to present alternative methods in teaching reading comprehension. It will also assist them to increase in comprehending meaning of the text.

c. For the readers

Result of this research was expected to present knowledge and comprehending for the readers related to effectiveness discovery methods for teaching reading comprehension.

d. For the other researchers

For future researchers who were interesting in teaching reading comprehension at junior high school students. They obtain information and insight from this study to complete future research.

G. Relevant Research

First previous research was finished by Sari that problem with this research is that first, the students were not confident and spend a lot of time figuring out the explicit and implicit information from reading passages. Then, the students did not comprehend meaning of words and the students were passive, they also did not focus to their teacher explanations. This research goal is to know the effects of applying discovery learning method to the seventh grade students in reading comprehension. In previous research applied

quantitative approach. Data was taken based on two tests. This research population was seventh grade of SMP Negeri 1 Semen and sample in this research applied a class contained of 36 students. Result in previous research showed that discovery method gave significant effects because t-score is higher than t-table by applying significant levels of 1 % or 5 %. Based on those descriptions, it could be asserted that discovery method created students more enjoyed learning in class because they felt interested to follow step by step that was applied by their teacher so it gave them positive effects.¹⁰

Prior research had relevance to this research, first is applied experimental research and qualitative approach. Then, process collecting data is applied post-test and pre-test. Next, dependent variable is reading comprehension. Besides, difference with the research accomplished previous research described the students who spent lots of time to find out explicit and implicit information from reading, the students got difficulties to comprehend meaning of words. In learning process, students were passive and did not listen explanation. Thus, this research problem is the students had difficulties to comprehend contents of reading text because they have limited vocabulary and the students had difficulties to process information from the contents of text. Next, this research location was SMP Negeri 1 Semen. But this research took her research in SMP Negeri 3 Pugung.

The second prior research is finished by Siagian that the objective of research was to find the effects of utilized discovery learning methods on students descriptive writing skills. In previous research applied quantitative experimental research. thus, this research population was all students of second grade of SMK Washliyah 3 Medan. Sample of this research were taken 46 students that was chosen randomly. This research focused on

¹⁰ Yuli Candra Intan Sari, "The Effect of Discovery Learning Model to the Seventh Grade Students Reading Comprehension Of SMPN 1 Semen" (ArtikelSkripsi, Universitas Nusantara PGRI Kediri, 2016), p.4

students' writing skills in descriptive text which taught by applying discovery methods. This research showed that discovery learning method presented significant effects. This research indicated that application of discovery learning method was proven effective to expand students writing skills in descriptive text because through teaching activity by applying this method. It can encourage all the students to be creative to write and students expected to creative to reconstruct each text.¹¹

Previous research has some relevance to this research, first is the research discuss about the effectiveness of using the discovery method. Second, the material studied that the material is about descriptive text. Third, both used two classes as research sample. The differences between both researches are in the dependent variable. Prior research about writing skills, but this research focused on reading comprehension. Then, prior research objective is to discover the significant effects of discovery method in writing descriptive text. While, in this research is to find out significant effectiveness of discovery method towards students reading comprehension in descriptive text.

Next, the research is finished by Yanti. Goal of this research is to investigate effectiveness of discovery method in teaching reading. This research utilized pre-experimental research. while, data were collected by applying purposive cluster sampling. Result of data analysis described that discovery method gave significant effects for learners' reading skills. It could be found that the students comprehension was low. Then, it moved to moderate level. Based on those description, H_a was proved, there are significant effects in utilized discovery method in teaching reading narrative to the eighth grade students of SMP Kartika Kubu Raya 2016/ 2017. In this part, that the teacher can utilized discovery

¹¹ Novriana Rahma Siagian, "The Effect of Applying Discovery Method on the Students Ability in Writing Descriptive Text," Skripsi UIN Sumatera Utara, (2018): p.5

method to increase students reading comprehension especially in narrative text.¹²

Prior research had relevance to this research. the first is that they discussed an effectiveness of utilizing discovery method in learning reading. The research utilized quasi-experimental. Next, collecting data utilized measurement technique by using reading multiple choice. Difference between this research and prior research is that material taught in prior researchers is narrative reading. While, this research applied descriptive text. The second is the location of accomplished research at SMP Kartika Kuba Raya, but this research finished the research at SMP Negeri 3 Pugung. Third, sampling technique of prior research utilized purposive cluster sampling, while this research utilized cluster random sampling.

The next prior research accomplished by Sofeny that research objectives to explain effectiveness of discovery learning to expand English writing skills of introverted and extroverted students which is compared with the direct instruction as traditional learning. This research utilized quantitative research by utilized experimental factorial. This research population was the eleventh grade of SMA students of 2013/ 2014. It is consisted of 20 the students from both classes and categories. this research result revealed that used discovery learning was effective to both extroverted and introverted students. In the line with it, finding indicated that used the direct instruction was also effective to introverted students than extraverted students. In addition, result of used discovery learning had a bigger influence to extroverted students rather than introverted students.¹³

¹² Putra, Regina, Yanti, "The Use of Discovery Method in Teaching Reading Comprehension on Narrative Text," *Journal English Education Program*, Vol. 1 No.1 (2020): p.13

¹³ Daniar Sofeny, "The Effectiveness of Discovery Learning in Improving English Writing Skill Of Extroverted and Introverted," *Journal English Education*, Vol. 18 No. 1 (2017): p. 1

Prior research had relevance studies, it is discuss about effectiveness of utilized discovery learning. Then, this research method is the similar as utilized quantitative method. While, the differences between prior research and this research. First, prior research objective to explain effectiveness of discovery learning to improve English writing skills of both introverted and extroverted students. While, this research is to find out the significant effectiveness of discovery methods to teach descriptive text. Second, prior research design used experimental factorial. Then, this research design used quasi experimental research. Next, prior research population was the eleventh grade students of SMA. While, this research applied the eighth grade students of SMP.

