IMPROVING THE STUDENTS' ABILITY IN READING COMPREHENSION THROUGH DISCOVERY LEARNING METHOD AT THE EIGHT GRADE OF SMP NEGERI 1 GIDO

By Lesta Aprilda Gulo

CHAPTER I
INTRODUCTION

1.1 Background of the Problem

Reading is the process of deriving meaning from a set of written symbols by examining them. When reading, our eyes interpret written symbols (letters, punctuation, and spaces) while our brains translate those symbols into words, phrases, and paragraphs that make sense to us. Cline's assertion that the reading is the cycle that explains and builds up the relevance of the understanding entry is backed by Munjid and Astiyandha's (2021) findings. It suggests that reading is the process of learning the meaning or comprehension of written material. Reading is a cycle in which the reader exchanges ideas to determine the value of the text before finally locating comprehension of its importance. The reading's goal is to teach kids how to understand various text genres so they can expand their knowledge and develop experience with literacy, as stated by Brown in Munjid and Astiyandha (2021).Students' reading abilities can be enhanced by reading. Students who read books can also develop their ability to communicate ideas clearly and effectively and to organize knowledge. Therefore, the learner needs to be proficient in reading comprehension.

The capacity to read a text, comprehend its meaning, and process it is known as reading comprehension. When it comes to learning, comprehension is the degree to which one is expected to be able to interpret the meaning of the ideas, circumstances, and information that they are familiar with. The claim that reading comprehension is an elaborate intellectual cycle that requires the reader to be thoughtful and diligent in comprehending is also backed by Horowitz in Munjid and Astiyandha (2021). The reader must check the words and their significance in order to understand the complete content. people, places, or objects. Building the meaning of a book with intention and consideration while drawing on the reader's past knowledge of the material is a sophisticated cognitive process known as reading comprehension. The researcher draws the conclusion that reading

comprehension is the capacity to comprehend what we read based on the aforementioned rationale. One can construct meaning and comprehension of the reading itself by using this ability to comprehend the meaning of the passage. Understanding reading is the goal of reading comprehension, which entails closely examining the reading content in order to evaluate the circumstances, morals, purpose, and outcomes of reading. Descriptive text is a type of text that describes people, places, or objects; as such, it is one type of text that aids in reading comprehension.

One of the skills included on the SMP N 1 Gido syllabus that students need to master is reading comprehension. Preliminary research indicates that students struggle with comprehension when reading texts. Whereas pupils who have recently discovered a word may not understand its meaning. Due to their limited vocabulary, students are unable to comprehend every word in the book. The absence of communication between the teacher and the students is the source of this. Less motivation exists among students to learn. Students merely listen to the teacher as they describe the content; they do not practice. When the teacher explains the information to the class, they usually don't pay attention. Thus, we require an effective approach to assist pupils in problem solving. The "Discovery Learning" method is one of several strategies that can be utilized to help pupils' reading comprehension.

Through the process of discovery learning, students draw conclusions from their own investigations and ascents. As a result, students learn to solve problems by gathering, contrasting, and analyzing data before drawing conclusions Feriyanti and Balsem in Idayanthi et al. (2021). In order for pupils to comprehend the text, discovery learning is used in the teaching and learning process. It prepares the pupils to comprehend the text that the instructor will present. As a result, students can acquire strategies for learning English and enhance their comprehension. Then, by carrying out class action research, researchers focused on the study of implementing discovery learning. It facilitates students' easy comprehension of literature.

Students are able to think critically, analyze problems, and attempt to find solutions on their own when they use discovery learning.With the help of this approach, students get more engaged in the learning process by investigating ideas and coming up with their own answers through experimentation and testing. It goes through several stages, including the stages of stimulus, problem formulation, data gathering, data processing, verification, and generalization. The kids' reading skills will improve with the use of the Discovery Learning Method. Pupils are capable of independent thought, analysis, and problem-solving.

Based on the case above, the researcher will conducted a Classroom Action Reasearch (CAR) because the researcher wanted to improve students reading comprehension. Classroom Action Research helps researcher to find, organize, prove, and ensure classes in teaching and student development. It is supported by Muchlisin Riadi (2019) that Classroom Action Research is a form of research that occurs in the classroom in the form of certain actions taken to improve the teaching and learning process in order to improve learning out comes better than before. One of the studies called CAR was an attempt to watch and record lessons through a deliberate activity brought up by the teacher as a self-reflection in the context of bettering and enhancing the learning outcomes for students in a positive way. There are various processes in CAR, including planning, acting, observing, and reflecting. This approach offers a calculated means of helping teachers become more reflective in their work while also solving current learning challenges.

The researcher carried out a class action study titled "**Improving the Students' Ability in Reading Comprehension Through Discovery Learning Method at the Eight Grade of SMP Negeri 1 Gido**"based on the previously provided explanation.

1.2 Identification of the Problem

The following is how the problem in this study was identified :

1. Students struggle to expand their vocabulary

2. Students struggle to comprehend words in their entirety.

1.3 Limitation of the Problem

The researcher concentrated on comprehending and enhancing knowledge of reading students by applying the Discovery Learning technique in the eighth grade of the SMP Negeri 1 Gido, based on the backdrop and identification of the problem mentioned above.

1.4 Formulation of the Problem

The study question is stated as follows in light of the background information mentioned above: How does the SMP Negeri 1 Gido students' Literal Reading Comprehension in the Eigh Grade get better with the Discovery Learning Method

1.5 Objective of the Problem

The goals of this study are to determine how the Discovery Learning Method has improved students' Literal Reading Comprehension in the Eigh Grade of SMP Negeri 1 Gido in connection to the aforementioned problem statements.

1.6 Significance of the Research

The research has the following significances :

1. Theoretically

The study's findings, a reference worthy Discovery Learning approach, and a plan for enhancing students' reading comprehension and changing their preferred learning style particularly with regard to reading abilities are presented.

2. In a practical sense.

   a. By utilizing the Discovery Learning approach, students will get a fresh, engaging, and simple method for reading material.

   b. To provide information to the English teacher, particularly at SMP Negeri1Gido, for the teacher The Discovery Learning approach is still a useful tool for teaching reading comprehension in 2023/2024

   c. The researcher saw the experience of utilizing the discovery learning technique to improve the reading comprehension skills of the pupils.

CHAPTER II
LITERATURE REVIEW

2.1 TheoreticalFramework

    2.1.1 Reading

        1. The Definition of Reading

Reading is the motivated, fluid synchronization of understanding and recognition. Reading is a participatory, cognitively engaged process that involves printing and comprehension monitoring to determine meaning. Decoding symbols to create or extract meaning is a sophisticated "cognitive process" that reading entails. Reading facilitates communication, the acquisition of new languages, and the exchange of ideas and knowledge.

One way for readers to obtain knowledge and information about anything they require from written sources is by reading. Reading is one of the four language skills that students at all levels should be proficient in, and it is also very important. Nunan (2003) states in Nurdiana and Amelia (2017) that reading is a fluid process in which readers create meaning by fusing information from a text with their own prior knowledge. Afterwards, reading is a complicated process comprising a network of cognitive operations that come together to produce meaning, according to Baker and Brown in Nurdiana and Amelia (2017). Next, Johnson writes in his book that reading is the process of making connections between ideas. Furthermore, linguists define reading and offer a variety of reading-related perspectives. According to some of them, reading is a method for absorbing and comprehending the text that is being read. Furthermore, reading is a process that involves deriving as much information as possible from written texts in order to comprehend them.

Based on the afore mentioned opinions, it can be concluded that reading is a sophisticated cognitive activity that involves deriving meaning from printed materials. The majority of the reader's mental work, including pronunciation and comprehension, is required in order to understand concepts or information that the text extends. It is evident that reading involves more than just looking at words as graphic symbols; in order to comprehend what we read, we also need to understand the meaning of words and lines. This indicates that reading is a process for both information gathering and text comprehension.

2. Purpose of Reading

The categories of reading purposes include searching for basic information, skimming quickly, learning from text, integrating information, writing, critiquing texts, and reading for general comprehension, according to Grabe William and L. Fredrika (2002).

1. Reading to search for simple information

While some researchers consider reading to be a relatively autonomous cognitive activity, reading for simple information is a widespread reading talent. The fact that it appears in reading assignments so frequently makes it most likely a sort of reading ability.

2. Reading to skim quickly

A common component of many reading tasks, reading to skim involves a combination of strategies for determining where important parts of the text might be and then applying basic reading comprehension skills to those text segments until a general idea is formed.

3. Reading to learn from text

Reading for learning usually takes place in professional and academic settings when one must absorb a large quantity of information from a text. It calls for the ability to retain key

concepts, identify and construct rhetorical frames, and connect the text to the readership.

4. Reading to integrate information

In order to read to integrate information, one must make extra decisions regarding the relative weight of information that is complimentary, mutually reinforcing, or contradictory. Additionally, a rhetorical framework may need to be reorganized in order to accommodate information from many sources.

5. Reading to write and reading to critique texts

Reading for writing and reading for criticism are two possible task variations of reading for information integration. Both demand the capacity to organize, pick, and assess textual data.

6. Reading for general comprehension

When reading for general comprehension, a proficient fluent reader must be able to digest words very quickly and automatically, have high comprehension skills to build an overall meaning representation of the core idea, and efficiently coordinate multiple tasks within a relatively constrained time frame.

It is clear from the afore mentioned viewpoint that reading serves a variety of objectives for everybody, not just pupils. For information and understanding about social existence, they have to read a lot. Keeping up with the social, political, and economic issues facing one's nation can be beneficial.

3. Types of Reading

According to Patel and Praveen (2008:117), There are some types of reading such as Intensive reading, Extensive Reading, Aloud Reading and Silent Reading.

1. Intensive Reading

Reading that focuses on vocabulary and idioms that are taught in the classroom by the teacher and that can be found in books, poems, novels, or other sources is known as intensive reading. For instance: Students concentrate on the linguistic or

semantic elements of a text as well as structural elements like syntax.

2. Extensive Reading

Reading for pleasure and the development of general reading abilities are two goals of extensive reading for students. For example: The students read as many various kinds of books as they can, mainly for enjoyment, and simply require a general grasp of the contents. This includes journals, newspapers, and magazines.

3. Aloud Reading

Reading aloud involves speaking loudly and coherently while reading. Reading dialogue, poetry, and other types of texts are a few examples.

4. Silent Reading

A silent reading activity is designed to help pupils learn how to read silently so they can focus their attention and absorb the contents. A textbook being read aloud by students, for instance.

4. **Reading Rules**

Brothers in Purnama (2012:34) breaks down two reading guidelines that can help with comprehension :

1. Motivate the habit of reading

It is impossible to become an effective reader or assess what you have read without first developing into a consistent reader.

2. Learning to read actively

This indicates that during reading, you discovered that while reasoning errors are simple to commit, they are frequently difficult to identify. The breadth of your reading ability will therefore stay quite limited if you attempt to absorb knowledge without questioning it. This is especially true when reading anything controversial.

5. **Goals and Techniques for Teaching Reading**

Byrnes in Evi Nawir (2018) claims that in order to achieve this goal, instruction should concentrate more on the reading process than the final outcome.

1. By allowing students to reflect on and discuss how they read in their native tongue, they raise students' knowledge of reading methods.

2. Through discovery reading assignments, they let students exercise their entire toolkit of reading methods. By offering kids a variety of reading options, they motivate them to read and use reading as a means of exploration.

3. They demonstrate to pupils the best tactics for completing reading assignments while working on reading activities in class.They describe the tactics' application and justification for pupils.

2.1.2 Reading Comprehension

1. Definition of Reading Comprehension

The skill of processing literature, deciphering its meaning, and integrating it with prior knowledge is known as reading comprehension. The skills and information processing abilities of readers have an impact on their comprehension of material. Students who struggle with word recognition take longer to comprehend what they read because they have to expend more mental energy to read individual words.

