THE EFFECT OF DISCOVERY LEARNING METHOD ON STUDENTS' READING COMPREHENSION

(Quasi Experimental Design at the Eleventh Grade Students' of MA Ja-alHaq Bengkulu city)

THESIS

Submitted in Partial Fulfillment of Requirements for the Degree of Sarjana (S.Pd) in Study of English Education

Written by :

Padang Ayu Musdalifah

NIM : 1711230029

STUDY PROGRAM ENGLISH EDUCATION

DEPARTEMENT OF TADRIS

FACULTY OF TARBIYAH AND TADRIS

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KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI (IAIN) BENGKULU
FAKULTAS TARBIYAH DAN TADRIS
Alamat : JL.Raden Fatah Pagar Dewa Telp.(0736)15276, 51171 Fax (0736)511171 Bengkulu

ADVISORS SHEET

Subject : Padang Ayu Musdalifah
Nim : 1711230029

To : The Dean of Tarbiyah and Tadris Faculty
IAIN Bengkulu
In Bengkulu

Assalamu'alaikum Wr. Wb

After reading throughly and giving neccessary advices, herewith, as the advisors, we state that the thesis of :

Name : Padang Ayu Musdalifah
Nim : 1711230029
Title : The Effect of Discovery Learning Method on Students' Reading Comprehension *(Quasi Experimental Design at the Eleventh Grade Students' of MA Ja-alHaq Bengkulu city)*

Has already fulfilled the requirements to be present before the board of examiners (munaqasah) to gain bachelor degree in english education. Thank you for the attention.

Wassalamu'alaikum Wr. Wb

Bengkulu, 2021

First Advisor

Riswanto, M.Pd, Ph. D
NIP.197204101999031004

Second Advisor

Feny Martina, M. Pd
NIP.198732422015032002

KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI (IAIN) BENGKULU
FAKULTAS TARBIYAH DAN TADRIS

Alamat : Jln. Raden Fatah Pagar Dewa Tlp. (0736) 51276,51171 Fax (0736) 51171 Bengkulu

RATIFICATION

This is to certify the thesis entitled : **The Effect of Dicovery Learning Method on Students' Reading Comprehension** *(Quasi Experimental Design at the Eleventh Grade Students' of Ma Ja-Alhaq Bengkulu city)* by **Padang Ayu Musdalifah** (1711230029) has been approved by the board of Thesis Examiners as the requirement for the degree of *Sarjana* in English Education Program.

Chairman
Dr. Alfauzan Amin, M.Ag : .....
NIP. 197011055200212100 2

Secretary
Randi, M.Pd : .....
NIDN. 2012068801

Examiner I
M. Arif Rahman Hakim, Ph. D : .....
NIP. 199012152015031000

Examiner II
Andri Saputra, M.Sc : .....
NIP. 199106262019031014

Bengkulu, July 2021
Approved by the Dean of Islamic and Tadris Faculty

Dr. Zubaedi, M.Ag., M.Pd
NIP. 196903081996031005

MOTO

"Success does not necesssarily come just because humans try. But that doesn't mean we don't do anything. As long as you are still breathing there's still life. As long as there is life, there is hope. No matter how small it is."

(Kesusksesan tidak serta merta hadir hanya karena manusia berusaha. Namun bukan berarti pula kita tidak melakukan apa-apa. Selama masih bernafas, maka masih ada kehidupan. Selama ada kehidupan, maka masih ada harapan. Sekecil apapun itu.)

DEDICATION

I dedicate this thesis to :

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- My belove brothers (Alm. Romadoni, Redo ade, Robi, and Uza) and sisters, (Dewi Sartika, Ayu Chairani, Ulul Azmi, and Ega Yolanda) who always gives me more cheerful life. All of my big family, escpecially my brother Suprianto thank you for your support.
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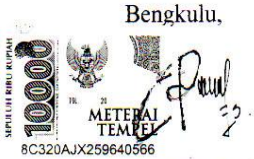
PRONOUNCEMENT

I have been marked below:

Name	: PADANG AYU MUSDALIFAH
Place, date of birth	: Terusan Dalam, 25 June 1998
Faculty	: Tarbiyah and Tadris
Study Program	: Tadris Bahasa Inggris
Nim	: 1711230029

Declares that this graduating is written by the researcher herself under the title *"The Effect of Dicovery Learning Method on Students' Reading Comprehension (Quasi Experimental Design at the Eleventh Grade Students' of Ma Ja-Alhaq Bengkulu city)"*, and it does not copy from other researcher. Theories and citations are used code of ethics of writing for graduating paper.

Bengkulu, 2021



Padang Ayu Musdalifah
NIM. 1711230029

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It I hoped that this thesis proposal can be useful for all readers. Then, the erictis, correction, and advice from the readers are very expected to make it better. Finally, Allah may always bless us in peace life.

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Padang Ayu Musdalifah

1711230029

ABSTRACT

Padang Ayu Musdalifah,2021, The Effect of Discovery Learning Method on Students' Reading Comprehension (Quasi Experimental Design at the Eleventh Grade Students' of MA Ja-alHaq Bengkulu city). Thesis, English Education Study Program, Faculty of Tarbiyah and Tadris, State Institute of Islamic Studies (IAIN) Bengkulu.

Advisor : 1. Riswanto, Ph.D 2.Feny Martina, M.Pd

The purpose of this study was to determine whether there was an effect of the Discovery Learning Method on students' reading comprehension in understanding the analytical exposition text. The researcher decided the number of samples was 28 MA Ja-al-Haq students in Bengkulu city to be used as samples in this study. This study used a quasi experimental time-series design to collect research data using pre-test and post-test. The test of the results of this study, the average post-test value of the experimental class was 73,4, which was higher than the average value of the pre-test of the experimental class was 55. It is understood that the Discovery Learning Method has a significant influence on students' ability to read analytical exposition texts, between students after being given the treatment of Discovery Learning Method in reading comprehension and have not been given treatment**.**

Keywords: Reading Comprehension, Discovery Learning Method, Analytical Exposition Text.

ABSTRAK

Padang Ayu Musdalifah,2021,Pengaruh Metode Discovery Learning terhadap Pemahaman Membaca Siswa (Desain Quasi Experiment di kelas Sebelas MA Ja-alHaq kota Bengkulu), Skripsi, Program Studi Tadris Bahasa Inggris, Fakultas Tarbiyah dan Tadris, Institute Agama Islam Negeri (IAIN) Bengkulu.

Pembimbing: 1. Riswanto, Ph.D 2.Feny Martina, M.Pd

Tujuan dari penelitian ini adalah untuk mengetahui apakah ada pengaruh Metode Discovery Learning terhadap pemahaman membaca siswa dalam memahami teks eksposisi analitis. Peneliti memutuskan jumlah sampel adalah 28 siswa MA Ja-al-Haq di kota Bengkulu untuk dijadikan sampel dalam penelitian ini. Penelitian ini menggunakan desain quasi eksperimen time-series, untuk mengumpulkan data penelitian menggunakan pre-test dan post-test. Dari tes hasil penelitian ini, nilai rata-rata post-test kelas eksperimen adalah 73,4, lebih tinggi dari nilai rata-rata pre-test kelas eksperimen yaitu 55. Dapat dipahami bahwa Discovery Learning Metode memiliki pengaruh yang signifikan terhadap kemampuan siswa dalam membaca teks eksposisi analitis antara siswa yang telah diberikan perlakuan menggunkan Metode Discovery Learning dan siswa yang belum diberikan perlakuan.

Kata kunci: Pemahaman Membaca, Metode Discovery Learning, Text Ekposisi Analitis

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CHAPTER I

INTRODUCTION

A. Background of the Research

Reading entails crucial not only obtaining knowledge from books, pamphlets, newspaper as well as studying technology and research but furthermore to discern the text. According to Carnie (1990), reading is define as well as extracting data from the document and interpreting it. The best way to learn is to read key of knowledge and reading is a great significance human life knowledge. Acording to Osama (2017 :189), Reading is a fantastic activity siqnificance within human life is a beautiful thing. As a result, it is one of the most important aspects of experience and information. Harmer (2001 :70), says that reading is a very active activity, and that in order to do it well, we must first understand what the words mean. There are several text that are commonly use in teaching reading namely, descriptive text, report text, nararitive text, recount text, so on.

Reading comprehension is significance for learners because the reading grows unusually esential in the education level, students require exercise and train in order to have a good reading ability. Reading is an essential part of daily life as well as academic life.

In the new paradigm, the curiculum underscores the substantial relevance between literacy and content. Students to read, write, and think critically for independent learning activities. Students learn how to obtain and master reading. In mastery english, students are instructed to comprehend reading although reading in learning english is still a severe obstacle for most Indonesian students. Since the majority of the questions on the national examination in part about reading comprehension, reading becomes increasingly important. Students must be able to answer these reading comprehension questions correctly in order to pass the final exam. On the other hand, Reading is not most students' favorite thing according to some instructors.

That being said, many students continue to struggle with reading comprehension. As we know in this day reading is an activity that is rarely done, most of them do not like to read. There are many reasons why people does not like reading. They consider reading activities time-consuming and boring. What's worse, there are those who say that reading is not very useful for them. There is also an opinion that people who like to read will make them lazy because time is spent just reading. Based on the writer preliminary researchat MA Ja-alHaq Bengkulu city in October 2020, Researchers found that students are less motivated in learning English, especially in terms of reading comprehension. The researcher did observation, the researcher seeks confirmation from the t eacher about the students' difficulties and the teacher's approach to teaching reading

comprehension. Mrs. Mtr (2020) said that she was the instructor for the students still guidance while they are reading a text, The first problem is reading comprehension. The problems are related to background knowledge, cultural knowledge, and knowledge of text type. Background knowledge is the students' previous knowledge or knowledge of the world. If students lack prior knowledge in reading a text, they cannot understand it because they do not know what the text is about. The researcher uses background knowledge to integrate new information from a text into his prior information. In addition, cultural differences affect reading comprehension. An unfamiliar cultural context and content knowledge of culture and knowledge of vocabulary cause problems in reading, because the students do not clearly understand the other culture. The second problem is limited vocabulary. The problem involves difficulties with words. These difficulties include problems with technical vocabulary, super ordinates, synonyms, antonyms, and words with several meanings. Students will have great difficulty in understanding the text as a whole because lack vocabulary. As a result, many students have some problems in reading. They still have lack ability and interst in reading, such as difficulties in understood the meaning of the text. Students usually have problems when they are reading a novel. When students are presented with a novel, they often do not read it. They can only say a symbol word without gaining any insight from the book. They

have many troubles in reading, because the spellings in English and their own language are different.

