THE INFLUENCE OF USING DISCOVERY LEARNING STRATEGY TOWARDS STUDENTS' READING ABILITY IN DESCRIPTIVE TEXT

A Thesis

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

By:

CELIN GITA PUTRI

NPM :1611040402

Study Program : English EducationProgram

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

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Advisor   : **Dewi Kurniawati, M.Pd**

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ABSTRACT

The objective of the research was to know whether there was a significant influence of using discovery learning strategy towards students' reading ability in descriptive text at the first semester of the eighth grade of MTs Al-Hikmah Bandar Lampung. Based on preliminary research, there were students' problems that happen in reading comprehension especially in descriptive text. To solve the problem, this research applied discovery learning strategy in reading ability.

The research methodology was pre-experimental research design. The sample of this research was 28 students that were taken from one class VIII A by using cluster random sampling. The tests were for pre-test and post-test. After collecting the data, this research used SPSS (Statistical Program for Social Science) version 16 to analyze the data.

From the data analysis, it was obtained that the result from independent sample t-test of Sig. (2-tailed) was 0.000 and $\alpha = 0.05$. It means that Sig (Pvalue) $< \alpha = 0.05$ and Ha is accepted. It proved that there was a significant influence of using discovery learning strategy towards students' reading ability in descriptive text at the first semester of the eighth grade of MTs Al-Hikmah Bandar Lampung in the academic year of 2020/2021.

Keyword: *Descriptive text,,Discovery LearningStrategy, Pre Experimental Design,Reading Ability.*

DECLARATION

Hereby, I state this Thesis Entitled "The Influence of Using Discovery Learning Strategy Towards Students' Reading Ability in Descriptive Text" is completely my own work, I am fully aware that I have quoted some statement and theories from various sources and they are properly acknowledged in the text.

<div align="right">

Bandar Lampung,   April 2021
Declared by,

Celin Gita Putri
NPM.1611040402

</div>

APPROVAL

Title : **The Influence of Using Discovery Learning Strategy towards Students' Reading Ability in Descriptive Text at the First Semester of the Eighth Grade of MTs Al Hikmah Bandar Lampung in the Academic Year of 2021/2022**

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APPROVED

Was tested and defended in the examination session
at Tarbiyah and Teacher Training Faculty, the State Islamic
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ADMISSION

A research proposal entitled: **The Influence of Using Discovery Learning Strategy towards Students' Reading Ability in Descriptive Text at the First Semester of the Eighth Grade of MTs Al Hikmah Bandar Lampung in the Academic Year of 2021/2022**, **by: Celin Gita Putri, NPM: 1611040402, Study Program: English Education** was tested and defended in the examination session held on: Monday, January 2th 2023.

Board of Examiners :

The Moderator   : Dr. Moh Muhassin, M.Hum   (...............)

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The Dean of
Tarbiyah and Teacher Training Faculty

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MOTTO

وَإِذَا قُرِئَ ٱلۡقُرۡءَانُ فَٱسۡتَمِعُواْ لَهُۥ وَأَنصِتُواْ لَعَلَّكُمۡ تُرۡحَمُونَ ۝

"And when the Qur'an is recited, give ear to it and pay heed, that he may obtain mercy." (Q.S Al-A'raf : 204)[1]

DEDICATION

From the depth of my heart, this thesis is dedicated to everyone who cares, supports and loves me. I would like to dedicate this thesis especially to:

1. Allah SWT who always loves and keep me everywhere and everywhere.
2. My beloved parents: Mr. Fahrudin and Ms. Ani Nasriah who always support and pray for me.
3. My beloved brother and sister : Andri Galang Permana, Yoshy Afandi, and Fiona Gisela Putri
4. My best friends: Syifa Yulita, Tri Optaria, Leni Susiana, Ade Aprilia, Fardilah and Tri Utami who always give support and motivation in every condition.
5. My friends of PBI G 2016.
6. My lecturers in English Education Study Program and almamater Raden Intan State Islamic University Lampung, who made me grow up and give me many contributions for my self-development.
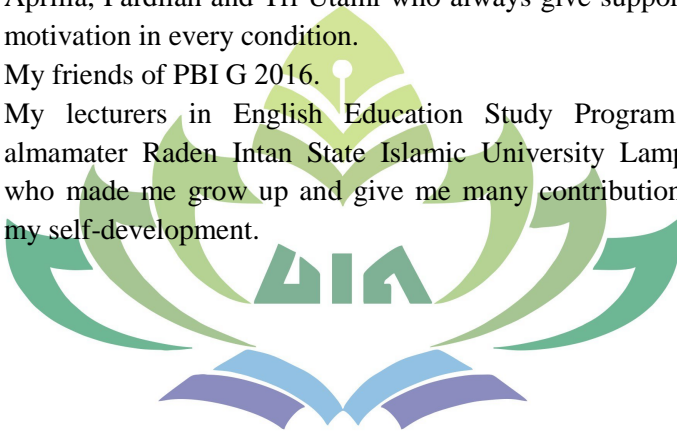
CURRICULUM VITAE

Celin Gita Putri was born on January 14th 1998 in Air Naningan. Celin is the second child of Mr. Fahrudin and Ms. Ani Nasriah. She has two brothers and one sister which names are Andri Galang Permana, Yoshy Afandi and Fiona Gisela Putri.