The process of making understanding of words, sentences, and related text is known as comprehension. Phang (2011) states that comprehension is the process of drawing conclusions about meaning from related text in Nurdiana and Amelia (2017:15). It requires not just thinking and reasoning, but also word knowledge. In order to filter, evaluate, organize, consider, and build connections with the newly arrived information on the page, readers must apply the

knowledge they have already read. Show (2010) states that reading comprehension is the act of concurrently creating and deriving meaning from print through interaction and engagement (Muliati and Syam, 2020). A successful comprehension event depends on the task, text complexity, and reader skills being well matched. It appears that the reader will get messages and decipher their meaning through reading. Put otherwise, the reader chooses the speed at which they wish to read a book. For instance, it can be challenging to persuade English language learners that documents written in the language can be comprehended even when they contain vocabulary words and grammatical structures they are unfamiliar with. This scenario is not limited to non-native speakers; some English language learners also experience it (Harmer, cited in Muliati & Syam, 2020).

One of the reading objectives that children should be able to achieve is comprehension. Readiness and Searfoss (1998:227), cited by Martina et al. (2018), state that understanding is widely acknowledged as the aim of reading. This viewpoint suggests that the main goal of a reading exercise should be comprehension. Put another way, when reading any printed text, the reader expects to be able to make sense of it by drawing connections between what the author writes and what he already knows. Developing suitable, effective comprehension methods is the main factor in reading comprehension. According to Martina et al. (2018), some techniques improve top-down processes, while others are associated with bottom-up procedures (Brown, 2001:306).

Furthermore, the process of actively creating thoughts with significance, drawing conclusions, and connecting important ideas is known as understanding. Karen R. Harris and Graha, cited in Nurdiana and Amelia (2017:15), provide evidence to support the claim that reading comprehension is a multifaceted, intricate process that involves interactions between readers' prior knowledge and

strategies, the text itself, and the text itself (interest in the text, comprehension of text types). In other words, comprehension is the process of understanding a text that requires readers to engage with it and use existing knowledge.

From the aforementioned opinions, it can be concluded that, in addition to the reader deriving an idea or meaning from the written text, reading comprehension is a process and activity to learn about all aspects of reading text, including vocabulary and concepts, drawing conclusions, and connecting important ideas.

2. Component of Reading Comprehension

As stated by King and Stanley (1989) in Nurdiana and Amelia (2017:17), reading comprehension consists of the following components:

1. Finding Factual Information

Readers must skim precise details in factual information. The readers must be able to identify accurate material and locate specific details such a person, location, event, and time.

2. Finding Main Idea

Understanding a paragraph's core idea is crucial since it aids readers in both understanding the paragraph on their initial reading and in remembering its information later on. The reader understands not just the concept presented in the text but also its relative importance as conveyed by the author.

3. Finding The Meaning of Vocabulary

This means that when reading a paragraph or sentence, the reader should be able to infer the meaning of any unknown words.

4. Recognizing the Reference

The reader will comprehend the reading passage more easily if they can identify reference words and the words they refer to. Reference terms, like this, they, he, she, and so on, are often brief and almost always pronouns.

5. Making Inference.

Reading between the lines is a skill that is required for inference.

3. Types of Reading Comprehension

There are four different kinds of reading comprehension, as per Burn (1984) in Munjid and Astiyandha (2021). These are :

1. Literal Reading

The purpose of literal reading comprehension, information must be clearly expressed in easily understood content. Students asked that they commit the facts found in the book to memory in order to answer the question literally.

2. Interpretive

Reading imperative is a level of comprehension that goes beyond literal comprehension since it requires the reader to read between the lines and take in information that is hinted or implied but not explicitly stated in the text.

3. Critical Reading

Critical Reading is the process of evaluating a piece of content's viability using criteria and making precise decisions. Basic reading requires the reader to gather, dissect, and summarize the content's data.

4. Creative Reading

Reading creatively entails the reader thinking outside of the author's material and applying their imagination. The fresh alternative answer that the author suggested must be considered by the reader.

4. Aspects of Reading Comprehension

Reading comprehension is composed of various elements. An established claim about reading proficiency, attributed to Mikulecky and Jeffriess (1996) and quoted by Martina et al. (2018), is that a reader aiming for a higher level of proficiency should be

able to identify main ideas, provide evidence for their summaries, interpret vocabulary, and draw conclusions.

1. Main Idea

The main idea is a topic's overarching concept. In Martina et al. (2018), Harris (2006) stated that comprehension of what people read is likely assessed by how precisely and skillfully they present a central point.

2. Supporting Detail / Detail Information

Supporting Detail / Detail Information are information and concepts that support or elucidate the main idea or topic sentences. According to Martina et al. (2018), Moore (2003:75) said that details are the pillars of a paragraph—the essential details that hold it together. Sometimes, information provided in a writing is either too vague or too specific.

3. Summarizing with Evidence (reference)

Martina et al. (2018) cite King & Stanley (2009:20) as saying that a reference is when someone uses the same word phrase multiple times. Reference can aid in students' comprehension of the material by clarifying it with the use of another word.

4. Vocabulary

Reading comprehension relies on your ability to comprehend the words you are reading, according to Mikulecky and Jeffries (2007) as stated in Martina et al. (2018). Your understanding will improve with the number of terms in a text that you can identify and comprehend. Martina et al. (2018) cite Brown (2010:89) as saying that a reader will comprehend a text more easily if he is familiar with word meanings. One would think that a larger vocabulary would have a discernible impact on reading comprehension.

5. Inference

An inference is a logical assumption or conclusion made by the reader based on the passage's logic. As stated by Mikulecky and Jeffries (2007:88) in Martina et al. (2018), readers that are fluent are those who draw conclusions while reading. According to this perspective, reading is more than just taking in information from the text.

5. Factors Influence Reading Comprehension

Reading comprehension is influenced by numerous things. Usually, a reading comprehension specialist guides the reading. Rosnariyanti (2010) states in Meylana (2019) that the following factors are influencing students' reading comprehension:

1. Level of Intelligence

In essence, reading is a way to think and solve issues. There is no doubt that two different IQs produce distinct outcomes and reading abilities.

2. Language's Ability

It could be challenging for someone to comprehend readings whose language they have never heard. There isn't another cause. due of its small vocabulary.

3. Attitudes and Interests

A feeling of enjoyment and delight typically indicates the mindset. Most of the time, attitudes are ingrained or latent. But interest is a state in the person who gave her the motivation to act. There's more immediate interest.

4. The state of Reading

The reading experience can also be impacted by characteristics such as typographical arrangement, design pages, paced difficulty levels, letter size, and similar elements.

5. Reading Habits

The topic of habits is whether or not the individual has a reading tradition. A person's generous donation of time or opportunity, given out of necessity, determines the significance of this custom.

6. Knowledge about How to Read

One's ability to swiftly identify the primary idea, quickly identify the important words, and so forth, are examples of this.

7. Social, Economic and Cultural background

If someone reads in a background reading culture, they will find it difficult to understand the reading material.

8. Emotion

A person's prior experiences, knowledge, and reading will all be impacted by their changing emotional state. Reading the daily capital accumulation is essentially reading the information that comes next.

The researcher draws the conclusion that these elements of reading comprehension are complicated processes involving both perception and thought based on the previously listed reading comprehension components. The processes of word recognition and comprehension are linked in reading comprehension. The ability to recognize a written symbol as belonging to a single spoken language is known as word recognition. Putting words, sentences, and related content together makes meaning; this is comprehension.

2.1.3 Discovery Learning

1. Definition of Discovery Learning

In a process known as discovery learning, students build their own knowledge by exploring with a subject and deriving rules from the findings. The fundamental tenet of this type of learning is that students are essentially building their own knowledge because they are able to undertake their own experiments in a subject and

deduce the results of those trials on their own. One strategy for teaching and learning languages is the discovery learning paradigm, which aims to address issues and challenges related to language acquisition. In Muliati and Syam (2020), Nurdinl (2017) asserts that discovery learning is essential for resolving issues in our social lives. Then he made the case that pupils frequently consider what they already have in their lives. In this instance, the discovery learning process may be summed up as the intellectual potential, the values of extrinsic to intrinsic, the lengthy memory, and the heuristic learning since it involves preliminary stages and implementation.

Discovery is a learning process which emphasizes in students mental and intellectual in solving many problems that they face so that it will discover a concept or a generalization that can be applied in the field," states Illahi (2012: 29) in Antarini et al. It implies that a way of learning is discovery learning. When research is done throughout the teaching and learning process, it can be applied to solve difficulties. It facilitates the students' easy comprehension and understanding of the content. According to Martaida et al. (2017) in DwiJayanti (2021), the discovery learning model is a set of educational exercises that prioritize the use of analysis and critical thinking to help students arrive at their own solutions to given challenges. Giving pupils a lesson to address issues they face in the real world is the fundamental goal of discovery learning.

The learning model, according to Sugiyanto in Rubio, 2016, is a conceptual framework that outlines methodical learning processes to meet specific learning goals. Moreover, he contended that the learning model functions as a roadmap for the learning process. As he mentioned, there are various kinds of learning media. One of them is the contextual learning model, which encourages teachers to make connections between the information

being taught and real-world experiences. The cooperative learning model, which emphasizes the use of small groups of students to collaborate in order to maximize the learning conditions for achieving learning objectives, the quantum learning model, which is a collection of various theories or views on cognitive psychology and neurology, and the integrated learning model, which allows students to actively search, dig, and find the concepts and principles, are examples of learning models that encourage students to make connections between problems they are given in class and problems they encounter in the real world. Any method of acquiring new knowledge and abilities is a learning model (Ho, 2020). These learning models fall into a number of subcategories, which are further subdivided into different learning styles.

The researcher draws the conclusion that, in accordance with the previously provided definition, discovery learning is a type of instruction in which students conduct independent study under the direction of a teacher. Students that participate in discovery learning are initially provided with an organized experience to help them locate definitions, concepts, and structures within a subject. Students can obtain the material and answer the issues on their own by using the learning approach known as discovery learning. using experimentation and principle discovery, students construct their own knowledge using the discovery learning methodology.

2. The Advantages of Discovery Learning

The benefits of discovery learning are as follows, per Sahara et al. (2017):

1. Supporting pupils in developing their abilities and cognitive processes. Depending on how someone is being learned, discovery efforts are crucial in this process.

2. With this learning style, students can advance swiftly and at their own speed.

3. As earning others' trust requires cooperation, this model can aid students in reinforcing the idea in and of it self.

4. Putting ideas first, both teachers and students actively contribute. In a debate setting, educators might also take on the roles of a student and an investigator.

5. Assist students in removing skepticism (doubts) because doing so leads to the ultimate, unquestionable truths.

6. Potential students can use a range of educational materials to further their education.

7. Can foster each person's unique abilities and capabilities.

3. The Weaknesses of Discovery Learning

Sahara et al. (2017) state that the following are the discovery learning's weaknesses :

1. Less intellectual students might struggle to think, abstract, or articulate the connections between ideas in written or spoken form.

2. This learning style is inefficient for teaching a large number of pupils since it takes a while to assist them in discovering a theory or other method of problem resolution.

3. Gives no room for students to reflect on the fact that the teacher has already selected what they will find.

4. Steps The Model of Discovery Learning

Sahara et al. (2017) state that there are six steps in the Discovery Learning process:

1. Stimulation

   At this point, pupils are exposed to something that confuses them, but they don't want to make any generalizations about it and instead want to look into it further. Asking questions, making recommendations, reading books, and engaging in other learning activities can help teachers prepare their students to solve problems.

2. Problem statement

   Instructors allow students to suggest topics related to the lesson, and one of those ideas is chosen and developed into a hypothesis.

3. Data collection

   During this stage, students have the chance to gather a variety of pertinent data, read books, observe things, conduct interviews, and carry out their own experiments in order to provide answers to questions or demonstrate the validity of the hypothesis.

4. Data Processing

   During this phase, concepts and generalizations are formed, enabling students to learn about new options for solutions that call for logical justification.

5. Verification

   Currently, the students conduct a thorough analysis to confirm whether the previously stated hypothesis is true or not by looking for alternatives and connecting it to the data processing.

6. Generalitation

   The process of coming to conclusions about the outcome of verification that can be used as a general principle to all events or situations is known as phase generalization.

The aforementioned statement leads the researcher to the following conclusion about the phases involved in teaching reading comprehension using the discovery learning method :

1. Stimulation

Researchers began by posing queries, offering guidance, reading books, and engaging in other learning activities that result in problem-solving.