The last prior research accomplished by Zahara that goal of this research was to find out whether or not there was the significant differences in reading comprehension achievement between the students who were taught by utilized guided discovery and those who were taught by utilized conventional strategies to the eleventh grade students of MAN Araham. This research accomplished by utilized quasi-experimental and applied matching post-test and pre-test designs. This research population was 140 lstudents in academic year 2012/ 2013. Seventy students were chosen as this research sampling by utilized convenience technique. Data were obtained by using reading test. Result of the test was analyzed by utilizing matching t-test. This research result showed that there was the significant differences between the eleventh grade learners of MAN Araham who were taught by utilized guided discovery method and those who were taught by conventional strategies and it was indicated that guiding discovery technique was effective to utilize in teaching reading comprehension to eleventh grade lstudents of MAN 1 Araham.¹⁴

¹⁴ Ida Zahara, "The Effectiveness of Using Guided Discovery In Teaching Reading Comprehension," *Jurnal Pendidikan dan Pengajaran*, Vol. 4 No. 2 (2017): p.2

Prior studies had many relevance to this studies, first is discuss about the effectiveness of utilized discovery methods in teaching reading. Then, the research method utilized is a quasi-experimental and utilized both post-test and pre-test design. Third, in collecting data utilized reading test. Differences between prior research and this research. First research objectives, prior research is to find out whether or not there was significant differences in reading achievement between students who were taught by utilized guided discovery method and those who were taught by utilized conventional strategies to the eleventh grade learners of MAN Arahah, while in the this research is to find out the significant effectiveness of discovery methods to teach reading comprehension in descriptive text. Then, technique sampling is prior research applied convenience sampling, while this research applied cluster random sampling. Last, prior research population was 140 students of the eleventh grade of MAN 1 Arahah. Whereas, this research population was 105 students of the eighth grade of SMPN 3 Pugung.

H. Systematic and Discussion

1. Chapter I

Introduction

This chapter consisted of title confirmation, background of problem, identification and limitation of problem, formulation of problem, significant of research, objective of research, relevant research, systematic and discussion.

2. Chapter II

Frame of Theory and Hypothesis

This chapter consisted of the theories and hypothesis that pattern basis to support studies. Theory applied in this research is theory teaching English a second language, concept of reading comprehension, concept of discovery methods, concept of descriptive text, frame of thinking and hypothesis.

3. Chapter III

Research Method

This chapter consisted of the place and time of research, research design, population sample and data collecting technique, research instrument, definition of variable, validity and reliability of instrument, fulfillment of assumption and hypothesis test.

4. Chapter IV

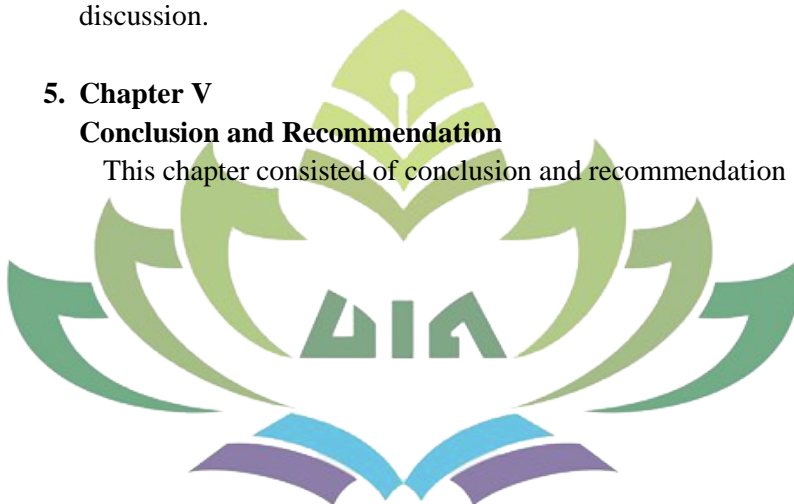
Finding and Discussion

This chapter consisted of data description, data analysis and discussion.

5. Chapter V

Conclusion and Recommendation

This chapter consisted of conclusion and recommendation





CHAPTER II

FRAME OF THEORY AND HYPOTHESIS

A. Theories

1. Teaching English as Foreign Language

Each component was arranged systematically that consisted of several components that cannot be separated. It must be run together in a dependency. This depended on the teacher's skills in managing English class. How is well the method, skill and strategy was applied to teach English. Setiyadi assumed that teaching English as foreign language is dissimilar from English as second language even though both refer to target language.¹⁵ Because in second language English applied in social life is considered a lower process to acquire language, such as Indian or Malaysian. Thus, learning foreign language referred to process of obtaining language. Because the students in Indonesia applied English not for their needs in daily needs in daily communication in individual's but only focus on English in education and their job in future. As a result, foreign language did not play essential role in social life because they learn English as a subject that should be mastered. But, English is essential for all learners from elementary to university level.