She began her formal educational at Kindergarten Dharma Wanita Air Naningan Tanggamus and finished in 2004 and than she continued her school at Elementary School 1 Air Naningan Tanggamus and finished in 2010. After that she continued her school in Junior High School 1 Air Naningan Tanggamus and finished in 2013. Then she also continued her school in Vocation High School 1 Talang Padang Tanggamus and finished in 2016. After graduating from senior high school in 2016 she continued her study at Raden Intan State Islamic University Lampung (UIN) as the students in English Education Study Program of Tarbiyah and Teacher Training Faculty.

Bandar Lampung,   April 2021
The Writer
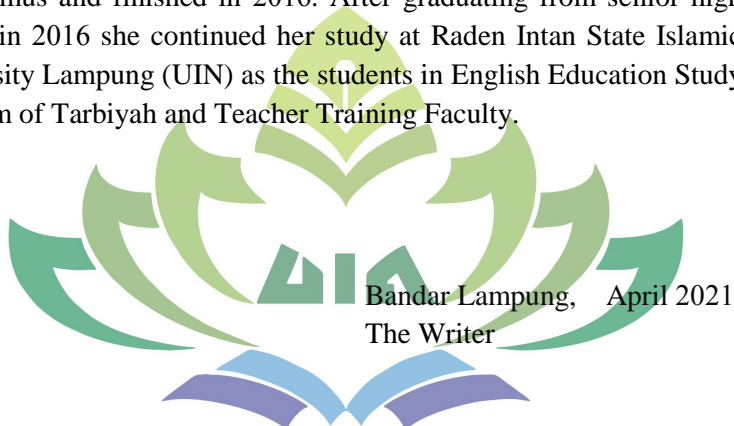
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ACKNOWLEDGEMENT

In the name of Allah, the most meaningful, the most beneficient. All praises to Allah, who has given me mercy and blessing to finish this thesis. The peace and salutation always be given to our prophet Muhammad SAW, with his family and his followers.

The thesis entitled *"The Influence of Using Discovery Learning Strategy Toward Students Reading Ability in Descriptive Text in the Academic Year of 2020/2021"* is submitted as compulsory fulfillment of the requirements for S1-degree of English Education Study Program of Tarbiyah and Teacher Training Faculty State Islamic University Raden Intan Lampung.

When finishing this thesis has obtained so much help, assistance, aid, support and many valuable things from various sides. Therefore, the writer would sincerely thank to:

1. Prof, Dr. Hj. Nirva Diana, M.Pd, the Dean of Tarbiyah and Teacher Training Faculty, State Islamic University of Raden Intan Lampung.
2. Meisuri, M.Pd, the Chairperson of English Education Study Program of States Islam University of Raden Intan Lampung.
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4. Satria Adi Pradana, M.Pd, as the second advisor who has spent countless hours correcting this thesis for its betterment.
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7. All lecturers of English Education Study Program of Raden Intan State Islamic University Lampung, who have though me since the first year of my study.

Finally, none or nothing is perfect and neither is this thesis. Any correction comments and criticism for the betterment of this thesis are always open heartedly welcome.

Bandar Lampung,   April 2021
The Writer

Celin Gita Putri
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CHAPTER I
INTRODUCTION

A. Background of the problem

Nowadays, reading places an activity to improve knowledge for students. It means with reading, students can got new information after they read some books. By reading a lot, students was increase their reading ability without going somewhere. Reading is an activity of transferring the information from the written form so that the reader understands the meaning or purpose implicitly or explicitly of some text. Reading as one of the important skills in acquiring a new language function as a way for the learners to get new information that may not get from what they hear and show in their daily activities.[1]

Nunan stated that reading is a fluent process of readers combining information from a text and their background knowledge to build meaning.[2] Reading as a receptive skill which means it involves responding to text, rather than producing it. The readers had to choose material to read and increase knowledge for other readers. The readers had to choose the material for them to read for example are newspapers, magazines, books, novels, coursebooks, etc.

Reading is a source of getting information. By reading, the students understood meaning about what they read. It is not only the meaning but also helps to expand the insight vocabulary. As an important skill for the students receive is usually carried by reading. If someone reads since it may contain useful and meaningful information from the text which the reader should take the benefits in. No one could get much information without reading. Because it was help students to know the simple information to the more complex one. This the reason reading could be seen as a crucial part of our life.

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[1]Jeremy Harmer. *The Practice of English Langage Teaching 3rd ed.* (Harlow Essex:18 Pearson Edcaion Limied, 2003), p.99

[2]David Nunan. *Practical English Language Teaching.* (New York: McGraw-Hiil, . 2003), p. 63

This research focuses to taught Junior High School. There were some problems in teaching reading. The students still low especiallyin comprehending descriptive text. A lot of students do not like reading activity, because this activity was so boring according to them. The students feel bored in learning English process because teachers generally did not had a good enough strategy in teaching especially reading.

