

**THE INFLUENCE OF USING DISCOVERY LEARNING
METHOD TOWARD STUDENTS READING
COMPREHENSION OF EXPOSITION TEXT
IN ELEVENTH GRADE OF SMAN 15
BANDAR LAMPUNG**

**A Thesis
Submitted as a Partial Fulfillment in Requirement for S1-Degree**

**By :
Rahayu Fajar Kinasih
NPM. 1911040175**



Study Program : English Education

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY OF RADEN INTAN
LAMPUNG
2024 M / 1445 H**

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LAMPUNG
2024 M / 1445 H**

ABSTRACT

Reading is one of the skills in English. Often reading subject are considered difficult by students. Some effective learning method to overcome these difficulties, one of which is the Discovery Learning Method. The benefit of the discovery learning is to make students explore their thoughts and be able to understand the content of the text in reading. The purpose of this research was to determine the influence of using discovery learning method on students' reading comprehension in exposition text of eleventh grade of SMAN 15 Bandar Lampung.

This research was conducted by using Quasi-Experimental design with design pre-test and post-test design. The population of this was research eleventh grade students of SMAN 15 Bandar Lampung. The sample of this research was two classes, namely the experiment class and control class, 34 students for experiment class XI IPA 3 and 34 students for control class XI IPS 1. This, total of sample were 68 students. The experimental class using discovery learning method in teach reading. In collecting data, research used reading test instrument in the form of multiple choice question, 17 items for pre-test and 19 item for post-test validity that has been tryout. After giving the pre-test and post-test, researcher analyzed the data to calculate independent sample T-test by using SPSS version 20.

After analyzing the data calculated using t-test SPSS version 20, the results obtained Sig. (2-tailed) = 0.000 and $\alpha = 0.05$, it means, H_a is accepted because Sig. (2-tailed) < 0.05. It means that there is significant influence of using discovery learning method on students reading comprehension on exposition text.

Keywords : Discovery Learning Method, Reading Comprehension, Quasi-Experimental Design.

DECLARATION

The researcher with the following identity :

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Hereby declare that the thesis entitled “The Influence of Using Discovery Learning Method toward Students Reading Comprehension of Exposition Text in Eleventh Grade of SMAN 15 Bandar Lampung” is truly my own original work. The sources and structures of this research writings have complied with the provisions and ethical standards.

Bandar Lampung, February 2024
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MOTTO

اقْرَأْ كِتَابَكَ ۗ كَفَىٰ بِنَفْسِكَ الْيَوْمَ عَلَيْكَ حَسِيبًا

" Read thine (own) record: Sufficient is thy soul this day to make out an account against thee."¹

(Q.S. Al Isra' ayat 14)



¹ Departemen Agama RI, Al-Quran Tajwid Dan Terjemahannya, (Jakarta: PT Syamil Cipta Media,2006), Al-Qur'an, Surah Al Isra' : 14

DEDICATION

This thesis is dedication to people who have supported me all the time. I would like to dedicate this thesis specially to :

1. My beloved parents, Mr . Muladi and Mrs. Muryanti S.Pd who always loves and keep on praying every time for my life and success, motivate, educate, and give endless support and encouragement for all my choice. I am thankful for having you by my side, and this thesis is absolutely also yours.
2. My beloved brother and sister, Erpan Yusuf, Ratna Vitasari, Luthfi Hijrianto and Alinda Fatimah who always taught a good thing to keep me spirit in finishing my thesis,
3. My beloved nephew, Raviendra Arkhan Yusuf who always mood booster to keep me spirit in finishing my thesis,
4. My big family, Keluarga Mbah Mungin who always support and pray for me, and
5. 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 the years of my study in the university.
6. Last but not least, Myself, *Rahayu Fajar Kinasih*. Thank you to myself for fighting and surviving this far. Thank you for always working hard and always trying to give the best for yourself and your family. Thank you for never give up. I love myself. I hope I am successful and can make my parents happy and proud of me.

CURRICULUM VITAE



The name of the researcher is Rahayu Fajar Kinasih. Her family and friends called her Rahayu and ayu. She was born in Kagungan Ratu, May 21st 2001. She is the third child of four children from her beloved parents Mr. Muladi and Mrs. Muryanti, S.Pd. She has two brother, his name Ervan Yusuf , Luthfi Hirianto and one sister, his name Alinda Fatimah.

She started her study at RA. Miftahul Huda Panaragan and graduated in 2007. After that, she continue to SDN 01 Kagungan Ratu and graduated in 2013. Furthermore, she continued to SMPN 4 Tulang Bawang Udik and graduated in 2016. Furthermore, she continued to SMAN 1 Tumijajar and graduated in 2019. In the same year she was registered as a student of Tarbiyah and Teacher Training Faculty, UIN Raden Intan Lampung, Majoring English Education.

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May Allah, the most gracious and the most merciful, always gave His blessing and compassion for all Muslims in the world. Finally, the researcher expected that this thesis can be a benefit the readers. Aamiin Allahuma Aamiin.

Bandar Lampung, February 2024
The Researcher,

Rahayu Fajar Kinasih
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CHAPTER I

INTRODUCTION

A. Title Confirmation

As a first step to understand and avoid misunderstanding the title of this research, several key terms will be explained in the title of this research. The title in question is **“The Influence of Using Discovery Learning Method toward Students Reading Comprehension of Exposition Text in Eleventh Grade of SMAN 15 Bandar Lampung”**. To prevent further misunderstandings in giving interpretations, it is necessary to describe the terminology of several terms contained in the title of this study.

“Influence” Which will be used, meaning the influence of influencing or changing the way someone or something develops, behaves or thinks¹.

Furthermore the discovery learning method is a learning model that will be used as a tool in the learning process in this study. This can encourage students to observe, predict, experiment, record, and then actively think about why and how about something. In addition, by using this method students actively participate in building their own meaning and work to find out and be able to find their own conclusions². Using this method can help students master reading comprehension.

Reading comprehension is primarily a matter of developing appropriate and effective comprehension strategiest³, This means that understanding is the students ability to understand something, so that they can answer and understand the form of English text question. By increasing reading mastery students can learn one type of text, namely

¹ Cambridge University, “*Cambridge Advanced Learner ’ s Dictionary*” 6, no. 1 (2003): 161–66.

² Susan L Champine, Shawn M Duffy, and James R Perkins, “*Jerome S. Bruner’s Discovery Learning Model as the Theoretical Basis of Light Bounces Lesson,*” n.d.

³ H. Douglas Brown, *Language Assessment: Principles and Classroom Practices*, Nachdr. (New York: Longman, 2003).

exposition text, which can a form of essay aimed at expressing opinions, providing information, describing analyzing a point of view can explain one's knowledge and view⁴.

Therefore, by giving the effect that can be produced by influencing "reading comprehension mastery in exposition text" this is a significant thing in English correspondence and it will be the dependent variable that increases students to master reading comprehension in English accurately and learning media as an independent variable to achieve influence by using experimental research.

In short, it can be ascertained that the research entitled "**The Influence of Using Discovery Learning Method toward Students Reading Comprehension of Exposition Text in Eleventh Grade of SMAN 15 Bandar Lampung**". This is an experimental research that will be conducted to find out whether there is an effect of using the discovery learning method on students' correct reading comprehension in grade 11 SMAN 15 Bandar Lampung.

B. Background of The Problem

As human beings, we always communicate each other using language that is communication tool that uses arbitrary signal, such as voice sounds, gestures, and written symbols. Human beings as social creatures who have thought and feeling need to communicate to each other.