Additionally, English has a teaching objective, namely to construct a condition where learners can apply English as the device of communication. The students must be placed in conditions where they can apply English for both written and oral communication. That can be interpreted that teaching English as foreign language is to construct condition that learners can apply it as a means of communication with the other individuals from many countries.

In foreign language process the teacher should be able to manage the class well. The teacher should be more creative.

¹⁵ Bambang Setiyadi, "Teaching English as Second Language." (Jogyakarta: Graha Ilmu, 2006). p. 28

They could manage the class by apply interested method. Broughton argued that teaching is the process of assisted people to learned how to complete something, presented instruction, guided in the study of something, presented with knowledge then it is causing them could comprehend something. In this case, English teacher should be able to construct real condition that can be applied to encourage learning process so that the learners can apply English naturally to communicate.

In the other parts, Brown claimed that teaching is guided and facilitated learning, enable the students to learn, setting the situation for learning. So, in teaching English, the teacher becomes the facilitator that assisting the students to create great condition.

According to the explanation above it can be asserted that in teaching English process, the teacher should assist and guide their learners to master each material. Thus, the teacher became facilitator should be able to present good strategy, technique and method. In the end of the learning process the students was comprehend the subject that had been taught before.

2. Concept of Reading Comprehension

a. The Definition of Reading

Jail assumed that reading is the active process that consisting of words recognition and comprehension abilities.¹⁶ Word recognition is an ability of the readers to identify and read the written word, after words are identified, comprehension skill appeared. Comprehending itself is the process to obtain meaning from something.¹⁷ In reading process, the readers are involved in the activity to comprehend and obtain information based on the text and comprehend what the author means from the text. By comprehending text, the readers will be easily to assert main

¹⁶ Praveen M.Jail & M.F. Patel, "English Language Teaching." (Jaipur: Sunrise distribution & publisher, 2008). p. 114

¹⁷ Elizabeth S. Pang, "Teaching reading." (Chicago: SADAG: 2003). 06

ideas of text and their reading activity will be successful. Reading is the most helpful and essential skills to increase knowledge.

Reading is process of receiving and interpreting message from reading text. Interpreting message can be described as an act of comprehending. Next, comprehending is a reading part. Reading and comprehending cannot be separated, because comprehending is the cause of reading. Next to be more proficient in reading, practicing reading regularly can be the best solution. William said that the comprehension process as reading activity, he knew that both reading and comprehension as continuous process, continuing to practice reading to achieve comprehending. In order to obtain better skills, intensive reading is a key of practice.¹⁸

From those descriptions, reading is the reader's activity to obtain information and build comprehending of text applying brain and eye to comprehend what the author thought in their writing. Reading is the most essential skills. The students brought their background knowledge about the world to influence their achievement in reading comprehension.

b. Purposes of Reading

Stroller categorized reading purposes of reading into several points:¹⁹

- 1) Reading to search simple information and reading to skim quickly

This is usually reading skill and often applied in reading assignment. Reading activity is to find out certain information. It usually scanned text to obtain information. In purpose of this reading is the reader should obtain specific information in the text.

¹⁸ William Grabe, "Reading in a second language: moving from theory to practice." (Cambridge: Cambridge University Press, 2009). p.14

¹⁹ Fredricka L. Stoller & William Grabe, "Teaching & Researching Reading. Second edition." (New York: Roughtledge, 2013). p. 06

2) Reading to learn from the text

This occurred in academic and professional context in which individual needed to learn considerable amount of information from the text. For instance, the biology teacher who read English written book with the title “Amoeba” needs to learn information based on the book. He wanted to expand their knowledge of the text.

3) Reading to integrate information, write and critique text

This occurred before the author wrote their paper. In paper, he needed to integrate lots of information that will encourage his statement, idea or against individual else’s statement. Information was taken from several sources. Next, deciding what information to integrate and how to integrate it into writing.

4) Reading for general comprehension

Comprehension is the most main purpose of reading from identifying contents of book, seeing book is included in reading to comprehend. This purpose occurred when reading book for pleasure. Reading for pleasure is to find specific information from the text. Most people enjoyed to read text.

According to the description, it can be asserted that there are two important things for reading purpose such as reading to obtain information and reading to obtain pleasure. Additionally, the specific purposes of reading such as reading to find out the simple information, reading to learn from the text, reading to integrate information, reading to write and critique text and reading for usual comprehending. Thus, determining the purposes of reading before reading text is essential because it affected each purpose.

c. The Types of Reading

Patel & Jain assumed for types of reading below:²⁰

1) Intensive reading

This type is associated with further increase in language learning under the guidance of the teacher. Intensive reading is reading text in which are the learners read in order to obtain information.