2. Problem Statement

After giving students the chance to suggest issues that are pertinent to the subject matter, the researcher selects one and develops it into a hypothesis.

3. Data Collection

In order to address questions pertaining to the text, researchers provide students the chance to gather a variety of pertinent data, study literature, examine items, conduct interviews, and carry out their own experiments.

4. Data Processing

In order to learn new information about alternate solutions that call for logical evidence, the researcher instructed students to make conceptions and generalizations about the text.

5. Verification

Student verification of previously provided responses was advised by the researcher.

6. Generalization

The researcher instructed students to make inferences from the verification outcomes.

2.1.4 Descriptive Text

1. Definition of Descriptive Text

A descriptive text describes an object, a person, or a place. Students can present a positive image of the subject by using their imagination and sensory sense to help the reader hear, taste, smell,

see, and feel what they are reading about in descriptive texts. P. Josep Canavan (2018) said that "students may be describing a sinking ship, an individual, or a sunset." The goal of every description, regardless of the subject, is to pique the reader's curiosity and engage their senses.

A descriptive writing is one that aims to characterize a specific subject, object, or person. The two components of a descriptive text's schematic structure are identification and description. Descriptive writing contains unique linguistic characteristics in addition to its schematic framework. Handy (2020) defines a descriptive text as one that describes an individual or an object. Like, characterizes an object, place, animal, or person.

The researcher draws the conclusion that a descriptive text describes an object or person's characteristics, including its form, properties, quantity, and other attributes.

2. Characteristic of Descriptive Text

Handy (2020) states that the following are characteristics of descriptive texts :

1. Making use of attribute verbs like (am, is, are)
2. In the basic present tense
3. Centered on a single topic or object.

3. Generic Structure of Descriptive Text

According to Handy (2020), Generic Structure of Descriptive Text is :

1. Identification

   Identification includes a general introduction to a person, place, animal, or object that will be explained in this section. Identification serves the purpose of introducing what we discuss so that the listener and reader don't miss anything.
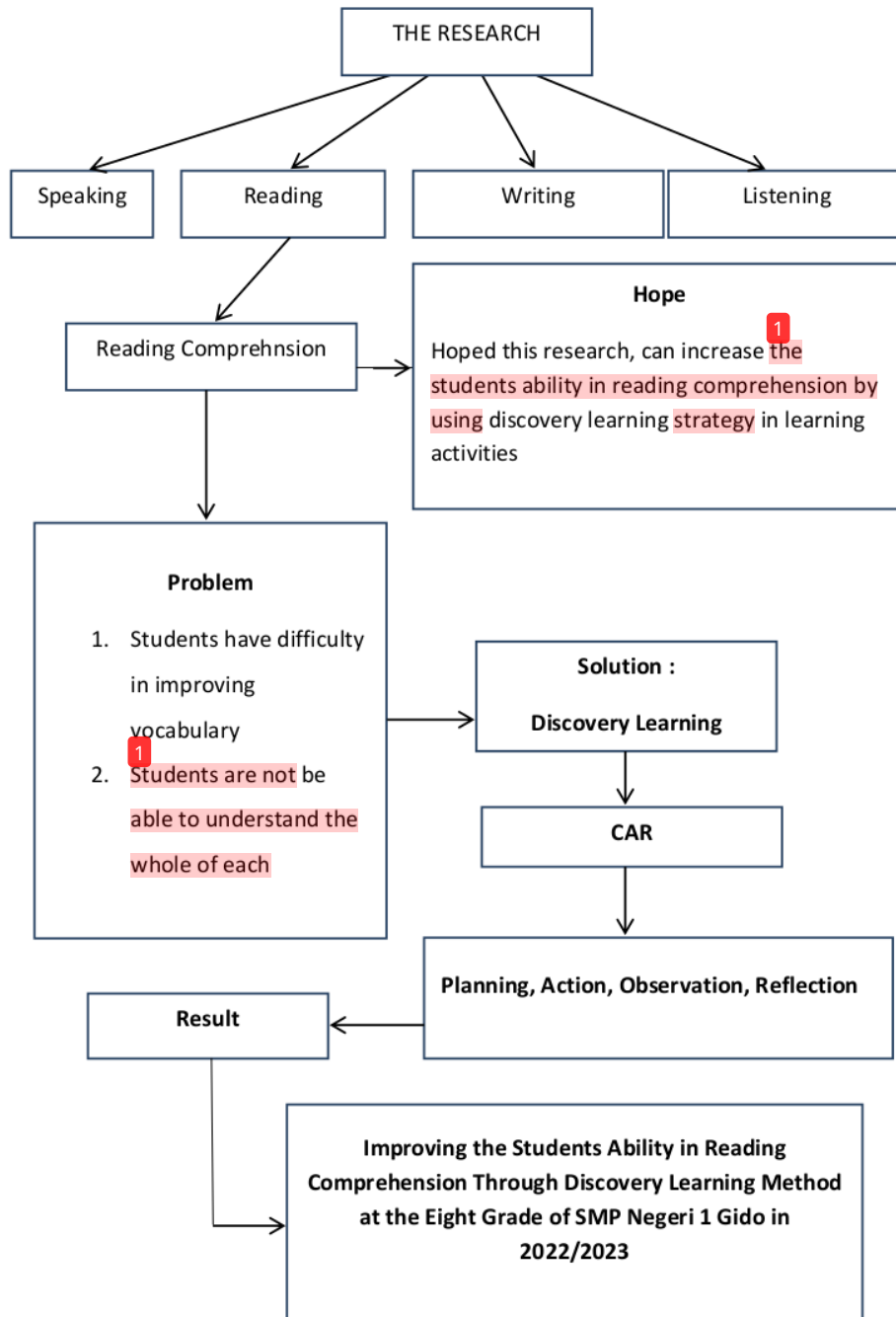
2. Description

It includes a description of an object, person, location, animal, or item by detailing its characteristics, forms, colors, or anything else that is pertinent to the writer's description.

4. Language Features of Descriptive Text

1. Noun: Making use of particular nouns, like National Monument, my lover, and my cat. Additionally, adjectives like "big house,""smart student," and "independent woman" are frequently used to explain the use of nouns.

2. Simple present tense : employs a verb that can indicate possession or the state of an object, such as the first form of verb (1). The simple present tense is used in descriptive writing because it infers information about the subject of the description. For instance, my workplace is 22 stories tall, Queen is attractive, and so forth.

3. Action verbs: Using a verb that depicts a visible or audible action. Take a nap, go for a walk, sing, dance, etc.

4. Figurative language: Using metaphors or other symbolic language to describe something and provide the reader an example. For instance: The ocean is the size of my love for you.

1. **Conceptual Framework**

This study is being conducted with SMP Negeri 1 Gido eighth grade students. In this study, reading comprehension is the main focus when students struggle with background issues related to the text. Put differently, the pupils' inability to articulate their thoughts during text reading, particularly in reading comprehension, is evident. The researcher provides a remedy using the Discovery Learning technique after considering the students' prior issue.

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                        │    THE RESEARCH      │
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THE RESEARCH

Speaking   Reading   Writing   Listening

Reading Comprehnsion

Hope

Hoped this research, can increase [1] the students ability in reading comprehension by using discovery learning strategy in learning activities

Problem

1. Students have difficulty in improving vocabulary
2. [1] Students are not be able to understand the whole of each

Solution :

Discovery Learning

CAR

Planning, Action, Observation, Reflection

Result

Improving the Students Ability in Reading Comprehension Through Discovery Learning Method at the Eight Grade of SMP Negeri 1 Gido in 2022/2023

Figure 2.1 Conceptual Framework

2.3 Hypothesis

The hypothesis of the research are formulate as follows :

Ha = There is a significant effect of Discovery Learning strategy on students' reading comprehension at the Eighth Grade of SMP Negeri 1 Gido in 2023/2024.

Ho = There is no significant effect of Discovery Learning strategy on students' reading comprehension at the Eighth Grade of SMP Negeri 1 Gido in 2023/2024.

CHAPTER III
RESEARCH METHODS

3.1 Type Of The Research

Action research is a type of study that is done on children as the target population with the goal of enhancing the classroom environment and raising learning standards. Classroom action research, according to Riadi (2019), is a type of research that takes place in the classroom as a specific action made to enhance the teaching and learning process in order to increase learning outcomes more than previously. Initiatives for school improvement and teacher professional development stand to benefit immensely from the application of action research.

The researcher in this study will use the Discovery Learning technique to teach the children to read. In order to help teachers become more involved in their teaching and students' growth, the researcher will carry out Classroom Action Research (CAR). Classroom action research, according to Kurt Lewin, works in a spiral of steps, each of which consists of a circle of preparation, action, and gathering information about the action's outcome. Classroom Action study is an approach to study that follows a set of guidelines and methodical procedures grounded in the social field. It employs self-reflection as its primary methodology, is carried out by the participants, and seeks to improve a variety of areas. Thus, by following the steps in classroom action research, teachers can enhance the learning process by conducting a thorough analysis of what is occurring in their classroom and thereby improve their performance to the point where they become professionals.
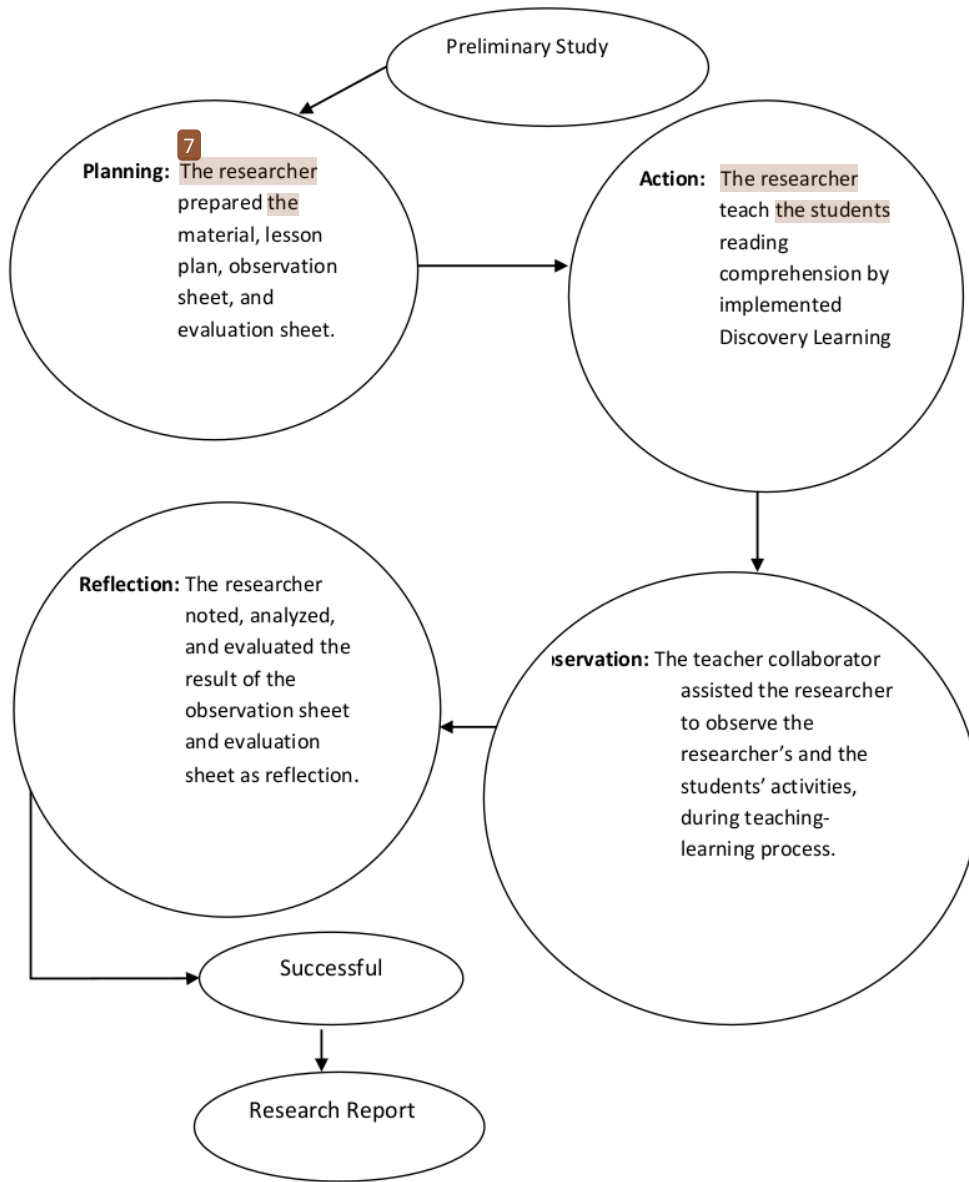
The aforementioned explanation leads to the conclusion that Classroom Action study (CAR) is a reflective type of study that involves taking specific steps to enhance and improve collaborative learning activities that are carried out in a professional manner in the classroom. The goal of the study is to raise reading comprehension skills among eighth grade students at SMP Negeri 1 Gido in 2022–2023 by implementing the Discovery Learning technique.