Based on the rationale given above, the researcher believes that Discovery Learning is the most appropriate method for gaining students' reading comprehension. And the researcher focus on analytical exposition. Analytical Exspoition Text is a type of spoken or written text that is intented to persuade the listeners or readers that something is the case. To make the persuasion stronger, the speaker or writer gives some arguments the fundamental reason why something is the case. This type of the text can be found in scientific books, journal, magazine, newspaper, articles academic, research report, etc. The grand theory of Discovery Learning was pioneered by Contructivism theory in which the idea of Constuctivism theory is that students actively build their own knowledge. Constructivism learning theory was first pioneered by Pieget (1971), Brunner (1973), and Vgotsky (1978). Discovery learning involve in the teaching and learning process so that the students can understand the text. Discovery learning does not restrict students to expand the written material accommodated by the teacher. Hosnan (2014) says, discovery learning is a model to develop away of active learning by discovering for yourself, investigating yourself, then the results obtain will be loyal and long lasting in memory. The fundamental of this form because students can make their very own experiments and draw their conclusion of knowledge on their own. Due to those confident activities, it is assume that student's accomplishment in

appreciating and gaining the information is more than teacher provide. Consequently, Discovery learning is a form of learning that involves students in subjective activities such as brainstorming, debate, independent reading, and striving. It makes the students able to understand the text. Therefore, students can obtain intelligence of the method of learning English to increase their comprehension. On the other hand, in addition to having advantages, Discovery Leraning method also has several disadvantages including, time consuming, often require a resource rich learning envirotment, and depends upon learnenrs having adequate literancy. Therefore, advantages and disadvntages of discovery learning method it will be successful in the learning process if the teacher and students can cooperate in the learning process, the students will get what they want in the learning process.

On the basis of background, the researcher is interested to investigate with tittle *The Effect of Discovery Learning Method on Students' Reading Comprehension (Quasi Experimental Design at the Eleventh Grade Students of MA Ja-alHaq Bengkulu city)."*

B. Problem Identifications

The problems can be identified as follows, based on the context described above:

1. That several students struggled in reading comprehension. They still had less ability and interest in reading, such as difficulties in comprehen the meaning of the text. So, students were less motivated and bored in learning reading.
2. Many teachers teach reading comprehension by describing the text, the main concept, and the intent of the text. Only focussed on teacher center.
3. In this situation, the instructor must be prepared with reading instruction techniques to assist students interest and have a motivation in learning English especialy on reading comprehension.
4. To solve this problem, the researcher choose Discovery Learning to help students reading comprehension.

C. Limitation of the Problem

Study should be conducted based on the issue identifications limit in a context and focusses on The Effects of Discovery Learning on Students' Reading Comprehension. It takes place at the Eleventh Grade of MA Ja-alHaq Bengkulu city.

D. Research Question

Is there any significance effect on Students' Reading Comprehension taught using Discovery Learning and between the students who are not using? Students in the eleventh grade MA Ja-alHaq Bengkulu city

E. Research objectives

The focus of this thesis is to determine the effect of the Discovery Learning on students' Reading Comprehension at students' in the Eleventh Grade of MA Ja-alHaq Bengkulu city.

F. Significance of the research

This study may provide some useful information about the effect of Discovery learning on students' reading comprehension. This study intends being used as a guide for a few other researchers conducting studies in the areas of Efl classroom.Probably soon, the findings of this study might be beneficial to learners, instructors, and all viewers. As well as the findings of this study growing aid teachers in motivating learners their understanding of the text.

1. Practically

a) The results of the study could be used by the researcher as a preliminary step for increasing his or her ability to learn English, particularly reading comprehension.

b) Besides learners, the outcomes of this study could give them better their reading comprehension.

2. For the English Teacher

Utilizing discovery learning to teach reading comprehension motivates students to be curious to learn English reading. The results of the study could be used to guide the identification of relevant methods for technique deployment in the English case, particularly in MA Ja-alHaq Bengkulu city.

3. Theoretically

a) The findings of the study are being used as insight in the English teaching learning process, mainly while teaching reading comprehension through discovery learning.

b) The finding of the study is being used as a new science for readers

c) The findings of this study should serve to strengthen perception of the principle of discovery learning in literacy.

G. Definition of the key terms

There are some variable to control this research in order to handle misinterpretation in understanding this study. It is a briefly explanation about Discovery Learning and Reading Comprehension,

1. Reading comprehension is reading to gain as much as possible information in a text. Different with common reading, reading comprehension has a goal in construct reader mind to understanding over all messages in a text.

2. Discovery learning is a method to provide students to problem solve the problem given. The students build up their mind about the knowledge, so they can get more knowledge and also evaluate if there are any mistakes
3. Analytical Exspoition Text is a type of spoken or written text that is intented to persuade the listeners or readers that something is the case. To make the persuasion stronger, the speaker or writer gives some arguments the fundamental reason why something is the case. This type of the text can be found in scientific books, journal, magazine, newspaper, articles academic, research report, etc.

CHAPTER II

LITERATURE REVIEW

A. Concept of Reading Comprehension

1. Definition of Reading Comprehension

Reading comprehension has been instructed from the youthful children level all the way up to the college level. Perusing could be a expertise that must be aced in any address at the college level. Discernment and thought are moreover included in perusing comprehension. This is going on because all lectures are integrated with numerous manners of reading activity such as reading text, article, journal, and so on. Reading enterprise that has been done by the edge students is a kind of comprehensive reading. In reading comprehension process, there are some stages that should be known such as literal, inferential, critical, and creative. In literal comprehension stage, students are required to understand the information that explicitly stated in the text. Literal comprehension is the lowest stage of comprehension. Even though this comprehension is in the lowest stage, it is important as a requirement to the next higher stage. The second stage of comprehension is inferential comprehension where it is emphasized on the comprehension to understand the information that implicitly stated in the text (Kocaarslan, 2016 : 675-686). Understand the text inferentially is to know what is the

information implied in text. In this time, readers use the information that explicitly stated in text, back ground of knowledge, and personal experience to make hypothesis. The next stage of comprehension is critical comprehension where students are required to master the ability to evaluate text material.

Educators should provide a learning experience and learning method that suitable to the students so students can enhance their readings comprehension. The students who have good reading comprehension will easier to comprehend the inevitable meaning in every subject learning. Reading is a primary proficiency of students to appreciate the message distributed through writing. Therefore, expanding reading comprehension continuously is not only the aim of teaching but moreover the obligation to improve students' reading comprehension. Good motivation from inside or outside. In minority, reading enthusiasms should be motivated to get a lot of knowledge and experience. Fostering and developing students' interest in reading is not only the accountability of language lecturers but responsibility among all domains.

2. Skill in Reading Comprehension

Students must practice reading extensively and use specific techniques in order to improve their reading skills. The ability of the student to comprehend the text is dependent on their ability to use strategy to grasp what the writer says. It means that the technique aids

students in comprehending the text they read. There are four styles of reading skills. Those who are skimming, searching, exhaustive, and in-depth

a. Skimming

Skimming may be a profitable aptitude to have where as reading. Skimming means glance rapidly over a text to get the gist of it. It assumes that skimming is used to instill trust in students and to demonstrate to them that it is possible to learn meaning without reading every word in a document.

b. Scanning

Scanning means glancing rapidly through a text to search for a specific piece of information. A member, for illustration, might look the list of names in a phone registry to discover a phone number.

c. Intensive Reading

Intensive study of reading texts can be means of increasing learners' knowledge of language features and their control of reading strategies. It means that intensive reading is reading with accuracy to comprehend the text that should be done with the learners and the teachers.

d. Extensive Reading

According to Harmer (1998 : 213), explains extensive reading as reading which students do often (but not exclusively)

away from the classroom such as reading novels, web pages, newspapers, or magazines. Extensive reading also should involve reading for pleasure. Per the analyst, comprehensive perusing permits the peruser to get it perusing without having to studied each dialect highlight of the content.

3. Reading Comprehension skills for Senior High School/ MA

Reading comprehension preservations are utilized to get it what has been studied. In Indonesia, English has been assigned as a outside dialect. Be that as it may, this does not cruel that the result of instructing English in school was inducing, in spite of the truth that instructing the perusing way is persistently instructed inside three a long time of senior tall schoolReading spurs understudies to lock in in their learning prepare and offers a few benefits in finding essential information. It may be a wide subject that educates understudies almost a assortment of subjects, counting instruction, legislative issues, social issues, community, religion, and health. Perusing will give you with all of that information. Nowadays, Permendikbud (2018), at senior high school, teaching reading aspires to expand learners ' skill in reading comprehension. As per the fundamental capability 2013 of the first-grade senior tall school, understudies are anticipated to get it social part, content structure, and dialect highlights whereas perusing clear, portrayal, describe writings, informative writings, and so on in verbal and composed shape.

In learning reading comprehension, implemented the 2013 curriculum based on the Permendikbud, in which Pemendikbud involves four of the aims of the 2013 Curriculum consisting of proficiency in spiritual attitudes, social attitudes, knowledge, and skills.

This proficiency is obtained through an extracurricular, co-curricular, and/or extracurricular learning manner. The Competency Formulation for Spiritual Attitudes is "Respecting and living the education of the religion they adhere to". The formulation of the Competence for Social Attitudes is "Showing honest management, discipline, responsibility, care (tolerance, cooperation), polite, self-confidence, in interacting effectively with the social and natural environment within the range of associations and existence". Both competencies are achieved through indirect teaching, namely modelling, habituation, and school culture by paying attention to the characteristics of subjects and the obligations and limitations of students.

The growth and development of attitude competencies are carrie out throughout the learning process and can be use as a consideration for the teacher in further developing student character.

Also, in a expansive number of cases, understudies fall flat to meet educational programs benchmarks and don't have a more

profound understanding of perusing comprehension. Moreover, in arrange to address students' perusing challenges, instructors must start to investigate the impediments that understudies experience amid the perusing prepare, as well as the causes of perusing trouble.

B. Concept of Discovery Learning

1. Definition of Discovery Learning

Discovery learning is a learning where students learn to find and try to solve the concept independently (KhabibaH, 2017 : 146-153). The discovery learning model enables students to play an active role in the learning process by answering and solving problems to find a long-lasting and memorable concept. Thus the discovery learning model is expected to be used to train students to think critically.