2) Extensive reading

In this type, the readers was read the text for pleasure. Purpose of extensive reading is to enlarge learners' knowledge.

3) Reading aloud

The teachers must identify that reading aloud will train to given for elementary level because it is a main to pronounce words.

4) Silent reading

This type must be applied to expand reading skills among learners. Silent reading is completed to obtain lots of information.

According to those descriptions, so we can assert that the readers must know the types of reading what we used to reading because it has its own purpose.

d. Understanding of Reading Comprehension

Reading Comprehension is the activity of connecting students' ideas. So reading without understanding cannot be associated with reading to achieve understanding. Grellet assumed that reading comprehension is that the students tried to comprehend written text by extracting meaning that obtained information from it as efficiently as possible. So,

²⁰ Praveen M.Jail & M.F. Patel, "English Language Teaching." (Jaipur: Sunrise distribution & publisher: 2008). p. 115

the students completed reading activity is to find valuable information based on each text.²¹ Next, Kustaryo explained that comprehension is understanding about what had been read before. This is an active thinking process which is not only on comprehension skills but also on learners' knowledge and experience.

An importance of imperative knowledge and decoding skill as the activity needed in learning reading process to gain comprehending, so that the students can create information from reading. Message or meaning is not expressed repeatedly this process is generally referred to as reading comprehension. Cooper assumed that comprehension is a strategy process by which to the text by applying clues in each text and own earlier knowledge.

Comprehension presented essential role in reading because the central purpose of reading is that the learners can comprehend reading text. The learners cannot obtain ideas written in reading text. In other words, reading without understanding can be said useless.

Brown said there aspects were generally applied in reading comprehension:

- 1) Topic sentence
- 2) Expression in context
- 3) Inference
- 4) Grammatical feature
- 5) Detail
- 6) Unstated detail
- 7) Supporting idea
- 8) Vocabulary in context.²²

²¹ Grellet, F. "Developing Reading Skill a Practical Guide to Reading Comprehension Exercise." (London: Cambrigde University Press, 1986). p.162

²² Syofnidah Ifriyanti, "Increasing Reading Comprehension by Applying Jigsaw Strategies", *Jurnal Tadris Bahasa Inggris*: V.5, N.1, July, 2017). 151

In other words, reading comprehension is an ability to comprehend information from the text. The readers should be careful if they wanted to comprehend meaning. In this research applied all aspects that have been explained before.

Reading comprehension is an ability to comprehend a text that purpose to find out detail information. So, it can be asserted that reading comprehension is learners' abilities to comprehend information specifically to obtain meaning of each text.

e. Types of Reading Comprehension

Kustaryo said the specific reading comprehension skill can be divided into three level skills.²³ Fisrt, literal reading is a basic for each reading skill at many levels because the readers must comprehend what the author said before drawing conclusion. This level is considered easiest level of reading comprehension because the readers are not required to go beyond what the authors said. Next, inference is idea which the readers received when people go beneath the surface to sense relationship, fact or idea together to explain conclusion and create generalization then detect the mood of each material.

Additionally, Hancock added that inference might be drawn by analyzing character and action and by determining materials. They might be based on the facts and must be gathered by the readers. A fact can be found in the section and underlined but inference is more of feeling. Then, the last one is critical reading. It requires higher level of development skills, perception as well as reading with inquisitive mind and creatively, actively searching for false statements. This critical means questioning, comparing then evaluating.

²³ Rusmiati, Kamalina, "Using of Direct Strategy in Reading Comprehension." *Journal of Get Sampena*, 2016. p.43

However, Richard categorized reading comprehension into four categories. Likewise, the first type is literal comprehension it means reading to comprehend, recall message that is explicitly contained in reading process. This type is named a line reading. By reading sentences, the readers identified specific message presented by each author. The learners did not need to deduce meaning of text because it is explained explicitly in the text. They need introduction and comprehending of author, details and supporting detail.

Next level is inferential comprehension that is reading to find information which is not explicitly stated in the text, applying the readers' intuition and experience, and by inferring. Different the earlier level of comprehending, in this type the readers should recognize relationship that existing between detail and main idea and apply this relationship to create inferences and draw descriptions about the author imply and intent meaning. Next, level of reading comprehension is evaluative comprehension. The readers had the aim of reading that is to compare information presented in the text with his own knowledge and value in order to comprehend text, the reader needed to identify aim of reading text and review what they know about topics.

The fourth level is appreciative comprehension. The readers had the aim of reading text to obtain emotional response or other type of appreciated from a text. In conclusion although the kinds of reading comprehension are clarifying in many ways, the most essential thing is that the readers must identify the aim or read a reading text based on information wanted to obtain from reading text.

Thus, Smith argued that reading comprehension derived into two levels; first is the critical comprehension, which is the learners assess good sense of what they read such as accuracy and many others. Next, the second is creative

comprehension. So, the learners can take information from what they read and increase new opinion from it.

3. The Concept of Descriptive Text

a. Definition

Wignell argued that descriptive text is the type of type we applied when we wanted to describe how something feels, acts, looks, sounds, and testes to someone by the text, we can construct descriptive text.²⁴

Basically, it presented detailed message about the quality of place, thing and person. Detailed message is applied to help the readers to create mental image. In short, the descriptive text is emphasized on the text to describe something in detail. Then, they added that there were two structures of descriptive text, such as identification and description. First, in identification, the learners will identify the subject to be described. While the description, the learners will explain the specifically part, quality and part of object being explained. additionally, they described about grammatical feature of this text.

