IMPROVING STUDENTS' READING COMPREHENSION THROUGH DISCOVERY LEARNING METHOD AT MTsN MBAY FLORES

SKRIPSI

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2015

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

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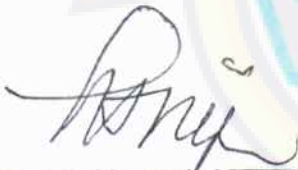
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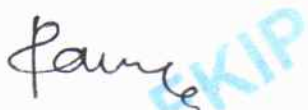NIDN. 0907096901

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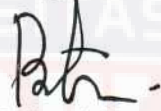
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PERNYATAAN

Dengan ini saya menyatakan bahwa skripsi dengan judul "Improving Students' Reading Comprehension Through Discovery Learnign Method at MTsN Mbay Flores" beserta seluruh isinya adalah benar-benar karya saya sendiri, bukan hasil plagiat. Saya siap menanggung risiko/sanksi apabila ditemukan adanya perbuatan tercela yang melanggar etika keilmuan dalam karya saya ini, termasuk adanya klaim dari pihak lain terhadap keaslian karya saya ini.

Makassar, 31 Agustus 2015

Yang membuat pernyataan,

Rohani Hasan

ABSTRAK

Rohani Hasan. 2015. *Improving Students' Reading Comprehension Through Discovery Learning Method at MTsN Mbay Flores.* Skripsi, Program Studi Pendidikan Bahasa Inggris. Dibimbing oleh Dra. Hj. Hanyah Haneng, M.Si. dan Hj. St. Haliah Batau, S.S., M.Hum.

Penelitian ini bertujuan untuk mengetahui apakah penggunaan metode penemuan pembelajaran dapat meningkatkan kemampuan siswa dalam membaca?

Penelitian ini adalah penelitian tindakan kelas yang dilaksanakan dalam dua siklus. Setiap siklus terdiri dari empat tahap yakni: perencanaan, tindakan, observasi, dan refleksi. Sampel penelitian ini adalah siswa kelas VIII-A MTs Negeri Mbay Flores. Data dikumpulkan dengan teknik pemberian tes dan selanjutnya dianalisis dengan menggunaka metode penemuan pembelajaran.

Data dalam penelitian ini dikumpulkan melalui pemberian test. Test tertulis bersifat objektif sehingga hasilnya tidak dipengaruhi oleh subjektivitas penulis. Tes tersebut bertujuan untuk mengetahui penguasaan siswa dalam membaca setelah diberikan tindakan. Temuan ini menunjukkan bahwa ada kemampuan membaca siswa dari siklus I ke siklus II, pada siklus I kemampuan membaca siswa adalah 66.15%, namun setelah mengevaluasi pada siklus II peningkatan membaca siswa menjadi 90.38%. Dari temuan ini, peneliti membuat kesimpulan bahwa dengan menggunakan metode penemuan pembelajaran di MTsN Mbay Flores dapat meningkatkan prestasi kemampuan membaca dan membuat siswa-siswa aktif dalam proses pembelajaran.

Kata Kunci: membaca dan metode penemuan pembelajaran

ABSTRACT

Rohani Hasan. 2015. *Improving Students' Reading Comprehension Through Discovery Learning Method at MTsN Mbay Flores.* Skripsi, Program Study English Education Department. Supervised by Dra. Hj. Hanyah Haneng, M.Si. and Hj. ST. Haliah Batau, S.S., M.Hum.

This study aims to determine whether or not the use of the Discovery Learning Method can improve students' reading skill?

This research is a classroom action research conducted in two cycles.Each cycle consists of four stages namely: planning, action, observation, and reflection. Samples were students' of class VIII-A MTsN Mbay Flores. The data were collected through test and than analysis with discovery learning method.

The data in this study were collected through test. The test is an obyective written test, therefore the result are not influenced by the subyectivity of the writer. The test aimed to determine students' mastery in reading the result after a given action. The findings indicated that there was improvement in the students' reading skill from cycle I to cycle II, where as in cycle I the students' achievement reading skill was 66.15%, but after evaluating in cycle II the students' reading skill became 90.38%. From these findings, the writer made conclusion that by using Discovery Learning Method at MTsN Mbay Flores can improve the students' reading skill achievement and made students' active in learning process.

Keyword: reading, discovery learning

ACKNOWLEDGEMENT

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِيْمِ

Alhamdulillah Rabbil Alamin, the writer raises to the almighty Allah Swt for the blessing and mercy to the writer could complete this skripsi. Salam and Shalawat are addressed to the final, chosen, religious messenger, the prophet Muhammad Saw.

The writer would like to expresses her gratidute for people who have contributed their gratitude, appreciation, assistance and advice for the completion of this skripsi especially to the Rector university Bosowa "45" Makassar Prof. Dr. Ir. Muhammad Saleh Pallu, M.Eng. Dean of the Faculty of Teacher Training and Education Prof. Dr. Muhammad Yunus, M.Pd. to the Head of English Education Department Rampeng, S.Pd., M.Pd. the first supervisor Dra.Hj. Hanyah Haneng, M.Si. and her second supervisor Hj. St. Haliah Batau, S.S., M.Hum. and to all the lecturers and staff at the Faculty of Teacher Training and Education. Specially for her friends in English Education Department Class I-A community whose names could not be mentioned one by one, for their friendship, togetherness, and support. Deepest thanks also for all my friends for their support, humors, advice, time and that always powered me to do everything

Further, the writer also expresses deepest gratitude to her beloved parents (Hasan Embang and Sofia P) her beloved uncles and aunts (Rollish Hasan, Burhan Hasan, Hana Hasan, Hilda Inayah Pua Upa, Surahmin Pua Upa) and her beloved brothers and sisters (Aqhil, Anwar,

Amir, Fitra, Hemi, Marwan, Muthi, Nova, Ilmi, Sofia, Sahrifal, Uchil, Wami) for their prayer, financial support, motivation and sacrificed for her success, and their love sincerely and purely. The writer hopes that this skripsi can be useful for the reader.

May the almighty God bless all of them. Amin.

Makassar, 31 August 2015

The writer

TABLE OF CONTENTS

LIST OF TABLE

CHAPTER I

INTRODUCTION

This chapter consists of background, problem statement, the objective of the research, scope of the research, and significance of the research.

A. Background

Language is one of essential mean in human life. It means that, language as one of important communication mean to differentiated human and another creature in the world. In social relation, everybody could share one another by using language. Language can gave biggest improving for human life in every aspect of their activities. By language human can be express everything that they was said to the other. Language is used to express our purpose to the other can be done by verbal and non verbal language.

We know that the English language as means of international communication and it becomes more important nowadays. Therefore the government of Indonesia places this language. In the curriculum not only the secondary schools, senior high school but also at in universities or institutes.

English as a foreign language involve four skills in language learning, they are: reading, listening, speaking, and writing. Beside the four language skills above,

Reading is an exercise dominates by eye and brain, eye look at the message in the printed pages then sends it to the brain, and then the brain processes the significance of the message. We can know any information that we need through reading. Besides that, reading can improve our vocabulary, knowledge, information and any others to increase our knowledge with reading (Harmer in Fitriani, 2008: 3).

Reading is a flexible for the students, because they can got information from the text they have read. Reading also is an active process indentifying   important ideas comparing.

The definition of reading is development process the first stage learning is sound-symbol correspondences, either directly or by reading aloud sentences and the words sentence pattern in new combination (Allen: 2003: 24) reading consists of some strategies to help the reader evaluated and understand the content of the material.