Reading is an essential part of language learning in every level. Reading activities can support the learners in learning English in several ways. Reading as also a process of communication between the writer and the reader⁵. It means that the message that the writer has written must be understood by the reader in order to reach the reading's goal. According to Grabe, Reading is the ability to draw

⁴ Eneng Siti Martini and Teti Sobari, "Learning To Write Exposition Text Using a Project - Based Model In High School Students", *Journal of Language Education Research*, 4, no. 2 (2021): 65.

⁵ Suhendra and Aminah Hana Siti, "Study of Literature of Snowball Throwing Toward Students' Reading Comprehension Skill," *English Education Departement Journal* 1, no. 1 (2022): 22.

meaning from the printed page and interpreting this information appropriate⁶. It means that reading is an activity carried out to obtain information and also in reading is not only reading but also capturing meaning.

Reading is flexible for students because they can get information from the text they read. Reading is also an active process of identifying important ideas that are compared⁷. Evaluate and synthesize what is read. Reading is one of the basic communicative skills but has a very complex process. It can be said that reading is process in which the reader finds the information provided by the writer in written form⁸. In the case, reading can be said to be an interactive process, checking, and asking what the text contains. Reading difficulties can interfere at each step of the comprehension process.

Reading comprehension is the process of understanding text when reading a text. According Brown, reading comprehension is primarily a matter of developing appropriate, efficient comprehension strategies⁹. It means that comprehension is a persons ability to understand something so that students can answer and understand English reading text. The purpose of reading is to understand what the reader has read. When a reader reads a text that is appropriate to their level and it attracts his/her interest, the compression process will be conveyed well. So it can increase the reading comprehension skill of the reader¹⁰. Students learn to read, write and think critically for different learning activities. Student learn how to understand and

⁶ William Grabe and Fredricka L. Stoller, *Teaching and Researching Reading*, Applied Linguistics in Action (Harlow, England; New York: Longman/Pearson, 2011), p.16.

⁷ Liya Astarilla Dede Warman, "Improving Students Reading Comprehension Through The Use of Reciprocal Teaching Technique at STMK Riau Pekanbaru", *Journal of English Education* 1, no. 2 (2015): 2.

⁸ Santi Nurdianti, Resti Rosita, and Odo Fadloeli, "Improving Students Reading Comprehension Through Reciprocal Teaching Strategy on Narrative Text", *Professional Journal of English Education* 2, no. 2 (2019): 31.

⁹ H. Douglas Brown, "Teaching by Principles An Interactive Approach to Language Pedagogy", second edition, San Francisco California, June 2000, p.306

¹⁰ Bintang Ahad Simatupang, "Students' Perception of the Discovery Learning Strategy in Learning Reading Comprehension at Widya Manggala Senior High School," *JET (Journal of English Teaching)* 6, no. 2 (June 29, 2020): 159.

master reading. In mastering English, students are taught to understand reading, although reading is still the main challenge for most Indonesian students in learning English. On the other hand, reading is not students favorite activity. Reading plays a significant role in our life. The students will also get much knowledge through reading since of the output has served in written form. Reading is an active process in which people extract ideas thought or imagined form the pattern of the world. Therefore, without reading person will never know what the text tells. Communication between writer and reader mush be delivered in a good way and according to the readers level in order to reach the reading goal. Reader's correct comprehension towards the writers idea is one indicator that the communication between the reader and the writer goes well¹¹.

This was based on the preliminary result of the English teacher at SMAN 15 Bandar Lampung in February, based on the results of interviews with the English teacher at the school, She said students had difficulty in learning reading, especially in reading comprehension, the English teacher said students difficulties were especially in reading comprehension on vocabulary, students could only read but did not know understand the meaning of a text, students also found it difficult to know the meaning of text in English. From the results of teacher interview she said she did not always use specific methods in reading lessons, the teacher only used skimming and scanning during reading lessons because the students reading comprehension was weak, students found it difficult to pronunciation and did not understand the meaning of English text¹².

Moreover, the researcher asked students a questionnaire regarding their opinion about their ability to read in English. Based on the results of the student questionnaire, the majority of students said that their difficulty in reading a text and understanding the content of information was caused by their lack of vocabulary. Second, they had no motivation to read and learn English. Third, according to them,

¹¹ Liya Astarilla Dede Warman, *"Improving Student Reading Comprehension Through The Use of Reciprocal Teaching Technique STMK Riau Pekanbaru"*, p.6.

¹² Riza Mei Afrissa, S.Pd, an English Teacher of the Eleventh Grade of SMAN 15 Bandar Lampung, February 21st, an interview

they have difficulty in analyzing a text in reading. Fourth, they have difficulty in tenses and grammar so their reading is not good. They feel afraid to speak English when the teacher asks students to read English texts in class. Most students have no difficulty understanding the contents of texts in Indonesian, but many students find it difficult to understand text information in English. It can be concluded that class XI students have some difficulties in learning to read English texts¹³.

From the results of the teacher and student interviews and questionnaires, it can be concluded that eleventh grade students in English lessons, especially in reading comprehension are still low and at the preliminary research, the research also obtained the students' English reading comprehension score data provided by the teacher, the score data can be seen from the table 1.1 below.

Table 1.1
The Students' English Reading Comprehension score at Eleventh Grade of SMAN 15 Bandar Lampung

No.	Class	Score		Total
		< 78	≥ 78	
1.	XI IPA 1	20	15	35
2.	XI IPA 2	21	15	36
3.	XI IPA 3	21	13	34
4.	XI IPA 4	20	16	36
5.	XI IPA 5	20	14	35
6.	XI IPS 1	22	12	34
7.	XI IPS 2	20	14	34
8.	XI IPS 3	21	14	35
	Total	165	113	278
	Percentage	59.35 %	40.64 %	100 %

Source : The data from English teacher of SMAN 15 Bandar Lampung

¹³ Students grade Eleventh of SMAN 15 Bandar Lampung interview

From the table 1.1, it can be seen that the number of students who experienced below the standard KKM score was 113 students out of 278 students. The researcher also assumes that most students have difficulty in reading comprehension at SMAN 15 Bandar Lampung. This causes many students to be silent and experience difficulties in reading English in the reading texts.

Based on these problems, in overcoming the problem of student difficulties, The teacher must provide the right method or strategy in teaching to create an interesting and effective classroom atmosphere. So that it can reduce difficulties experienced by students and make it easier for students to express themselves in the target language. Teachers must also find methods or strategies that can make students dare to express themselves in class, so that students can share their ideas with other students, students will find it easy to store material and they will feel happy and challenged when learning in class. It is necessary to apply a more interesting learning method, namely the discovery learning method.

Discovery learning is a learning method for developing active student learning by discovering yourself, investigating yourself, the final results obtained will last a long time in students' memories. Through the discovery learning method it is hoped that it will make it easier to understand the subject matter provided, improve the quality of the learning process, and improve student learning outcomes. By using this method there are also several advantages in using the discovery learning method which can help students develop and increase their mastery of connectivity process skills. Knowledge in this strategy is personal and very strong in storing memory. Self-confidence through the process of discovery, this method is student-centered, teachers are just study buddies increasing students' ability to solve problems, increasing motivation¹⁴. So that the discovery learning method is suitable for reading because this method provides opportunities for students to involve students' abilities in finding, investigating and solving a problem in the text. In addition, previous

¹⁴ Budiana irwan, Haryanto totok Khakim Abdul dkk “*Strategi Pembelajaran*”, Dr. Moh. Badrih, S.Pd.,M.Pd, (CV. Literasi Nusantara Abadi, 2022)

research have also used the discovery learning method to teach reading.