For example, the English teacher just asked several students just to read the text and the others listened to them without introducing any other effective and efficient reading strategies.[3] As a result, when being checked, many of themdid not understand the information presented in the text and asked the other students to answer the question. This problem that made descriptive text difficult to comprehen by students.

It is based on the preliminary research that was conducted at Mts Al-Hikmah Bandar Lampung. This research interviewed the English teacher there. Her name is Nofvi. She said that in the English learning process especially reading. The problem are some the eighth-grade students sometime not focus with the material. The students were difficult to understand meaning of the text and do not had enough vocabulary to comprehend English text.[4] This research indicates that teachers do not got the right strategy in teaching reading.

Table 1 shows the students' English reading scores.

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[3]Peter Westwood, *Reading and learning difficulties : approaches to teaching and assessment* . (Australia : Australia Council Educational Research, 2016), p.64

[4]Nofvi Yanti, English Teacher, at Mts Al-Hikmah Bandar Lampung, on February 10 2020, An Interview, unpublished.

Table 1

**The Students' Reading Score at the First Semester of the Eighth
Grade of Mts Al-Hikmah Bandar Lampung in Academic
Year of 2020/2021**

No	Class	Students' Score		Number of Students
		<65	**>65**	
1	VIII A	16	12	28
2	VIII B	18	14	32
3	VIII C	16	14	30
Total		**50**	**40**	**90**
Percentage		**55,56%**	**44,44%**	**100%**

Source: Scoring book of English Teacher (Ratu Mega Melia S.Pd)

Based on the table above, there 40 students of the 90 students who passed the test based on criteria of minimum mastery (KKM) and 50 students failed. In this case, the students' scores of KKM in Mts Al-Hikmah Bandar Lampung were 65 and there many students who got difficulty in reading were 50. It means that students who got difficulty in reading were 55,56%.

There were some factors of students' problem in reading comprehension especially in descriptive text that the writer found, by gave them interviewing and questionnaire. The students problem were most of students did not like English because students have difficulty in comprehending English text especially in reading. They got difficulties to undersand the purpose of the text and some of students' did not known the meaning of the text and lack of vocabularies. The teaching strategy that teacher used were less interesting that make them feel bored.[5]

Based on the explanation above, this research used Discovery Learning Strategy, for teaching reading. Discovery learning is a strategy that encourages students to arrive at a conclusion based upon their own activities and observation. So, it

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[5]The eighth grade students of SMP N 1 Air Naningan, on February 10, 2020. An Interview, unpublished.

can be concluded that discovery learning strategy is an active the strategy in which the facts or the contents of the topic are not gave by the teacher in the beginning of the lesson directly, but it must be discovered by the learners through observing and experimenting activities as the rules of discovery learning.[6] It can make students interested and this strategy can improve their reading ability. This strategy alternatively would helps students to understand what they read.

The summarize, based on previous studies about, this research interst to obtain in learning focused to teaching using discovery learning strategy. After read some article as well as, "The Effect of Discovery Learning Strategy toward Tenth Grade Students' Reading Comprehension" by Prayogo. This research used pre-experimental design, it can be see from the test result of the students. The result of this research the students reading comprehension have improved after they got the treament using Discovery Learning Strategy. It shown by the pre-test and post-test score. In the pre-test, the lowest score exist 40 while in post-test, the lowest score exist 63.[7]

The second article "The Effectiveness of Discovery Learning in Improving English Writing Skill of Extrovert and Introvert Student" by Sofety. This research used experimental factorial design, it can be see the test result of the student. The result of this research revealed that the use of discovery learning was effective to the extrovert students than the introvert students. In other words, the result of the used of discovery learning had a bigger influence to the extroverted students rather than introverted students.[8]

The third article "The use of Discovery Learning Straegy in Teaching Reading Report Texts to Senior High School Students" by Rahmi and Ratmanida. This research used quasi experimenal

[6]Balim ((2009)*The Effect of Discovery Learning on Students Success an Inquiry Skills*. Eurasian Journal of Educational Research, p.2

[7]Fajar Prayogo. (2016).*The Effect of Discovery Learning Strategy Toward Tenth grade Students' Reading Comprehension*, p.4

[8]Daniar Sofety. (2017). *The Effectiveness of Discovery Learning in Improving English Writing Skill Of Extroverted And Introverted Students*, p.1

design, it can be see from the test result of the students. The result of this research that the students have improved after they got the treament using Discovery Learning Strategy. It show that only 18 students of grade XI out of 61 passed the minimum completenes criteria.[9] Based on explanation above, this research wants to apply the strategies in Mts Al-Hikmah Bandar Lampung. Therefore, in this proposedresearch entitled "The influence of using Discovery Learning Strategy towards students' reading ability in Descriptive text at the first semester of the eighth grade of Mts Al-Hikmah Bandar Lampung in the academic year of 2020/2021."