Problem mostly occurs to the students when reading book. Sometimes students were facing a book but do not read at all. They just can mention symbol word without getting any idea from the book. The writer herself experienced when reading a book without any comprehension tends to feels sleepy

Based on the explanation above the observation result when the writer conducted teaching practice in class VIII -A of MTsN Mbay, the student reading comprehension skill still poor. Only a few of student can comprehend or can understand what they have read especially English

text. It because many factors such as the student consider that English is a subject that very difficult, bored and scare because meaning and letters were different. The other factor is the teacher always used the same method to teach English subject like the direct method. It is also made the students more bored to study English.

What a teacher has to consider as a prime important task how to design the reading course with strategies and techniques to facilitate the students to comprehend to concept from the write mind in the text. There have been a lot of techniques and strategies discussed by many expert dealing with reading comprehension. One of the technique to be offered here is discovery learning method in which students were learning how to interact with the text they read.

According to Mayer (2003: 186) the discovery learning method is a teaching technique that encourages students to take more active role in their learning process by answering a series of questions or solving problems designed to introduce a general concept.

Based on explanation above, the writer was interesting in conducting entitle "Improving Reading Comprehension through Discovery learning of the students at the MTsN Mbay Flores East Nusa Tenggara

B. Problem Statements

Based on background above, the writer formulates research question as is the use improvement the students' reading comprehension through discovery learning method.

C. Objective of the Research

Improvement in literal reading comprehension through discovery learning method to explain the implementation of discovery learning method.

D. Significance of the Research

This research is expect to be useful information particulary for the English teacher in general, English teacher for particular. It is also useful for the quality improvement of English teaching especially the teaching of reading comprehension through discovery learning method. The writer believes that each of research deeply made sense to both teachers and students. This research was be useful for the teacher in improving the achievement of teaching English reading by applying the discovery learning method for the students, it is hoped that through the research, they was got much input in improving their reading comprehension.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter consist of some parts namely the concepts of reading, reading comprehension, discovery learning method, theoritical framework, and hypothesis.

A. The Concepts of Reading

1. Definition of Reading

Reading is to motivate and fluent coordination of recognition and comprehension. Reading is an active cognitive process of interactive with printing and monitoring comprehension to establish meaning.

The definition of reading is development process. The first stage learning is sound-symbol correspondences, either directly or by reading aloud sentences and the words sentence pattern in new combination Allen (2003: 24).

Another Burn (2004: 10) also cites that reading is thinking process. In this extent reader must be able to use the information to made inferences.

According to Kustaryo in Alahya (2013: 24), reading comprehension in understanding what have been read. It is an active. Thinking process that depends not only on comprehension skill but also the students experiences and prior knowledge. Comprehension involves understanding

the vocabulary, seeing the relationship among words and concepts, organizing writer purpose.

Recognition of various written symbol, simultaneous association of these symbol with exiting knowledge and comprehension of the information and ideas communicated.

Reading also as an active process of with comprehension to establish the meaning, tries to identification and recognition of printed or written symbol and can build our experience about something.

Mansur (2000 : 23) define reading as active cognitive process of interaction with print and monitoring comprehension of establish meaning, the readers from a preliminary expectation about the material, the select. the fewest, must productive cues necessary to confirm or reject this expectation.

2. Reading Process

There were three models of reading process namely: Bottom – up model, Top – down and linteractive model.

Eskey in Simanjuntak (2008: 20) denotes that the bottom – up of reading process is reading a precise involving exact, detailed sequential perception, and identification of letters, words, spelling patterns and larger language unit. This model assumes that a reader proccsed by moving his first talking in letter, combining these to the words. The combining of these two from the phrase, clause, and sentence of the text.

The top – down model of reading process deals with the general notion of the reading as the reconstruction of based on a skill sampling of the text and such specific nation as the used of the linguistic redundancy. The crucial role of prior knowledge in prediction and the necessity for a reading a reasonable rate in larger, more meaningful chunk of text. This model involves and interaction between though and language.

This interactive model of reading process deals with a particular type of cognitive behaviour. Which based on certain kinds of knowledge which from a part the readers cognitive structures.

3. Levels of reading

Levels of reading comprehension were originally described Burns in Lutfiah (2003: 16) states three levels of reading skills. That were:

a)   Independent Reading level

This is the highest level at which the students can read easily and fluently without assistance. With few words recognition errors, and with word comprehension and recall.

b) The Instructional Reading Level

In this level students can do a satisfactory reading provided. He or she receiver's preparation and supervision from the teacher. In this level, word and comprehension and recall were satisfactory.

c)   The Frustratingly Reading Level.

The level at which the students reading skill breakdown, fluency disappears, word recognition errors were how amorous, comprehension is

faulty, recall is sketchy and sign of emotional tension and discomfort become evident.

4. Types of Reading

According to Wood in Irawati (2008: 28) indicate the types of reading were important categories as follow:

a) Skimming

The eyes run quickly, over the text to discover what is about the main idea and the gist. Thus skimming occurs when the reader's looks quickly at the content page of a book, or at the chapter heading, subheading, act. This something called previewing, when the reader glances quickly trough a news paper to see what the items of the day are, this will often mean just glancing at headlines. What the reader goes to trough a particular passage such as a news paper article merely to get the gist.

b) Scanning

The readers are to look out the particular item, he believes in the text. The scanning can be done to find name, date, static, or fact in writing. The eyes start quickly at the lives of writing.

c) Intensive Reading

It is also called study reading, this involves close study of the text. As the amount comprehension should be high the speed of reading is correspondingly slower.

Based on explanation above, the research concludes that there are three types of reading in reading skill. Those was essential for the students to read story or passage easily.

5. The purpose of Reading

Reading is an activity with a purpose, someone my read for many reasons from instance to gain information of very exciting knowledge ,or in order to critique a writer's ideas or writing style a person may also read for enjoyment, or to enhance knowledge of the language being read (Nuttal: 2000: 198)

The purpose for reading determines the appropriate type and level of comprehension. When reading for specific information, students read to ask themselves, have I obtained the information I was looking for ? When reading for enough understanding (intensive reading) students need to ask themselves do I understand the story line ? Sequence of ideas well enough to enjoy reading this ? When reading for through understanding (intensive reading) students need to ask themselves do I understand each main idea and how the author support it ? Does what aim reading agree with my prediction, and if not, how does if differ ? reading really do not read unless.

They have a reason for reading, and in sides to see it is meant by this he give three questions :

a. What sort of text each one comes (e.g., time table, novel)

b. Why might be read (e.g., for pleasure)

c. How it might be read (e. g .slowly)

For the three questions the reader would generally have no can salvos reason. For reading this, as seeing and reading would occur at the some in the case of effective reading, such involuntary reading is not an important aim for the foreign language learner thought. There maybe times he needs to read single words rapidly for a purpose.

The second questions ,the reader would not read all of this, but I look for particular train time. The last questions, these would be read for information. If the person was using the machine for the first time, he would probably read it all carefully and slowly, perhaps checking back from time to time .

6. Goals And Techniques For Teaching Reading

Teachers want to produce students who, even if they do not have complete. Control of grammar or an extensive lexicon, can fend for themselves in communication. Situations in this case of reading, this means producing students who can use reading strategies to maximize their comprehension of text, identify relevant information ,and tolerate, less than word- by- word comprehension.

Byrnes in Luthfia (2008: 12) states that accomplish this goal instructor focus on the process of reading rather than on it is product.

a. They develop student's awareness of reading strategies by asking students to think and talk about how read in their native language.

b. They develop students to practice the full repertoire of reading strategies with discovery reading tasks. They encourage students read and how have an discovery purpose for reading by giving students some choice of reading learning.

c. When working with reading tasks in class, they shows students the strategies that will work best for reading assignments .They explain how and why students should use the strategies.