The grand theory of Discovery Learning was pioneered by Contructivism theory. Constructivism learning theory was first pioneered by Pieget (1971), Brunner (1973), and Vgotsky (1978), in which the idea of Constuctivism theory is that students actively build their own knowledge. At the beginning of the century, Rusman (2015), argued that knowledge and understanding were not acquired passively but in an active way through personal experiences and experimental activities . While according to Schunk (2012), knowledge is not determined from outside but is formed from within the human being. This is in line with Sumarsih (2009) who states that constructivism is a philosophy of knowledge which emphasizes that

knowledge is the result of a cognitive construction of reality that occurs through one's activities. While, Discovery learning method is a learning model that can answer educational requires according to the current 2013 curriculum, namely by using the scientific approach. It is claimed that scientific approach is “a more effective learning approach to reinforce students’ learning outcomes; learner is an active subject of learning or learner is subject of learning process”(Permendikbud, 2013). Therefore,from my point of view, discovery learning is related to one another in creating an atmosphere and learning model

Based on the explanation above, it is concluded that learning constructivism is interpreted as an active activity of individuals who learn to socialize with their environment, so they are able to live and create an understanding of these experiences. Therefore, the teacher should create an atmosphere as attractive as possible so that students can take an active role in the process of receiving subject matter through material processing and social interaction.

Students must build their own knowledge in his mind. Therefore, discovery learning is learning a method that inspires students to reach conclusions based on their own activities and observations. In other words, constructivism theory is mutually sustainable with Discovery learning, where students are given the opportunity to communicate and interact socially with their surroundings to achieve learning goals, create their own knowledge, think critically and the teacher is only a

motivator and facilitator for student activities in the teaching and learning process. is the most important thing to achieve learning success.

The discovery learning model emphasizes the importance of understanding structures or ideas for a discipline, through the involvement of student activities in the teaching and learning process. Which is discovery learning itself as a model that focuses on how to actively develop student learning by finding and solving by themselves, investigating on their own so that the results obtained will have a long lasting memory, so that students are not easily forgotten. Learning this discovery, the goal is to motivate and encourage children to be able to learn and think analytically and allow them to solve problems on their own.

From the clarification over, the analyst concluded that revelation learning may be a arrangement of learning exercises that emphasize basic considering forms and examination to attain and discover answers to the issues being inquired. The quintessence of disclosure learning is to deliver understudies lessons to bargain with issues confronted by understudies when managing with the genuine world

2. Purpose of Discovery Learning

According to Bell (1978), as cited by M. Hosnan (2014), there are several basic goals of discovery learning, which are as follows:

a) In learning discovery students have the opportunity to be actively involved in learning. In fact, it shows that student participation in learning increases when using discovery learning methods.
b) Through discovery learning, students' learn to find patterns in concrete and abstract situations, students also extrapolate a lot of additional information that has been given.
c) Students also learn how to formulate ineffective question and answer strategies and use question and answer to get useful information in terms of finding problems.
d) Discovery learning can help students develop optimal systems of cooperation, share information, and listen to and accept arguments from others.
e) There are several facts that show which skills, concepts and principles that have been discussed indirectly through the discovery of the learning method become more meaningful.
f) The skills learned in discovery learning situations such as these are essentially easier to convey for new activities and applied in new learning environment.

3. Advantages and Disadvantages of Discovery Learning

As per Westwood (2008) , exploration learning has both benefits and drawbacks in terms of learning:

a) Advantages of discovery learning

1. Students are actively involved in the process of learning and the topics are usually intrinsically motivating.
2. The activities used in discovery contents are often more meaningful than the typical classroom exercises and textbook study
3. Students acquire investigate and reflective skills t hat can be generalized and applied in other context

b) Disadvantage of discovery learning

1. Discovery can be a very time-consuming method often taking much longer for information to be acquired than would occur with direct teaching
2. Discovery methods often require a resource rich learning environment
3. Effective learning by discovery usually depends upon learners having adequate literacy

Therefore, advantages and disadvantage of discovery learning it will be successful in the learning proces. If the teacher and students can cooperate in the learning process, the students will get what they want in the learning process.

4. Implementation of Discovery Learning in Classroom

In Discovery Learning, instructors must offer understudies the opportunity to gotten to be issue solvers, mathematicians, and history specialists. Lesson material is not given at the begin of educating

learning, but understudies must total certain exercises such as collecting information, comparing, categorizing, assessing, coordination, reorganizing material, and drawing conclusions. According to Burais (2016), in applying the Discovery Learning model in the classroom, there are several procedures that must be carried out in teaching and learning activities, namely:

a) **Stimulation**.

At this stage students are faced with something / problem that is confusing, then proceed not to explain to students. The goal is that there is a desire to investigate for yourself.

b) **Problem Statement**.

The educators permits understudies to discover as numerous issues as they can that are critical to the subject matter, after which they will be chosen and defined within the frame of a speculation.

c) **Data collection**

When the exploration takes place, the teacher gives the students the opportunity to get as much relevant information as possible to prove the truth of the hypothesis.

d) **Data Processing**

Data processing is an activity to process data and information that students have obtained through several stages, including: interviews, observation, and so on, and then the data that

has been collected through several stages will be interpreted. Even if necessary it is calculated in a certain way and interpreted at a certain level of confidence.

e) Verification

Amid this stage, understudies conduct cautious examinations to choose whether the foreordained theory is exact or untrue utilizing elective discoveries related to information preparing comes about.

f) Generalization (Drawing Conclusions)

The sweeping statement stage is the process of reaching a conclusion that can be used as a general concept and extends to all similar incidents or problems, thus taking the verification results into account.

Following the procedures outlined above, the researcher hopes that students will be able to comprehend the application discovery learning that is being implemented in all schools. At the very least, the technique makes learning easier for the students. As a result, the introduction of discovery learning can be implemented and the students' knowledge can be developed.

C. Concept of Analytical Exsposition Text

1. Definition of Analytical Exsposition Text

Analytical exposition is the text aimed at influencing a reader by using strong argument and persuasion. Regarding to this statement,

According to Anderson (1997) analytical exposition text is a type that is intented to persuade readers that something should be in the case. An analytical exposition text is a type of spoken or written text that is intented to persuade the listeners or readers that something is the case. From that theory it can be said that analytical exposition text has function to influence readers' thinking. It also collaborate that writer's idea about the phenomena surrounding. To make the persuasion stronger, the speaker or writer gives some arguments the fundamental reason why something is the case. This type of the text can be found in scientific books, journal, magazine, newspaper, articles academic, research report, etc.

2. Structure of Analitical Exposition Text

Structure of the text is a crucial part in reading comprehension to know what the function and purpose of a text are. Anderson (1997) stated analytical exposition consists of three parts:

a) Thesis

Thesis introduces the topic and shows speakers or writer positions or outlines of the arguments presented.

b) Arguments

Argument is the means by which we engage in discussion about our present and our future. Arguments consist of points and elaboration. Point states the main arguments. While elaboration develops and supports each points of arguments.

c) Reiteration

Reiteration restates speaker or writer's position. Reiteration commonly called as the conclusion.

3. Generic Feature of Analitical Exposition Text

The language features of analytical exposition text are:

a) Focus on generic human participant (e.g: car, pollution).
b) The use of mental verb are used when expressing opinions (e.g: like, believe, happy).
c) The use of words that link to argument (e.g: firstly, however, therefore).
d) The use of present tense.
e) The use of modal and adverb (e.g: can, may certaintly).
f) It uses emotive and evaluative word. For example: alarmed, worried,etc.

Here is the example of analytical exposition text:

The Importance of English

Thesis

I personally think that English is the world's most important language. Why do I say that?

Argument 1

Firstly, English is an international language. It is spoken by many people all around the world, either as a first or second language.

Argument 2

Secondly, English is also the key which opens doors to scientific and technical knowledge, which is needed for the economic and political development of many countries in the world.

Argument 3

Thirdly, English is a top requirement of those seeking jobs. Applicants who master either active or passive English are more favorable than those who do not.

Reiteration

From the fact above, it is obvious that everybody needs to learn English to greet the global era.

Based on explanation above, it can be concluded that analytical exposition is text made to convince a reader through strong arguments about issue or problems, and make the audience agree with the arguments conveyed. In reading this text, the reader probably thinks of the argument that happens around, clarify whether it is true or not. It leads the reader either agreeing or disagreeing about the text.

D. Previous Study

Before the researchers do the reseacrh, the researchers had read some researchers which had relevance. There were some studies that had beenconstructed in Discovery Learning and Reading skill.

The first research is written by Nofianti's (2020). Entitled The Effect of Discovery Learning Model on Students' Learning Competencies At Grade VII In Junior High School 16 Padang. The aim of this study is to determine the effect of the Discovery Learning model through students' learning competencies in science (knowledge, attitudes and skill) at grade VII in Junior High School 16 Padang. This type of research is experimental research with a control group posttest only design. The population in this study were all class VII SMPN 16 Padang registered in the 2018/2019. Sampling was done using technique purposive sampling, which was chosen as the sample of the study was class VII.5 as the experimental and VII.2 as the control class. The instruments used were in the form of questions posttest for knowledge competencies, observation sheets for attitide and skills. The hypothesis was tested using the test, can be concluded that the competencies of learners knowledge tcount 5,96 > ttable 1,67, the competencies of attitude value tcount 6,36 > ttable 1,67, and the competencies of skills value tcount 1,69 > ttable 1,67. This shows that the hypothesis is accepted. Concluded that the application of model the Discovery Learning has a positive effect on students' science learning

competency of knowledge, attitudes and skills of class VII students of SMPN 16 Padang.

The difference between Nofianti's (2020) research and the research I will examine is that it focuses on students 'reading comprehension, while Nofianti's research focuses on Students' Learning Competencies in science (knowledge, attitudes and skills) using the data collection method using the hottest control group only design with experimental and control class. While in my research used Time Series Design only and only used one experimental class don't used control class

Second, Dwijayanti (2020). Entitled, The Effect of Discovery Learning Under Mind Mapping on Students' Results of History Learning at SMAN 1 Tanggerang.Learning in the era of globalization requires knowledge and understanding of skills so that students are able to empower themselves to find, support, assess, and use information, and collect innovations that are creative in making decisions. This research was conducted to analyze the presence or absence of significant influence of discovery learning models by mind mapping on the learning outcomes of history of students of SMAN 1 Tenggarang. The research method is a quasi-experimental design with nonequivalent control group design. To determine the sample using cluster random sampling as many as 69 respondent. Data use collection methods use are pre test and post test. Data were analyzed by Paired Sample Test and independent t test.Result showed that: 1) there is significant effect for discovery learning with mind

mapping models on the learning outcomes because of its significant value 0.000; 2) there is significant effect for discovery learning without mind mapping models on the learning outcomes because of its significant value 0.000; 3) there are differences in the influence of discovery learning models with mind mapping and discovery learning models without mind mapping because of its significant value 0.000.