In previous research entitle “ Students Perception on the Discovery Learning Strategy on learning Reading Comprehension at the English Teaching study program, Christian University of Indonesia”. This research is to discover and examine the students perception on the use of discovery learning strategy on reading comprehension and to see whether the students are interested in using discovery learning strategy on improving their reading comprehension. Based on the data analysis, it can be concluded that the majority of students agreed that discovery learning strategy can enhance their reading comprehension and they want this strategy implemented in thee reading class, students interested on learning or improving reading comprehension through discovery learning strategy¹⁵.

In another previous research entitle “Improving Students’ Critical Thinking through Guided Discovery Learning Method in Argumentative Texts Reading”, The use of the guided discovery learning method in critical reading clases especially in argumentation text is capable of optimizing students thinking skills because they provide an overview or orientation regarding the activities to be carried out. Diverse grouping also allows for debate and question and answer sessions, which can help students develop their critical thinking abilities. Students comprehension of reading is further facilitated by issues in argumentation text that are relevant to daily life enabling them to complete the phases of stimulation synthesis, and analysis by freely expressing their viewpoints¹⁶.

So from the explanation of the two previous research, The use of discovery learning method is very useful and can develop

¹⁵ Daniel Tampubolon, “Students’ Perception on the Discovery Learning Strategy on Learning Reading Comprehension at the English Teaching Study Program Christian University of Indonesia,” *JET (Journal of English Teaching)* 3, no. 1 (2018): 47.

¹⁶ Henny Dwi Iswati and Oikurema Purwati, “Improving Students’ Critical Thinking through Guided Discovery Learning Method in Argumentative Texts Reading”, *ELS Journal on Interdisciplinary Studies in Humanities* 5, no. 4 (2022): 702.

students cognitive abilities in learning reading comprehension in exposition text. In this method students are more active and creative in doing the learning rather than the teacher, the teacher is only a study partner and helps when needed. The research decided to use the Discovery Learning method in reading comprehension used at SMAN 15 Bandar Lampung as a teaching grade eleventh. This research was conducted to determine the effect of the Discovery Learning Method as an alternative method used to teach English especially in reading comprehension.

Based on this explanation, the researcher conducted a research entitled "**The Influence of Using Discovery Learning Method toward Students Reading Comprehension of Exposition Text in Eleventh Grade of SMAN 15 Bandar Lampung**".

C. Identification and limitations of the Problem

1. Identification of the Problem

Based on the background below, the following problems are identified:

- a. Students' reading comprehension is still low.
- b. The students have lack of vocabulary in Reading.
- c. The students have low motivation learning process.

2. Limitations of the Problem

Based on the background of those problems, this research was focused on "The Influence of Using Discovery Learning Method toward Students Reading Comprehension of Exposition Text in Eleventh Grade of SMAN 15 Bandar Lampung".

D. Formulation of the Problem .

Looking at the identification and limitations of the problem, the formulation of this problem is : Is there a significant influence of using Discovery Learning Method toward students Reading Comprehension of Exposition Text in Eleventh Grade of SMAN 15 Bandar Lampung ?

E. Objectives of the research

Related to the problem formulation, the objectives of the research is : To find out whether there is a significant influence of using Discovery Learning Method toward students Reading Comprehension of Exposition Text in Eleventh Grade of SMAN 15 Bandar Lampung.

F. Significances of the research

This research can provide some useful information about the influence of discovery learning on students' reading comprehension.

The benefits for theoretical and practical contributions:

1. Theoretical contribution

It can support the theory that the discovery learning method can be applied to teach students to reading in the teaching and learning process.

2. Practical

a. For the teachers

The results of this research can provide information to English teachers of using discovery learning methods and apply them to improve students' reading comprehension.

b. For the students

The results of this research are expected to help them solve their problems in understanding reading comprehension and help them understand the meaning of the text.

c. For the readers

The results of this research can be used as a first step to improve readers' abilities in learning English, especially reading comprehension.

G. Relevant Previous Research

The researcher found some literature related to this research with some related research findings.

Some of them are as follows:

1. The first research is from Bintang Ahad Simatupang, Journal of English teaching, entitled: "Students' Perception of the Discovery learning Strategy in Learning Reading Comprehension at Widya Manggala Senior High School". This study aims at examining senior high school students' perceptions of the use of the discovery learning strategy on reading comprehension. Involving 68 students of Widya Manggala Senior High School, the study collected data using a questionnaire and interviews. The quantitative data obtained from the questionnaire was analyzed using descriptive statistics, while the qualitative data obtained from the interviews was analyzed descriptively. Findings revealed that the majority of the students have a positive and of the upper-medium level of perception of the use of the discovery learning strategy on reading comprehension. Although their perception is not very high, they realize that this strategy can make them more active and serious in the learning to read process¹⁷.
2. The second research is written by Firmansyah Firmansya, Ikhsanudin, and Clarry Sada, in the Journal of Applied Studies in Language, Volume 5 issue 1 entitled: "The use of guided discovery learning methods to improve participation in answering reading comprehension questions". This research was done using Classroom Action Research method to solve the problems faced by the students. This research was conducted to the eleventh Grade Students of SMA BO Pontianak in the academic year of 2017/2018. The researchers used purposive sampling as the sampling technique by choosing eleventh grade which consisted of 26 students.

¹⁷ Bintang Ahad Simatupang, "Students' Perception of the Discovery Learning Strategy in Learning Reading Comprehension at Widya Manggala Senior High School," p.160.

Techniques of collecting data were observation techniques and measurements. To analyze the data, the researchers used qualitative and quantitative analyses. In qualitative data analysis, the researchers analyzed the displayed data, and drew a conclusion. While in quantitative data analysis, the researchers analyzed the data from the test which was calculated by the percentage of the students' participation during each cycle in three cycles. In the initial cycle, the students' participation was 21.30%. Meanwhile in the second cycle, the participation of the students was 45.62%. In the last cycle, the students' participation was 60.60%. The researchers concluded that the Discovery learning method was effective in improving the students' participation in responding to the teacher's questions. Therefore, the discovery learning method could help the teacher in teaching and learning process because this method encourages students to learn actively¹⁸.

3. The Third research is written by Nadya Zalvianin, dan Yetty Zainil, Journal of English Language Teaching, 1 entitled : "The Implementation of Discovery Learning for Reading Skill in EFL Classroom at SMPN 8 Padang". In this research, the researcher applied qualitative research design. The population was English teachers in SMPN 8 Padang. The instruments were video recorder, observation checklist, and note-taking. The researcher analyzed the data based on the observation checklist. The aimed of this research was to describe how the implementation of Discovery Learning in SMPN 8 Padang he sample was one of English teacher who taught in SMPN 8 Padang. The findings showed the teacher implemented six steps from preparation procedure of Discovery Learning and

¹⁸ Firmansyah, Ikhsanudin and Clara Sadra, "The Use of Guided Discovery Learning Method to Improve Participation in Answering Reading Comprehension Questions," *Journal of Applied Studies in Language* 5, no. 1 (June 5, 2021): 127, <https://doi.org/10.31940/jasl.v5i1.2453>.

six steps from implementation procedure of Discovery Learning¹⁹.