7. Requirement of Reading Text

It may be letter to use proffered material. However, reading text is important to the students . One difficult is that teacher often have different views from their students on the general appeal and interest of reading text. It Is important that a teacher does not show open disapproval of reading text. Students tend to look reading text if the teacher is enthusiastic Ismail (1999: 186). Ramirez as cited in

(Ismail: 1999: 188)) states that a reading text should:

a. Serves as vehicle specific language structure and vocabulary

b. Offer the opportunity to promote reading key strategies

c. Present content that is familiar and of interest to the learners

d. Correspond to the appropriate language level

e. Be exploitable in the class room by reading to broad range of language activities.

B. *The Concept of Reading Comprehension*

1. Definition of Reading Comprehension

Smith and Robinson in (Sahrul: 2007: 7) state that reading comprehension means the understanding, evaluating and utilize of information and ideas gained through and interaction between the reader and the writer. Reading comprehension is such a kind of dialogue between writer and a reader in which the written language becomes the medium that cause the dialogue happen when the two person communicate through the medium of print.

Rubin in Aminah (2003: 12) points out that reading comprehension is a complex process to obtain the meaning from written material. This means that readers have to know the meaning of printed words. We can interpret that reading comprehensions is the capability to comprehend or to acquire of the passage. In other words, reading is the act of what the eyes have been in finding information from the reading passage both explicitly, implicitly, and ability to describe the conclusion from the information.

2. Developing Reading Comprehension

According to (Wright in Lutfiah: 2007: 10) that there was two ways to developing the students' ability in reading these are:

a) Vocabulary Building

Vocabulary is total number of words which (with rules for combining then) make up language. Reading for vocabulary is very important to enrich our vocabulary by doing this we must select reading material contain new words, we have to look up these new words in a dictionary and try to use them in sentence and not to be learn by heart as a single words but used them in comprehension sentence.

b). Ability required for reading comprehension.

It is necessary to put forward here the abilities required for reading comprehension. It is very important abilities to support the developing of the students in reading comprehension. The following are the important abilities of the students:

1. The ability to retain information and recall it whenever as required.In this ability, the students should be able to remember a reasonable proportion of the factual information or the ideal expressed in a passage.

2. The ability to select the important points.

In this ability, the student should be able to understand what they have read. It's necessary to discuss our assessment with others who have read the material.

3. The ability to interpret information and ideas in interpreting information and ideas.

In this ability, the students should be able to select the important and relevant point, and the students should be able to understand the meaning and the significance of the fact and ideas.

4. The ability to made deduction from what has been read.

In this ability, the students should be able to deduce certain things from information from the reading material that have been read. The most important thing in making the deduction is the ability of the student to know what the writer means in material.

5. The ability to arrive at general conclusion and judgment.

In this ability, the students should be able to draw their conclusion from what they read. And then the student should be able to evaluate or judge the material reasonably and accurately.

C. Discovery Learning Method

1. The Meanings of Discovery Learning Method

Before discussing furthermore about discovery learning method we have to differentiated the concept of method and technique. According to Antony in Richards (1995: 137), he states that method is overall plan for the orderly presentation of language material. Within one approach can be many methods. Therefore in harmony with an approach well.

Discovery learning has various definitions. Some expert have delivered their view, such as Dewey (1938: 105) states that Discovery learning experimentation with some extrinsic intervention chives,

reaching, and frame work to help. Learners get to a reasonable conclusion at the other and of the continuing is the expository teaching model of Discovery learning where the learners Discovery "What the teacher decides he is to discover using a process prescribed by the Teacher.

Clark (1999: 68) states that discovery learning is an injury based learning method. Discovery learning takes place most notable in problem solving situations where the learner draws on is own experience and prior knowledge to discover the truths that are to be learned. It is a personal, internal constructivists learning environment it. It is supported by Mayer (2003: 186) point out that the Discovery learning method is a teaching technique that encourages students to take more active role in their learning process by answering a series of questions or solving problems designed to introduce a general concept.

2. Common Strategies of Discovery learning Method.

There are a number of practical suggestions that can be implemented to foster discovery learning in the classroom. Bruner (2008: 15) classifies some strategies) as follows:

a. Help students understand the structure of view information. The students should understand the structure of the information to be learned. He felt that teachers needed to organize the information I a way that could be structured by a set of actions,

by means of symbols or logical statements. Demonstrating the behaviour of objects is a more powerful way for some students to graph Newton's laws of motion, rather than by three classic verbal statements.

b. Design Activities that are problem oriented.

Students need to be engaged in problem solving on a regular basis of they are to learn about the heuristic of Discovery. Bruner says that it is may hunch that it is only through the exercise of problem solving and the effort of Discovery . "in short , be says that students need practice in problem solving or inquiry in order understand, discovery. Activities that are problem oriented often have a simplistic ring to them. For examples, here are some problems, which can be a learning an activity for students.

c. Foster intuitive Thinking in the Classroom.

Intuitive thinking to Bruner implied grasping the meaning significance, or structure of a problem without specific that playfulness in learning was important. Students in a classroom whose teacher valves infliction knows that it is acceptable to play with all sorts of combination eextrapolations and guesses, and still be around, including some science activities that encourage guessing and estimating was foster intuitive thinking. Qualitative activities in which students are not encouraged to find a specific a answer to a problem will encouraged intuitive through

Skolnick (1997: 147) suggest a number of iintuitive strategies including, and engaging in activities with many right answer and multiple solutions.

d. Problem Solving

Problem solving in the context of inquiry engages students in problem that real and relevant to them. The problems do not have to be ones that students generate (although this approach is probably more powerful). They can be problems that the teacher has presented to the students for investigation. Science, unfortunately, is often presented in textbooks as "problem –free" that is, the content of science Is often messy and cluttered, and full of problems. Before teaching, the teachers need to made their objective to reach their objective in the class. Besides, it can made their planning implementing the Discovery Method, namely: Formulating and appropriated problem to be solved by students. The teachers have to able to find out any cases accordance with their students were allowed to find out some information about the given cases to answers the problems. The teachers guides the students to draw a conclusion and a plan the decided conclusion.(Bruner: 234)

Method of discovery has several drawbacks, help teachers can begin by asking a few questions and provide information in brief. Questions and information may be contained in the student

worksheet (LKS), which has been prepared by the teacher before the lesson begins.

Method of discovery that may be implemented in junior and senior high school students were guided discovery method. This is because the junior and senior high school students still need the help of a teacher before becoming a pured inventor. Therefore, methods of discovery to be used in this research.