From those descriptions, it can be asserted that descriptive text is used to explain something according to what the authors smell, see, feel and other.

b. The Objectives of Descriptive Text

Objective of descriptive text is to explain person, place and thing in the specific part. As social beings, individual need to share experience, which is writing to other to explain things like vocations, people and childhood home. The description of apply to persuade others to think in certain way. Description enable us to amuse, convey feelings, relate

²⁴ Ade Dwi Jayanti, "Learners' Writing Skills on English Descriptive Text at the eighth grade students of SMP Negeri 33 Padang" (Journal Academy of English Education, V.3, N.1 2019). p. 07

experience, inform and persuade. Below are the purposes of description:²⁵

- 1) To amuse, an entertaining descriptions of the teenager's bedroom.
- 2) To convey feelings, the description of your favorite outdoor retreat so your reader can comprehend why you enjoy it so much.
- 3) To relate experience, the description of your childhood home to express a sense of poverty you grew up.
- 4) To inform, the description of newborn calf for the readers who had never seen one.
- 5) To inform, the description of apple to assist the readers rediscover the joys of simple fruit.
- 6) To persuade, the description of degrading music video.

From those description, it can be asserted that objective of descriptive text is to explain thing, person and place. Thus, descriptive text enable us to amuse, to convey feeling, to relate experiences, to persuade with others.

c. The Kinds of Descriptive Text

This text is used to explained something. Luber explained three kind of descriptive text as follows:²⁶

- 1) The description of people

People are dissimilar and write description of dissimilar people. Perhaps aware of the complications because people ask "what is so-and-like?". To replay, to apply identification, character sketches, depended on condition.

²⁵ Fikri Fauzia Alawi, "Increasing learners' skills in descriptive text writing by applying cluster techhique" (Skripsi, UIN Syarif Hidayatullah, 2011). p. 21

²⁶ Luber, Julianti, "Definition, Aim, Generic Structure, Language Feature," (2017). p. 08

2) The description of place

In describing place, there's no standard form to construct sentences in descriptive text. There's no need to start with a field and move on to another. The sentence must not be arranged randomly. Description should be arranged so that the readers must imagine the scene being explained to construct paragraph. More interestingly, this is necessary to add a controlling opinion that conveying impression about describing place. An arrangement of details in the in the description depended on what the subject is and its aims.

3) The description of things

In writing description of something, mostly good imagination about the thing to be explained. additionally, to make the subject as interesting and clear as possible for the readers as follows: apply effective verb and proper noun.

According to the description above, the researcher asserted that types of descriptive text such as place, people and thing.

d. Structure and Example of Descriptive Text

Generic structure is used to show how the author arranges his writing, so that the meaning and message is more easily conveyed to the reader. Below is the generic structure of descriptive text:

- 1) Identification is to identify the particular phenomenon, object or things being described. Usually this is located at the beginning of the paragraph
- 2) Description is to explain how it looks and the characteristics that are being described. In general, what is used as a descriptive text is the parts of the object, the quality of the object or the characteristic-s of its habit.

Example of descriptive text

My mother

I live with my mother. She is the best woman I have ever known.

She's not tall. Then she has long straight hair. Her color is brown. She has eyes like honey and bright skin. This is light brown. I her thirties, then her weights 50 kg.

My mother is a good person. Every admits that she is friendly, lovely and patient. She loves her family. Then, she loves me more than anything. I love my mother. She makes me go home earlier. She can cook delicious food. I never eat the restaurant because my mother always prepare meals.

4. Concept of Discovery Method

a. Definition of Discovery Method

Literature review advice that discovery learning is the way of teaching who is inquiry based. It is the method of teaching that focused on active, hand on learning opportunities for the learners. Next, learning took place within individuals and instructional strategy is designed by the teachers. Learning experience took place when the teacher played the role as the coach who presented clues to assist learners to come to discovery. In other ways, discovery learning happened whenever the learners are not presented with an exact answer but rather the materials in order to find answer through problem activities. Learners are expected to describe on their own experience and earlier knowledge and interact with their environment by manipulating object and performing experiments.

Discovery learning is the inquiry based instruction and is considered the constructivist based approach to education. In this method, the learners are centered model and learners should be more active. This method consisted learning process that assist learners to experience and discover their knowledge. Kaptan & Korkmaz added discovery method is a method that supporting learners to arrive at the conclusion

based upon their observation and activity.²⁷ This method will support each learner to explore then collaborate with both teacher and peer find solution of problems.