3.2 Procedure of the Research

In certain cycles, the researcher elaborates on the methods used to carry out the research. The four cycles are preparation, execution, preservation, and introspection.

1. The process of classroom action is called planning. On the basis of the preliminary investigation, research is organized. The researcher will obtain a general description of the issue encountered in the field from the preliminary investigation. The research formulates the problem, attempts to find a solution through the application of a certain approach, and develops the lesson plan, observation paper, and assessment paper.

2. The Discovery Learning Method's teaching and learning activities are called "actions."

3. Observation is the process of gathering information or facts that can be utilized as a starting point for reflecting on an action. Every action taken by the researcher and the students during the teaching and learning process, as well as any consequences or issues that arose, are the subject of the observation.

4. Analyzing, evaluating, and justifying all of the data gathered by watching what was done during the event is the process of reflection. After giving it some thought, the researcher determines if the issue has been resolved and whether the study should move on to the following round.

In a nutshell, the researcher presents a figure regarding the cycle that the researcher completed while conducting his research. The next page displays the research cycle figure.

Preliminary Study

Planning: The researcher prepared the material, lesson plan, observation sheet, and evaluation sheet.

Action: The researcher teach the students reading comprehension by implemented Discovery Learning

Reflection: The researcher noted, analyzed, and evaluated the result of the observation sheet and evaluation sheet as reflection.

Observation: The teacher collaborator assisted the researcher to observe the researcher's and the students' activities, during teaching-learning process.

Successful

Research Report

Figure 3.1 Procedure of the Research

The procedure of implementing the action in the cycle consisted of two meetings. The time allocation for each meeting was 1 x 40 minutes. This procedure is based on the lesson plan which was arranged by the researcher to be conducted in the classroom. The step can be seen in the sequence of the procedure in two meetings below.

Cycle I

The first Cycle in the classroom action research consist of planning, action,\ observation and\ reflection as follows:

1. Planning

In this phase, the reseacher made:

a. The lesson will plan before doing classroom action research, the reseacher prepare set up equipment it Learning such as, lesson plan and observation sheet.

b. Instrument evaluation that used in classroom action research cycle.

c. Observation sheet.

2. Action

a. The researcher enter the class

b. The researcher greet the students and asked how the students were doing

c. The researcher asks the students to pray before starting the learning process

d. The researcher check the attendance of the students

e. The researcher provide motivation to students

f. The researcher review the previous material

g. The researcher explain the material to the students

h. The researcher explain the steps using of discovery learning method

i. The researcher asks the students to read a text

j. The researcher help and clarify the problems faced by students as well as the role of each students

k. The researcher ask questions, book reading suggestions, and learning that leads to problem solving.

l. The researcher give students the opportunity to identify problems and formulated in the form of a hypothesis

m. The researcher asked the students to collect information and conduct trials to answer questions related to the text

n. The researcher told students to form concepts and generalizations about the text to get new knowledge about alternative answers that require logical evidence

o. The researcher told students to verify the answers set before

p. The researchertold students to draw conclusions from verification results

q. The researcher closes the lesson and asked the students to pray

r. The researcher greet the students and left the class

3. Observation

In this phase, the reseacher:

a. Students' participation and response during teaching and learning process.

b. Students' competence in reading a text.

4. Reflection

After collecting the data, the reseacher evaluated the teachinglearning process. Then, did reflection by seeing the result of the observation, whether the teaching learning process of improving reading comprehension through discovery learning method reaches success criteria based on the test result of first action.

Cycle II

It was like cycle I, cycle II also consisted of planning, action, observation and reflection as follows:

1. Planning

In this phase, the researcher made:

a. The lesson plan by applying Discovery learning method.

b. Instrument evaluation that was used in classroom action research cycle.

c. Observation sheet.

2. Action

a. The researcher enter the class

b. The researcher greet the students and asked how the students were doing

c. The researcher asks the students to pray before starting the learning process

d. The researcher check the attendance of the students

e. The researcher provide motivation to students

f. The researcher review the previous material

g. The researcher explain the material to the students

h. The researcher explain the steps using of discovery learning method

i. The researcher asks the students to read a text

j. The researcher help and clarify the problems faced by students as well as the role of each student

k. The researcher ask questions, book reading suggestions, and learning that leads to problem solving.

l. The researcher give students the opportunity to identify problems and formulated in the form of a hypothesis

m. The researcher asked the students to collect information and conduct trials to answer questions related to the text

n. The researcher told students to form concepts and generalizations about the text to get new knowledge about alternative answers that require logical evidence

o. The researcher told students to verify the answers set before

p. The researchertold students to draw conclusions from verification results

q. The researcher closes the lesson and asked the students to pray

r. The researcher greet the students and left the class

Observation

In this phase, the reseacher:

a. Students' participation and response during teaching and learning process.

b. Students' competence in reading a text.

4. Reflection

After collecting the data, the reseacher evaluated the teachinglearning process. Then, did reflection by seeing the result of the observation, whether the teaching learning process of reading comprehension using discovery learning method reached success criteria based on the test result of second action. In this second cycle, the observer made conclusion of the applying discovery learning method improving student's reading comprehension at the eighth grade of SMP Negeri1Gido in 2023/2024.

3.3 Setting and Schedule Of the Research

3.3.1 Setting of the Research

This research will be conducted at SMP N 1 Gido, which located in HiliwetoGido village in Nias regency. Total of the students is 906persons and total of the class is 27 classes.

3.3.2 Schedule of The Research

This research will be conductedonJune-July 2023 at SMP N 1 Gido. Regarding to the schedule of the learning process that implement in the school.

3.4 Subject of the Research

The subject of the research is the VIII class which consist of 150 students consist of 9 classes. In this research the researcher will take one class as the subject that is class VIII-A which consist of 30 students. The researcher had chosen this subject, because the students' ability in mastering reading comprehension still lack. The students' condition of SMP Negeri 1 Gido, look at the table below.

Table 3.4.1 The Total Number of VIII Class

No	Class	Total
1	VIII-A	30
2	VIII-B	29
3	VIII-C	30
4	VIII-D	30
5	VIII-E	31
	Total	150

3.5 Variables of the Research

In this research, there are two kinds of variables that's: Independenvariable and dependent variable. Where both of the variables will be explain as follows:

3.5.1 Independent Variable

Independent variable of the research was used Discovery Learning Method in teaching reading comprehension. Discovery Learning Method was used by students to comprehend the information contained in reading material

3.5.2 Dependent Variable

Dependent variable was increasing the students' reading comprehension. The Indicators were:

a. The indicators of literal reading comprehension were finding the mai idea and identifying specific information

b. The indicator of interpretative comprehension was makin conclusion

3.6 Instruments of Collecting the Data

In conduct the research, the research collect the data use three instruments:

a. Observation sheets

The observation sheet contains the activities of the students and the researcher during the teaching and learning process. It is use to know the progress of the students, and researcher activities that check by the teacher collaborator. The functions of the observation sheet in this research are to observe the researcher and students activities when implementing actions in the classroom.

OBSERVATION SHEET OF THE RESEARCHER'S ACTIVITIES
IN TEACHING-LEARNING PROCESS
IN CLASSROOM ACTION RESEARCH

The Researcher   : LestaAlpridaGulo

Day/ Date   :

Cycle/Meeting   : I/I

No	Aspect Observe	Meeting 1	
		Yes	No
	1. The researcher enter the classroom.		
	2. The researcher greet the students and asked how the students were doing.		
1. Pre Teaching-Learning Activities	3. The researcher asks the students to pray before starting the learning process		
	4. The researcher check the attendance of the students		
	5. The researcher provide motivation to students.		
	7. The researcher review the previous material		

	8. The researcher explain the material to the students		
	9. The researcher explain the steps using of discovery learning method		
	10. The researcher asks the students to read a text		
6. Whilst Teaching-Learning Activities	11. The researcher help and clarify the problems faced by students as well as the role of each students		
	12. The researcher ask questions, book reading suggestions, and learning that leads to problem solving.		
	13. The researcher give students the opportunity to identify problems and formulated in the form of a hypothesis		
	14. The researcher asked the students to collect information and conduct trials to answer questions related to the text		
	15. The researcher told students to form concepts and generalizations about the text to get new knowledge about alternative answers that require logical evidence.		
	16. The researcher told students to verify the answers set before		
Post Teaching-Learning Activities	17. The researchertold students to draw conclusions from verification results		
	18. The researcher closes the lesson and asked the students to pray		
	19. The researcher greet the students and left the class.		

	Total		

OBSERVATION SHEET OF THE STUDENTS' ACTIVITIES
IN TEACHING-LEARNING PROCESS
IN CLASSROOM ACTION RESEARCH

Day/ Date :

Cycle/Meeting : I/I

No	The Activities Observed	The Students' Number									
		1	2	3	4	5	6	7	8	9	10
1	The students responds the researcher's greetings										
2	The students responds answer the question for researcher										
3	The students guide in pray.										
4	The students pay attention to the researcher's explanations.										
5	The students active in the learning process.										
6	Students read a text about descriptive text.										
7	The students asked about difficulties in making descriptive										

No												
	text.											
8	The students gives the knowledge about alternative answers that require logical evidence.											
9	The students conclude the materia											
10	The students guide in pray.											
11	Students respond to the researcher's greeting at the end of the lesson.											

b. Field notes

Field notes contain the unexpect events that influence the teachinglearning process becomes not going as plan. The notice is done by teacher collaborator during the teaching learning process.

**FIELD NOTES OF THE STUDENTS' ACTIVITIES
IN TEACHING-LEARNING PROCESS**

Meeting	Date	Criterion	
		Weaknesses	Strength

I			
II			

c. Evaluation sheets

Evaluation sheets were used [7] to evaluate the students' ability in reading comprehension. The sheets were distributed to the students after the researcher implemented Discovery Learning strategy in teaching-learning process.

EVALUATION SHEET

Name :

Class :

Read the following text and answer question below?

Source: https://www.belajarbahasainggrisku.co.id

Petruk Cave

Petruk cave is one of the leading tourist attractions in Kebumen, Central Java. The cave is located in the dukuhMandayanaCandirenggo Village, Ayah District, Kebumen regency. In the petruk cave there is no lighting that illuminates the cave. It is still very natural cave so that petruk cave is very dark to be entered. Petruk cave's name is taken from the punokawan of puppet characters that is Petruk. The cave Named Petrukcave because the length of cave is as long as petruk's nose. In the cave there are 3 floors that are the first is a basic cave, Hindu caves and Petruk cave. The base cave is a short cave which is just 100 meters away. The cave is used for tourist attractions. Hindu cave is part of the cave that is usually used to put offerings to the ancestor. Inside Petruk cave there are so many stalactites and stalagmites which are really awesome. If you want to explore this cave, you must be led by guides who are ready to take you through the cave. After arriving at the end of the cave, you can see the beach or waterfall located near at the end of the cave.

Choose a, b, c, or d for the correct answer!