D. Theoritical Framework

The theoritical framework of this research is formulated as follows :
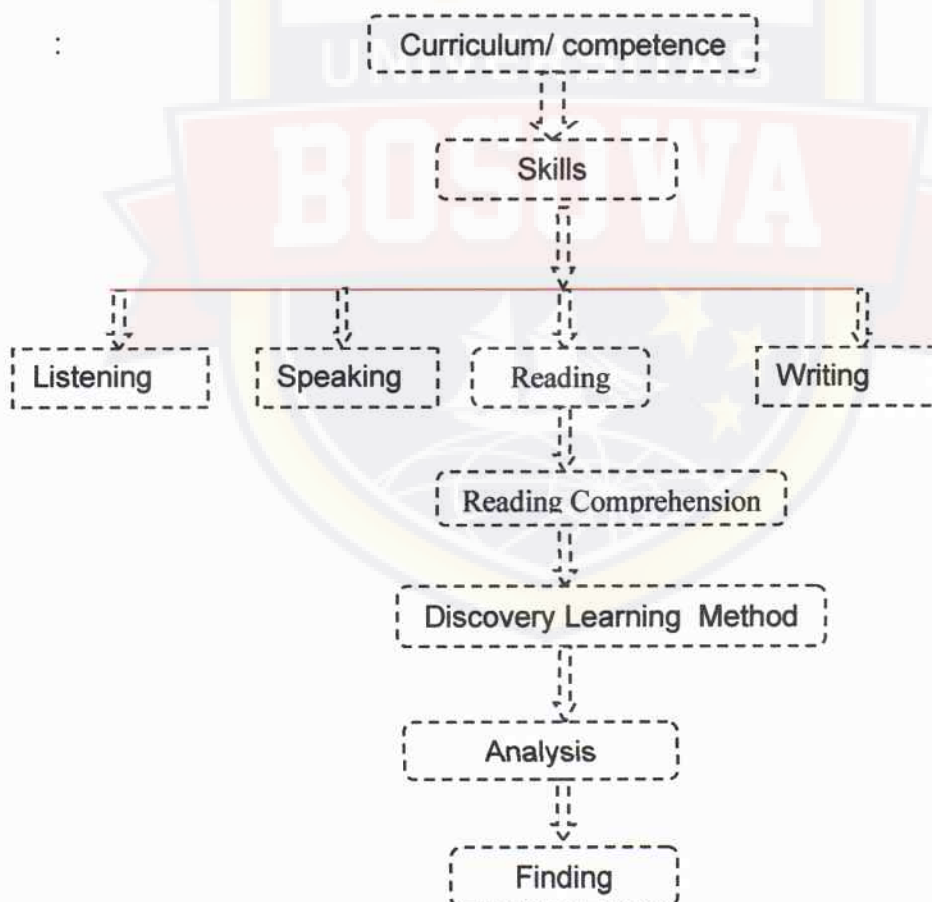
E. Hypothesis

Based on some previous related findings and pertinent ideas above, discovery learning method can made discovery learning method and increase the word power. Therefore that, the writer formulates the hypothesis as follows:

H_0 : The use of discovery learning method is not effective to improve the students' reading skills of the second year of MTsN Mbay Flores.

H_1 : The use of discovery learning method effective to improve the student's' vocabulary of the second year of MTsN Mbay Flores.
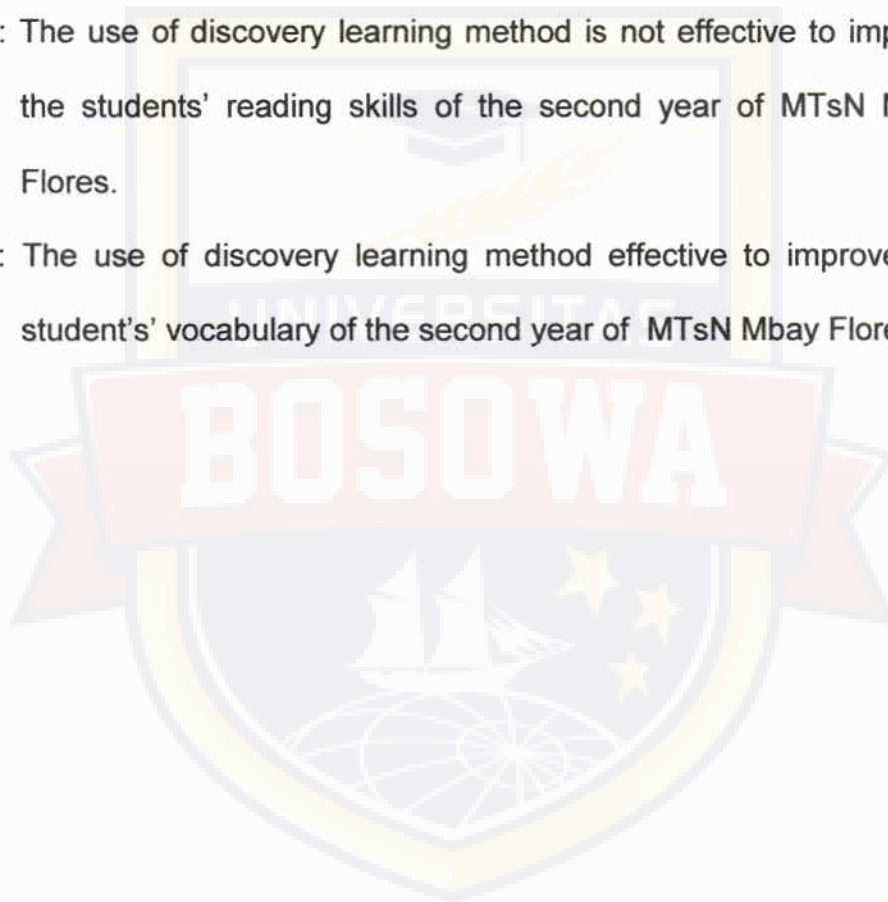
CHAPTER III

RESEARCH METHODOLOGY

This chapter describes research design research subject and time, population and sample, variables and indicators of the research, instruments of the research, procedure of the research, technic of data collection and technigue of data analysis.

A. Research Design.

The research designed that used in this research was Classroom Action Research (CAR) that conducted through two cycles to improve the students' reading comprehension using discovery learning method, It consisted of planning, action, observation, and reflection. The classroom action research would be carried out by writer and English teacher as collaborator.

B. Research Subject and Time.

The research was conducted at Junior High School of MTsN Mbay Flores. The subject in this research was class VIII- A Junior High School for 2014-2015 academic year with the total of students are 26 students'. This research was conducted on 14 until 25 February 2015

C. Population and Sample

1. Population

Dependent variable is increasing the students' reading

The population of this research is the students' of class VIII-A MTsN Mbay Flores. The total of populations are 286 students' which consist of 11 classes.

2. Sample

This research applied total sampling technique. The writer chosed one class namely class VIII-A as the sample with the total 26 students'.

D. Variables and Indicators of the Researcher

Remembering that variable is one of the very important elements of research, the writer used two kinds of variable. Those were dependent variable and independent variable. Independent variable of the research is the used of discovery learning method in teaching reading comprehension and dependent variable is the students' reading comprehension.

1. Independent Variable

Independent variable of the research is the use of Discovery Learning Method in teaching reading comprehension. Sustained discovery learning method is method to be used by students' to comprehend the information contained in reading materials.

2. Dependent variable

Comprehension. the students' ability to find the main ideas and comprehension the contents of the texts.

The Indicators are:

1. The indicator of literal reading comprehension are identifying the indicators of the main ideas are the students' can decide it from the text.

2. The indicators of the taken from the explicit and implicit information, words references and phrase meaning.

E. Instruments of the Research

Instrument as a tool for collecting data plays a very significant role in determines the result of this study. Thus, constructing research instrument carefully and in an appropriated manner is greatly fundamental. With regard to the different desire data, research instrument may differ from one study to another. Research instrument may be in the forms of the test. Facts test aims at finding out the students' response toward teaching learning process through discovery learning method.

F. Procedure of the Research

This research applied Classroom Action Research (CAR). This research divided into two cycles and each cycle consist of four phases.

The cycle was described through the scheme of action research phases next follows:
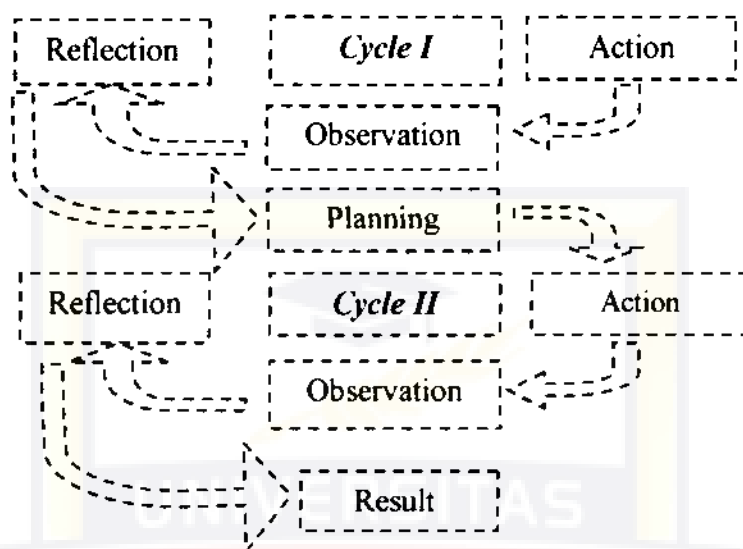
(Elliot in Sunendar, 2008 : 48)

a. Cycle I

Cycle I consist of planning, action, observation and reflection as follows:

1. Planning

   In this phase, the writer made the lesson plan before doing classroom action research, the writer prepared a set up of equipment it learning such as, lesson plan and observation sheet.