4. The Fourth research is written by By Henny Dwi Iswati, Oikurema Purwati, *ELS Journal on Interdisciplinary Studies in Humanities*, entitled : “Improving Students’ Critical Thinking through Guided Discovery Learning Method in Argumentative Texts Reading”. This research is qualitative research with a case research approach to explore the application of the guided discovery learning method to students' critical reading skills. This research was conducted on third semester students of the English Education study program, Surabaya State University Data collection was obtained through observation, tests, and questionnaires. The results of the study show that the reading of argumentation texts becomes more in-depth and critical after the Guided Discovery Learning method is applied This increase is partly due to the existence of elements of experience and concrete situations that make it easier for students to understand problems and make decisions in a comprehensive manner²⁰.
5. The fifth research is written by Muhammad Luthfi Abdillah , *Journal of Education and Religious Studies (JERS)*. entitled : "The Effectiveness of Discovery Learning Method on Reading Descriptive Text at Eighth Grade of SMP Diniyah Al Falahiyah Lamongan". The discovery learning method strategy works for the students' mental, easy to interact (actively) and new information independently. The method of the research utilized a quantitative experimental method by using a pre-experimental design. Conducted the sample of the study was at VII-A class with 30 students. The instrument of collecting data used try-out and test (pre-test and post-test).

¹⁹ Nadya Zalvianin and Yetty Zainil, “*The Implementation of Discovery Learning for Reading Skill in EFL Classroom at SMPN 8 Padang*,” *Journal of English Language Teaching* 10, no. 1 (2021): 62

²⁰ Henny Dwi Iswati and Oikurema Purwati, “Improving Students ’ Critical Thinking through Guided Discovery Learning Method in Argumentative Texts Reading,” *ELS Journal on Interdisciplinary Studies in Humanities* 5, no. 4 (2022): 702-703.

The test had utilized to know students' abilities before and after the experiment run. The result of the research showed the mean score in the pre-test was 57.33, and the post-test was 74.50. The result was that the post-test was higher than the pre-test. The analysis using the SPSS based paired sample t-test formula produces a significance value of sig. conclude that the discovery learning method has significant and effectiveness to reading descriptive text²¹.

H. Systematics of the research

This arrangement is presented to provide direction in preparing the Proposal. It is also intended to provide an overview to the reader.

- a. Chapter 1 Introduction contains: Title Confirmation, Background of the Problem, identification and Limitation of the Problem, Formulation of the Problem, Objective of the Research, Significance of the Research, Relevant Research, and Systematics of the Research.
- b. Chapter II contains: Frame of Theory and Hypothesis, Theory(ies) This chapter discusses a brief view of reading, a brief view of discovery learning, and Hypothesis.
- c. Chapter III contains: Research Method It contains definitions of research methods, Consisting of Place and Time of the Research there is Research Design, Population, Sample and Data Collecting Technique, Operational Definition of Variables, Research Instrument, Validity and Reliability of the Instrument, Fulfillment of the Assumption, and Hypothesis Testing .
- d. Chapter IV contains Findings and Discussion, there is a Data Description, and Discussion.

²¹ Muhammad Luthfi Abdillah, "The Effectiveness of Discovery Learning Method on Reading Descriptive Text at Eighth Grade of SMP Diniyah Al Falahiyah Lamongan," *Journal of Education and Religious Studies* 1, no. 03 (April 2, 2022): 78, <https://doi.org/10.57060/jers.v1i03.28>.

- e. Finally Chapter V, the writer will come to Conclusion and Recommendation.



CHAPTER II

FRAME OF THEORIES, THINKING AND HYPOTHETIS

A. Frame of Theories

In this part writer explains about concept of reading, concept of teaching reading, concept of reading comprehension, concept of teaching reading comprehension, genre of text, concept of exposition text, concept of discovery learning method, and concept of skimming and scanning.

1. Concept of Reading

Reading is very important in human daily life, almost every day people read either from magazines, newspapers, articles, novels, or when chatting on cellphones. Reading is extracting information from print²². It means reading will get information and meaning in the text that is read. According to Jennifer, Reading is thinking and understanding and understanding the meaning behind a text¹. It means reading is a process that the reader goes through to get a message from a text.

According to Grabe, Reading is the ability to draw meaning from the printed page and interpret this information appropriately²³. It means reading is the ability to obtain information and in reading not only reading but getting meaning. According to Brown, Reading is a process of negotiating the meaning of a text to be understood¹. It means Reading is the process of obtaining the meaning of information from a text.

According to Harris and Graham, Reading is an activity that has a purpose²⁴. It means, reading is a process

²² Smith Frank, “*Understanding Reading, Sixth Edition*”, (Lawrence Erlbaum Associates, Mahwah New Jersey London, 2004), p.179

²³ Grabe.William, Fredricka L.Stoller, “ *Teaching and Researching Reading*”, (Routledge Taylor &Francis Group, London and New York, 2002), p.3

²⁴ Haris Karen, Graham Stave, “*Teaching Reading Comprehension to Students with Learning Difficultes*”, (New York: London, 2007, p.104

to get an understanding of a text. Readers can find out information by interpreting information from a text. To get information the reader must be able to read the words, take the meaning of the words, know the meaning of the words, so that the reader can get the information contained in a text.

Based on the explanation above, it can be assumed that reading is an interactive process between the reader and the text to understand the meaning of written form. Students should often practice reading because it will provide a better understanding for readers and they will easily deal with various types of texts. Therefore, reading can help readers to obtain new information by understanding the meaning of the contents of the text.

2. **Concept of Teaching Reading**

In teaching reading a teacher may use many difference strategies. In order to use any instructional technique effectively, anyone who teaches it must understand the principles and assumptions upon which each specific technique is based.¹ It means, the reading learning part is important to guide students into the topic of the learning process so that the learning part will be successful.

Some of the problems faced by the students are lack of vocabulary. They generally have a limited number of words to understand a text. This may lead to an ability to comprehend the text. Since, vocabulary is one of the important elements of language needed to comprehend the text well²⁵. It means reading activities can improve students abilities such as vocabulary, pronunciation, grammar. It means teaching reading is an important aspect that can improve students skills in English subjects.

²⁵ Rahma U. Andini, Ratmanida, "Teaching Reading Through "THE POWER OF TWO" Strategy for Senior High School Srudents", Journal of English Language Teaching, Vol.8,No.1, 2019, p.34

There are several principles in teaching reading. This principle can help teachers in learning to read. The principle is :

1. Reading is not a passive skill.
2. Students need to be engaged with what they are reading.
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 in reading.
5. Match the task to the topic.
6. Good teachers exploit reading texts to the full.¹

This shows that the role of the teacher is very important for students to act as a facilitator in learning and make them active in class. Teacher need to check students activity during reading to correct students when they find difficulties in understanding the text or the meaning of the words. Teaching reading will really help students to develop their knowledge. It means that the learning process must be effective so that students will get the best result from the learning process.

According to Brown, There are types of reading, as bellows:

1. Perceptive Reading.

Perceptive Reading involves attending to the components of larger stretches of discourse: letters, words punctuation, and other graphic symbols. Bottom-up processing is implied.

2. Selective Reading

This category is largely an artifact of assessment formats. In order to ensure one reading recognition of lexical grammatical or discourse features of language with in a very short stretch of language.

3. Interactive Reading

Interactive Reading types are stretches of language of several paragraphs to one page or more in which the reader must, in a psycholinguistic sense, interact with the text. It means, reading is a process of negotiating meaning, the readers brings to the text a set of schemata for understanding it, and in-take is the product of that interaction.