The difference between Dwijayanti (2020) research and my the research, I will examine is that it focuses on students 'reading comprehension, while Dwijiyanti research focuses on mind mapping models on the learning outcomes. And used quasi-experimental design with nonequivalent control group design. To determine the sample using cluster random sampling as many as 69 respondent. Data use collection methods use are pre test and post test. While in my research used Time Series Design only and only used one experimental class don't used control class.

Annisa comes in third (2020). The Effect of the Disclosure Learning Model on Student Motivation and Learning Achievement Lesson X MIA SMAN 1 Gowa (Think about on Nuclear Structure). This proposition may be a quasi-experimental investigate (quasi-experimental), with the objective of deciding the affect of the disclosure learning demonstrate strategy on understudy inspiration and learning accomplishment in lesson X MIA SMA Negeri 1 Gowa. The inquire about plan utilized may be a "posttest-only control bunch plan." All of the

understudies in course X MIA were included in this report X MIA 12. The impact of Demonstrate Discovery Learning on students' motivation and achievments in learning class X MIA SMAN 1 Gowa . Jurnal Chemica Vo/. 21 Nomor 1 Juni 2020, 11 - 20 SMA Negeri 1 Gowa, which has seven classes.The sampling technique used is class random sampling so that the sample are a class X MIA 5 as an experimental class and class X MIA 6 as control class with the number of students each 36 peoples. The independent variable in this study is discovery learning model and the dependent variable is motivation and learning achievement of student’s. The examining method utilized is course arbitrary inspecting, with the test comprising of a course X MIA 5 as an exploratory course and a course X MIA 6 as a control lesson, each with 36 understudies. In this investigation, the autonomous variable is the disclosure learning show, and the subordinate variable is understudy inspiration and learning accomplishment. Information on inspiration and learning accomplishment were analyzed utilizing clear and inferential measurements. Employing a t-test, test the theory for the affect of the revelation learning show strategy on understudy inspiration. The discoveries show that the revelation learning show strategy has an affect on the inspiration and learning accomplishment of understudies in Lesson X MIA SMA Negeri 1 Gowa (Think about on Stucture nuclear).The discoveries of this ponder uncovered that students' inspiration and learning accomplishment expanded, but not altogether. The normal rate of learning inspiration is

59.25 percent for the control lesson and increments to 60.78 percent for the test course, whereas students' learning accomplishment is 8.33 percent for the control course and 44.44 percent for the test lesson.

The differences, research from Anissa (2020) is a study that aims to determine the effect of discovery learning models on student motivation and learning outcomes. The research design used was "posttest only control group design. while my research aims to determine the effect of discovery learning on students' reading comprehension. My research design uses a time series design with pretest, treatment, posttest to determine the effects of dicovery learning.

fourthly, Tota Martaida, Nurdin Bukit, and Eva M Ginting are among those who have contributed to this work (2018). The study was titled Impact of Discovery Learning model on Basic Thingking Expertise and Cognitive Result Learning Students' SMP. This consider points to decide: students' basic considering aptitudes and understudy cognitive outcomelearningwith revelation learning show and ordinary learning. Semi test inquire about was conducted utilizing pretest-posttest control gather plan. The test in this investigate is the exploratory lesson treated with the revelation learning demonstrate and the control course apply the routine learning chosen by straightforward arbitrary testing. The instrument utilized is an paper test based on the marker of basic considering capacity and result learning test based on blossom modification. Information in this investigate is analyzed by utilizing test. The comes about appear that: The

students' basic considering capacity which is instructed by revelation learning is superior than understudies who are instructed by ordinary

Lastly,Salmi (2019). Entitled The Application of Discovery Learning models to Students' of class XII IPS.2 Palembang State High School 13. The investigate utilized is Classroom Activity Inquire about (CAR)a or Classroom Activity Inquire about (CAR) which points to make strides and discover arrangements to genuine issues in progressing the learning handle within the classroom. This investigate has a few cycles. Each cycle comprises of 4 stages of interrelated and ceaseless exercises, to be specific: arranging (arranging), usage (acting), perception (watching), and reflection (reflecting). The comes about of the consider appeared that utilizing the disclosure learning show of learning completeness of understudies some time recently the activity and after the activity, specifically; cycle I (60.00%), and cycle II (90.00%). Hence, it can be concluded that there's a critical alter in learning results between some time recently and after being given lesson activity by applying disclosure learning learning models to understudies of lesson XII IPS.2 Palembang 13 Open Tall School so that this investigate is considered to be fruitful.

The differences, research from Salmi (2019) the researcher focus on the learning model to students' and this research use Classroom Action Research (CAR) to collect the data.While my research aims to determine the effect of discovery learning on students' reading comprehension. My research design uses a time series design with pretest, treatment, posttest

to determine the effects of dicovery learning.The similarities both them are use the same Discovery Learning

E. Hypothesis

Based on the issue explanations that displayed by the analyst, the investigate theory is expressed as takes after:

1. Alternative Hypothesis (H_1): The Discovery Learning has a major effect on students' reading comprehension in the Eleventh Grade at MA Ja-al-Haq Bengkulu city.
2. Null Hypothesis (H0): There is no important effect of the Discovery Learning on students' reading comprehension in the Eleventh Grade at MA Ja-alHaq Bengkulu city.

CHAPTER III

RESEARCH METHODS

A. Research Design

In this case investigation, the analyst utilizing a quasi-experimental, in the shapes of a time-series design. According to Sugiyono (2017: 116-118), there are two quasi experimental designs, time series design and non-equivalent control group design. Then the researcher will illustrate and test the hypothesis correlation to this research.The intents for the researchers choosing the time series design are:

1. Because researchers do not apply randomization in selecting representations to attend research.
2. In this study researchers only apply a single group (treatment group).
3. Researchers apply a pretest (initial test) and postest (end test)
4. In this investigation, the frequency and data collection are carry out in a period, namely before treatment and after treatment.

The time series design where the researcher will use an equivalent time series will be included in this study as a research design. Johnson and Christensen (2014) say that in the equivalent time series design of this design, the treatment is introduced not only one but repeatedly interspersed with untreated periods. This design is a form of the quasi-experimental method. In this design the group using for the study cannot

be selected randomly. This research design uses only one group, so it does not require a control group. Ali (2010, p.94) states that "in its implementation, the effect of treatment (X) is measure repeatedly in a certain period of time". Some time recently being given the treatment, the bunch will be given a pre-test up to three times, with the deliberate of knowing the soundness and clarity of the group's condition some time recently being given the treatment. In case the comes about of the pre-test three times (O1, O2, O3) show different values, it means that the group is unstable, uncertain, and inconsistent. After the stability of the group's condition can be clearly identified, then next group is given treatment or action (X) 3 times and this treatment (X) is given every time the group finishes doing the pre-test. After that, three post-tests will be given (O4, O5, O6). This research design's general pattern can be summarized in the following points:

Table 3.1 Equivalent Time Series Design

$$\mathbf{O^1X\ O^4,\ O^2\ X\ 0^5,\ 0^3\ X\ 0^6}$$

Note :

O_1,O_2,O_3 = Pretest value before treatment

X= Treatment Using DIscovery Learning

O_4,O_5,O_6 = Posttest value after being given treatment

The first step is to decide which group will be the experimental group. Because only one group is using in this study, the control group is

not using. The experimental group will first be given a pretest before being treated, and afterwards the experimental group will be treated using the Discovery Learning on the concept of analytical exposition text. The exploratory gather will get three cycle (to begin with arrangement, second moment, third arrangement). After being treat the test bunch will be given a posttest, so that the pick up esteem or the contrast between the pretest and posttest scores might be get. The pretest and posttest scores portray the proficiency values in understudies some time recently and after being treat utilizing Discovery Learning. Overall, the stages in experimental research are detail. as follows ;

a) Make preliminary observations and apply for a license to the school,
b) Making instruments, consulting with experts and testing the instruments using in research,
c) Coordinating with class English teachers at MA ja-alHaq Bengkulu city.
d) Conducting a pretest every meeting (theree times) before being given treatment.
e) Conducting research activities (giving treatment using Discovery Learning to students)
f) Carry out a posttest in each meeting (theree times) after students are given treatment, as well
g) Perform data analysis of research results

B. Subject of the Research

The analyst conduct the subject of the investigate at the Eleventh Grade Students'of MA Ja-alHaq Bengkulu city which is located on Jl. R.E Martadinata RT.06 RW.04 Muara Dua. The research only used one class as a subject of the researcher.

C. Population and Sample

1. Population

The population is the whole research subject. If someone wanna examine all the elements that exist in the research area. Based on these statements, the population in this study are Eleventh Grade students' at MA Ja-alHaq Bengkulu City.

Table 3.2 Population

Class	Total
Putri class of Eleventh (IX [a])	28
Putra class of eleven th (IX [b])	10

2. Sample.

In this analysis, is purposive sampling. Sugiyono (2018) say, purposive sampling is a sampling approach that take into account a number of factors. The other opinion from Sekaran and Bougie(2017), is limited to specific sorts of persons who can supply the

neededinformation, either bacause they are the only one who have it or because they match seved conditions set by the researcher.

The basis of the researcher determining class XI A as an experimental class is because in the preliminary study, the English subject teacher said that in class XI A there were students' whose reading comprehension was still lacking. So that the researcher was placed by the subject teacher to make class XI A the experimental class in this study.

Table . 3.3 Sample

Class	**Students**		**Total**
IX [a] class students' of MA Ja-alHaq Bengkulu city.	**Male**	**Female**	28
	-	28	

D. Instrument of the Research

In this study, the researcher administers a reading test to students in order to determine the impact of discovery learning on students' reading comprehension of analytical exposition text. The test is partitioned into two parts: pre-test and post-test. In this test, by using multiple choice questions for the test because it can make it easier for researchers to collect and manage data.

1. Pre-test

The pre-test consists of fifteen multiple-choice questions with five answers (a, b, c,d, and e). Some data collection checks will be conducted as follows: The researcher administers a pretest to the students prior to administering treatments in order to determine the fundamentals of the students' reading comprehension prior to treatment, as well as the students' mean score.The students complete the answer sheets by answering the questions. The researcher then scored them based on their answers on the questionnaire. The researcher asks the students to respond to a series of questions. It will be administered following treatment to determine the outcome of students' reading comprehension text after they had been trained using Discovery Learning.

2. Pos-test

The post-test consists of fifteen multiple-choice questions with five answers (a, b, c,d, and e). Some data collection tests will be performed as follows: the study will administer a posttest after administering a pretest and treatment. The researcher then asks the students to respond to the query. The students respond to their test questions.