2. Action

   In this step the writer entered to the class and introduced the material to the students' and asked for the students' to read a text. The writer and students' discuss the text. Then the students were given the text to each material.

3. Observation

In this phase, the students':

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

b. Students' competence in reading a text.

4. Reflection

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

b. Cycle II

Like as cycle I, cycle II also consist of planning, action, observation and reflection as follows:

1. Planning

In this phase, the writer made the lesson plan by applying discovery learning method and observation sheet.

2. Action

a. The writer was applied discovery learning method in the class.

b. The writer selected the materials, problems / tasks;

c. The writer asked for the students' to read a text.

d. The writer helped and clarified the tasks / problems faced by students' as well as the role of each student;

e. The writer checked students' understanding of the problem to be solved;

f. The writer given students' the opportunity to conduct discovery;

g. The writer stimulated interaction between students' and students';

h. The writer helped students' formulated principles and generalizations discovery.

i. The writer asked for the students' to discovery their views and gather some fact by looking some supported evidenced before delivering in the class.

j. When the time was up, the writer asked for the students' to submit their paper.

k. The writer and students' discuss the text.

l. Then the students' are given the text to each material.

(Suherman, et al: 2001)

3. Observation

   In this phase, the students'

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

   b. Students' competence in reading a text.

4. Reflection

   After collecting the data, the writer evaluated the teaching learning process. Then, do reflection by seeing the result of the observation,

whether the teaching learning process of reading comprehension using discovery learning method reaches success criteria based on the test result of second action.

In this second cycle, the observer made conclusion of the applying discovery learning method improving student's reading comprehension at the second year students of MTsN Mbay Flores.

G. Technique of Data Collection

In completing the data, the next step of this research is collecting the data. The function of data collecting is to determine the result of the research. The technique of data collection done in this research is as follows:

Test; the writer gave reading test to the students' in order to know their improvement the type of reading test wich was be used in this reseach in discussion.

H. Technique of Data Analysis.

The data from cycle 1 and cycle II analyzed through the following steps:

1. To Score the students' answer of test, the writer used formula.

$$Scoring = \frac{Total Correct Answer}{Total number of items} \times 10$$

(Harmer in Risnawati, 2011: 37)

2. Calculating the mean score of the students' reading test by using the following formula.

$$\bar{X} = \frac{\Sigma x}{N}$$

Where:

$\bar{X}$ = the mean score

Σ = the total raw score

N   = the number of students

(Gay, 2006: 302)

3. Giving score of   students' reading   by using the following classification :

The assessment of students' competence

Classification	Score	Criteria
Excellence	9-10	No or one error of exercise
Very good	7-8	Two-three errors of exercise
Good	5-6	Four-five errors of exercise
Poor	3-4	Six-seven errors of exercise
Very poor	1-2	Almost all errors of exercise

(Suharsimi in Arikunto, 2006: 24-26)

4. Scoring competence

The was analyzed the data by applying percentage technique through the following formula:

$$P = \frac{FQ}{N} \, x100\,\%$$

Where:

P = percentage of questionnaire

FQ = the frequency of item

N = total Number of student

(Gay in Islamiah, 2009: 27)

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the finding and discussion of the research. The finding consist of the data obtained through achievement test to see the students' achievement after being taught the materials of reading comprehension through discovery learning method strategy and data collected through observation and evaluation to see the students' improvement in learning reading comprehension after given treatment in the first and second cycles of the research.

A. Findings.

The results of the findings indicated that teaching reading comprehension through discovery learning method can improve the students' achievement in literal comprehension. The further in terpretations of the data analysis were given below:

Cycle I

1. Planning

In cycle I, the writer made the lesson plan before doing classroom action research, the writer prepared a set up of equipment it learning such as, lesson plan, then the writer observed all the students' about the content of the whole of the text to know the students' ability in reading.

2. The Implementation

In this step the writer entered to the class and introduced the

Material to the students' and asked for the students' to read a text. During the learning process, the students' showed their interest by taking part on the learning process. The writer and students' discuss the text. Then the students' were given the text to each material.

3. Result

The result of the test indicated that some of students' can not answer the questions correctly. Based on the observation to the students', the problem was in cycle I was show, the content of the test is too long while the time was limited.

The rate percentage of the students' score was contained through the test, In order to know the students' Reading Comprehension through Discovery Learning Method.

4. Reflection

Based on the data presented in above, it can be stated that the implementation reading comprehension through discovery learning method, skill reading was not successfully yet. The criteria of success were if the means score of the students' 70. In terms of the students' activeness in the activity, the result of observation showed that some students' can not do it well. Besides they did not like the of kind reading comprehension, they also looked confused in findings the correct answer because the writer gave the test with limited time.

Although some students' showed their ability and motivation, the cycle II needed to be conducted. This was done because some students'

got score under the determined standard. The cycle II was conducted to find the appropriate strategy in improving students' reading comprehension through discovery learning method.

Table 1: The students' gained score in cycle I

NO.	INITIAL STUDENTS'	Cycle I		Score
		MAIN IDEA	CONTENT	
01.	AA	20	30	50
02.	AGL	20	30	50
03.	ATA	30	30	60
04.	ATF	30	20	50
05.	AKA	30	30	60
06.	ANS	30	30	60
07.	AD A	30	20	50
08.	AIS	30	30	60
09.	ASK	30	30	60
10.	AA	30	20	50
11.	DAA	30	30	60
12.	DNE	30	30	60
13.	DIS	30	20	50
14.	NA	20	30	50
15.	NAS	20	30	50
16.	EPYA	30	30	60
17.	IES	30	20	50
18.	IAS	20	30	50
19.	HM	30	30	60
20.	HKA	30	20	50
21.	K	20	30	50
22.	RJ	30	20	50
23.	II	30	20	50
24.	SNJ	20	30	50
25.	SN	30	30	60
26.	SHNG	30	30	60

Source : MTsN Mbay Flores

Table 2: The rate percentage of cycle I

No.	Classification	Score	Cycle I	
			Frequency	Percentage
1.	Excellent	90-100	-	-
2.	Very good	71– 80	-	-
3.	Good	60-70	11	42.30
4.	Poor	40-50	15	57.69
5.	Very poor	0-30	-	-
	Total		26	100

Source: MTsN Mbay Flores

Based on the data of the research in students' main ideas in indicated that some students' still lack of main idea in cycle I, where as in classification cycle I there are 15 (57,69) got poor, 11 (42,30) got good. Therefore, after evaluation in cycle I and cycle II, there is a significant improvement of students' that shows clearly in the table after taking an action in two cycles through discovery learning method.

The following table showed the percentage of students' in achievement in reading comprehension through discovery learning method is significant. It is supported by the result of test value in cycle I the mean score of the cycle I as follow

$$\overline{X} = \frac{\sum X}{N}$$

$$= \frac{5423}{26}$$

$$= 66.15$$

Cycle II

1. Planning

For the cycle II, the learning plan implements on meeting and used 120 minutes. The writer made the lesson plan by applying discovery learning method and prepared RPP, attendance list and students' work paper and gave explanation about material general. In this cycle, the writer still used reading comprehension to do the test, but using different strategy from cycle I.