4. Extensive Reading

Extensive reading as longer stretches of discourse, such as long articles and books that are usually read outside a classroom hour²⁶.

Based on the statement above, the research used interactive reading in this study. Interactive reading asks students to read several text and find information from the text.

3. Concept of Reading Comprehension

The most important think about reading is comprehension. Comprehension is the ability to understand the meaning of the text that has been read. Reading comprehension is a process in helping students to understand and find the meaning of the content the text. According to Brown, Reading comprehension is primarily a matter of developing appropriate and effective comprehension strategies¹. It means that understanding is the students ability to understand. According to Catherine said that reading comprehension is a process of finding meaning through interaction and and involvement in written language²⁷. It means reading comprehension is the act of understanding the meaning that the reader reads in a text.

²⁶ Brown. H. Douglas, "*LANGUAGE ASSESSMENT, Principles and Clasroom Practices*", (Longman:San Francisco State University, 2004), p.189

²⁷ Catherine Snow, "*Reading for Understanding toward an R&D Program in Reading Comprehension*", (Santa Monica: RAND Education, 2002). P.11

Reading comprehension is interaction of thought and analysis for understanding information presented in written form, transforming experience and it is enjoyable for fluent readers¹. It means reading comprehension is analysis to get the meaning contained and can help students read fluently. Reading comprehension is the process of construction meaning by coordination a number of complex processes that include reading words, word and world knowledge, and fluency²⁸. It means in understanding a reading, students can get the essence of an information in a text that has been read. Furthermore, Jane, Kate and Carsten said that Reading comprehension is a complex task, which requires the orchestration of many different cognitive skills and abilities¹. It means reading comprehension is. The ability to concentrate on getting the meaning of information in the text. According to Willie, reading comprehension is the process of making meaning from text²⁹. Therefore the goal is to gain on overall understanding of what is described in text rather that to obtain meaning from isolated words or sentence. It means reading comprehension, is the process of getting the information contained in a text.

Then, Brown, said that there are several aspects commonly used in measuring students reading comprehension, namely :

1. Main idea (topic) : Students are asked to find the main idea in the text.
2. Expression/ idioms/ phrases in context : A part can have multiple meanings and special words, so students must identify which meaning of the information in that part.

²⁸ Janette K.Klingner, Sharon Vaughn, and Alison Boardman, “ *TEACHING READING COMPREHENSION to students with learning difficulties*”, (New York:London, 2007), p.2

²⁹ Gary Wolley, “*Reading Comprehension: Assisting Children with learning difficulties*”, (Springer London: New York, 2011), p.15

3. Inference (implied detail) : Asking students to find implicit but not directly implied information stated in the materials.
4. Grammatical feature (reference) : Asking students to determine pronouns in the text.
5. Scanning for a specifically stated detail : Asking for a bit of the appropriate information in the text to get specific details.
6. Excluding facts not written : Asks students to find words that are not written in the text.
7. Supporting idea(s) : Asking students to go beyond the materials and create new ideas or ideas they have read.
8. Vocabulary in context : Asking the meaning of the use of the word in reading¹.

Based on explanation, it can be concluded that reading comprehension is the process by which the reader understands the information contained in the text. While reading is getting information from the text. Readers read the text to get and know about main idea, expressions/ideom in context inferences grammatical features (references), Scanning for a specifically stated detail, Excluding facts not written, Supporting idea(s), Vocabulary in context. The readers background knowledge is used to help understand the meaning of the text. It can be said that there can be no reading without understanding.

4. Concept of Teaching Reading Comprehension

Teaching reading comprehension through the interactive technique helps students learns reading strategies and how to comprehend the text in a no stressful environment³⁰. It means, teaching reading comprehension can help students understand information in the text, be able

³⁰ Aleti Monarisa, S.Pd, “*Teaching Reading comprehension through the interactive techniqe*”, Journal of Linguistics and Language Teaching, Vol.2, No.1, 2015, p.4

to answer question in the text, and can understand the meaning of the contents of the text. Students discuss and build knowledge more effective and efficient. Students can also learn about story structure new vocabulary and a variety of reading strategies.

The aim of teaching of reading is to develop the students reading skills so that they can read English text effectively and efficiently¹. To be able to read effectively and efficiently readers should have a particular purpose in their minds before they interact with the text. Teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning³¹. It means that teaching is the process of teaching in understanding the meaning and concepts of a text. In the learning process, the teacher must facilitate and make the learning process more interesting so that students are comfortable in the learning process.

During the teaching process, we must pay attention to the principles of teaching reading. Teacher in teaching have several principles in teaching reading. This principles can be a guideline for limiting teacher in teaching reading to students and the principles of teaching reading are stated that reading is not a passive skill, students need to be engaged with what they are reading, students should be encouraged to respond to the content of a reading text, not just to the language, prediction is a major factor in reading, match the task to the topic, and good teachers exploit reading texts to the full.

Based on the explanation, it can be concluded that learning to read can help students improve their reading comprehension mastery, can help students understand the meaning of a text, can help students understand information about the contents of a text in a reading.

³¹ H. Douglas Brown, “*Principles of Language learning and teaching Fifth Edition*”, (Longman, San Francisco: California, 2007), p.8

When learning the teacher must plan as learning material. The stages in the process of reading comprehension can be used during learning, namely:

1. Pre-reading

The pre-reading stage is used to dig up all the information about the text. In this phase, the goal is to motivate students understand the text.

2. While-reading

At this stage, appropriate strategies can be used to help students understand the text.

3. Post-reading

In this phase, the teachers role is to evaluate students understanding of the text¹.

It means, in good teacher must apply strategies that are appropriate to the conditions, need and background knowledge of students, and level of understanding. The stages that can be used in reading lessons are, pre-reading, while-reading, and post-reading.

It can be concluded that teaching reading is not a passive activity, students can carry out the learning process easily. As it is know that learning to read can help students master knowledge that they do not know.

5. Genre of Text

Genre is needed by students in communicating because it has linguistic implications that students must pay attention. A text is any completed such as a greeting between friends on the street, a television advertisement, a novel, or a film and so on. As far as speech and writing are concerned, a text stands alone as an act of communication³².

³² Pater Knapp, Megan Watkins, “*Genre, Text, grammar*”, (Australia, University of New Soutl Wales Press Ltd, 2005), p.29

According to Gerot and Wignel, there are several types of text in learning, namely :

1. Spoof

Spoof is a text to retell an event with a humorous twist. In order words, spoof is a text which tells a factual story, happened in the past time with unpredictable and funny ending.

2. Recount

Recount is a text to retell events for the purpose of informing or entertaining. The order in which they occurred. Its purpose is to provide the audience with a description of what happened.

3. Report

Report is a text to describe the way things are with reference to the range of natural, made and social phenomena in our environment.

4. Analytical Exposition

Analytical Exposition is a text to persuade the readers or listeners that something in the case.

5. News item

News item is a text to inform readers, listeners or viewers about the events of the day which are considered news worthy or important.

6. Anecdote

Anecdote is a text to shre with others an account of an unusual or amusing incident.

7. Narrative

Narrative is a text to assume, entertain, and deal with actual or vicarious experiences in different ways.

8. Produce

Produce is a text to describe how something is accomplished through a sequences of actions or steps.

9. Description

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

10. Hortatory Exposition

Hortatory Exposition is a text to persuade the readers or listeners that something should or should not be the case.