1. What is the text purpose?
   a. To inform readers about tourism in Kebumen
   b. To entertain reader about Petruk Cave
   c. To explain the reader about floors in Petruk Cave
   d. To Introduce The Local tourism in Kebumen
2. Why did Petruk cave named as one of character in Punokawan puppet?
   a. Because the cave is belong to Petruk
   b. Because Petruk is the first explorer of the cave
   c. Because Petruk is buried at the cave
   d. Because the cave's length is as long as Petruk's nose
3. Which part of Petruk Cave which used for place to put foods for ancestor?
   a. In the basic cave

b. In petruk cave

c. In Hindu cave

d. In front of the cave

4. What is stalactites means?

    a. A type of formation that hangs from the ceiling of caves

    b. Types of formation that lay on the floor of caves

    c. Types of food given to ancestor

    d. Kind of animals in the cave

5. What is "lead" means in paragraph 2?

    a. Guide

    b. Take

    c. Bring

    d. Put

6. In which village is Petruk Cave located?

    a. Cirebon

    b. Kebumen

    c. Candirenggo

    d. Petruk

7. What is the name of the second floor in petruk cave?

    a. Basic cave

    b. Hindu caves

    c. Petruk cave

    d. a,b,c are correct

8. Where are the stalagmites?

    a. Petruk cave

    b. Cave basic

    c. Cave Hindu

    d. Beach

9. Inside Petruk cave there are 3 floors, except?

    a. Basic cave

    b. Hindu cave

    c. Petruk cave

d. Hili cave

10. The short cave that is only 100 meters away is...

    a. Hindu cave

    b. Petruk Cave

    c. Basic Cave

    d. Maharani Cave

11. Why is this cave called petruk cave ?

    a. Because the length of the cave is as long as the petruk cave

    b. Because petruk cave has three floors

    c. Because it has a beach

    d. Because petruk cave has no light

12. The name of cave in Kebumen district ?

    a. Basic cave

    b. Petruk cave

    c. Hindu cave

    d. Budha cave

13. What can we see at the end of petruk cave ?

    a. Beach

    b. View

    c. Waterfall

    d. Beach and waterfall

14. Hindu caves are the place to be...

    a. Make offerings to the ancestors

    b. Travel

    c. See the waterfall

    d. a,b,c, correct

15. what tourist attractions are famous in Kebumen, cental Java?

    a. Lawang Sewu

    b. Gebyuran beach

    c. West cave

    d. Petruk cave

16. Why petruk cave has no light ?

a. Because petruk cave far into the forest

b. Because petruk cave is still very natural

c. Because petruk cave does not have electricity

d. A,b,c, wrong

17. Which is the wrong answer below !

a. Petruk cave is located in Candirenggo village

b. Petruk cave is located Central Java

c. Petruk cave is located in Kebumen

d. Petruk cave is located in Sulawesi

18. Petruk cave is a cave that has...floors ?

a. 1

b. 2

c. 3

d. 4

19. The name of the cave taken from the Punokawan doll character is ?

a. Hindu cave

b. Togindrawa cave

c. Basic cave

d. Petruk cave

20. Where can visitors see the beach and waterfall in petruk cave ?

a. At the end of the cave

b. In the middle of the cave

c. At the mouth of the cave

d. All answer are correct

3.7 Data Collecting Tecnique

In this classroom action research, the researcher collects the data by using observation sheet, field notes and also evaluation sheet.

3.8 Indicators Of The Research

Success of learning activities can know from how to solve problem in research. As processed an analyzed so that the results can be use in answering. The research is observation. This is used in research and has been planned as a collection of research data when it has criteria such as observation of the object being researched. Collection of the research data through research in the form of behavior, activities or action being carried out, data observation is checked and controlled by the researcher as well as reviewing the student's deveopment with the given method.

3.9 Data Analysis Technique

Researchers collected all the data obtain during research activities. In a classroom action research, the collected data was qualitative and quantitative data.

1. Qualitative Data

In qualitative data the researcher evaluates the observation sheet. The researcher calculated the percentage of observation sheets containing students and researcher activities at each meeting to find out whether the teaching and learning process was going well according to the lesson plan. There are two aspects which will be observed by the English teacher-collaborator, namely "Yes" and "No". The teacher-collaborator will give a check mark (√) in "Yes" column if the researcher carries out the activity seriously. Whereas, if the activity is not carried out by the researcher in earnest then the teacher-collaborator will put a check mark (√) in "No" column.

There are three steps in analying the qualitative data of the research, as follows.

a)   Reduction of data,

The researcher collects and choosen a mainstream and an important data related to research object after getting data from collaborator. The process shoud be guided by thinking about which data best answer the evaluation question

b) Data Display

Display data consist of various types of graphicsand network. By displaying this data, researcher will easily understand and analyze what will happen with the data presented.

c) Data Verivication

Conclunation was taken after making the explanation data, the researcher will draw conclusion based on the data.

In the process of analyzing the observation sheet, the researcher will use the following formula by Asrori (2020), as follow:

$$P = \frac{F}{N} x \; 100\%$$

Which :

P   = The Percentage level of student learning activity

F   = Total value of the level of student learning activity

N   = Total value of the ideal student learning activity level

Table 3.2

Classification of Action Achievement Levels

Percentage	Classification
92-100	Very good
75-91	Good
50-74	Pretty good
25-49	Not good
0-24	Not enough

Source :Asrori (2020)

2. Quantitative Data

Quantitative data is the data that get from the evaluation result which is conduct by the researcher. The researcher will analyze the quantitative data by using a formula as written by the researcher.

$$S = \frac{1}{N} \times 100$$

Note:

S : Score

B : The amount of students' obtain

N : The total score/score maximum

The researcher will classify the scores obtained by students using a scale as a criterion for the level of students achievement, namely as follows:

Table 3.3

Learning Compliteness Criteria

Score	Criteria
80-100	Very good
66-79	Good
56-65	Enough
40-55	Less
<40	Very less

Source :Purwanto (2010)

The formulation of the data analysis serves as a guide for researchers in obtaining student scores in learning using the Discovery Learning method.

CHAPTER IV

RESULT AND DISCUSSION

4.1 The Research Findings

4.1.1 Research Setting

The research location is SMP Negeri 1 Gido. This school is located in Hiliweto Village, Gido District, Nias Regency. This school has a teacher's office, classrooms, library, school assembly hall, administration room and canteen. The number of teachers was 64 people, and there were 4 English teachers. The total number of students was 901 people, where VIII grade consist of 306 students divided into 9 classes. The subject of this study was class VIII-b, which consisted of 34 persons, namely 13 boys and 21 girls. The researcher chose class VIII-b because according to data from the teacher-collaborator, the students' ability in reading comprehension, especially in describing texts, was still lacking.

Researcher conducted this research based on the approval of the principal of SMP Negeri 1 Gido. In this research, there were 4 stages that will be carried out by researcher, namely Planning, Action, Observation, Reflection. During the research, the researcher was assisted by an English teacher as a teacher-collaborator who observed all the activities of researchers and students so as to obtain valid data.

4.1.2 The Use of Discovery Learning Method to Improve Students'
Reading Comprehension at the Eight Grade of SMP Negeri 1 Gido

In improving students' reading comprehension by using Discovery Learning method, the researcher implemented two cycles. Each cycle consisted of two meetings. The meeting process can be describe below :

a. Cycle I

Cycle I was held in two meetings, first meeting and second meeting. First meeting was held on Thursday, 27th July, 2023, and second meeting was held on Thursday, 3th August, 2023. The researcher conducted this cycle in 2 x 45 minutes. The researcher conducted research in class VIII-B with 34 students', and all of them attended. In this cycle, the researcher prepared one material or topic for two meetings, in order that the students could think and get the continuation of the last material that they had learnt. To make it clear, the researcher gave the explanation of the activities that was done by the researcher in each meeting in Cycle I, as follows:

1. First Meeting

The first meeting was held on Thursday, 27th July, 2023 which needed the time 2x45 minutes. The topic of the material that the researcher teach students is Descriptive Text. The procedures of the first meeting:

a) Planning

In the first meeting, the researcher prepared many things, such as:

1. Leesson plan, aims as a guide in carrying out teaching and learning process activities so that they run more directed.

2. Teaching materials, as a tool for researcher inlearning that is distributed to students related to the topic of descriptive text

3. Attendance list of the students, to find out about student attendance in class

4. Observation sheet for rsearcher and students, used to collect the data through observation

5. Field notes, contains research notes based on observation in the field

b) Action

  The first meeting, researchers and collaborator teachers enter the class. Teacher-collaborators greet students and give directions to students so that the class is organized and conducive. Teacher-co-collaborators provide opportunities to researchers to start activities based on the procedures in the RPP. The researcher greeted the students and asked how the students were doing. all students give respond. After that, the researcher introduced himself to the students. The researcher asked one of the students to lead a prayer in front of the class and then the researcher continued to check the list of students present by mentioning the names of the students one by one, the students responded and answered present. At the first meeting all students were present.

  The researcher distributed the material that had been prepared to all students. Next, the researcher introduced material about descriptive text. Before the researcher explained the material, the researcher asked the students' knowledge regarding descriptive text material and one of the students responded by giving a response about the meaning of descriptive text. After the researcher listened to the students' responses, the researcher started explaining the meaning of descriptive text, the features of descriptive text, and giving examples of how to describe something, for example describing a class.

  In the midst of teaching and learning activities, the researcher trained students to read a text entitled "My house" which the researcher had prepared in the material that had been distributed to students. The researcher applied the Discovery Learning method to students by asking students to find information from the texts they had read. Some students responded by retelling the text they had read. Furthermore, the researcher gave students the opportunity to ask questions from

the text they read. Students respond and ask questions related to the text. Researchers ask students to reflect. Researchers and students discussed the question together. After that, the researcher concluded the learning material. The researcher ended the learning process and asked one of the students to pray before going home. The researcher greeted the students and left the class. At the first meeting, most of the students were still not enthusiastic about participating in the teaching and learning process and activities would be continued at the second meeting.

c) Observation

The collaborators made observations as long as the researcher carried out action in the classroom. Teacher collaborators pay attention to all activities carried out by researchers and students. The results of observations at my first meeting combined their explanations at the second meeting of the first cycle.

After applying the Discovery Learning method in the first meeting of the first cycle, found several advantages, as follows:

1. some students can understand the descriptive text material

2. Some students can find their own ideas of how to describe where it is, such as describing the class.

Additionally, there were some disadvantages during implementing Discovery Learning Method at the eight grade of SMP Negeri 1 Gido, they are:

1. Students cannot understand the concept of a material correctly.

2. Some students cannot make discoveries.

d. Refleksi

Because there were several weaknesses during the learning process which were explained in the observation sheet at the first meeting, the researcher made improvements at the next meeting, as follows :

1. The researcher suggests students to find out about descriptive text
2. The researcher will explain how to describe the text and provide examples.
3. The researcher will explain how to find ideas from reading texts.

2. Second Meeting

At the second meeting the researcher continued the activities from the first meeting. It will be held on Thursday 3 August 2023. The time allocation for the second meeting is 2 x 45 minutes. The research procedure at the second meeting, as follows:

a. Planning

In planning, the researcher has prepared several things that were used in learning activities, namely: syllabus, lesson plans, student attendance lists, materials, student and researcher observation sheets, field notes, evaluation sheets.

b. Action

In the action stage, the researcher starts the action by entering the class. The researcher greeted and asked the students' condition such as Good morning, how are you? The students responded and answered greetings from the researcher. The researcher asked one of the students to come to the front of the class to guide them in prayer. After that, the researcher checked the attendance list by calling students' names and students responded when their names were mentioned. At this meeting, all students were present. Researchers provide motivation to students to be enthusiastic in learning. Then, the researcher reviewed the previous material, several students responded by giving opinions about the previous material.

In addition, the researcher conveyed the weaknesses found in the first meeting to the students. The researcher also asked what difficulties the students experienced when learning at the first meeting. some students responded to the researcher by answering difficulties where students could not describe the text. Next, the researcher re-explains the material to students about descriptive text, namely the meaning of descriptive text, features of descriptive text, and how to make descriptive text. The researcher explained the Discovery Learning method to students as a way to make discoveries. The researcher asked the students to read the text that had been provided by the researcher entitled "My Dog". The researcher asked students one by one to tell the text they had read in front of the class. The students come to the front of the class and tell the text they read well. Then, the researcher asked the students to describe the classroom. The students responded by mentioning the equipment in their class such as chairs, tables, blackboards. After that, the researcher gave the students the opportunity to ask about their difficulties, but no students asked.