E. Techniques of Analyzing Data

After conducted the data, the result and instrument (pre-test and post-test) will be analyze in order to answer the research question. The analysis of each instrument is presented in a descriptive explanation.

1. The Normality Test

The normality test is a test a group of data to know whether the data distribution is a normal curve or not. In this research, the researcher uses the Kolmogorov Simonov normality test. Kolmogorov Simonov is used to test the goodness of fit of sample distribution and other distribution. This test compares a group of sample data toward nor mal distribution mean score and similar standard deviation. Based on the statistical counted about normality test with belief a=0,05.

F. Techniques of Collecting Data

In this research, the writer collected data by using pre-test and post-test as the instrument to collect the data. To collect data from reading test, the researcher conducted try out to examine the validity and rehebility of the test instrument. The researcher will change the items of the reading test, which were not valid and reliable. Then, data collection will be start with pre-test and end by post-test.

1. Test

The researcher administered a reading test to the students in order to assess their comprehension of the content. The researcher is attempting to determine whether or not the students will answer the reading test correctly by administering the test. The correct and incorrect answers provided by students are used to determine whether or not the students encounter difficulties. The researcher administers a test that consists of ten multiple-choice questions.

The following is the data analysis method. First, the researcher measured the results of the students' tests using Arikunto's (1989) scale:

$$S = \frac{R \times 100\%}{N}$$

Remember :

S = Totally right Percentage

R = Right answers

N = Total Number of Questions

The researcher then calculated the score based on the results of the reading comprehension exam. The following is a classification of the students' scores:

Table . 3.4 Classification of the Students' Score

Score	**Ranges**
80-100	Really nice
60-79	Very good
40-59	Good
20-39	Enough
Fewer than 20	Bad

(Arikunto,2014)

G. Hypothesis Testing Single Subject

To test the hypothesis with a one sample t-test with the condition that the used is normally ditributed. The hypothesis teting was carried out because this study examined learning outomes before

and after treatment (Sugiyono, 2017). The test criteria for the hypothesis are that H0 is rejected or H1 is acepted if

$-t_{table} \leq t_{count,}$ with a 95% confidence level.

H. The Procedure for Implementation Discovery Learning in the Classroom.

The teacher must have an understanding of the application of the discovery learning model, both in the application of the learning model in the teaching and learning process. In applying discovery learning teaching in the classroom it must be in accordance with the procedure. The following are the steps for implementing discovery learning in the classroom:

1. **The application of stimulation.**

   First of all, students are faced with something that causes confusion, namely by being given material related to Analytical Exposition Text. Then proceed not to give generalizations so that there is a desire to investigate on their own. At this stage, the teacher asks questions by asking problems or asking students to read or listen to descriptions that contain problems. Stimulation at this stage serves to provide conditions for learning interactions that can develop and assist students in exploring materials. In this case, Bruner provides stimulation using questioning techniques, namely

by asking questions that can expose students to internal conditions that encourage exploration.

2. **Application of problem statements.**

   After stimulation, the next step is for the teacher to give students the opportunity to identify as many problem agendas as possible that are relevant to the lesson material. Then, one of them is selected and formulated in the form of a hypothesis (temporary answers to problem questions).

3. **Application of data collection.**

   When exploration takes place, the teacher also gives students the opportunity to collect as much information as relevant to prove whether the hypothesis is true or not. This stage serves to answer questions or prove whether a hypothesis is true or not. Thus, students are given the opportunity to collect various relevant information, read literature, observe objects, interview sources, conduct their own trials, and so on.

4. **Application of data processing**

   Data processing is an activity of processing data and information that has been obtained by students either through interviews, observations, and so on, and then interpreted. Data processing is also called coding or coding / categorization which functions as concept formation and generalization. From these

generalizations, students will gain new knowledge about alternative answers / solutions that need to be proven logically.

5. **Application of verification**

verification aims so that the learning process will run well and creatively if the teacher provides opportunities for students to find a concept, theory, rule, or understanding through the examples he meets in his life.

6. **Application of generalization**

The generalization stage of drawing conclusions is the process of drawing a conclusion that can be used as a general principle and applies to all the same events or problems, of course by paying attention to the results of the verification. In other words, at this stage, based on the results of the verification, students learn to draw certain conclusions or generalizations. Finally, students can formulate a conclusion in words / writing about the principles underlying the generalization.

I. Research procedures

1. Planning Stage

At this stage, the researcher took several steps, namely:

a. Determining the research problem, at this stage the researcher determines problems that will be examined from the results of learning carry out during lectures;

b. Formulating problems by identifying problems, formulating research titles;
c. Preparation of research proposals, at this stage the preparation of research proposals and conducting consultations with academic supervisors;
d. Formulate research hypotheses, and choose the research methodology to be using;
e. Determine the data source, namely the population and sample in this study;
f. Preparation of research instruments, instrument preparation activities
g. The research will be following by a judgment and testing of the instrument and continue with revision of the instrument if there will an instrument that still not valid.
h. Perform licensing to relate parties

2. Implementation Stage

The second stage is the implementation stage, at this stage the researcher conducts research to MA Ja-alHaq Bengkulu City to determine the effect of the application of Dicovery Learning learning methods on improving reading comprehension of class XI students. This stage has steps as follows:

a. Specifies the class of the experiment as a sample;

b. Prepare a syllabus and lesson plans for the application of learning method Dicovery Learning.
c. Take initial measurements by carrying out a pre-test.
d. Analyze the pre-test result data.
e. Carry out treatment learning using the Dicovery Learning learning method.
f. Take the final measurement by carrying out the post-ttest.

3. Final Stage of Research

a. Processing data from the pre-test and post-test results that have been obtained.
b. Analyze research findings.
c. Draw conclusions and suggestions based on the results of data processing.
d. The research report is reported in the form of a thesis and submitted to the trial examiner team to be given an assessment.

CHAPTER IV

RESULT AND DISCUSSION

This chapter presents the result of the findings. The appeared the rates of the experimental group last work after that bunch had given the treatment. The discoveries moreover included the comes about of the think about that appeared whether there were noteworthy impact on students' reading comprehension are taught using discovery learning method and between students' who were not.

A. Result

In this case investigation, the analysis used a quasi-experimental study, and more focus to time-series design. The time series design where the researcher used an equivalent time series included in this study as a research design. Johnson and Christensen (2014) say that in the equivalent time series design of this design, the treatment is introduced not only one but repeatedly interspersed with untreated periods. This research design uses only one group, so it does not require a control group. Ali (2010, p.94) states that "in its implementation, the effect of treatment (X) is measure repeatedly in a certain period of time". Some time recently being given the treatment, the bunch will be given a pre-test up to three times, with the deliberate of knowing the soundness and clarity of the group's condition some time recently being given the treatment. In case the comes about of the pre-test three times (O1, O2, O3) show different values, it means that the group is unstable, uncertain, and inconsistent. After the

stability of the group's condition can be clearly identified, then next group is given treatment or action (X) 3 times and this treatment (X) is given every time the group finishes doing the pre-test. After that, three post-tests will be given (O4, O5, O6).

After conducted the data, the result and instrument (pre-test and post-test) will be analyze in order to answer the research question. The analysis of each instrument is presented is :

1. Normality of the Data

Before analyzing the data, normality of the data should be measured. In determining normality of the data Kolmogorov-Smirnov test was used.

1.1 The Result of Normality Data of Pre-Test Scores

In analyzing the normality of the data test of pre-test scores, one sample kolmogorov-smirnov test use since the data of group less than 50 data.

a. Test of normality of first meeting of pre-test scores of the experimental group class can be seen on table 4.1

Table 4.1

One-Sample Kolmogorov-Smirnov Test 1

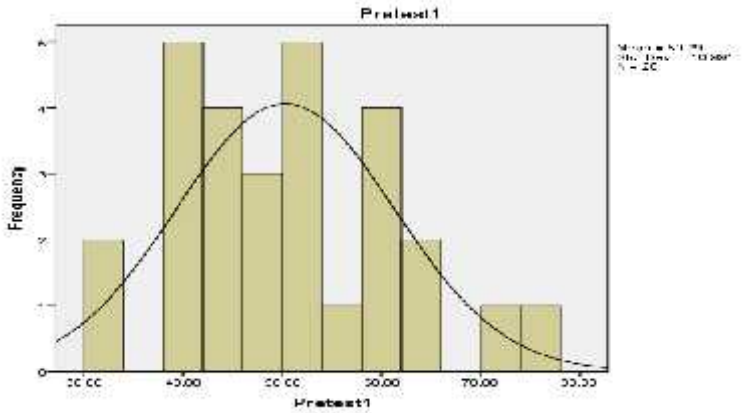
		Pre-test 1
N		28
Normal Parameters[a,b]	Mean	50.2857
	Std. Deviation	10.99110
Most Extreme Differences	Absolute	.117
	Positive	.117
	Negative	-.103
Kolmogorov-Smirnov Z		.117
Asymp. Sig. (2-tailed)		.200[c,d]

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.
d. This is a lower bound of the true significance.

The Kolmogorv-Smornov test of the first pre-test of the experimental group class showed that significance was 0,200, since p values (0,200) was higher than 0,05, it be concluded that the data obtained were considered normal.

The histogram of normal data of first per-test scores of the experimental group class can be seen on figure 1

Figure 1



The histogram of the students' first meeting pretest of the experimental group class

b. Test of normality of second meeting of pre-test scores of the experimental group class can be seen on table 4.2

Table 4.2

One-Sample Kolmogorov-Smirnov Test 2

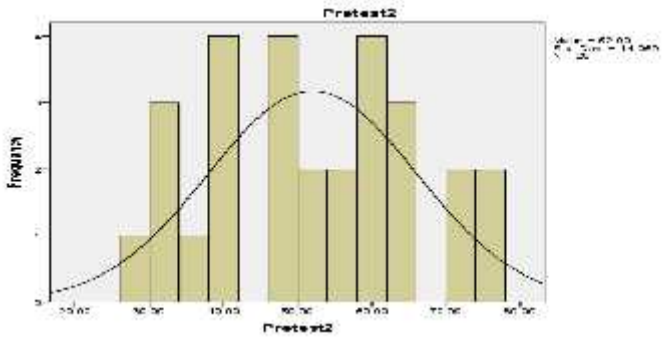
		Pre-test 2
N		28
Normal Parameters[a,b]	Mean	52.0000
	Std. Deviation	14.06861
Most Extrem Differences	Absolute	.125
	Positive	.125
	Negative	-.108
Kolmgorov-Smirnov Z		.125
Asymp. Sig. (2-tailed)		.200[c,d]

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.
d. This is a lower bound of the true significance.