B. Identification of the problem

Based on the background of the problem, this research identifies the problem as follow:

1. The students felt bored in class and not interested in the learning process.
2. The students did not understand the meaning of the text.
3. In teaching reading the teacher didnot used a strategy to help students improve their reading ability.

C. Limitation of the Problem

Dealing with the problems stated in the identification of the problems above. The limitation of this study focus on finding the influence of using discovery learning strategy towards students' reading ability in descriptive text at the first semester at the eighth grade students of Mts Al-Hikmah Bandar Lampung in the academic year of 2020/2021.

D. Formulation of the problem

Based on the background of the problem, in this reseach formulates the problem as follows : Is there any significant influence of using discovery learning strategy towards students'

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[9]Yunita Rahmi & Ratmadita. (2014). *The use of Discover Learning Straegy in Teaching Reading Report Texts to Senior high School students*, p.2

reading ability in descriptive text at the first semester of the eighth grade students of Mts Al-Hikmah Bandar Lampung in the academic year of 2020/2021?

E. Objective of the Research

The objective of the study was to know whether there is anysignificant influence of using discovery learning strategy towards students' reading ability in descriptive text at the first semester of the eighth grade students of Mts Al-Hikmah Bandar Lampung in the academic year of 2020/2021?

F. Significance of the Research

The significance of the research are as follow :

1. Theoretically

   The result of the research was expected to be motivated the students of Mts Al-Hikmah Bandar Lampung in studying English especially in reading.

2. Practically

   a. Teacher

      1) To gave information to the English teacher that the influence of using Discovery Learning Strategy was effective to be used in teaching reading ability in descriptive text.

   b. Students

      1) Thestudentsunderstoodthe meaning of the text with discovery learning strategy.

      2) Thestudentsimprovedtheir reading ability in fun and enjoy with Discovery Learning strategy.

   c. School

      1) The students was interested in English learning especially reading.

   d. Graduation students

      1) Gave information about strategy learning especially reading

      2) Gave graduation alternative strategy in teaching learning especially reading.

G. Scope of the Research

1. Subject of the Research

   The subject of this research was the students at the eighth grade of Mts Al-Hikmah Bandar Lampung.

2. Object of the Research

   The object of this research was using Discovery Learning Strategy toward students' reading ability in descriptive text.

3. Place of the Research

   This research was conducted at Mts Al-Hikmah Bandar Lampung.

4. Time of the Research

   This research was conducted at the first semester in the academic year of 2020/2021.

CHAPTER II
REVIEW OF RELATED LITERATURE

A. Teaching English as a Foreign Language

Teaching is the systematic activity which includes many components. Every component cannot be separated, but it was to be run together dependently and continually. For the reason, it was necessary for having a good management in teaching learning process. This research was use Curriculum 2013,the goal of the teaching reading at Junior High School is to enable students to comprehend social functions, generic structures and language feature of the text. It is can more respective and productive in the language skill ofEnglish.[10]

A foreign language is one not widely used in the learners' immediate social context which can be used for future travel or other cross cultural communication situations, or study as a curricular requirement or elective in school, but with no immediate or necessary practical application.[11] In Indonesia, English is learned at schools and people do not speak the language in the society. Learning English as a foreign language is not so difficult if the learners do a lot of practice and are exposed to situation that contents English elements in it. The students can practice their English regularly both inside the classroom and outside the classroom. It means that, in Indonesia, English become a foreign language. Therefore, English is very important to be learned by students in elementary school up to university.

Language is at the centre of human life. We use it to express our love or our hatred, to achieve our goal sand further our careers, to gain artistic satisfaction or simple pleasure, to pray or to blaspheme. Through language we plan our live sand

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[10]Badan Standar Nasional Pendidikan. *Petunjuk Teknis Pengembangan Silabus dan Contoh/Model Silabus.* (Jakarta : Media Press, 2013) p. 33

[11]Muriel Saville-Troike. Introducing Second language Acquisition. (New York:
Cambridge University Press. 2006). P.4

remember our past, we exchange ideas and experiences; we form our social and individualid entities.[12]

From the theories above this research concluded that English is language that used in daily life activities and communicate with people. Language the most unique thing about human being. English as international language in the world, so we can understand people, knew their culture, situation from language that they speak especially English.

B. Concept of Reading
1. Definition of Reading

Reading is an interactive and interpretative process.[13] For the process, the reader processes his background knowledge and text using specific skills and strategies to form expectations or predictions about the text, then selecting, and using the most productive clues to confirm or reject those predictions. It could be assumed that this process takes opportunities. It is supported by Nuttal said, reading is the meaningful understanding of written text. It means that, reading is an actvity that the reader can take the message from the written content. Reading is the process which writers try to share their ideas and the readers get the writers perseption.[14]

The important thing in the reading process is we have to identify. Most of people who get more knowledge about the world is good readers and more often to attend college than people who don't read well. It means good readers have high curiosity. Therefore, they are more interested to attend

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[12]Vivian Cook. Second Language Learning and Language Teaching : Fourth Edition, (London : Hachette UK Company. 2008). P.14

[13]Endang, Fauzati. (2002). *Teaching of English as a Foreign Language.* (TEFL).Surakarta: Muhammadiyah University Press. p.139

[14]C. Nuttal, *Teaching Reading Skill in a Foreign Language*, (London: Heinermann Educational Books, 2005), p. 42.

college. Accordingly, their knowledge more and more increases.[15]

Based on the explanation above, reading is one of the important skills in learning English. In reading process readers had to analyze, coordinate, and interpret the variety of sources of information.