The strategy applied was the writer gave more time and motivation of how to read the text reading comprehension.

2. Implementation

The second activities were done on Saturday, February 2015 which started at 80.00 to 09.20 the activities done were like those on the first meeting that were teaching reading comprehension through discovery learning method.

As the same previous activities there were activities done the writer such as observed and seen students' work paper. In the second meeting the students' became more relaxed and they began to the lesson reading teks . They were not afraid when they can memorize some of the words or

phrases in the teks. Furthermore, they can answer the question easy and correctly.

3. The Result

The Result of observation showed that most students' were very active and serious doing their task. Before the time given was over, all students' submitted their task. When they were can answer the question correctly and also stated that they understood the task and materials reading.

Table 3. The students' gained score in cycle II

NO	INITIAL STUDENTS'	Cycle II		Score
		MAIN IDEA	CONTENT	
01.	AA	60	40	100
02.	AGL	30	40	70
03.	ATA	50	40	90
04.	ATF	60	30	90
05.	AKA	60	30	90
06.	ANS	60	40	100
07.	ADA	60	40	100
08.	AIS	40	40	80
09.	ASK	40	40	80
10.	AA	40	40	80
11.	DAA	40	30	70
12.	DNE	40	30	70
13.	DIS	60	30	90
14.	NA	50	30	80
15.	NAS	60	30	90
16.	EPYA	60	40	100
17.	IES	60	40	100
18.	IAS	60	40	100
19.	HM	40	60	100
20.	HKA	30	60	90
21.	K	40	60	100
22.	RJ	60	40	100
23.	II	40	50	90
24.	SNJ	40	50	90
25.	SN	50	50	100
26.	SHNG	50	50	100

Source MTsN Mbay Flores

The Percentage of the Students' in cycle II Reading Comprehension. The application of discovery learning method in improving students' contents in reading comprehension could be seen the difference clearly by considering the result of students' result of students' test in cycle I and II.

Table 4. The rate percentage of cycle II

No	Classification	Score	Cycle II	
			Frequency	Percentage
1.	Excellent	90-100	19	73.07
2.	Very good	71–80	4	15.36
3.	Good	60-70	3	11.53
4.	Poor	40-50	-	-
5.	Very Poor	0-30	-	-
Total			26	100

Source: MTsN Mbay Flores

Based on the classification of the research in students' indicated that some of students' in know a little meaningful which relevance with the in cycle I there is significant improvement, where as11 students' (42.30%) got good and 15 students' (57.69%) got poor . In cycle II, indicated that some of students' have improvement in reading comprehension. In the cycle II there are 19 students' (73,07%) got excellent, 4 students' (15.36%) got very good and 3 students' (11.53%) got good. The mean score of the cycle II.

$$\overline{X} = \frac{\sum X}{N}$$

$$= \frac{2350}{26}$$

$$= 90.38$$

4. Reflection

The whole data above indicates that students' achievement in reading has improved. The result in cycle I is 66.15% it is improve become 90.38% in cycle II. It means that the reading comprehension discovery learning method can improve the students' ability in reading English text. In comparison between the results in cycle I and cycle II can be seen in the following table:

Table 5: The Result of cycle I and cycle II

NO	INITIAL STUDENTS'	SCORE	
		Cycle I	Cycle II
01.	AA	50	100
02.	AGL	50	70
03.	ATA	60	90
04.	ATF	50	90
05.	AKA	60	90
06.	ANS	60	100
07.	ADA	50	100
08.	AIS	60	80
09.	ASK	60	80
10.	AA	50	80
11.	DAA	60	70
12.	DNE	60	70
13.	DIS	50	90
14.	NA	50	80
15.	NAS	50	90
16.	EPYA	60	100
17.	IES	50	100
18.	IAS	50	100
19.	HM	60	100

NO	INITIAL STUDENTS'	SCORE	
		Cycle I	Cycle II
20.	HKA	50	90
21.	K	50	100
22.	RJ	50	100
23.	II	50	90
24.	SNJ	50	90
25.	SN	60	100
26.	SHNG	60	100

Source MTsN Mbay Flores

The result of observation of students' activeness in teaching and learning process toward the application of discovery learning method in improving students' reading comprehension at second grade of MTsN Mbay Flores in class VIII-A 26 students' which were conducted in 2 cycles during 4 meetings were taken by the observer through observation sheet. It could be seen clearly through the following table

Table 6. Result of the students' activeness each meeting in cycle I and II

Cycle	Meetings				Average Score	Improvement
	I	II	III	IV		
I	42,3	57,7	65,4	73,1	59,62%	13. 45%
II	53,8	69,2	80,8	88,5	73,07%	

Source: MTsN Mbay Flores

The table above explains about the average of students' activeness in teaching and learning process through observation sheet by observer. The table above shows the process of students' activity in each meeting. The percentages of cycle I from the first meeting to the fourth meeting are 42,3%, 57,7%, 65,4% and 73,1%. Moreover, the percentage of the cycle II from the first meeting to the fourth meeting are 63,8%, 69,2%, 80,8%

59,62% and in cycle II is 73,07%. Hence, the improvement of the students' activity is 13,45%. To know the improvement clearly, look at the following

that students' observation in learning reading comprehension through discovery learning method by students' of class VIII-A MTsN Mbay Flores. Presented students' situation during teaching and learning process in reading from cycle I to the cycle II. From the table it is known that there is a changing of students' situation in learning reading is 66.15% and the changed to be 90.38%

B. Discussions.

In this part, discussion deals with the interpretation of findings derived from the result of findings about students' main ideas and contents in reading comprehension. The applied of discovery learning method in teaching reading comprehension at the class VIII-A of MTsN Mbay Flores can improved students' achievement and their ability to understand the material of reading comprehension in cycle I and cycle II inside the learning process and KKM in SMP specially English subject is 6,6.

Before taking a classroom action research through discovery learning method the writer hold diagnostic test to measure students' prior knowledge in English reading. After gave diagnostic test, the writer found that students' main ideas at the second grade of MTsN Mbay Flores was very poor, so it must be improved. The diagnostic test score of all students' got very poor. While diagnostic test the students' contents also is very good.

To improve students' reading comprehension, writer decided to use discovery learning method and then prepared to do cycle I that consisted of 4 phases namely: planning, action, observation, and reflecting. In cycle I, the writer found that students still difficult and confused to comprehend the text. The difficulty of students in reading had been analyzed, so the writer had to think solution of the problem. The writer decided to do cycle II by doing revision in the lesson plan. In cycle II, the writer got a good response from students. Students were fair active in the classroom. They can enjoy the teaching and learning process, and their score was improved in cycle II.

In diagnostic test and cycle I, the students' main ideas in reading comprehension is still poor. Contrary. in cycle II, students' main ideas is improving, where as 2 students' (6, 25%) got very good, 9 students' (28, 12%) got good, 17 students' (53, 12%) got fairly good, and 4 students' (12, 5%) got fair. In diagnostic test the students' contents is very low. But, in cycle I, students' contents has improvement, where as, 21 students' (65,62%) got fair, 11 students' (34,37%) got poor. In cycle II, students' has improvement from the cycle I. Where as, 4 students' (12,5%) got very good, 11 students' (34,37%) got good, and 17students' (53,12%) got fairly good.

The mean score of students' reading comprehension in diagnostic test was 4,81, in cycle I was 6,04, and in cycle II was 7,58. The students' improvement was from diagnostic test to cycle I was 24,30 and cycle I to

cycle II was 90.38%. It means that students' reading comprehension improved significantly through discovery learning method.