Fauzi explained that underlying principle for discovery learning can be traced back to constructivist. Then, Bruner added that practicing to discovery for oneself teaches one of acquire message in a way that constructed information more readily viable to solve troubles. He further assumed that the learners created knowledge. Discovery learning theory stated that the students created their knowledge for themselves. In the real process, it took place when the students to be problem solvers; they interact with their environment and discover solution. They will remember what is taught better. Knowing is the process, when the learners are presented structured problem. They learn both skills of concept and problem solving. A curiosity to identify and to motivate them to solve problems, it became a basic of discovery learning.²⁸

Bruner stated that the objective of education is an intellectual development. He explained his theory as an instruction rather than learning activity. It consisted of four components. Those components will be described below:²⁹

1. Curiosity and Uncertainty

The class must be designed in such a way as to offer experience that was assist students be willing and able to learn. It was called as predisposition toward learning activity. Desiring to learn and to undertake problem's solving. It can be activated through problem activity in which learners explore alternative condition and solution for the exploration. It is the presence of optimal level of

²⁷ Kaptan F. & Korkmaz, "Portfolio Assessment In the science teaching." (Hacettepe University of Hacettepe. Journal of Education, 2000). P. 212

²⁸ Endang Fauziati, "The method of TEFL." (Surakarta: Era Pustaka Utama, 2014), p. 178

²⁹ Ibid, 178

uncertainty which is related directly to the students curiosity in order to solve uncertainty. Thus, the teacher must design classroom activity that arouse the students curiosity and also support them to explore solutions.

2. Structure and Knowledge

Bruner argued that both curriculum designers and teachers should specify the way in which a body of knowledge must be structured so that it can be comprehended by the students since any problems or bodies of knowledge can be explained in the simple pattern so that any particular learners can comprehend it in a recognizable pattern. Bruner believed that domain of concept within the domain can be represented in three ways.

3. Sequencing

Bruner added that the students must be led through content sequentially as this was assist them to comprehend and transfer knowledge that is already learned. Then, sequenced must move be moved from enactive, to iconic, to symbolic. He also noted that the progression depended on individual style in learning process.

4. Motivation

Bruner explained that extrinsic reward from the teacher should gradually decrease until the students are satisfied with their inward skills to solve problems. He also believed that learning depended on knowledge of results when it can be applied for the correction. Next, this is essential that the learners received feedback so they can increase knowledge and comprehending. The teachers can present a vital link to the learners to present feedback on her own.

Based on those instructions, it can be summed up that the educational objectives of discovery method is to promote through comprehending, increasing meta-cognitive ability then supporting high level of the learners' involvement. Through discovery learning, the students learn to recognize

problems, find ways to resolve by searching a relevant information, increase solution and execute the strategy that was proposed by Borthick & Jones.

b. Purpose of Discovery Method

Hosnan assumed three aims in discovery learning. In this part, the learners had a chance to involve activities in their learning process:³⁰

- 1) The students learned to discover rules in concrete as well as an abstract situation
- 2) The students learned to formulate answer question strategies that not confused and apply answer question to acquire message
- 3) The students pattern the ways of working effectively, presenting information each other, listening and applying individual' opinion
- 4) The students concept abilities and principles that had been learned is meaner
- 5) The students abilities discovery method is easier to transfer in new activity and to apply in new learning condition.

c. Discovery Learning as Learning Method in Teaching English

In accordance with an applicable curriculum, to implement discovery method can also be utilized in each lesson like English lessons. This method did not present as the whole materials to the students, but only present formulation of problem that was prepared by teachers.

Learning process by using discovery method is not separated like that, the teachers must guide their learners to find concepts for learning outcomes not out of objectives to be achieved. This is as the guidance presented by the

³⁰Akhsanul, Siti Hajar, "Learning Geometry Through Discovery Method By Applying Scientific Approach". (International Jurnal of Instruction. V.10, N.1 2017). p. 57

teachers must be minimized so that the students the opportunity to become scientist by finding concept, subject or knowledge independently.

To obtain new science students cannot believe what they think is right. It required model that can make them believe that what they had found is something that is right, by utilizing discovery method they can prove their findings are true then meaningful knowledge.

d. Advantages and Disadvantages of Discovery Method

Westwood explained several advantages of discovery method below:³¹

- 1) The students is actively involved in learning process and topics are intrinsically motivated.
- 2) An activity applied in discovery method is more meaningful than typical classroom exercise.
- 3) The students acquired reflective and investigative abilities that can be generalized and utilized in other context.
- 4) New ability and strategy is learned in context
- 5) An approach built on students' earlier experience and knowledge
- 6) Learning independence is supported
- 7) It claimed that learners are more likely to remember information and concept if they discover them on their own
- 8) Group working ability is enhanced

While, the disadvantages of discovery learning are below:

- 1) Discovery can be time consuming approach
- 2) Discovery often obtained resource rich learning environment
- 3) An effectiveness depended on learners' ability

³¹ Dwi Ningsih Ferianti, "Discovery learning as method in teaching descriptive text to build learners' character". (Journal of English Teaching. V.5, N.2 2014). p. 08

- 4) Although the students became actively involved, they might not comprehend or recognize underlying concepts,
- 5) The learners had difficulty forming ideas, creating prediction
- 6) The teacher is not necessarily great at constructing discovery methods.
- 7) The teacher might not monitor the activity

e. The Procedure of Using Discovery Method

Mendikbud stated many steps of discovery methods:³²

- 1) Setting learning objective
- 2) Identifying learners' quality
- 3) Choosing subject matter the subject
- 4) Determining topics that learners needed to learn
- 5) Increasing materials based on the example, illustration, task and others.
- 6) Setting topics lesson started to simple until complex. Based on the concrete to an abstract.
- 7) Creating assessment process and learning outcomes

According to several steps. Mendikbud proposed application the procedures of discovery method. Syah explained the procedures that must be implemented in teaching learning process:³³

- 1) Stimulation

The teachers showed the pictures of tourism object and public place to students and requested them to learn. So, the students must imagine those places by presenting such kinds of the earlier knowledge of genre texts. The learners who are intelligent and have picture and question. That will stimulate the learners mind to remember their experiences.