11. Explanation

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

12. Discussion

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

13. Reviews

Review is a text to critique an art work or event for a public audience¹.

6. Concept Exposition Text

a. Definition of Exposition Text

Exposition Text is a variety of discourse to explain, convey, or describe something that can broaden the readers knowledge³³. It means, that exposition is a text that explains something in developing one knowledge and views. From exposition text readers usually seek the truth of the matter. Therefore, exposition text usually contains data, facts, or the process of something happening.

Exposition is defined as the process of understanding and conveying information related to a topic in a written concept with the aim of increasing one

³³ Charlina, Elvrin Septyanti, Tria Putri Mustika, Annisa Rahmi, “*Electronic module as learning needs to write exposition text for junior high school students*”, Journal of Education and Learning, Vol.16, No.2, 2022 p.220

knowledge¹. It means that exposition is conveying on a topic to readers.

From the explanation above, exposition text is an understanding of the text about information or topic that are given to increase knowledge of event to readers and readers can provide an argument about the topic.

b. Type Text of Exposition Text

There are two kinds of exposition text according to Gerot and Wignell. They are analytical exposition and hortatory exposition. there are differences between analytical and hortatory exposition, which is as follows :

1. Analytical Exposition

According to Nurhikmah and April, Analytical exposition text is involve students mastering the topic in order to provide arguments as support³⁴. It means analytical exposition is students must obtain some information that will be used to analyze the topic and be able to provide arguments.

Nurnajati, state that the analytical expotion text is text argue a case for or argainst a particular position or point of view and it proposes a suggestion at the end of the argument¹. It means analytical exposition is a text that is used to support or contra a point of view and provide arguments in a text. According to Anderson, analytical exposition text is a type of text intended to convince the readers that something must happen³⁵. It means analytical exposition is a text that is used to influence the mind of the readers.

³⁴ Reski, Nurhaspiah, Uswatunnisa,, Rabiatal Adawiah, “ *An Analysis of students ability in writing analytical exposition text*”, Journal of Linguistics and English teaching studies, Vol.3,No.1, 2021, p.24

³⁵ Nabila Millenia Zulfi, Wennyta, Yanti Ismiyati, “*An analysis in writing analytical exposition at eleventh grade students of SMAN 8 Jambi City*”, Journal of English language teaching”, Vol.5, No.2, 2021, p.124

In the explanation, an analytical exposition text is a text that present the authors opinion about a problem around us which is supported by logical supporting ideas and in the end give arguments. Also this text has a certain generic structure that makes it different from other texts. So, when students read this text, it can make students have competence in sharing logical argument as well as they can improve their competence in English.

Social Function of analytical exposition is to persuade the reader or listener that something is the case. Each genre has different features that characteristic, So that the type of text can be recognized. According to Gerot and Wignell, analytical exposition have language features as follows :

- Focus on generic human and non-human participants.
- Use of simple present tense
- Use of relational processes
- Use of internal Conjunction to stage argument.
- Reasoning through causal conjunction or nominalization¹.

Generic Structure according to Gerot and Wignell, Analytical exposition has a structure in a text.

- Thesis

In this thesis usually introduces the topic and shows the main idea discussed. This thesis is always placed at the beginning of the paragraph in the analytical exposition.
- Arguments

Contain opinions or argument that have been presented by the author to support the thesis or the main idea in the first paragraph. The more

writers write argument or opinions, the more readers will agree and consider the topic important and need attention.

- Reiteration

Reiteration is the same as conclusion, this is the final part of the analytical exposition, reiteration contains a restatement of the main idea in the first paragraph³⁶.

Based on the explanation above, the example of analytical exposition text is as follows :

Table 2.1
Example Analytical Exposition

Online Shopping	
Thesis	The internet has generated many changes in our lives. It has changed the way we communicate and access information.
Argument	Firstly, The internet also has changed the way we buy things. In today's life, online shopping is growing rapidly. It has become a new culture in every country.
Argument	Secondly, Buying things online is very easy. The only thing to do is to go to a certain website, which sells the product you need. The search engine on the web also enables us to find things fast with various choices.
Argument	Finally, After the product is chosen and the payment is made, the online shopper should only wait for three to five days until the thing purchased comes to his/her door. Another good advantage of online shopping is that things may be cheaper than in real

³⁶ Gerot and Wignell, *Making Sense of Functional Grammar*, *ibid*, p.198..

	stores.
Reiteration	<p>In the other hand, online shopper should be careful in choosing products. Sometimes, you do not get what you need. Another big problem is the quality of the things can be less than similar items in real stores. That's the reason why online shoppers must thoroughly check products offered.</p> <p>(Adapted From : https://roboguru.ruangguru.com/forum/online-shopping-the-internet)</p>

2. Hortatory Exposition

Djuharie defines that hortatory exposition is a written text with the aim of sharing ideas, to persuade readers to have an agreement or disagreement about doing something¹. It means hortatory exposition is a text whose purpose is to share ideas with point of view in the text to readers. Knapp and Watkins also argue, hortatory exposition is a text type which clearly focuses students on the purpose of argument that is putting forward a point of view and providing evidence to support it³⁷. It means hortatory exposition is to give some argument related to the topic or problems in the text.

In addition, according to Siahaan and Shinoda Hortatory exposition is a text functioning to persuade readers that they should do something for the benefit of others¹. It means hortatory exposition is a text that serves to convince the readers to do something about the argument. Hortatory exposition text is a type of spoken or written text that is intended to explain listeners or readers that

³⁷ Pater Knapp, Megan Watkins, “*Genre, Text, grammar*”, (Australia, University of New South Wales Press Ltd, 2005), p.191

something should or should not happen or be done³⁸. It means that hortatory exposition is a text that explain to the audience about something that should and should not happen. In other words, this kind of text can be called as argumentation. Hortatory exposition text can be found in scientific books, journal, magazines, newspaper articles, academic speeches or lecturers, and research report.

In the explanation above, hortatory exposition is a type of text with aim of persuading the readers about the point of view in a argument. Readers learn how to share opinions, ideas or arguments in written or spoken form. The readers are also required to have sufficient knowledge to support their ideas about the given topic.

Social Function of Exposition Text is to persuade the reader or listener that something should or should not be the case. According to Gerot and Wignel, Hortatory exposition also has language features, namely as follow :

- Focus on generic human and non-human participants except for speakers or writers referring to self.
- Hortatory exposition using Mental processes, Material processes, and Relational processes. Use of Mental processes : to state what the writer thinks or feels about the issue e.g. realize, feel, appreciate. Material processes : to state what happens e.g. is polluting, drive, travel, spend, should be treated. Relational processes : to state what is or should be e.g. doesn't seem to have been.

³⁸ Monitha Geraldine, Y. Gatot Sutapa, Surmiyati, "Teaching writing hortatory text through task-based language teaching(TBLT)", Journal Pendidikan and Pembelajaran, Vol.3, No.8, 2014, p.2

- Use of simple present tense¹.

Generic structure according Gerot and Wignell, Hortatory Exposition also has several structure in a text, namely as follows :

- Thesis

Contains announcement of issue of concern. Usually this thesis is in the first paragraph of a text.

- Arguments

This argument contains reasons for concern, leading to a recommendation. Usually this support the thesis of the main idea in the first paragraph. If the writer is able to provide many arguments, it can be ascertained that the text has complex reasons.

- Recommendations

The last structure contains a statement about what should or should not happen based on the arguments given³⁹.