2. **Types of Reading**

There are four types of reading, they are :

a. Perceptive

Perceptive reading is focused on the bottom process. It means that if a teacher is trying to assess this type of reading they simply want to know if the students can read or not.

b. Selective

Selective reading involves looking at a reader's ability to recognize grammar, discourse features, etc.

c. Interactive

Interactive reading involves deriving meaning from thetext.

d. Extensive

Extensive is reading large amounts of information.[16] It can be concluded that reading is a combination of making sense of the words and using prior knowledge to comprehend text.

3. **Genre of Reading**

   a. Academic Reading

   - General interest articles
   - Technical reports
   - Reference material
   - Textbooks and thesis
   - Essays and papers
   - Test direction

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[15]Ellen Mcintyre, Nancy Hulan, Vicky Layne, Reading Instruction for Diverse Classroom; Research-Based, Culturally Responsive Practice (New York : The Guilford, 2011), p. 1.

[16]H. Douglas Brown, Language Assessment Principles and Classroom Practice, (California : Longman, 2003), p.189.

- Editorials and opining writing

b. Job-related Reading

- Message
- Letters
- Memos
- Reports
- Schedules
- Forms, labels, signs, announcement
- Forms, applications, questionnaires
- Financial documents
- Directories
- Manuals

c. Personal Reading

- Newspaper and magazine
- Letters, emails, greeting cards, invitation
- The message, notes, lists - Schedules
- Recipes, menus, maps, calendars
- Advertisements
- Novel, short stories
- Financial documents
- Comic strips and cartoons[17]

It enables the readers to apply certain schemata that will assist them in extracting appropriate meaning.

4. Reading activities

a. Ask the students to formulate questions on the passage.

b. Have the communicative expressions, structures, and notions that were clarified before the reading used in original sentences.

c. Engage in numerous word study exercises.

d. Have students retell what happened in the passage from a list of keywords you will place on the board.

e. Have them look for the keywords.

f. Have them summarize the passage.[18]

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[17]H. Douglas Brown, Loc.Cit, p.188.

[18]Ag. Bambang Setiyadi, Muhammad Sukirian, Mahpul, *Teaching Language skills* (Yogyakarta: Graha Ilmu 2018), p. 11

C. The Nature of Text

1. Definition of Text

Text is something that has contents and purposes. A text is a meaningful linguistic unit in a context, the text is both spoken text and written text.[19] It means that a text is full of meaning. Text can be used as a communication tool. There are some elements of text :

a. Language

b. Grammar

c. Structures

d. Human mind[20]

Text was perfect when in a text there are some elements above. Language is very important in a text because it can describe a human mind. In a text, we should use the right grammar. It was help the reader to know what is the type of text. Structure in a text is also important, when we write a text with consecutive structure, we can deliver our mind easily and the reader can get the contents easily. The most important in a text is human mind. When students write a text, they must need human mind, if there is no human mind, can not write a text.

Based on the statement above, there are 4 important elements in a text. Such as language to help us write a text, grammar to make the reader know thetype of text, structure to make the text in sequence so it can be facilitated the writer to write the text and the reader to get the points easily.

2. Types of Text

There are 8 general kinds of text that we need to know. They are narrative, recount, discussion, procedure, response, explanation, description, and exposition.[21]

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[19]"Definition and Examples of Text in Language Studies",(On-line) available at https://www.thoughtco.com/text-language-studies-1692537

[20]Elena Tarasheva, *Repetitions of Word Forms in Texts ; An Approach to Establishing Text Structure*, (Cambridge : Cambridge Scholars Publishing, 2011),p.17

[21]Sainab Chewae, Theses S1 degree, "The Influence of Using Crossword Puzzle on Students' Reading Comprehension at the Firts Semester of the Eight Grade of Mts Muhammadiyah Sukarame in the Academic Year of 2018/2019",

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Based on Gerot and Wignell text can be divided by several genre, they are:

a) Spoof

The text to retell an event with humorous twist.

b) Recounts

The text to retell events for the puropse of informing or entertaining.

c) Reports

The text to retell or describe an event that made by arrange of natural, man, and social phenomenon in our environment.

d) Analytical Exposition

The text to persuade the reader or listener that something in the case.

e) News Item

The text to inform readers, listener or viewers about events of the daywhich are considered newsworthy or important.

f) Anecdote

The text to share with others an account of an unusual or amusing incident.

g) Narrative

The text to amuse, entertain and to deal with actual or vicarious experience in different ways.

h) Procedure

Procedure is a text to describe how something is accomplished through a sequence of actions or steps.

i) Description

Description is a text to describe a particular person, place or thing.

j) Hortatory Explanation

Hortatory Explanation is a text to persuade the reader or listener that something should or should not be the case.

k) Explanation

Explanation is a text to explain the process involved in the formation or workings of natural or socio cultural phenomena.

l) Discussion

Discussion is a text to present (at least) two point of view about an issue.

k) Review

Review is a text to critique an art work or event for a public audience.