Next, the researcher evacuated the students and distributed evaluation sheets. Then, the researcher explained how to do the test. The students took the test seriously and were continuously observed by the researcher. After the students worked on the tests in the evaluation sheet, the students returned the evaluation sheet to the researcher. Then, the researcher concluded the material. The researcher asked one student to lead the prayer. The researcher ends the lesson and greets the students and then leaves the class.

c. Observation

Teacher-collaborator observed the activities of researcher and students during the teaching and learning process. The
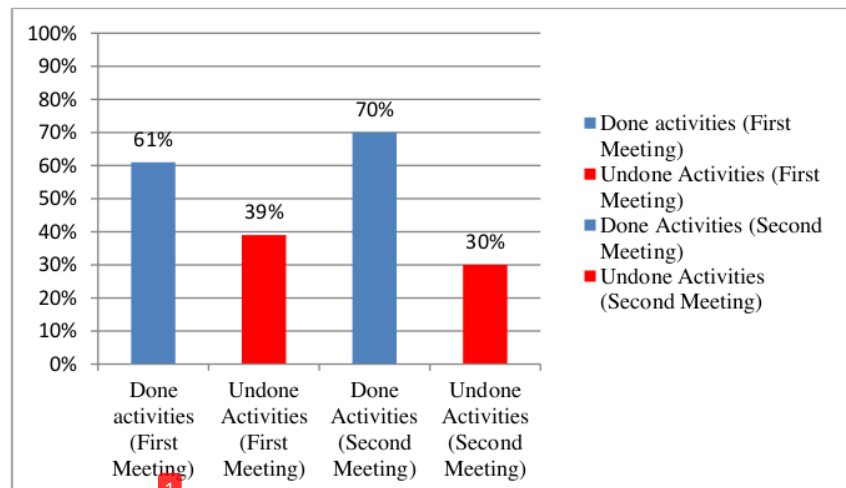
teacher-collaborator observed and recorded how many activities the researcher and students had done and canceled.

In Cycle I, the percentage of the students who had done and undone the activities could be narrated as follows.

1. In the first meeting of Cycle I, the students who had done the activities were 245 (61%) from 400 activities and undone the activities were 155 (39%) from 400 activities.

2. In the second meeting of Cycle I, the students who had done the activities were 315 (70%) from 450 activities and undone the activities were 135 (30%) from 450 activities.

PERCENTAGE OF THE STUDENTS WHO HAD DONE AND UNDONE ACTIVITIES IN CYCLE I

Graphic 4.1: Percentage of the students who had done and undone the activities in the Cycle I

To analyze observation sheets, the researcher will use the formula by Ashori (2020), namely :

$$P = \frac{F}{N} \, x \, 100\%$$

Which :

P = The Percentage level of student learning activity
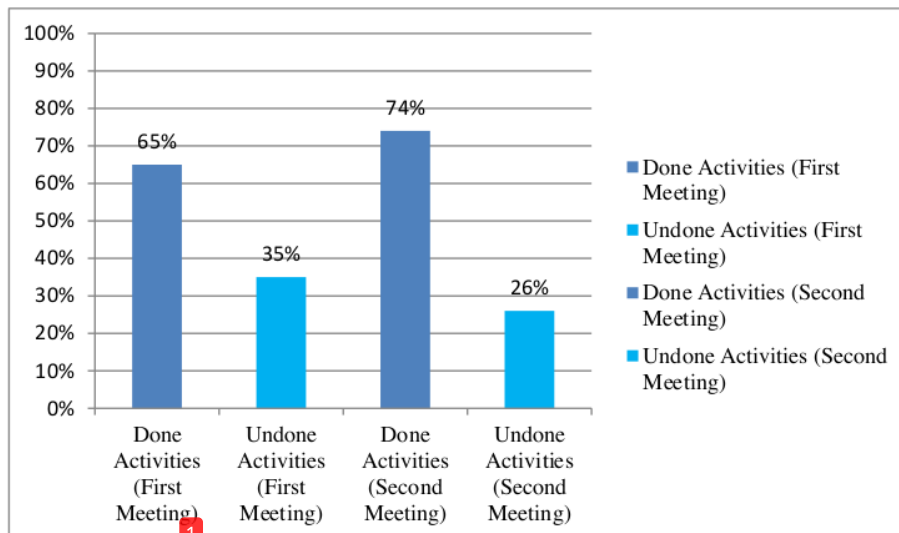
F = Total value of the level of student learning activity

 N = Total value of the ideal student learning activity level

  In addition, the percentage of researchers' activities that have been carried out and canceled in cycle I, namely :

1. In the first meeting of Cycle I, there were 11 activities (65%) that had been done by the researcher and there were 6 activities (35%) that had not been done by the researcher.

2. In the second meeting of Cycle I, there were 14 activities (74%) that had been done by the researcher and there were 5 activities (26%) that had not been done by the researcher.

PERCENTAGE OF THE RESEARCHER'S ACTIVITIES THAT HAD BEEN DONE AND UNDONE IN CYCLE I

Graphic 4.2: Percentage of the researcher's activities that had been done and undone in the of Cycle I

  To analyze observation sheets, the researcher will use the formula by Ashori (2020), namely :

$$P = \frac{F}{N} x \; 100\%$$

Which :

P = The Percentage level of student learning activity

F = Total value of the level of student learning activity

N = Total value of the ideal student learning activity level

In the record of the teacher-collaborator, the researcher found several advantages of implementing the Discovery Learning Method, namely :

1. Some of the students begin to be able to describe the text

2. Some of the students begin to be able to make discoveries based on the text they read.

Then, the reseacrher also found some weaknesses in implementing the Discovery Learning method on cycle I, namely :

1. Some students still have difficulty in describing a text

2. Some students cannot provide their responses related to the text and cannot make discoveries

So, the researcher will explain again how to do the Discovery Learning method and provide an example, as a solution to this weakness.

d. Reflection

At this stage, the researcher analyzed and recorded the results of the observation sheets of researcher and students. Furthermore, the researcher also analyze and evaluate student answer sheets, then concluded and described them through the table below.

Table 4.1

THE USE OF THE DISCOVERY LEARNING METHOD IN IMPROVING
STUDENTS' READING COMPREHENSION AT THE EIGHT GRADE
OF SMP NEGERI 1 GIDO IN THE CYCLE I

Number	Level	Scoring	Frequency	%
1.	Very Good	80 – 100	0	0 %
2.	Good	66 – 79	4	16 %
3.	Enough	56 – 65	2	8 %
4.	Less	40– 50	12	48 %
5.	Very Less	<40	7	28 %
Total			**25**	**100%**

The technique used by researcher to analyze and obtain scores on students answer sheets using formula by (Purwanto,2010) :

$$S = \frac{B}{N} \times 100$$

Note :

S   : Score

B   : The amount of students' obtain

N   : The total score / score maximum

The data in the table above explains that the students' ability to improve their reading comprehension while applying the Discovery Learning method in Cycle I failed. The results of the test classification were that no students were at the "very good" level, 4 students (16%) were at the "good" level, 2

students (8%) were at the "enough" level, 12 students (48%) were at "less" level, and 7 students (28%) at "very less". The average of the students' mark was 46, 8. Based on the data above, it can be concluded that the students are still not able to improve reading comprehension especially in descriptive text. The students' mark as in the below.

Table 4.2

THE STUDENTS' MARK IN IMPROVING STUDENTS' READING COMPREHENSION BY USING DISCOVERY LEARNNG METHOD AT THE EIGHT GRADE OF SMP NEGERI 1 GIDO IN THE CYCLE I

No	The Students' Name	Score	Mark	Level
1	Agnes Mustika Sari Zebua	8	40	Less
2	Aileen Sandroto	7	35	Very Less
3	Awalfin Bate'e	4	20	Very Less
4	Berlinda Natasya Bate'e	10	50	Less
5	Berness Florida Bu'ulolo	11	55	Less
6	Bernice Septiani Ndraha	10	50	Less
7	Cessan Putra Rezeki Halawa	5	25	Very Less
8	Dinda Julianti Buaya	9	45	Less
9	Elmarc Presley Gulo	4	20	Very Less
10	Falen Kristiani Dohare	8	40	Less
11	Fanis Julinda Sari Halawa	14	**70**	Good
12	Fransiskus Opiaman Zebua	14	**70**	Good

13	Hellen Aurelia Gulo	13	65	Enough
14	Henny Oktaviani Lombu	15	**75**	Good
15	Heri Tri Talenta Ndraha	8	40	Less
16	Heriyanto Telaumbanua	11	55	Less
17	Juli Giovanni Ndraha	11	55	Less
18	Julvin Putra Bate'e	14	**70**	Good
19	Jessica Magdalena Bate'e	13	65	Enough
20	Jesika Putri Bu'ulolo	8	40	Less
21	Lucky De Taro Sandroto	9	45	Less
22	Lucia Wince Lorenza Ndraha	9	45	Less
23	Metodius Mesatulo Waruwu	5	25	Very Less
24	Michael Nando Ndraha	7	35	Very Less
25	Niken Polina Kensensia Sarumaha	7	35	Very Less
Total Students' Mark		1.170		**Less**
Everage		46,8		

The result can be viewed in **Graphic 4.3** in the below
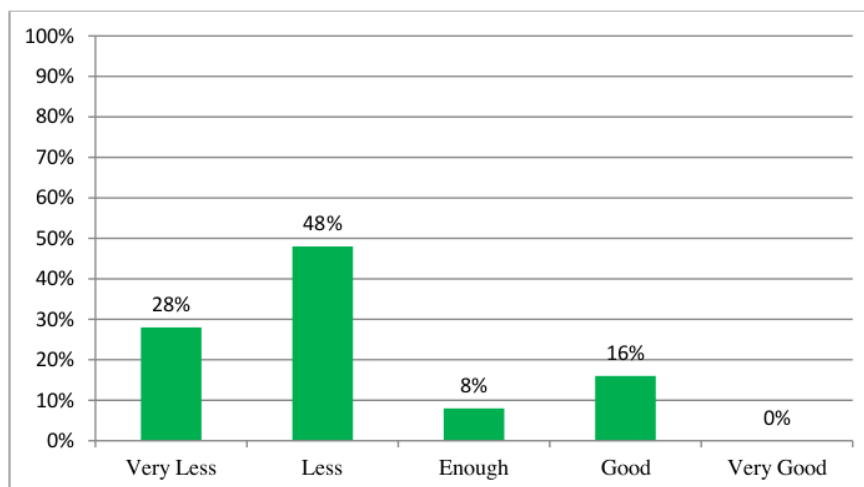
Graphic 4.3: The students Ability to Improve Reading Comprehension by Applying the Discovery Learning Method in Cycle I

In the graph above, the researcher concluded that the application of the Discovery learning method in improving students' reading comprehension was still lacking, which meant that most students could not pass the Minimum Competency Criteria (MCC), which was 68. Therefore, the researcher decided to continue the research to Cycle II.

b. Cycle II

In Cycle II, the researcher conducted research for two meetings. Time allocation for each 2x45 minutes. The process of conducting research and the result of the application of the Discovery Learning method in the second cycle can be seen in the explanation below.

1. First Meeting

In the first meeting of Cycle II, the research was performed on Monday, 7th August 2023. The researcher conducted the research based on the steps as follows.

a. Planning

In planning phase, the researcher rearranged such as :

1. Leesson plan, aims as a guide in carrying out teaching and learning process activities so that they run more directed.
2. Teaching materials, as a tool for researcher inlearning that is distributed to students related to the topic of descriptive text
3. Attendance list of the students, to find out about student attendance in class
4. Observation sheet for rsearcher and students, used to collect the data through observation
5. Field notes, contains research notes based on observation in the field

b. Action

The researcher starts the action by entering the class. The researcher greets the students by greeting and asking how the students are doing. the researcher asked one of the students to lead a prayer in front of the class. Then, the researcher checked the attendance list of students by calling the names of the students one by one. Students respond to the researcher by answering present when their name is called. Furthermore, the researcher gave motivation to the students so that the students were enthusiastic in participating in the teaching and learning process. the researcher asked the students to create a conducive classroom condition. Then, the researcher conveyed to the students what were the weaknesses in the previous meeting, the students listened carefully. The researcher reviewed the material at the second meeting by asking students about students' knowledge in the previous lesson. Next, the researcher explained the discovery learning method to students. The researcher asked the students to observe the examples of descriptive text contained in the material that had been prepared by the researcher.