The Kolmogorv-Smornov test of the second meeting pre-test of the experimental group class showed that significance was 0,200, since p values (0,200) was higher than 0,05, it be concluded that the data obtained were considered normal.

The histogram of normal data of first per-test scores of the experimental group class can be seen on figure 2

Figure 2



The histogram of the students' second meeting pretest of the experimental group class

c. Test of normality of third meeting of pre-test scores of the experimental group class can be seen on table 4.3

Table 4.3
One-Sample Kolmogorov-Smirnov Test 3

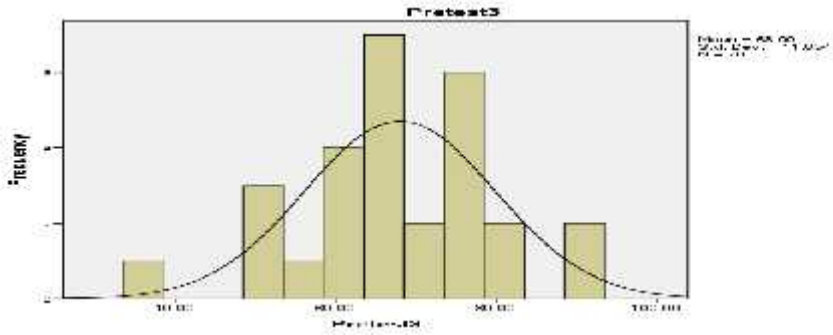
		Pre-test 3
N		28
Normal Parameters[a,b]	Mean	68.0000
	Std. Deviation	11.85405
Most Extreme Differences	Absolute	.098
	Positive	.076
	Negative	-.098
Kolmgorov-Smirnov Z		.098
Asymp. Sig. (2-tailed)		.200[c,d]

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.
d. This is a lower bound of the true significance.

The Kolmogorv-Smornov test of the second meeting pre-test of the experimental group class showed that significance was 0,200, since p values (0,200) was higher than 0,05, it be concluded that the data obtained were considered normal.

The histogram of normal data of first per-test scores of the experimental group class can be seen on figure 3

Figure 3



The histogram of the students' third meeting pretest of the experimental group class

1.2 The Result of Normality Data of Post-Test Scores

In analyzing the normality of the data test of post-test scores, one sample kolmogorov-smirnov test use since the data of group less than 50 data.

a. Test of normality of first meeting of post-test scores of the experimental group class can be seen on table 4.4

Table 4.4
One-Sample Kolmogorov-Smirnov Test 1

		Post-test 1
N		28
Normal Parameters[a,b]	Mean	64.1786
	Std. Deviation	8.89467
Most Extreme Differences	Absolute	.141
	Positive	.115
	Negative	-.141
Kolmogorov-Smirnov Z		.141
Asymp. Sig. (2-tailed)		.165[c]

a. Test distribution is Normal.

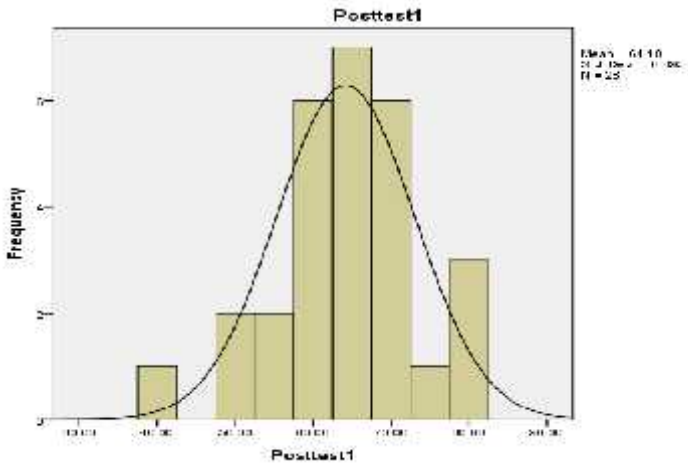
b. Calculated from data.

c. Lilliefors Significance Correction.

The Kolmogorv-Smornov test of the second meeting post-test of the experimental group class showed that significance was 0,165, since p values (0,165) was higher than 0,05, it be concluded that the data obtained were considered normal.

The histogram of normal data of first post-test scores of the experimental group class can be seen on figure 4

Figure 4



The histogram of the students' first meeting post-test of the experimental group class

b. Test of normality of second meeting of post-test scores of the experimental group class can be seen on table 4.5

Table 4.5

One-Sample Kolmogorov-Smirnov Test 2

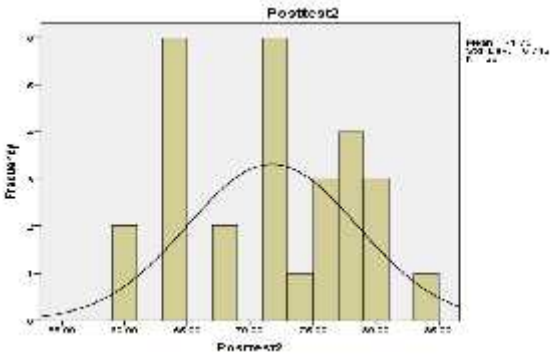
		Post-test 2
N		28
Normal Parameters[a,b]	Mean	71.7500
	Std. Deviation	6.74194
Most Extreme Differences	Absolute	.161
	Positive	.161
	Negative	-.158
Kormogorov-Smirnov Z		.161
Asymp. Sig. (2-tailed)		.062[c]

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.

The Kolmogorv-Smornov test of the second meeting post-test of the experimental group class showed that significance was 0,062, since p values (0,062) was higher than 0,05, it be concluded that the data obtained were considered normal.

The histogram of normal data of second post-test scores of the experimental group class can be seen on figure 5

Figure 5



The histogram of the students' second meeting post-test of the experimental group class

c. Test of normality of third meeting of pre-test scores of the experimental group class can be seen on table 4.6

Table 4.6

One-Sample Kolmogorov-Smirnov Test 3

		Post-test 3
N		28
Normal Parameters[a,b]	Mean	82.2500
	Std. Deviation	7.92383
Most Extreme Differences	Absolute	.123
	Positive	.123
	Negative	-.075
Kolmogorov-Smirnov Z		.123
Asymp. Sig. (2-tailed)		.200[c,d]

a. Test distribution is Normal.

b. Calculated from data.

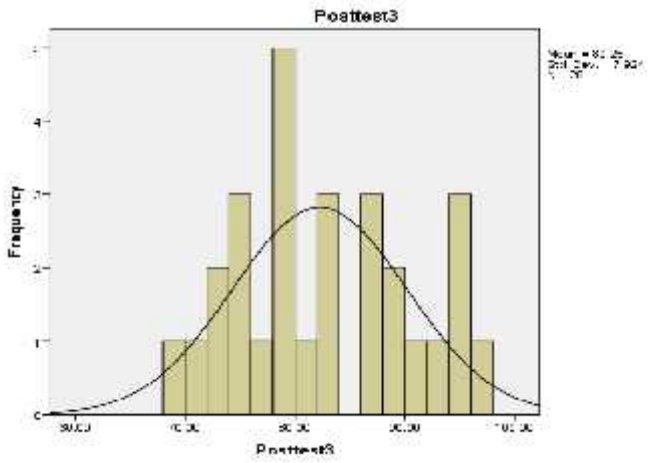
c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

The Kolmogorv-Smornov test of the third meeting post-test of the experimental group class showed that significance was 0,200, since p values (0,200) was higher than 0,05, it be concluded that the data obtained were considered normal.

The histogram of normal data of third post-test scores of the experimental group class can be seen on figure 6

Figure 6



The histogram of the students' third meeting post-test of the experimental group class

2. The Result of Reading Comprehension Test

This section describes and analyzes the test before and after treatment. The pre-test and post-test were given to the students in the experimental group class. The pre-test was given to the students before the experiment was conducted and post-test was given at the end of the experiment.

2.1 The description of pre-test and post-test scores in the experimental group class in first meeting

Graphically, the total score of students pre-test and post-test in the experimental group class in first meeting can see on the table 4.7.

Table 4.7

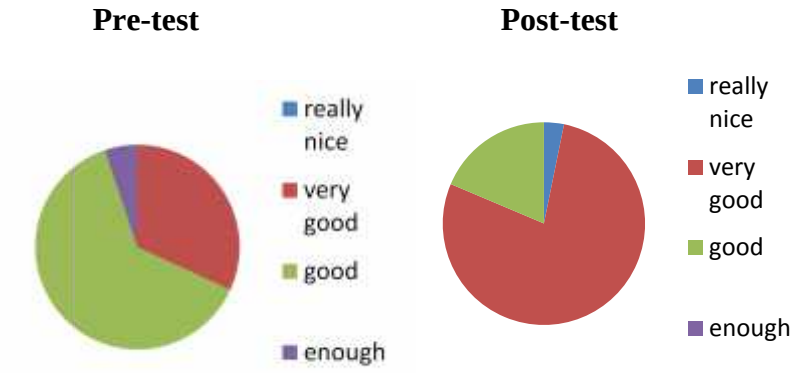
The Score Distribution in Experimental Group Class in first meeting

Score Interval	Category	Pre-test		Post-test	
		Frequency (students)	Percentage (%)	Frequency (students)	Percentage (%)
80-100	Really nice	0	0 %	2	5,3 %
60-79	Very good	7	16,5 %	20	49,1 %
40-59	Good	19	32,7 %	6	11,7 %
20-39	Enough	2	2,7 %	0	0%
Fewer than 20	Bad	0	0 %	0	0%

Based on table 4.7, pre-test in experimental group class in first meeting, there was 0 (0 %) students in really nice category, 7 (16,5%) students was in very good category, 19 (32,7%) students was in good category, 2 (2,7%) students was in enough category, and 0 (0 %) students was in bad category. While, in post-test, there was 2 (5,3%) students was in really nice category, 20 (40,1%) students was in very good category, 6 (11,7 %) students was in good category and 0 (0%) was in enough category and 0 (0 %) students was in bad category.

Graphically, the total score of students pre-test and post-test in the experimental group class can be seen on figure 7

Figure 7



Graph for Pre-test and Post-test score in experimental group class in first meeting

Based on figure 7, the post-test score was higher than pre-test score. In other words, teaching using the discovery learning method has an influence on students' reading comprehension.