³² Mendikbud, "Model Pembelajaran Discovery Method". Jurnal BPS SDM Pendidikan & Kebudayaan serta Penjaminan Mutu Pendidikan. Pendidikan, (Jakarta : Dokumen Kemendikbud)

³³ Syah, "Psikologi Belajar." Jakarta : Rajawali Grafindo, 2004

2) Problem statements

Teachers presented opportunity to the learners select one of the picture of tourism object and public place that they might ever visited

3) Data collection

Teacher presented opportunity to learners to collect information as possible that is relevant to prove hypothesis whether it is true or not.

4) Data processing

Teacher is by providing instruction to the learners to read and write two paragraphs about description of the place they have chosen

5) Verification

Teacher is presenting materials and examples about descriptive text to teach in the classroom

6) Generalization

Generalization stage is the process of drawing conclusion which can be applied as general principle and utilized to events.

5. Frame of Thinking

To find out the problem that have already discussed. This is necessary to think as a vital in researching the problems with the objectives of finding, increasing then testing the trust of research. frame of thinking can be explained below:

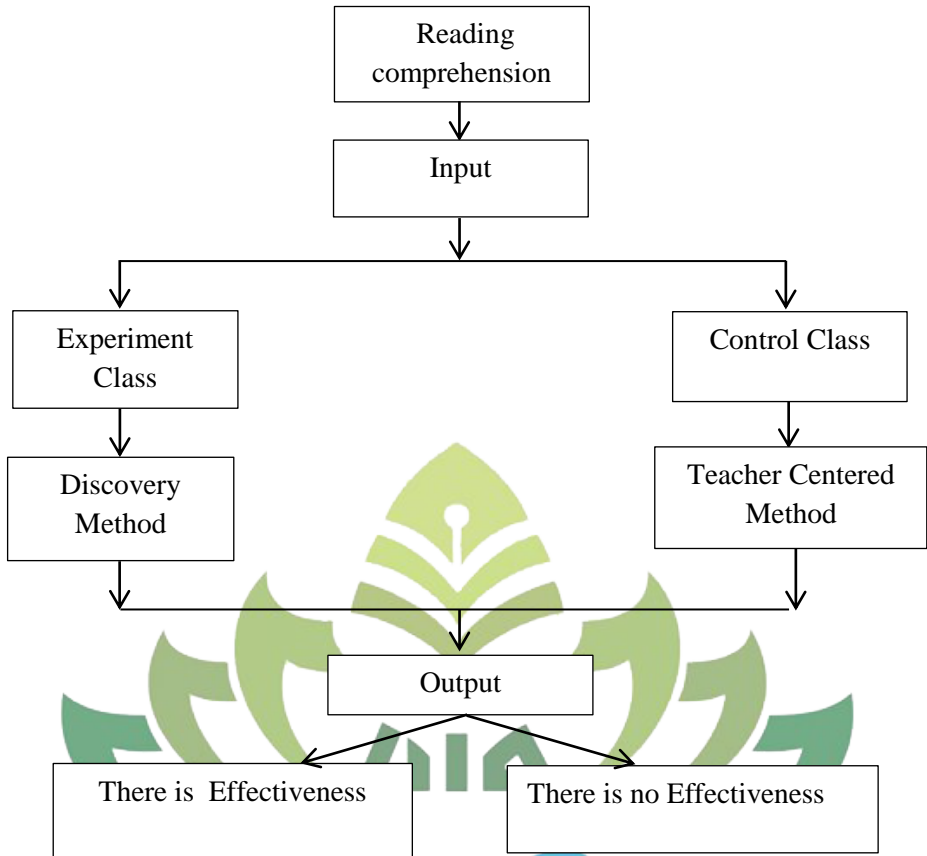


Figure 2.1 Frame of Thinking

Notes:

Three variable of research are input, process and output. The description of each variable as follows:

1. Input referred to method applied in control class and experimental class. It consisted of the materials about reading comprehension.
2. Process referred to treatment in learning process to comprehend reading contents.
3. Output referred to learners' reading levels by using discovery method.

B. Hypothesis

The hypothesis is the result of rational thinking based on pre-existing theories, prepositions, laws and so on. A hypothesis can also be a statement that describe or predict certain relationship between two or more variables who truth is subject to opportunities to deviate from the truth.³⁴ So, it can be asserted that this research hypotheses are below:

H_a : There is significant effectiveness of discovery method towards students reading comprehension in descriptive text at the eighth grade students SMPN 3 Pugung 2022/ 2023.