Then, the researcher gave students the opportunity to ask questions related to the text. The students responded by asking questions about the text they did not understand. The researcher asked the students to record all the information contained in the text. Next, the researcher asked students to process information from descriptive text material related to the questions that had been made. The researcher asked the students to discuss the results of their observations with their group mates. After the students discussed, the researcher concluded the learning material. Furthermore, the researcher ended the learning process. the researcher asked one of the students to lead a prayer in front of the class before going home. The researcher greeted the students and left the class.

c. **Observation**

Teacher-collaborator make observation while researcher carry out actions in class. All activities carried out by researcher and students in class were observed by teacher-collaborator. The result from the activities of the researcher and students' at this meeting will be clarified inthe Cycle II of second meeting.

There are several advantages in the teacher-collaborator notes when the researcher conducts research in the classroom at the Cycle II of the first meeting.

1. Most students are able to describe and able to retell the text.

2. Most students are able to make discoveries

In addition, there are weaknesses in implementing the Discovery Learning method, namely :

1. Some students are unable to make discoveries because of the difficulty of finding the main ideas of the text

2. Some students do not dare to express their opinions direcly.

d. Reflection

At this stage, the resarcher will record and analyzed the results of the observation sheets of researcher and students. Then, the solution to the weaknesses of applying the Discovery Learning method in this meeting will be overcome with several improvements, as follows :

1. The researcher will ask students to describe the classroom as an example of a descriptive text

2. The researcher will re-explain the steps of the Discovery Learning method so that sudents understand more.

2. Second Meeting

The research in the second meeting of Cycle II was held on Thursday, 10th, 2023. The time allocation used in the second meeting was 2 x 45 minutes. The procedures of the research as follows.

a. Planning

Before the researcher did the action in the classroom, the researcher prepared such as:

1. Leesson plan, aims as a guide in carrying out teaching and learning process activities so that they run more directed.

2. Teaching materials, as a tool for researcher inlearning that is distributed to students related to the topic of descriptive text

3. Attendance list of the students, to find out about student attendance in class

4. Observation sheet for researcher dan students, used to collect the data through observation

5. Field notes, contains research notes based on observation in the field

6. Preparing evaluation sheet is students worksheet.

b. Action

The researcher started the action by entering the classroom. The researcher greeted and asked the students' condition. The students responded to the researcher by returning the greeting and answering the researcher about the news of the students. The researcher asked one of the students to lead a prayer in front of the class. Then, the researcher checked the attendance list of students by calling the names of the students one by one. The students answered present when their name was called by the researcher. After taking the student roll call, the researcher motivated the students to always be enthusiastic in participating in the teaching and learning process. The researcher also asked students to create conducive classroom conditions for comfortable learning. Next, the researcher reviewed the previous material. The students respond and share knowledge related to the previous material.

The researcher explains the steps in making the discovery, the students listened to the researcher. Then, the researcher gave the students the opportunity to ask about their difficulties in describing the text. The students asked and conveyed their difficulties in describing the text. The researcher answered the students' questions and the students listened carefully. After that, the researcher evaluates the students. the researcher distributes evaluation sheets, and instructs students to work on them. After the students worked on the evaluation, the researcher collected the evaluation sheets. Then, the researcher concluded the material and the students listened carefully. Next, the researcher ended the learning process and asked one of the students to lead a prayer before going home. After praying, the researcher said greetings and left the class.
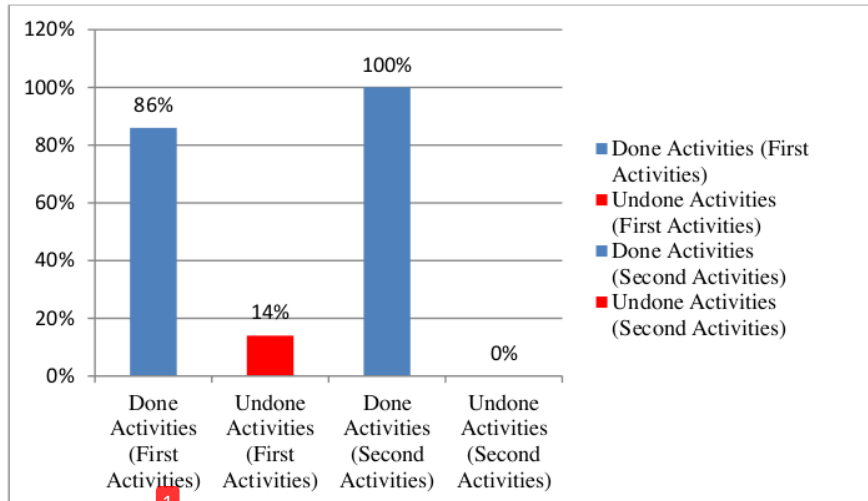
c. Observation

The teacher-collaborator made observations as long as the researcher took action in the classroom. All activities of teaching and learning prosseses that occur in the classes carried out by researcher and students' are observed by the teacher-collaborator.

In Cycle II, the percentage of the students who had done and undone the activities could be narrated as follows :

1. In the first meeting of Cycle II, the students who had done the activities were 345 (86%) from 400 activities and undone the activities were 55 (14%) from 400 activities.

2. In the second meeting of Cycle II, the students who had done the activities were 375 (100%) from 375 activities and undone the activities were 0 (-) from 375 activities.

PERCENTAGE OF THE STUDENTS WHO HAD DONE AND UNDONE
ACTIVITIES IN CYCLE II

Graphic 4.4: Percentage of the students who had done and undone the activities in the Cycle II

In the process of analyzing the observation sheet, the researcher will use the following formula by Asrori (2020), as follow:

$$P = \frac{F}{N} \, x \, 100\%$$

Which :

P = The Percentage level of student learning activity

F = Total value of the level of student learning activity

N = Total value of the ideal student learning activity level

In the cycle II of the second meeting, all students' have carried out the teaching and learning process. However, there are several students who are less motivated in learning. For the researcher, all activities have been made. So, the researcher have no weakness in the cycle II of the second meeting. It can be concluded that in teaching and learning activities at the second "increased".

In addition, the percentage of the researcher's activities that had been done and undone in Cycle II could be narrated as follows.

1. In the first meeting of Cycle II, there were 15 activities (88%) that had been done by the researcher and there were 2 activities (12%) that had not been done by the researcher.

2. In the second meeting of Cycle II, there were 16 activities (100%) that had been done by the researcher and there were 0 activities (0%) that had not been done by the researcher.

PERCENTAGE OF THE RESEARCHER'S ACTIVITIES THAT HAD BEEN DONE AND UNDONE IN CYCLE II
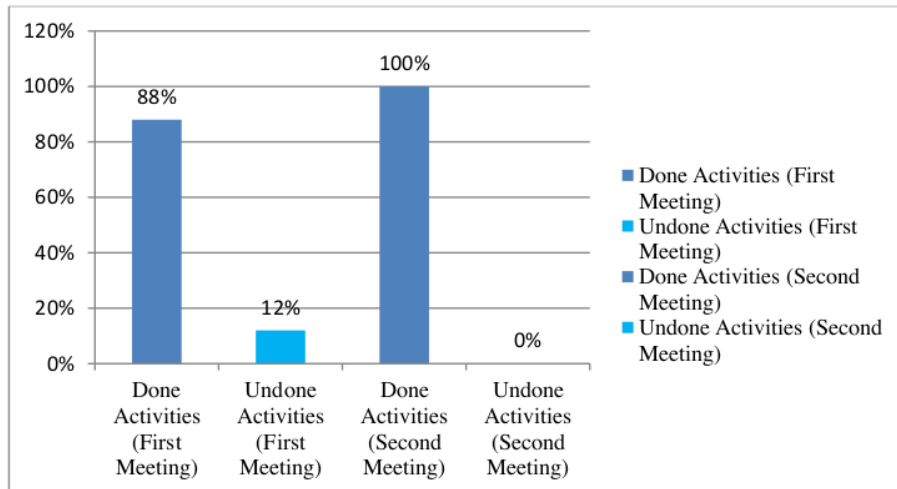
Graphic 4.5: Percentage of the researcher's activities that had been done and undone in the of Cycle II

In the process of analyzing the observation sheet, the researcher will use the following formula by Asrori (2020), as follow:

$$P = \frac{F}{N} x\ 100\%$$

Which :

P = The Percentage level of student learning activity

F = Total value of the level of student learning activity

N = Total value of the ideal student learning activity level

Based on the observation sheet at the second meeting of Cycle II, the researcher found several advantages in applying the Discovery Learning method, as follow :

1. All of students carry out students activities that have been planned by researcher

2. All of students are able to follow the steps of the Discovery Learning method

3. All of students are able to describe the text and their place

d. **Reflection**

At this stage, the researcher evaluates the results of students' ability to improve reading comprehension, especially descriptive text by using the Discovery Learning method. The results of the students evaluation can be described in the table below.

Table 4.3

THE USE OF THE DISCOVERY LEARNING METHOD IN IMPROVING STUDENTS' READING COMPREHENSION AT THE EIGHT GRADE OF SMP NEGERI 1 GIDO IN THE CYCLE II

Number	Level	Scoring	Frequency	%
1.	Very Good	80 – 100	22	88 %
2.	Good	66 – 79	2	8 %
3.	Enough	56 – 65	1	4 %
4.	Less	40 – 55	0	0 %
5.	Very Less	<40	0	0 %
Total			25	100%

The technique used by researcher to analyze and obtain scores on students answer sheets using formula by (Purwanto,2010) :

$$S = \frac{B}{N} \times 100$$

Note :

S   : Score

B   : The amount of students' obtain

N   : The total score / score maximum

The data in the table above explains that the students' ability to improve their reading comprehension while applying the Discovery Learning method in Cycle I failed. The results of the test classification was 22 students (88 %) in "very good" level, 2 students (8 %) were at the "good" level, 1 students (4%) were at the "enough" level, and there was no students in "less" and "very less" level. The average of the

students' mark was 88,6. The students' mark have been described in the table below.

Table 4.4

THE STUDENTS' MARK IN IMPROVING STUDENTS' READING COMPREHENSION BY USING DISCOVERY LEARNNG METHOD AT THE EIGHT GRADE OF SMP NEGERI 1 GIDO IN THE CYCLE II

No	The Students' Name	Score	Mark	Level
1	Agnes Mustika Sari Zebua	18	90	Very Good
2	Aileen Sandroto	18	90	Very Good
3	Awalfin Bate'e	17	85	Very Good
4	Berlinda Natasya Bate'e	20	100	Very Good
5	Berness Florida Bu'ulolo	20	100	Very Good
6	Bernice Septiani Ndraha	18	90	Very Good
7	Cessan Putra Rezeki Halawa	15	75	Good
8	Dinda Julianti Buaya	18	90	Very Good
9	Elmarc Presley Gulo	18	90	Very Good
10	Falen Kristiani Dohare	20	100	Very Good
11	Fanis Julinda Sari Halawa	19	95	Very Good
12	Fransiskus Opiaman Zebua	16	80	Very Good
13	Hellen Aurelia Gulo	19	95	Very Good
14	Henny Oktaviani Lombu	20	100	Very Good
15	Heri Tri Talenta Ndraha	13	65	Enough

16	Heriyanto Telaumbanua	17	85	Very Good
17	Juli Giovanni Ndraha	16	80	Very Good
18	Julvin Putra Bate'e	20	100	Very Good
19	Jessica Magdalena Bate'e	18	90	Very Good
20	Jesika Putri Bu'ulolo	15	75	Good
21	Lucky De Taro Sandroto	19	95	Very Good
22	Lucia Wince Lorenza Ndraha	16	80	Very Good
23	Metodius Mesatulo Waruwu	19	95	Very Good
24	Michael Nando Ndraha	18	90	Very Good
25	Niken Polina Kensensia Sarumaha	16	80	Very Good
Total Students' Mark		**2.215**		**Very Good**
Everage		**88,6**		