Based on the explanation above, the example of analytical exposition text is as follows :

Table 2.2

Example Hortatory Exposition

The Bad Impact of TV for Children	
Thesis	Is it important to know what your kids are watching? Of course yes. Television can expose things you have tried to protect them from, especially violence, pornography, or consumerism.
	First, A study demonstrated that spending

³⁹ Gerot and Wignell, "Making Sense of Functional Grammar: An Introductory", Ibid, p.209.

Argument	too much time on watching TV during the day or at bedtime often causes bedtime disruption, stress, and short sleep duration. Another research found that there is a significant relationship between the amount of time spent for watching television during adolescence and early adulthood, and the possibility of being aggressive.
Argument	Meanwhile, many studies have identified a relationship between kids who watch TV a lot and being inactive and overweight.
Recommendation	<p>Considering some facts mentioned above, you should protect your children. Parents should limit television viewing to one until two hours each day for children. It's better not to allow your children to have a TV set in their bedrooms. As parents, you should watch television with your children and discuss what is happening in the show.</p> <p><i>(Adapted From ;</i> http://duniainformasisemasa346.blogspot.com/2018/10/contoh-analytical-exposition-text-tv-is.html<i>)</i></p>

7. Concept of Discovery Learning Method

a. Definition of Discovery Learning Method

Discovery Learning Method is an active and hands-on learning style. Bruner emphasizes that learning should be learning by doing. With this method, learners actively participate, not just passively receive knowledge¹. This is supported by according to Hanafi,

Discovery Learning is a learning method that encourages students to ask question and formulate their own tentative answer and to deduce general principles from practical examples or experience⁴⁰.

According to Masarudin Siregar said that Discovery Learning is a learning process to explore something new in the teaching and learning activities. The learning process could find something if educators first prepare the materials that will be delivered, and then they can do a process to find out important things related to difficulty in learning¹. Student learning discovery learning method as a centered model and students must become active learners. In addition, according to Nurdin, said the Discovery or discovery learning model is a model that is a way to develop active student learning by finding out on its own, investigating on its own, so the result will be longer remembered by students⁴¹.

Discovery learning encourages students exploration and collaboration with teacher and peers to solve problems. Student can also direct their potential and be actively involved in the learning process which help students motivation. The main target of the discovery learning method is the involvement of students in teaching and learning activities and developing a level of confidence in what is found during the learning process in class. This is supported by Mayer, he is argues that the Discovery learning method is a teaching method to increase students to be more active in the learning process by answering a series of

⁴⁰ Hanafi, "*The Effect od Discovery Learning Method Application on increasing students listening outcome and social attitude*", *Dinamika Ilmu*, Vol.16, No.2, 2016, p.203

⁴¹ Tota Martaida, Nurdin Bukit, Eva Marlina Ginting, "*The effect of discovery learning model on students critical thinking and cognitive ability in Junior High School*", *Journal of Research & Method in Education*, Vol.7, No.6, 2017, p.3

question or solving problems designed to introduce a general concept¹.

Based on this explanation, Discovery Learning Method is a discovery learning method that allows students to play an active role in the learning process by answering and solving problems to find concept that are durable and easy to remember. Thus the discovery learning method is expected to be used to train students to think critically. Through discovery learning method is hoped that it will makes it easier to understand the subject matter provided, improve the quality of the learning process, and improve student learning outcomes.

b. Procedure of Discovery Learning Method

1. Stimulation

Teachers pose problems to students or students find problems themselves in textbooks and other sources. It means is to arouse students' curiosity to carry out further investigations regarding the problem. Moreover, students can also be given activities in the form of reading text, pictures, which are appropriate to the topic, practicums, and other learning activities that lead to preparation for problem solving.



Figure 2.1 Example Procedure Stimulation

2. Problem Statement

Students are given the opportunity to identify problems, as well as formulate the most interesting and actual problems to be solved. From the problem formulation found, students are guided to look for temporary answers or formulate hypotheses which are temporary answers to the problem formulation that has been created. It is a useful technique in building students so that they get used to finding a problem.

3. Data collection

There is a data collection activity where students are formed into several groups and to prove the hypothesis formulation that has been made, students are given the opportunity to prove it through data collection activities. This step can be done by collecting various necessary and relevant information by reading literature, observing objects, conducting interviews with sources, and other activities that support the activity of proving the hypothesis.

4. Data processing

In data processing activities, all information that has been obtained is processed, classified, tabulated and calculated using descriptive statistical analysis and inferential statistical analysis. So that the data that has been obtained is then processed into coherent, clear and meaningful information.

5. Verification

From the results of processing and interpreting the data obtained, in this step the hypothesis that has been formulated previously is checked whether it has been answered or not. Students are given the

opportunity to present the results of the discussion in front of the class to prove the hypothesis.

6. Generalization (conclusion)

The next stage is that students are guided to draw conclusions based on the results of the verification carried out in the previous steps⁴².

c. Advantage of using Discovery Learning Method

The advantages of discovery learning based on the implementation above are:

1. Discovery learning method enriches students' background knowledge.
2. Discovery learning method enriches students' vocabulary.
3. Discovery learning method encourages students' motivation to study.
4. Discovery learning method creates students' curiosity,
5. Discovery learning method brings out creativity.
6. Discovery learning method increases students' confidence.

However, besides having many advantages, the writer also finds the disadvantages of implementing discovery learning method.

d. Disadvantage of using Discovery Learning Method

Disadvantages of implementing discovery learning method, they are:

1. Discovery learning method will require too much time for preparation and learning.

⁴² Budiana irwan, Haryanto totok Khakim Abdul dkk “*strategi pembelajaran*”, Dr. Moh. Badrih, S.Pd.,M.Pd, (CV. Literasi Nusantara Abadi, 2022), p.159

2. The number of the students. The number of the students is almost always too high to use discovery learning especially in describing lesson because it is importance to interact one-on-one.
3. The limited number of the lesson to be taught. In applying discovery learning method, students are required to learn the topic deeply. Besides that, there are also many stages faced by students during reading activity. This situation makes teacher cannot continue the learning process to the next lesson quickly. So, it can be guessed that not all of the lessons can be taught with the number of time given¹.

8. Concept of Skimming and Scanning Technique

a. Definition of Skimming and Scanning Technique

1. Concept Skimming Technique

Skimming is the ability of the reader to understand the text quickly. Skimming is taking the important information from the page without reading all the words⁴³. It means skimming is not reading all the text but reading the most important information from all the words. Skimming a passage means reading it quickly (concentrating on content words, like nouns and verbs) to find the main points, its not reading detail¹.

According to fry skimming is reading very fast. When skimming, readers read for the main idea and some, but not all of the detail. To skim quickly, the reader must omit part of the article or story⁴⁴. Reading with the skimming technique does

⁴³ Richard Sutz and Peter Weverka, "*Speed Reading for Dummies*", For Dummies (Hoboken, NJ: Wiley Pub, 2009), p.167.

⁴⁴ Edward B. Fry, Ph.D, "*Skimming & Scanning Jamestown's Reading Improvement*", (Jamestown: Lincolnwood, Illinois USA, 2000), P.1

not read the entire text so that the reader must have high concentration and fast motoric skill (sighting) are needed to get the gist of a text.

According to brown skimming is the process of quickly covering reading material to determine the gist or main idea¹. It is a predictive strategy used to give the reader an understand of the topic and purpose of the text, the organization of the text, the author's perspective or point of view, it ease or difficulty, or its usefulness to the reader. Skimming is done by reading reading the entire text at a glance quickly but precisely in getting an overview.