The observation result of students' activeness in teaching and learning process improved significantly through discovery learning method in improving students' reading comprehension. It was proved by the improvement of the mean score of the students' activeness in cycle I namely 19,14 % became 22,01% in cycle II. It also means that there is improvement of the students' activeness in learning reading discovery learning method.

Based on the discussion above, we can know that there was different result between cycle I and cycle II in teaching reading through discovery learning method. The writer may say that teaching reading through discovery learning method is a good way to improve students' reading comprehension.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consists of conclusion and suggestion.

A. Conclusion

Based on the research findings and discussion in the previous chapter, the writer comes to the following conclusions.

1. The use of discovery learning method in presenting the reading comprehension material at the MTsN Mbay Flores can improve students' achievement significantly. The findings indicates that the mean score of test in cycle II is higher than the mean score of test in cycle I

2. The use of discovery learning method is able to improve the students' literal reading comprehension at the students class VIII-A of MTsN Mbay Flores . The use of discovery learning method can improve the students' interpretive comprehension at class VIII-A of MTsN Mbay Flores.

B. Suggestion

Based on the conclusion above, the writer addresses the following suggestion:

1. It is suggested to the teachers, especially those who teach English of Junior High School to use a discovery learning method as one alternative among other teaching methods that can be used in teaching reading comprehension.

2. For the teachers, they can attempt to call up all the ability to increase study process quality as their burden by doing or using Classroom Action Research in many class.

For next research, they use discovery learning method in researching other materials.

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APPENDICES
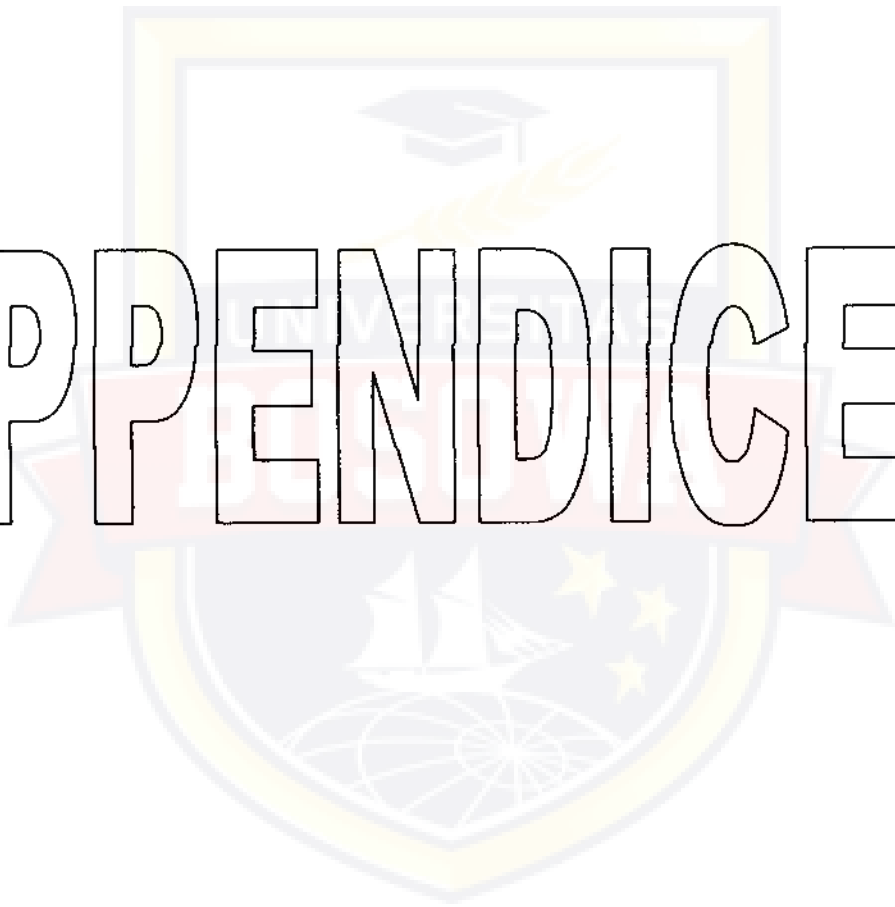
Appendix 1. Instrument Penelitian

JUDUL: Improving Students' Reading Comprehension Through Discovery Learning Method at MTsN Mbay Flores

KETERANGAN :

1. Penelitian ini bertujuan sebagai bahan penyusunan skripsi pada strata satu (SI) Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan Dan Ilmu Pendidikan Universitas "45"Makassar.

2. Penulis mengharapkan agar para siswa membaca teks bacaan dan menjawab semua soal yang disediakan.

3. Atas kerja sama para siswa diucapkan terima kasih.

Nama: _____

Kelas: _____

No.Induk: _____

Petunjuk Pengisian

1. Bacalah soal ini dengan seksama sebelum anda menjawabnya.
2. Jawablah dengan jawaban yang benar.

The Story of the Smart Parrot

A man in Puerto Rico had a wonderful parrot. There was no another parrot like it.It was very, very smart. This parrot would say any word-except one. He would not say the name of the town where he was born. The name of the town was Catano.

The man tried to teach the parrot to say Catano. But the bird would not say the word. At first the man was very nice, but then he got angry. "You are a stupid bird! Why can't you say the word? Sat Catano, or I will kill you!" but the parrot would not say it. Then the man got to so angry that the shouted over and over, "Say Catano, or I'll kill you!" but the bird would not talk.

One day after trying for many hours to make the bird say Catano, the man got very angry. He picked up the bird and threw him into the chicken house. "You are more stupid than the chickens. Soon I will eat them, and I will eat you, too."

In the chicken house there are four old chickens. They were for Sunday's dinner. The man put the parrot in the chicken house and left. The next day the man came back to the chicken house. He opened the door and stopped. He was very surprised at what he saw!

He saw three dead chickens on the floor. The parrot was screaming at the fourth chicken, "Say Catano, or I'll kill you!

Taken: http://www. nwlink. com/~donclark/hrd /history /discovery. Htm

Question:

1. Where does the story take place?

   a. London   c. Jakarta

   b. Puerto Rico   d. Buenos Aires

2. What is the word that the parrot cannot say?

   a. Catano   c. Canato

   b. Tacano   d. Nacato

3. How often did the owner teach the bird how to say the word?

   a. Always   c. Many times

   b. Everyday   d. Every second

4. Which statement is true according to the text?

   a. The parrot could say Catatno

   b. At last the parrot could say Catano

   c. Catano was the name at the parrot

   d. The man never got angry at the parrot

5. What does the man do to the bird because the bird can not say the name of a place.

   a. The man ate the bird.   c. The man killed the bird.

   b. The sold the bird.   d. The man taught the bird

6. It is most likely that ....

   a. The bird killed the three chickens.

   b. The three chickens killed the bird.

   c. The bird played with the chicken.

   d. The bird killed one of the three chickens.

7. What is the story about?

    a. A parrot and a cat

    b. A parrot and a chicken

    c. A parrot and the owner

    d. .A parrot, the owner, and
       chickens

8. "It was very, very smart "The underlined word refers to ....

    a. The man   c. The chicken

    b. The bird   d. Puerto Rico

9. "The parrot was very, very smart"The word 'smart' means ...

    a. Stupid   c. Beautiful

    b. Clever   d. Stubborn

10. "The parrot was screaming at the fourth chickens"What does the underlined word mean?

    a. Smiling   c. Crying

    b. Shouting   d. Laugh

Appendix 2.

Rencana Pelaksanaan Pembelajaran
(RRP)

Nama Sekolah	: MTs NegeriMbay
Mata Pelajaran	: Bahasa Inggris
Aspek / Skill	: Reading (membaca)
AlokasiWaktu	: 2 x 45 Menit

1. Standar Kompetensi

Memahami makna dalam teks lisan fungsional dan bacaanpendek sederhana berbentuk *narrative* untuk berinteraksi dengan lingkungan sekitar.