Based on the explanation above, there are 13 kinds of text.[22] We can know the purpose of the text by the kinds of text. Every text have the purpose, generic structure and language features to make us make a text well. In this research just focused on descriptive text, because in the firstsemester of the eigth grade only descriptive text that can use to teach reading.

3. Definition of Descriptive Text

Descriptive text gave descriptions from the living or non-living things to the reader. In other words, this text shoud tell an object about from living or non-living. In sum up, descriptive text is a text which can tell the characteristic of something, someone living, or nonliving for the purpose that the reader could interpret it well.

Descriptive text is a text that used to describe something like person, animal, place or things.[23] Description recreates sense impression by translating into words, the feel, sound, taste, smell, and look of things.[24]Descriptive text is drawing in words. It can make the reader know how the

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[22]Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar* (Cameray: Antipodean Educational Enterprises, 1995), p.192-205.

[23]Emilia, E and Christie, F. *Factual Genres in English: Learning to write, read, and talk about factual information*. (Bandung: Rizqi Press, 2013), p.36

[24]Fikri Fauzi Alawi, Thesis S1 degree, "Improving Students' Ability in Writing Descriptive Text Using Clustering Technique", (Jakarta: English EducationSyarif Hidayahtullah State Islamic University, 2011), p.19

character, size, and everything about the object, so the reader can be imagine the object without see the picture or the object directly. Based on explanation above, we can concluded that descriptive text make the reader know the object and purposes with reading a text.

a. Generic Structure of Descriptive Text

In descriptive text, there is generic structure to make the reader understand what is the text about easily, they are :

1. Identification : This part used to introduce the subject.

2. Description : In this part we start to describe the detail of the subject. We can describe the parts, characters, size, qualities, ability, etc.

Table 2
The example of descriptive text

Orientation	My Beloved Mother Every people certainly have a mother. It is because people are born from her. The existence of her among us is definitely important. That is why I love her so much. I owe great debt to whatshe has been doing to me until right now and here is my mother.
Description	My mother's name is Ani Nasriah. She was born 49 years ago. She is short, but not too short. She is little fat. And she is old. She has got short white straight hair. She has got brown skin. She is beautiful. Her hand is so soft, the hand that have taught me to be kind person. She never stops to support me. She always tells me to not give up so easily.She always givesme some fine solutions when I have some problems. The importance of her is never denied. That is why I never reject her willing.
Source :https://www.quipper.com/id/blog/un/bahasa-inggris-un-sma/contoh-descriptive-text-lengkap-dengan-struktur-dan fungsi/amp/#referrer=https://www.google.com	

b. **The Lexico grammatical features of Descriptive Text**

    1. Using attributive and identifying process.

    2. Using adjective and classifiers in nominal group.

    3. Using simple present tense.[25]

        The reader was get the information about the subject which described in descriptive text when the text include the purpose, generic structure and the Lexico grammatical features.

c. **Kinds of Descriptive Text**

    1. Paragraph Descriptive Subjective Text :

        A paragraph of description that describes the object based on the impression of the author of the text.

    2. Paragraph Descriptive Spatial Text :

        In this text, the object that described is only in about place, object, space and others.

    3. Paragraph Objective Descriptive Text :

        In this text, the object is decribed based on the real fact without the addition of the opinion.[26]

        In this research used descriptive text because in the syllabus of 2013 Kurikulum for SMP, the text is described based on the real fact without oponion addition.

D. **Concept of Discovery Learning Strategy**

  1. **Definition of Discovery Learning Strategy**

        Discovery learning is perhaps the best known form of inquiry based learning. It requires students to investigate a topic, issue or problem by activate means, obtain pertinent

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[25] Intan Kirana, "The Characteristics of Descriptive Text" (On-Line), availble at http://pijartalenta.blogspot.com/2010/05/chaeracteristic-of-descriptive-text.html

[26]"Teks Deskripsi", (On-Line) available at https://www.yuksinau.id/teks-deskripsipengertian-struktur-contoh/

information, interpret causes and effects where relevant, and arrive at conclussions or solution.[27]

The general consensus regarding discovery learning is that it is most effective when:

- The process is carefully structured.
- Students have prerequisite knowledge and skills.
- Teacher provide any necessary support during the investigations

Discovery learning takes many different forms, rangging from open-ended, minimally guided investigation throgh to fairly tighly structured guided discovery, where the teacher still retains a fair degree of conrol.

In discovery learning students must decide for themselves the most appropriate for tackling the investigation and must then reach their own conclusions from the observations they make. With this unstructured approach the outcomes are sometimes not very good, particularly for students with poor study skills and difficulties with thisinductive reasoning. Discovery learning strategy that encourages students to arrive at a conclusion based upon their own activities and observation.[28]

So, it can be concluded that discovery learning strategy is an active the strategy in which the facts or the contents of the topic are not give by the teacher in the beginning of the lesson directly, but it must be discovered by the learners through observing and experimenting activities as a rule of discovery learning.