Based on the explanation, skimming is the ability of the reader to read quickly, the reader does not read the entire text in detail but reads the important part to get the main idea in a text.

2. Concept Scanning Technique

Scanning is one's ability to read without looking at the entire text. According to Brown, he said scanning is a strategy used by all readers to find relevant information in a text⁴⁵. Scanning is quickly scouring the text for specific information. Scanning involves moving your eyes quickly down a page looking for a particular word or phrase¹.

According to Vaezi based on Yanti journal, he said scanning is reading rapidly to find a specific piece of information (name, place, and time and etc)⁴⁶. It means readers know what they are looking for, so they concentrate on finding specific answers. Scanning involves the ability of the readers eye to quickly go from top to bottom of a page to find specific information without reading

⁴⁵ Brown H. Douglas, *Ibid*, p.208

⁴⁶ Yanti Kristina Sinaga, "The Effect of Scanning Technique on Students' Reading Comprehension in Narrative Text at Grade Ten of SMA Negeri 2 Pematangsiantar" 5, no. 2 (2019), p.3.

the entire text. Dyaz S and Laguado J stated using scanning techniques, students search for specific information in text such as date, name, places, and so on¹. Scanning the ability to find specific facts and details quickly is considered a desirable reading skill and is taught in most reading comprehension courses.

Based on this explanation that scanning is a reading ability to find information without looking at the entire text, scanning involves the reader moving the eyes quickly down the page to find certain words, by looking at information such as name, place, time and so on.

Based on this explanation, skimming is speed reading to find the main essence or ideas in the text. While scanning is scanning reading quickly which aim to find information. So, skimming and scanning technique is to read quickly which aims to find the main idea and to get information in a text.

b. Procedure of Skimming and Scanning Technique

There are steps of skimming that will be prepared by the students read the text, such are :

1) Read the title.

In skimming technique, the title can be the possible summary of the content.

2) Read the introduction.

Usually in the introduction we can find the main ideas of the text easily.

3) Read paragraph completely.

Sometimes in the text there are some subheadings then we can read each paragraph to look for the relation among them.

4) Read the first sentence of each remaining paragraph.

5) Dip into the text.

To look for the clue words that answer who, what, when, why, where, and how, then looking for the proper noun, unusual words, etc.

6) Read the final paragraph completely⁴⁷.

After there reader does the previous steps can find the last paragraph of the text.

A good scanning technique needs some steps in order to reach the efficient and effective result in reading process. There are five steps for scanning, they are :

1) Have all the fact or pieces of information about what want to find clearly in mind.

2) Start at the beginning of the selection and move the eyes systematic and fast.

3) Use any heading or subheadings: bold type and italicized words to find quickly the part of information that probably contain the specific information.

4) When key word or words have found : read around it or them to see if the information is there.

5) Make either a mental or a written note about the information that has found. Select another piece of information to look for and start the process again¹.

c. Advantages of Skimming and Scanning Technique

1) The advantages of reading through skimming technique :

a. Improves other reading rates.

⁴⁷ Sintya Nirwana Gulo, "THE BENEFITS OF SKIMMING TECHNIQUE IN READING COMPREHENSION FOR THE SECOND SEMESTER STUDENTS OF SANATA DHARMA UNIVERSITY," *UC Journal: ELT, Linguistics and Literature Journal* 1, no. 1 (May 19, 2020), p.5, <https://doi.org/10.24071/uc.v1i1.2848>.

Learning to skim rapidly can help you improve speed for study reading and average reading as well.

b. Keeps you informed.

Use skimming to building background knowledge.

c. Speeds supplementary assignments.

Skim to build up your knowledge of reference materials.

d. Increases your sources reference.

e. Brings useful material to your attention⁴⁸.

2) The advantages of reading through scanning technique :

a. The students are able to get the information quickly, directly, and specifically.

b. The students are practiced to think of clues to find the specific information.

c. The students are stimulated to be creative and active in both asking and answering the question about the specific information and clues related to the text.

d. The students are motivated to look for the specific information and looking for clues they need in various type of text.

e. The students are trained to run their eyes over a text quickly in order to locate specific information.

f. The student can use the technique of scanning when they are looking for specific answer to information¹.

⁴⁸ Nur Insani, "English for Mathematics – Universitas Negeri Yogyakarta," 2012, p.4.

d. Disadvantages of Skimming and Scanning Technique

Besides having the advantages of skimming and scanning, they have disadvantages in learning, namely :

- 1) Skimming and scanning means reading speed and quickly, in this case sometimes the student ignore to select which one the most important information.
- 2) Feeling confused or losing understanding of what has been read.
- 3) The students might not read all of the information as they just scanning skimming the basic information.
- 4) Only know the outline of the content of a text without knowing the other explanation⁴⁹.

B. Frame of Thinking

Reading is very important reading skill for students. Comprehension is the ability to understand reading from what has been read. Without comprehension the readers cannot understand the meaning contained in a text. Many students are unable to understand the meaning of the contents of English reading text. To overcome these problems the teacher must use learning method that are appropriate to these problems during the learning process. The aim is to reduce the difficulties experienced by students and make it easier for students to express themselves in the target language prepared by the teacher.

Discovery learning method can help students think critically and solve problems on their own. This method provides an opportunity for students to involve students abilities in finding, investigating and solving a problem in the text and being able to exchange ideas to obtain conclusions from the discussion. This is a good technique for introducing topic that engage students in understanding structured information about important issues in the field.

⁴⁹ Yanti K. Sinaga, *Ibid*, p.5

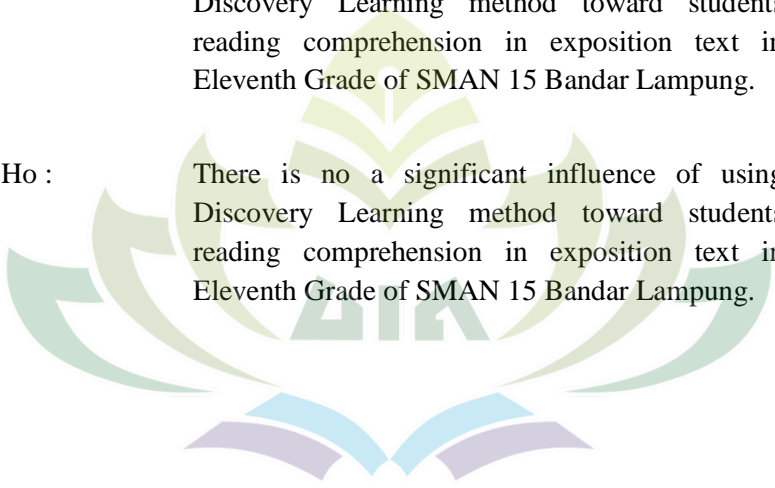
Based on this explanation, the researcher concluded that Discovery Learning on reading comprehension is very useful and can develop students' cognitive abilities, namely students learn more actively and creatively to explore problems by finding their own solutions and can help students understand information from the text.

C. Hypothesis

Based on the theoretical assumptions, the research formulates the hypothesis as follow :

Ha : There is a significant influence of using Discovery Learning method toward students reading comprehension in exposition text in Eleventh Grade of SMAN 15 Bandar Lampung.

Ho : There is no a significant influence of using Discovery Learning method toward students reading comprehension in exposition text in Eleventh Grade of SMAN 15 Bandar Lampung.



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