H_0 : There is no significant effectiveness of discovery method towards students reading comprehension in descriptive text at the eighth grade students SMPN 3 Pugung 2022/ 2023.



³⁴ Anwar Sanusi, "Metodologi dalam penelitian bisnis," (Malang: Salemba Empat, 2011). p. 44

REFERENCES

- Arief, Hamdiah. "Effectiveness of taking stick methods in teaching vocabulary at the second grade of MTS Madani Pao-Pao." Thesis education S-1 State Islamic University of Makassar, 2017
- Arikunto, Suharsimi. "Dasar dalam Evaluasi Pendidikan." Jakarta: Bumi Aksara: 2015
- Badan Standar Nasional Pendidikan (bsnp). "Panduan Penyusunan Kurikulum Tingkat Satuan Pendidikan Jenjang Pendidikan Tingkat Dasar dan Menengah." Jakarta, 2006
- Cohen, Louis, Keith Marison & Lawrence Manion. "A Research Method In Education." New York: Routledge
- Elizabeth. "Teaching Reading." Switzerland:International Academy of Education. 2003
- Fauziati, Endang. "The method of TEFL." Surakarta: Era Pustaka Utama, 2014
- Ferianti, Dwi Ningsih. "Discovery Learning as Method in Teaching Descriptive Text to Build Learners' character". *Journal of English Teaching*. V.5, N.2 2014
- F, Grellet. *Developing Reading Skill "A Practical Guide to Reading Comprehension Exercise."* London: Cambrigde University Press, 1986
- F. Kaptan & Korkmaz, "Portfolio Assessment In the science teaching." Hacettepe University of Hacettepe. *Journal of Education*, 2000
- Gunawan, Muhammad Ali. "Statistika dalam Penelitian Pendidikan. Sosial & Psikologi." Yogyakarta: Pratama Publishing
- Grabe, William. "Reading in a second language: moving from theory to practice." Cambridge: Cambridge University Press, 2009
- Ifrianti, Syofnidah. "Increasing Reading Comprehension Applying Jigsaw Strategies". *Journal Tadris Bahasa Inggris*. V.5, N.1, July, 2017
- Jail , Praveen M. & M.F. Patel. "English Language Teaching." Jaipur: Sunrise distribution & publisher, 2008

- Jayanti, Ade Dwi. "Learners' Writing Skills on English Descriptive Text at the eighth grade students of SMP Negeri 33 Padang" *Journal Academy of English Education*, V.3, N.1 2019
- Jayanti, Fikri Fauzia. "Increasing Learners' Skills in Descriptive Text Writing by Applying Cluster Techhique" Skripsi, UIN Syarif Hidayatullah, 2011
- Jhon, Creswell, and J. David Creswell. "Research design." Singapore: Sage Publication, 1994
- Julianti, Luber. "Definition, Aim, Generic Structure, Language Feature." 2017
- Kamalina, Rusmiati. "Using of Direct Strategy in Reading Comprehension." *Journal of Get Sampena*, 2016
- Mayer. "Should there be a three strikes rule against pur discovery learning? In case for guided methods of instruction." *American Psychologist*: 2004
- Mendikbud, "Model Pembelajaran Discovery Method". *Jurnal BPS SDM Pendidikan & Kebudataan serta Penjaminan Mutu Pendidikan. Pendidikan*, Jakarta : Dokumen Kemendikbud
- Mujis, Daniel. "Completing quantitative research in Education by using SPSS," London: SAGE Publications, 2004
- Pang, Elizabeth S. "Teaching reading." Chicago: SADAG: 2003
- Sanusi, Anwar. "Metodologi dalam penelitian bisnis," Malang: Salemba Empat, 2011
- Sari, Yuli Candra Intan. "The Effect of Discovery Learning Model to the Seventh Grade Students Reading Comprehension Of SMPN 1 Semen." Artikel Skripsi, Universitas Nusantara PGRI Kediri, 2016
- Setiyadi, Bambang. "Teaching English as Second Language." Yogyakarta: Graha Ilmu, 2006
- Siagian, Novriana Rahma. "The Effect of Applying Discovery Method on the Students Ability in Writing Descriptive Text." Skripsi UIN Sumatera Utara, 2018
- Siti Hajar, Akhsanul. "Learning Geometry Through Discovery Method By Applying Scientific Approach". *International Jurnal of Instruction*. V.10, N.1 2017

- Sofeny, Daniar. "The Effectiveness of Discovery Learning in Improving English Writing Skill Of Extroverted and Introverted," *Journal English Education*, Vol. 18 No. 1 2017
- Stoller , Fredricka L. & William Grabe, "Teaching & Researching Reading. Second edition." New York: Roughtledge, 2013
- Syah, "Psikologi Belajar." Jakarta : Rajawali Grafindo, 2004
- The document of English teacher of SMPN 3 Pugung Tanggamus Lampung
- Yanti, Putra, Regina. "The Use of Discovery Method in Teaching Reading Comprehension on Narrative Text." *Journal English Education Program*, 2020
- Zahara, Ida. "The Effectiveness of Using Guided Discovery In Teaching Reading Comprehension." *Jurnal Pendidikan dan Pengajaran*, Vol. 4 No. 2 2017