In discovery learning, students construct knowledge based on new information and data collected by them in a explorative learning environment, it is very suitable with the process of understanding descriptive text.

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[27]Ormrod in Peter Westwood . (2008). *What Teachers Need to Know About Teaching Methods.* United Stated of America : ACER Press. p.28

[28] Balim, A. G. 2009. *"The Effect of Discovery Learning on Students Success an Inquiry Skills*". Eurasian Journal of Educational Research. p.2

2. The Procedure of Discovery Learning Strategy

The preparation step of teaching based on discovery learning strategy are:

a. Establishing the goal

The teacher establishing the goal of learning such as knowledge, interest, prior, and level of the students.

b. Identifying students' attitude

It such as prior, knowledge, interest, and the level of the students, or the way of learning.

c. Selecting learning material that can be learn.

The teacher selecting learning material such as descriptive text.

d. Choosing topics

The teacher selecting topics can be used in learning process.

e. Elaborating the material

The teacher elaborating the material such as descriptive text.

f. Rearranging thetopic

From the simple to the complex one and fromthe abstractto concrete.

g. Preparing Assessment.

The teacher preparing assessment for students.[29]

The implementation step of teaching based on discovery learning strategy based on Stephanus

1. Introducing activity

It begin with greeting, checking students' attendance and motivating the students to the study. After the students feel motivated, the teacher will introdce the topic and its objective to the students. Then, the teacher gives the students text that is going to be read.

2. Core activity

a. Stimulation

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[29]Stephanus, Hariono. (2013) Model Pembelajaran Penemuan Discovery Learning. p. 4

It begins by the teacher explains the stages of discovery learning strategy that the students face during reading activities. It aims to make students motivated to explore the topic by themselves.

b. Problem statement

At this stage, the teacher will help students who have difficulties in making questions. After helping students prepare some question, the teacher will divide the students into several groups, and then give them the opportunity to write all of information that they have got from the stimulation activities.

c. Data Collection

The students will collect as many as information about the text. The information later will be used to prove whether the tentative answer in hypothesis right orwrong.

d. Verification

At this stage the students will compare that information as well as identify the goals, social functions, generic structures, and language features of the text.

e. Generalization

At this stage students will make the conclusion of the text and the information that they got from all of previous activities. After making the conclusion, each of the group will present it in front of the class.

3. Close activity

In the last activity, the teacher together with students makes the summary of the lesson and provides feedback on the process and the outcomes of learning. after that, the teacher will show some entertaimments to the sudents to make them refresh do not stress of the task such as giving an interesting video or song .[30]

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[30]Rahmi, Yunita, & Ratmanida. (2014). The Use of Discovery Learning Strategy in Teaching Reading Report Texts To Senior High School Students. JELT, p.7

The procedure of Discovery Learning Strategy based on Schmidt:

a. During the activities, the teacher may make suggestions, raise questions,or provide hints.

b. The teacher usually explains the lesson objectives to the students this is especially in descriptive text.

c. The teacher provides initial input or explanation to help students begin the task efficiently.

d. The students work individually or in small group to obtain and interpret data.

e. The teacher may offer suggestions for a step-bystep procedure to find out the target information or to solve the problem.

f. In form of 'scaffolding' keeps students on track and ensures that understanding, rather than confusion is achieved. Providing scafolding can help to reduce the overall cognitive load associated with this form of learning.

g. The teacher clear up any misconcetion, summarises the finding and help to draw conclsion[31]

The procedure of discovery learnig strategy based on Nutall :

a. Tell the students things they don't already now

b. Introduce them to new and relevant ideas, make them think about things they haven't thought about before.

c. Help them to understand the way other people feel or think such as
people with different backgrounds, problem, or attitudes from their own.

d. Make them want to read for themselves to continue a story, find out more about subject, and so on.

e. At the end of class the teacher ask some quesions to students that relate of the story[32]

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[31]Schmidt in Peter Westwood . (2008). *What Teachers Need to Know About Teaching Methods.* United Stated of America : ACER Press. p.29

[32]Ag. Bambang Setiyadi, Muhammad Sukirian, Mahpul, Op.Cit p. 80

Based on explanation above, there are three procedures from different experts, in this research procedure by Schmidt was used. Because the procedure should be effort to recover the loss of comprehension. The reader grows wider when they use their background knowledge in reading asking them some questions about the meaning of the new word.

3. **Teaching Reading on Descriptive Text using Discovery Learning Strategy**

There are some preparations before apllying Discovery learning strategy. Materials, media, lesson plan, and sources of learning are the elements of teaching in the classroom that need to be done by the teacher. Discovery learning strategy is used by the teacher not used by the students. In teaching reading on descriptive text using discovery learning strategy, the teacher may make suggestions, raise questions or provide hints and the teacher usually explain the lesson objectives to the students.