2.2 The descriptin of pre-test and post-test scores in the experimental group class in the second meeting

Graphically, the total score of students pre-test and post-test in the experimental group class in second meeting can see on the table 4.8

Table 4.8
The Score Distribution in Experimental Group Class in Second Meeting

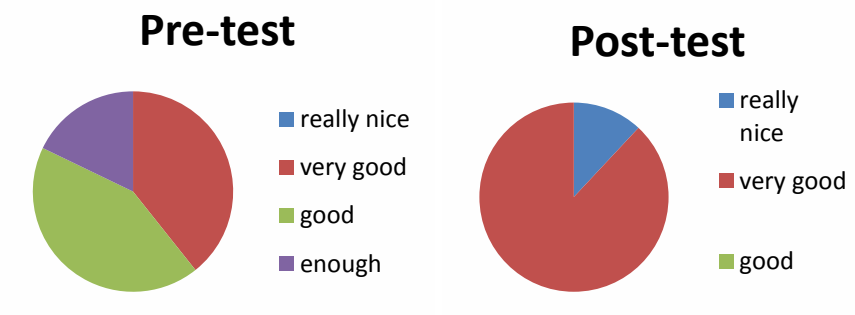
Score Interval	Category	Pre-test		Post-test	
		Frequency (students)	Percentage (%)	Frequency (students)	Percentage (%)
80-100	Really nice	0	0 %	4	11,1 %
60-79	Very good	11	26 %	24	60,6 %
40-59	Good	12	20,7 %	0	0%
20-39	Enough	5	5,9 %	0	0%
Fewer than 20	Bad	0	0 %	0	0%

Based on table 4.8, pre-test in experimental group class in second meeting, there was 0 (0 %) students in really nice category, 11 (26%)

students was in very good category, 12 (20,7%) students was in good category, 5 (5,9%) students was in enough category, and 0 (0 %) students was in bad category. While, in post-test, there was 4(11,1%) students was in really nice category, 24 (60,6 %) students was in very good category, 0 (0 %) students was in good category, 0 (0%) was in enough category and 0 (0 %) students was in bad category.

Graphically, the total score of students pre-test and post-test in the experimental group class can be seen on figure 8.

Figure 8



Graph for Pre-test and Post-test score in experimental group class in second meeting

Based on figure 8 the post-test score was higher than pre-test score. It is mean, teaching using the discovery learning method has an influence on students' reading comprehension.

2.3 The description of pre-test and post-test scores in the experimental grup in the third meeting

Graphically, the total score of students pre-test and post-test in the experimental group class in third meeting can see on the table 4.9.

Table 4.9

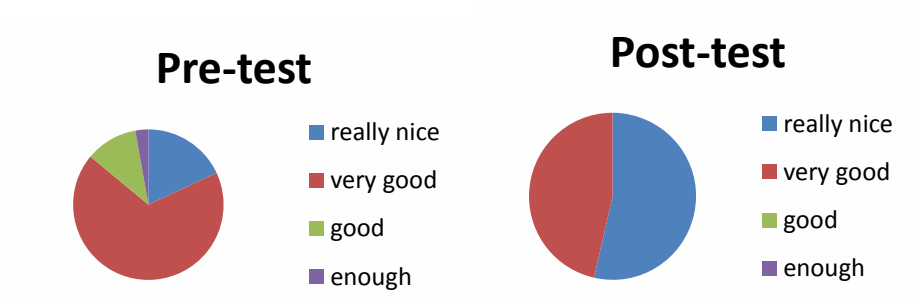
The Score Distribution in Experimental Group Class in Third Meeting

Score Interval	Category	Pre-test		Post-test	
		Frequency (students)	Percentage (%)	Frequency (students)	Percentage (%)
80-100	Really nice	4	12,3 %	15	47,5 %
60-79	Very good	19	46,3 %	13	35 %
40-59	Good	4	7,6 %	0	0 %
20-39	Enough	1	1,9 %	0	0%
Fewer than 20	Bad	0	0 %	0	0%

Based on table 4.3, pre-test in experimental group class in third meeting, there was 4 (12,3%) students in really nice category, 19 (46,3%) students was in very good category, 4 (7,6 %) students was in good category, 1 (1,9%) students was in enough category, and 0 (0%) students was in bad category. While, in post-test, there was 15 (47,5%) students was in really nice category, 13 (35%) students was in very good category, 0 (0 %) students was in good category, 0 (0%) was in enough category and 0 (0 %) students was in bad category.

Graphically, the total score of students pre-test and post-test in the experimental group class can be seen on figure 9.

Figure 9



Graph for Pre-test and Post-test score in experimental group class in second meeting

Based on figure 9, the post-test score was higher than pre-test score. It is mean, teaching using the discovery learning method has an influence on students' reading comprehension.

B. Hypothesis Testing Single Subject

In order to verify the hypothesis proposed, the statistial analyses were apllied. The t-test used is sample t-test was used to find out whether there was significanct differences on students' reading comprehension before and after treatment in the experimental group, meanwhile one sample t-test (SPSS) 25 program for window was applied in order to find out whether or not there was significant difference in students' reading analytial exsposition text in the experimental group.

1. One Sample t-test Analysis Pre-test

1.1 Statisticaly analysis on the result of pre-test in experimental group class in first meeting

The following is the statiscal description of sample pre-test in experimental group class :

Table 4.10

Statistic Description of Experimental Group pre-test 1

One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
pretest1	28	50.2857	10.99110	2.07712

Based on table 4.10 one sample statistics, the mean of reading comprehension pre-test 1 in the experiemental group was 50.2857 and Std. Deviation was 10.99110.

Table 4.11

One Sample t-test of experiment group in first meeting

One-Sample Test

	Test Value = 70					
					95% Confidence Interval of the Difference	
	T	Df	Sig. (2-tailed)	Mean Difference	Lower	Upper
pretest1	-9.491	27	.000	-19.71429	-23.9762	-15.4524

The result of the one sample t-test, t-obtained was 9.491 at the significant level 0,025 and the degree of freedom 27 and the value of t-table was two tailed test was 2.052

Based on table 4.11, it can be seen that t- obtained 9.491 was higher than the critical value of t-table 2.052. It can be stated the research hypothesis (H_1) was accepted and the null hypothesis (Ho) was rejected.

1.2 Statisticaly analysis on the result of pre-test in experimental group class in second meeting

The following is the statiscal description of sample pre-test in experimental group class :

Table 4.12

Statistic Description of Experimental Group pre-test 2

One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
pretest2	28	52.0000	14.06861	2.65872

Based on table 4.12 one sample statistics, the mean of reading comprehension pre-test 2 in the experiemental group was 52.0000 and Std. Deviation was 14.06861.

Table 4.13

One Sample t-test of experiment group in second meeting

One-Sample Test

	Test Value = 70					
					95% Confidence Interval of the Difference	
	T	Df	Sig. (2-tailed)	Mean Difference	Lower	Upper
pretest2	-6.770	27	.000	-18.00000	-23.4552	-12.5448

The result of the one sample t-test, t- obtained was 6.770 at the significant level 0,025 and the degree of freedom 27 and the value of t-table was two tailed test was 2.052.

Based on table 4.13, it can be seen that t- obtained 6.770 was higher than the critical value of t-table 2.052. It can be stated the research hypothesis (H_1) was accepted and the null hypothesis (Ho) was rejected.

1.3 Statisticaly analysis on the result of pre-test in experimental group class in third meeting

Table 4.14

Statistic Description of Experimental Group pre-test 3

One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
pretest3	28	68.0000	11.85405	2.24021

Based on table 4.14 one sample statistics, the mean of reading comprehension pre-test 3 in the experiemental group was 68.000 and Std. Deviation was 11.85405.

Table 4.15

One Sample t-test of experiment group in third meeting

One-Sample Test

	Test Value = 70					
					95% Confidence Interval of the Difference	
	T	Df	Sig. (2-tailed)	Mean Difference	Lower	Upper
pretest3	-.893	27	.380	-2.00000	-6.5965	2.5965

The result of the one sample t-test, t- obtained was 0.893 at the significant level 0,025 and the degree of freedom 27 and the value of t-table was two tailed test was 2.052.

Based on table 4.15, it can be seen that t- obtained 0.893 was lower than the critical value of t-table 2.052. It can be stated the research hypothesis (H_1) was rejected and the null hypothesis (Ho) was accepted.

2. One Sample t-test Analysis Post-test

2.1 Statisticaly analysis on the result of post-test in experimental group class in first meeting

The following is the statiscal description of sample post-test in experimental group class :

Table 4.16

Statistic Description of Experimental Group post-test 1

One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
posttest1	28	64.1786	8.89467	1.68093

Based on table 4.16 one sample statistics, the mean of reading comprehension post-test 1 in the experiemental group was 64.1786 and Std. Deviation was 8.89467.

Table 4.17

One Sample t-test of experiment group in first meeting

One-Sample Test

	Test Value = 70					
					95% Confidence Interval of the Difference	
	T	Df	Sig. (2-tailed)	Mean Difference	Lower	Upper
posttest1	-3.463	27	.002	-5.82143	-9.2704	-2.3724

The result of the one sample t-test, t- obtained was 3.463 at the significant level 0,025 and the degree of freedom 27 and the value of t-table was two tailed test was 2.052.

Based on table 4.17, it can be seen that t- obtained 3.463 was higher than the critical value of t-table 2.052. It can be stated

the research hypothesis (H_1) was accepted and the null hypothesis (Ho) was rejected.

2.2 Statisticaly analysis on the result of post-test in experimental group class in second meeting

The following is the statiscal description of sample post-test in experimental group class :

Table 4.18

Statistic Description of Experimental Group post-test 2

One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
posttest2	28	71.7500	6.74194	1.27411

Based on table 4.18 one sample statistics, the mean of reading comprehension post-test 2 in the experiemental group was 71.7500 and Std. Deviation was 6.7414

Table 4.19

One Sample t-test of experiment group in second meeting

One-Sample Test

	Test Value = 70					
					95% Confidence Interval of the Difference	
	T	Df	Sig. (2-tailed)	Mean Difference	Lower	Upper
posttest2	1.374	27	.181	1.75000	-.8642	4.3642

The result of the one sample t-test, t- obtained was 1.374 at the significant level 0,025 and the degree of freedom 27 and the value of t-table was two tailed test was 2.052

Based on table 4.19, it can be seen that t- obtained 1.374 was higher than the critical value of t-table 2.052. It can be stated the research hypothesis (H_1) was rejected and the null hypothesis (Ho) was accepted

2.3 Statisticaly analysis on the result of post-test in experimental group class in third meeting

The following is the statiscal description of sample post-test in experimental group class :

Table 4.20

Statistic Description of Experimental Group post-test 3

One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
posttest3	28	82.2500	7.92383	1.49746

Based on table 4.20 one sample statistics, the mean of reading comprehension post-test 1 in the experiemental group was 82.2500 and Std. Deviation was 7.92383.