The result can be viewed in **Graphic 4.6** on below
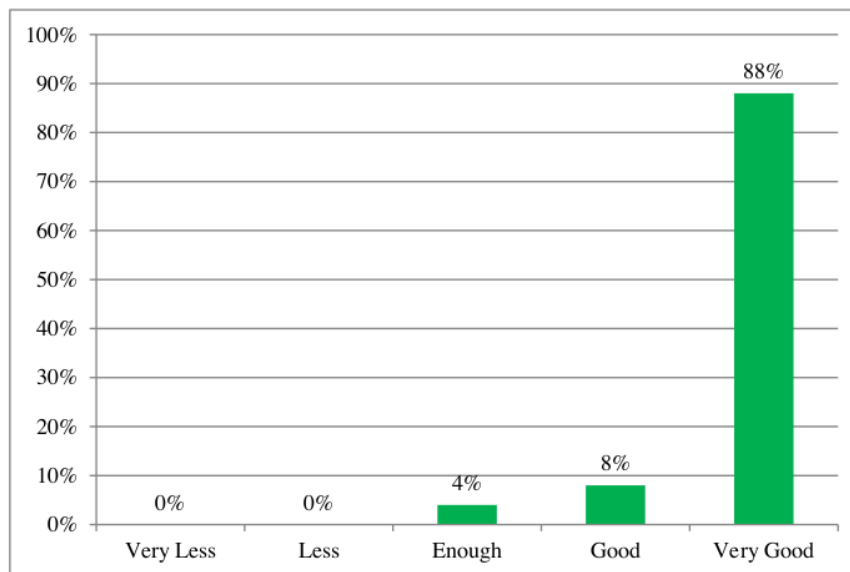
Graphic 4.6: The students' Ability to Improve Reading Comprehension by Applying the Discovery Learning Method in Cycle II

In the graph above, the researcher concludes that the discovery learning method can improve students' reading comprehension. The results of the data in the cycle II of the second meeting showed that class VIII students of SMP Negeri 1 Gido were be able to achieve the Minimum Competency Criteria (MCC), namely 68. So, The researcher did not continue the research to the next cycle or stop the research and make a report.

4.1.3 The Students' Activities in All Cycles

The result of the students' activities in all research cycles have been describe in the table below.

Table 4.5

THE STUDENTS' ACTIVITIES OF ALL CYCLES

Cycle	Meeting	Frequency of Activity	Criterion	Frequency (%)
I	1st	16	Done	61 %
			Undone	39 %
	2nd	18	Done	70 %
			Undone	30 %
II	1st	16	Done	86 %
			Undone	14 %
	2nd	15	Done	100 %
			Undone	0 %

The table above explains that in Cycle I of the first meeting, there were 61% done activities and 39% undone activities from 16 activities. In the second meeting, there were 70% done activities and 30% undone activities from 18 activities.

While in Cycle II of the first meeting, there were 86% done activities and 14%undone activities of 16 activities. In the second meeting, all of the activities were done by the students (100%) from 21 activities.

4.1.4 The Researcher Activities in All Cycles

The result of the researcher activities in all research cycles have been describe in the table below.

Table 4.6

THE RESEARCHER ACTIVITIES OF ALL CYCLES

Cycle	Meeting	Frequency of Activity	Criterion	Frequency (%)
I	1st	16	Done	65 %
			Undone	35 %
	2nd	18	Done	74 %
			Undone	26 %
II	1st	16	Done	88 %
			Undone	12 %
	2nd	15	Done	100 %
			Undone	0 %

The table above explains that in Cycle I of the first meeting, there were 65% done activities and 35% undone activities from 16 activities. In the second meeting, there were 74% done activities and 26% undone activities from 18 activities.

While in Cycle II of the first meeting, there were 88% done activities and 12%undone activities of 16 activities. In the second meeting, all of the activities were done by the students (100%) from 21 activities.

4.1.5 The Use of the Discovery Learning Method to Improve Students' Reading Comprehension in All Cycles

From the evaluation sheet, the researcher explained the students' ability to improve reading comprehension. In cycle I, there were that no students were at the "very good" level, 4 students (16%) were at the "good" level, 2 students (8%) were at the "enough" level, 12 students (48%) were at "less" level, and 7 students (28%) at "very less". The

average of the students' mark was 46, 8. Based on the data above, it can be concluded that the students are still not able to improve reading comprehension especially in descriptive text.

While in Cycle II, there were 22 students (88 %) in "very good" level, 2 students (8 %) were at the "good" level, 1 students (4%) were at the "enough" level, and there was no students in "less" and "very less" level. The average of the students' mark was 88,6. The results shows that the students of SMP Negeri 1 Gido at the eight grade were able to improve their reading comprehension through the Discovery Learning method. In fact, the students' average mark was higher than the KKM, which was 88,6.

The result can be viewed in Table 4.7 in the below.

Table 4.7

THE USE OF THE DISCOVERY LEARNING METHOD TO IMPROVE

STDENTS' READING COMPREHENSION IN ALL CYCLES

Cycle	Meeting	Level	Quantity	Percentage (%)
I	2ndMeeting	Very Less	7	28 %
		Less	12	48 %
		Enough	2	8 %
		Good	4	16 %
		Very Good	0	0
II	2nd Meeting	Very Less	0	0
		Less	0	0
		Enough	1	4 %
		Good	2	8 %
		Very Good	22	88 %

4.2 Research Findings Discussions

4.2.1 The Common Responses of the Research Problem

In this study, the formulation of the problem is "How can the Discovery Learning method be able to improve reading comprehension students' at eight grade of SMP Negeri 1 Gido in 202/2023?". The general response given is the use of Discovery Learning method can improve students' reading comprehension especially is descriptive text because it can help students' describe a text, find the main ideas of a text, and this method helps students' in critical thinking which means students' not only passive but students' are active in the teaching and learning process, students try themselves to find information and try to make discoveries. After the researcher apply the Discovery Learning method, the ability of students in reading comprehension in increases. The researcher conducted research in two cycles to achieve research goals. In the Cycle I of the value of students who apply the Discovery Learning method is 46,8 and in the Cycle II is 88,6. From the average percentage of students abilities in each cycle, the researcher can conclude that the Discovery Learning method can repair in reading comprehension students', especially in the descriptive text.

4.2.2 The Analysis and Interpretation of the Research Finding

after completing the research, the researcher analyzed the results of the observation sheets, field notes, and evaluation sheets. The research was carried out in two cycles. Cycle 1 is divided into two meetings. At the first meeting, there were 61% of students who did activities and there were 39% of students who did not do activities. At the second meeting, there were 70% of students who did activities and 30% of students who did not do activities. At the second meeting of Cycle 1, the researcher gave an evaluation to the students. In this evaluation, there were no students at the "very good" level, 4 students (16%) at the "Good" level, 2 students (8%) at the "Enough" level, 12 students (48%) at "less" level, 7 students (28%) at the "very less" level. The average grade of students is 46.8 and did not pass the MCC, which

was 68. These results indicate that in cycle 1, students' ability to improve reading comprehension is still lacking. From the research results, the problem is that some students still cannot described a text, cannot find the main idea of the text, and students are unable to make discoveries because the students do not have the desire to find out problems related to the text.

Then, cycle 2 was divided into 2 meetings. the first meeting, there were 86% who did the activity and 12% who did not do the activity. At the second meeting, there were 100% who did the activity and no one did not do the activity. At the second meeting of Cycle 2, the researcher did the same thing as in cycle 1, namely giving students an evaluation. In this evaluation, there were 22 students (88%) who were at the "very good" level, 2 students (8%) at the "good" level, 1 student (4%) at the "enough" level, and no students were at "less" and "very less" levels. From the results of this evaluation, the average student score was 88.6. it can be seen from the evaluation sheet, students are able to improve their reading comprehension. students are able to describe texts, are able to find the main idea of the text, are able to make discoveries and students are able to achieve MCC.

4.2.3 Latest Related Research versus Research Findings

There are related studies that researchers found during their research. this research was conducted by Reska Sudiarti and Elfia Sukma (2021). Experts suggest that the discovery learning method has a positive impact on teachers and students. Discovery learning methods can attract students' interest that is high enough to learn, increase the activity of teachers and students in learning, improve the quality of asking questions using the ability highest in thinking, can improve the integrated thematic learning process, so that it will have an impact on increasing student learning outcomes. Not only learning outcomes, the use of discovery learning models also makes students more active in making discoveries related to information in learning concepts, being able to work with groups, being bolder in expressing opinions, and

being more familiar with learning material so that material or concepts learning will last a long time in the memory of students.

Based on the opinion above, after the researcher applied the discovery learning method the researcher found that the students were able to improve their reading comprehension. The use of the discovery learning method is also able to strengthen students' memories and transfers because students directly play a role in making discoveries. So, the difference between previous research and this research is that previous research used "human instruments" by using journals, books, and other documents, while this study used Observation Sheets, Field Notes, and Evaluation Sheets.

4.2.4 The Research Findings versus Theory

After getting the results of the study, researchers compared them with other theories. According to Noviyanto and Wardani (2020, p.2) explains that the discovery learning model is a model that is used to solve a problem or a real problem and encourages solving it their own problems or problems so that students will be more active in the learning process and grow critical thinking skills. Discovery learning model emphasizes the discovery aspects that are carried out so that there is a significant interaction between the discovery learning model and the motivation of students' critical thinking skills. In practice by using the discovery learning model it is very visible that there is an increase in the ability to think creatively and the learning outcomes of students. This can be seen from the pre-cycle stage where the ability to think creatively and student learning outcomes only get a very low average, then action is taken in cycle I, where in cycle I it begins improvement and further action was taken in cycle II which in cycle II there was a very high increase from the beginning of the pre-cycle to cycle II.

The researcher also found the same thing in his research, which was when conducting an evaluation. In Cycle 1, the average student score did not pass the MCC, but in the second cycle, there was a high

increase in grades and even exceeded the MCC score. Based on the above opinion, the researcher concluded that the application of the discovery learning model in the learning process experienced an increase in the ability to think creatively and student learning outcomes.

4.2.5 Research Finding Implication

There are several research implications based on research findings, namely:

1. The use of the Discovery Learning model can be used as a smart solution that can involve students actively in learning as an effort to improve learning outcomes optimally

2. The students are also able to formulate every problem found regarding the subject matter taught

3. The students are also trained in identifying objects needed in collecting data to complete the task given by the researcher

4. The students are able to analyze then verify the data collected.

5. The students are able to generalize the findings obtained as the end of the learning process they experience.

6. The students are motivated in participating in learning

4.2.6 The Analysis of the Research Findings Limitation

The are several limitations that are important to explain so that readers have the same insight as the researcher, as follow :

1. The researcher as novice researchers realize that there are many weaknesses in conducting this research

2. The researcher have never applied the Discovery Learning methods before

3. The researcher is limited by time to apply the Discovery Learning method in conducting this research

4. There are still students who have not been able to make discoveries, so this research is not perfect

CHAPTER V
CONCLUSION AND RECOMMENDATION

5.1 Conclusion

From the research results, in cycle I the highest score was 75 and the lowest score was 20. The everage students score was 46,8 in Cycle I. Meanwhile, the MCC was set at 68, which means students could not achieve the MCC score. So, the researcher continued the researcher into Cycle II.

In Cycle II, the highest students mark was 100 and the lowest mark was 65. The everage students mark was 88,6 in Cycle II. So, 99 % of students pass the MCC or the students' ability to improve reading comprehension increases. From the results of the students' achievement, the researcher did not continue the research in the next cycle.

Based on the explanation above, the researcher concludes that the application of the Discovery Learning method can improve students' reading comprehension in class VIII of SMP Negeri 1 Gido in 2023/2024.

5.2 Recommendation

Based on the research findings, the researcher gave some recommendation, namely :

1. The researcher recommends that students' use the Discovery Learning method to improve their reading comprehension skills

2. The researcher recommends that the english teacher of SMP Negeri 1 Gido apply the Discovery Learning method in teaching english subject to improve students' reading comprehension.

3. The researcher recommends that future researchers add more references on how to apply the Discovery Learning method so that students' reading comprehension skils can really be improved.

IMPROVING THE STUDENTS' ABILITY IN READING COMPREHENSION THROUGH DISCOVERY LEARNING METHOD AT THE EIGHT GRADE OF SMP NEGERI 1 GIDO

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