Introduce and explain them about descriptive text with relevant ideas related to learning material. In class the students work individually or in small group to obtain and interpret data. The students will read descriptive text about the best place together. After reading the text, the students can reread the text. The students think something about the text based on their background knowledge like a topic, issue or problem[33]. Make an inference, it can make the students to conclude the point/ the content of thetext.

The students make a prediction about what is the text about. After making a prediction, the students will make tentative inference. It can help students to get the point of the text. To check the students understand or not, the teacher ask some question that related to the text. The last the teacher clears up any misconception, summarises the findings and help to draw conclusion.

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[33]Peter Westwood, Op.Cit, p.29

4. Advantages and Disadvantages of Discovery Learning strategy.

    a. Advantages of discovery learningstrategy

1. Students are actively involved in the process of learning and the topics are usually intrinsically motivating.
2. The activities used in discovery contents are often more meaningful than the typical classroom exercises and textbook study.
3. The students acquire investigate and reflective skills that can be generalized and applied in other context.
4. New skill and strategies are learned in context
5. The approach builds on students' prior knowledge and experience.
6. Independence in learning is encouraged.
7. It is claimed (but not proved conclusively) that students are more likely to remember concepts and information it they discover them on their own.
8. Group working skills are enhanced[34]

From explanation about this research concluded the advantages of Discovery Learning Strategy was help student to improve their reading ability. It was builds on students' to get more knowledge.

    b. Disadvantage of discovery learning strategy

1. Discovery learning strategy was require too much time for preparation and learning.

From explanation above in this research was concluded that discovery learning strategy was require too much time, for preparation and learning. To solve the problem the allocation time in discovery leaning strategy should be plan enough time for each session.

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[34]Ibid, p.29

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E. Concept of TeachingReading

Teaching is a process to transfer knowledge. The goal of teaching reading is not only teaching to read, but more than that. Comprehending the text well is one of the reading goals.This idea is supported by the fact that reading is a part of our daily activities people read many texts, ranging from holiday brochures to academic books. Therefore, the ability to read English texts in any form will give a great number of advantages to our lives.

Jeremy Harmer stated that the principle behind the teaching reading:

1. Reading is not passiveskill
2. Students need to be engaged with what they arereading\
3. Students should be encouraged to respond to the content of a reading text, not just to the language
4. Prediction is a major factor inreading
5. Match the task to thetopic
6. Good teachers exploit reading texts to thefull.[35]

Based on the explanation above, reading is one of basic skill that the students mustmaster. Teaching reading is not boring activity. The teacher should be choose appropriate text, in teaching reading. It makes the students active in the class.

Brown states that there are three activity in teaching reading, such as pre-reading activity, whilst-reading activity and post-readingactivity.

1. Pre-reading activity

This activity is designed to prepare the students for actual reading of the selected materials. In other words, the teacher helps the students anticipate the text they will read. In pre-teaching activity the teachers introduce the topic by brainstorming through media, and pictures.

2. Whilst-reading activity

This activity is the core activity in teaching learning process. In whilst reading activity, the teacher distributes the

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[35]Jeremy Harmer, *How To Teach English* (Cambridge: Longman, 1987), p.101

text to the students. Ask the students to read the text, after that the teacher will give explanations about text, and ask the students to do assignment based on thetext.

3. Post-reading activity

It is an activity in teaching reading to comprehend the text. In post teaching activity, the teacher asks the students to retell about the text and make summary about the text.[36]

It can be concluded that teacher teaches reading by preparing some steps in the class. In teaching reading, the teacher use pre-reading activity, whilst- reading activity, and post reading activity, to activating the students in understand the text.

Based on the explanation above, it should be inferred that the teacher was know the process of teaching reading by encouraging the students to read as much as possible. The teacher also was make a plan in oder make the process of teaching reading in the class become easier. It was make the students are interested, more active and easier to comprehend the text in the learning process, especially inreading.

F. Frame of Thinking

Today, most of students in indonesian schools did not understand the reading text easily. In other word, students could not comprehend the reading materials, because of they had not master vocabulary. In reading process, the reader also must be able to organize the text to comprehend the text in reading. By using discovery learning strategy, the students easy to got the meaning and the purpose of the text.

Discovery Learning Strategy was help the reader in teaching reading process. It should be alternative strategy for teaching learning because made students interested and active in learning English particularly in reading. This

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[36]H. Douglas Brown, *Teaching by Priciples: An Interaction Approach to Language Pedagogy*, (San Francisco: Longman, 2003), p.85

research used discovery learning strategy in teaching reading especially on desriptive text.

G. Hypothesis

Corcerning to the theories and the frame of thinking, in this research formulates the hypothesis as follows:

H_1: There is a significant influence of using discovery learning strategy towards students'reading ability in descriptive text at first semester of the eighth grade of MTs Al-Hikmah Bandar Lampung?

H_0: There is no a significant influence of using discovery learning strategy towards students'reading ability in descriptive text at first semester of the eighth grade of Mts Al-Hikmah Bandar Lampung?

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