Table 4.21

One Sample t-test of experiment group in third meeting

One-Sample Test

	Test Value = 70					
					95% Confidence Interval of the Difference	
	T	Df	Sig. (2-tailed)	Mean Difference	Lower	Upper
posttest3	8.181	27	.000	12.25000	9.1775	15.3225

The result of the one sample t-test, t- obtained was 8.181 at the significant level 0,025 and the degree of freedom 27 and the value of t-table was two tailed test was 2.052

Based on table 4.21, it can be seen that t- obtained 8.181 was higher than the critical value of t-table 2.052. It can be stated the research hypothesis (H_1) was accepted and the null hypothesis (Ho) was rejected.

C. Discussion

This study aims to determine the effect of dicovery learning method on students' reading comprehension. The research was conducted at the eleventh grade students' of MA ja-alHaq bengkulu city. The results of the study stated that the number of students in eleventh grade was 28 students. The number of samples in this study was 28 samples from the eleventh grade students' of MA ja-alHaq bengkulu city as an experimental group class. In the experimental group class, treatment was given in the form of learning to write using dicovery learning method. Before learning begins using discovery learning method, in the experimental class, measurements of students' initial abilities called pre-tests are carried out 3 times in each meeting. Then given the treatment, the treatment was given 3 times in each meeting. After being given the treatment, the students measured the final ability called the posttest 3 times in each meeting.

In the results of the first meeting, out of 28 students, pre-test in experimental group class in first meeting, there was 0 (0 %) students in really nice category, 7 (16,5%) students was in very good category, 19 (32,7%) students was in good category, 2 (2,7%) students was in enough category, and 0 (0 %) students was in bad category. While, in post-test, there was 2 (5,3%) students was in really nice category, 20 (40,1%)

students was in very good category, 6 (11,7 %) students was in good category and 0 (0%) was in enough category and 0 (0 %) students was in bad category. This shows that the experimental class has an increase in the first meeting test, which means discovery learning is going well and can be accepted by students.

In the results of the second meeting, out of 28 students, pre-test in experimental group class in second meeting, there was 0 (0 %) students in really nice category, 11 (26%) students was in very good category, 12 (20,7%) students was in good category, 5 (5,9%) students was in enough category, and 0 (0 %) students was in bad category. While, in post-test, there was 4(11,1%) students was in really nice category, 24 (60,6 %) students was in very good category, 0 (0 %) students was in good category, 0 (0%) was in enough category and 0 (0 %) students was in bad category.. This shows that the experimental class has an increase in the second meeting test, which means discovery learning is going well and can be accepted by students.

In the results of the third (last) meeting, out of 28 students pre-test in experimental group class in third meeting, there was 4 (12,3%) students in really nice category, 19 (46,3%) students was in very good category, 4 (7,6 %) students was in good category, 1 (1,9%) students was in enough category, and 0 (0%) students was in bad category. While, in post-test, there was 15 (47,5%) students was in really nice category, 13 (35%) students was in very good category, 0 (0 %) students was in good

category, 0 (0%) was in enough category and 0 (0 %) students was in bad category. This shows that the experimental class has an increase in the third meeting test, which means discovery learning is going well and can be accepted by students.

In the prerequisite test, data normality test, it is known that the data in the group experimental (pre-test and post-test) are all normally distributed. Prerequisite, this must be met so that the test results are more convincing.

In the test of the effect of the pre-test in the experimental group based on the one sample t-test at the pre-test of the first meeting one sample statistics, the mean of reading comprehension pre-test 1 in the experiemental group was 50.2857 and Std. Deviation was 10.99110. The result of the one sample t-test, t-obtained was 9.491 at the significant level 0,025 and the degree of freedom 27 and the value of t-table was two tailed test was 2.052. It can be seen that t- obtained 9.491 was higher than the critical value of t-table 2.052. It can be stated the research hypothesis (H_1) was accepted and the null hypothesis (Ho) was rejected.

In the test of the effect of the pre-test in the experimental group based on the one sample t-test at the pre-test of the second meeting . one sample statistics, the mean of reading comprehension pre-test 2 in the experiemental group was 52.0000 and Std. Deviation was 14.06861. The result of the one sample t-test, t- obtained was 6.770 at the significant level 0,025 and the degree of freedom 27 and the value of t-table was two tailed test was 2.052. Based on table 4.13, it can be seen that t- obtained

6.770 was higher than the critical value of t-table 2.052. It can be stated the research hypothesis (H_1) was accepted and the null hypothesis (Ho) was rejected.

In the test of the effect of the pre-test in the experimental group based on the one sample t-test at the pre-test of the third meeting, it was found that the mean one sample statistics, the mean of reading comprehension pre-test 3 in the experiemental group was 68.000 and Std. Deviation was 11.85405. The result of the one sample t-test, t- obtained was 0.893 at the significant level 0,025 and the degree of freedom 27 and the value of t-table was two tailed test was 2.052. It can be seen that t- obtained 0.893 was lower than the critical value of t-table 2.052. It can be stated the research hypothesis (H_1) was rejected and the null hypothesis (Ho) was accepted.

In the test of the effect of the post-test in the experimental group based on the one sample t-test at the post-test of the first meeting it was found that the one sample statistics, the mean of reading comprehension post-test 1 in the experiemental group was 64.1786 and Std. Deviation was 8.89467. The result of the one sample t-test, t- obtained was 3.463 at the significant level 0,025 and the degree of freedom 27 and the value of t-table was two tailed test was 2.052. Based on table 4.17, it can be seen that t- obtained 3.463 was higher than the critical value of t-table 2.052. It can be stated the research hypothesis (H_1) was accepted and the null hypothesis (Ho) was rejected.

In the test of the effect of the post-test in the experimental group based on the one sample t-test at the post-test of the second meeting, it was found that the one sample statistics, the mean of reading comprehension post-test 2 in the experiemental group was 71.7500 and Std. Deviation was 6.7414. The result of the one sample t-test, t- obtained was 1.374 at the significant level 0,025 and the degree of freedom 27 and the value of t-table was two tailed test was 2.052. Based on table 4.19, it can be seen that t- obtained 1.374 was higher than the critical value of t-table 2.052. It can be stated the research hypothesis (H_1) was rejected and the null hypothesis (Ho) was accepted.

In the test of the effect of the post-test in the experimental group based on the one sample t-test at the post-test of the third meeting, it was found that the one sample statistics, the mean of reading comprehension post-test 1 in the experiemental group was 82.2500 and Std. Deviation was 7.92383. The result of the one sample t-test, t- obtained was 8.181 at the significant level 0,025 and the degree of freedom 27 and the value of t-table was two tailed test was 2.052. Based on table 4.21, it can be seen that t- obtained 8.181 was higher than the critical value of t-table 2.052. It can be stated the research hypothesis (H_1) was accepted and the null hypothesis (Ho) was rejected.

Discovery learning involve in the teaching and learning process so that the students can understand the text. Discovery learning does not restrict students to expand the written material accommodated by the

teacher. Hosnan (2014) says, discovery learning is a model to develop away of active learning by discovering for yourself, investigating yourself, then the results obtain will be loyal and long lasting in memory. The fundamental of this form because students can make their very own experiments and draw their conclusion of knowledge on their own.

Due to those confident activities, it is assume that student's accomplishment in appreciating and gaining the information is more than teacher provide. Consequently, Discovery learning is a form of learning that involves students in subjective activities such as brainstorming, debate, independent reading, and striving. It makes the students able to understand the text. Therefore, students can obtain intelligence of the method of learning English to increase their comprehension. On the other hand, in addition to having advantages, Discovery Leraning method also has several disadvantages including, time consuming, often require a resource rich learning envirotment, and depends upon learnenrs having adequate literancy. Therefore, advantages and disadvntages of discovery learning method it will be successful in the learning process if the teacher and students can cooperate in the learning process, the students will get what they want in the learning process.

It is understood that the discovery learning method has a significant effect on reading comprehension among students after being given treatment and has not been given treatment. It can be concluded that the discovery learning method can be used to help students in reading

comprehension and or the English teacher, utilizing discovery learning to teach reading comprehension and to be curious in learn English.

CHAPTHER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research which has conducted in MA Ja-alHaq Bengulu city entitled “The Effect of Discovery Learning Method on Students’ Reading Comprehension”. The main objective of this study was the focus of this thesis is to determine the effect of the Discovery Learning on students' Reading Comprehension at students' in the Eleventh Grade of MA Ja-alHaq Bengkulu city. Based on the data interpretation and discussion in the previous chapter, the researcher concluded that. Choosing a discovery learning method as a learning aid for students of the school is an alternative way to teach them reading comprehension, especially in analytical exposition text. The students’ in the experimental group class had a significantly. Their better achievement toward reading comprehension can be seen based on the scores of the post-test which were higher than scores of the pre-test. Their reading comprehension also could be seen based on the mean scores of post-test (73,4) was higher than the mean scores of the pre-test (55). It means that there was a significant difference between students being given treatment by discovery learning method and has not being given treatment

To test the hypothesis with a one sample t-test with the condition that the used is normally ditributed.). The test criteria for the hypothesis are that H_0 is rejected or H_1 is acepted if $-t_{table} \leq t_{count,}$ with a 95% confidence level. In order to verify the hypothesis proposed, the statistial analyses were apllied. The t-test used is sample t-test was used to find out whether there was significanct differences on students' reading comprehension before and after treatment in the experimental group, meanwhile one sample t-test (SPSS) 25 program for window was applied in order to find out whether or not there was significant difference in students' reading analytial exsposition text in the experimental group.

From the results of the analyzt that has been carried out by the research, it is evident from the results of normality and hypothesis testing that has been carried out. Where the normality is normally distributed and the hypothesis testing states H_1 (Alternative Hypothesis) is accepted. It is mean, discovery learning method can be used to help students in reading comprehension and can help the English teacher, utilizing discovery learning to teach reading comprehension students' to be curious to learn English.

B. Suggestion

After finishing this research, the researcher would like to give some suggestions for the teacher and students. The suggestions are following

1. **The students.**

   This research is expected to aid students of MA ja-alHaq Bengkulu city in learning and improving their ability in reading comprehension.

2. **The English teachers.**

   The discovery learning method is being used in this research to assist teachers in providing an alternative method for enhancing students' reading comprehension.

3. **The other researchers**.

   This result could serve as a resource for those seeking information about the importance of dicovery learning method, as well as an inspiration for those who want to conduct research studies using the technique. It will also broaden and enrich the knowledge of English teachers.

4. **For the institution.**

   The results of the study can be used as an educational exercise for school, students and as a guide for lecturers in valuing students' reading comprehension, using a discovery learning method.

Finally, this research is so far from perfect, do the research contribution on of positive feedback from anyone who helps the researcher finishing this research be perfect to be seen by the reader

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