2. Kompetensi Dasar

Merespon makna yang terdapat dalam teks lisan fungsional pendek sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar.

3. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat merespon makna dalam keseluruhan teks bacaan, menentukan main idea dan memberikan kesimpulan dariteks bacaan.

4. Indikator

a. Menentukan main idea dari teks bacaan

b. Membuat kesimpualan dari teks bacaan

c. Menjawab pertanyaan berdasarkan teks bacaan yang telah dibaca.

5. Sumber belajar

a. Buku teks yang relevan

6. Materi Ajar

Teks Bacaan

The Story of the Smart Parrot

A man in Puerto Rico had a wonderful parrot. There was no another parrot like it. It was very, very smart. This parrot would say any word- except one. He would not say the name of the town where he was born. The name of the town was Catano.

The man tried to teach the parrot to say Catano. But the bird would not say the word. At first the man was very nice, but then he got angry. "You are a stupid bird! Why can't you say the word? Sat Catano, or I will kill you!" but the parrot would not say it. Then the man got to so angry that the shouted over and over, "Say Catano, or I'll kill you!" but the bird would not talk.

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Taken: http://www. nwlink. com/~donclark/hrd /history /discovery. Htm

Question:

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   a. London

   b. Puerto Rico

   c. Jakarta

   d. Buenos Aires

2. What is the word that the parrot cannot say?

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3. How often did the owner teach the bird how to say the word?

   a. Always

   b. Everyday

   c. Many times

   d. Every second

4. Which statement is true according to the text?

   a. The parrot could say Catatno

   d. At last the parrot could say Catano

   e. Catano was the name at the parrot

   d. The man never got angry at the parrot

5. What does the man do to the bird because the bird can not say the name of a place.

   a. The man ate the bird.

   b. The sold the bird.

   c. The man killed the bird.

   d. The man taught the bird

6. It is most likely that ....

   a. The bird killed the three chickens.

   b. The three chickens killed the bird.

   c. The bird played with the chicken.

   d. The bird killed one of the three chickens.

7. What is the story about?

   a. A parrot and a cat

   b. A parrot and a chicken

   c. A parrot and the owner

   d. .A parrot, the owner, and
      chickens

8. "It was very, very smart "The underlined word refers to ....

   c. The man   c. The chicken

   d. The bird   d. Puerto Rico

9. "The parrot was very, very smart"The word 'smart' means ....

   c. Stupid   c. Beautiful

   d. Clever   d.Stubborn

10. "The parrot was screaming at the fourth chickens"What does the
    underlined word mean?

   a. Smiling   c. Crying

   b. Shouting   d. Laugh

Metode Pembelajaran

- Discovery Learning

7. Langkah – langkah Pembelajaran

- Kegiatanawal

  1) Mengkondusifkan kelas untuk mengikuti proses pembelajaran.

  2) Menjelaskanpentingnyamateriini.

  3) Bertanyamengenaimateri.

- KegiatanInti

  1) Membacanyaringteks narrative

  2) Menjawabpertanyaantentangisiteks

  3) Mengidentifikasikesulitan-.kesulitansiswa

  4) Mengidentifikasitugassiswa

- Kegiatan akhir

  1. Memberikan motivasi

  2. Menanyanykan kesulitan siswa dalam memahami teks bacaan

  3. Menyimpulkan materi dan hal-hal yang telah dibahas

8. Aspek Penilaian

Multiple Choices (Pilihan Ganda)

Masing- masing jawaban benar diberi skor 1(satu)

Skor maksimal= 10x 1= 10

Appendix 3. Research Instrument in Cycle I

Nama: _____

Kelas: _____

PetunjukPengisian

a. Bacalah soal ini dengan saksama sebelum anda menjawabnya dan jawablah dengan jawaban yang benar!

The Story of the Smart Parrot

A man in Puerto Rico had a wonderful parrot. There was no another parrot like it.It was very, very smart. This parrot would say any word-except one. He would not say the name of the town where he was born. The name of the town was Catano.

The man tried to teach the parrot to say Catano. But the bird would not say the word. At first the man was very nice, but then he got angry. "You are a stupid bird! Why can't you say the word? Sat Catano, or I will kill you!" but the parrot would not say it. Then the man got to so angry that the shouted over and over, "Say Catano, or I'll kill you!" but the bird would not talk.

One day after trying for many hours to make the bird say Catano, the man got very angry. He picked up the bird and threw him into the chicken house. "You are more stupid than the chickens. Soon I will eat them, and I will eat you, too."

In the chicken house there are four old chickens. They were for Sunday's dinner. The man put the parrot in the chicken house and left. The next day the man came back to the chicken house. He opened the door and stopped. He was very surprised at what he saw!

He saw three dead chickens on the floor. The parrot was screaming at the fourth chicken, "Say Catano, or I'll kill you!

Taken: http://www. nwlink. com/~donclark/hrd /history /discovery. Htm

Question:

1. Where does the story take place?

   a. London

   c. Jakarta

   b. Puerto Rico

   d. Buenos Aires

2. What is the word that the parrot cannot say?

   a. Catano

   c. Canato

   b. Tacano

   d. Nacato

3. How often did the owner teach the bird how to say the word?

   a. Always

   c. Many times

   b. Everyday

   d. Every second

4. Which statement is true according to the text?

   a. The parrot could say Catatno

   b. At last the parrot could say Catano

   c. Catano was the name at the parrot

   d. The man never got angry at the parrot

5. What does the man do to the bird because the bird cannot say the name of a place.

a. The man ate the bird.

b. The sold the t^{d.}

c. The man killed the bird.

d. The man taught the bird

6. It is most likely that ….

    a.   The bird killed the three chickens.

    b.   The three chickens killed the bird.

    c.   The bird played with the chicken.

    d.   The bird killed one of the three chickens.

7. What is the story about?

    a. A parrot and a cat

    b. A parrot and a chicken

    c. A parrot and the owner

    d. A parrot, the owner, and chickens

8. "It was very, very smart"The underlined word refers to ….

    a.   The man

    b.   The bird

    c.The chicken

    d. Puerto Rico

9. "The parrot was very, very smart"The word 'smart' means …

    a. Stupid

    b. Clever

    c. Beautiful

    d.Stubborn

10. "The parrot was screaming at the fourth chickens"What does the underlined word mean?

    a. Smiling

    b. Shouting

    c. Crying

    d. Laugh

Appendix 4. Research Instrument Cycle II

Nama : _____

Kelas : _____

Petunjuk Pengisian

a. **Bacala soal ini dengan saksama sebelum anda menjawabnya dan jawablah dengan jawaban yang benar!**

The Story of the Smart Parrot

A man in Puerto Rico had a wonderful parrot. There was no another parrot like it.

It was very, very smart. This parrot would say any word-except one. He would not say the name of the town where he was born. The name of the town was Catano.

The man tried to teach the parrot to say Catano. But the bird would not say the word. At first the man was very nice, but then he got angry. "You are a stupid bird! Why can't you say the word? Sat Catano, or I will kill you!" but the parrot would not say it. Then the man got to so angry that the shouted over and over, "Say Catano, or I'll kill you!" but the bird would not talk.

One day after trying for many hours to make the bird say Catano, the man got very angry. He picked up the bird and threw him into the chicken

house. "You are more stupid than the chickens. Soon I will eat them, and I will eat you, too."

In the chicken house there are four old chickens. They were for Sunday's dinner. The man put the parrot in the chicken house and left.

The next day the man came back to the chicken house. He opened the door and stopped. He was very surprised at what he saw!

He saw three dead chickens on the floor. The parrot was screaming at the fourth chicken, "Say Catano, or I'll kill you!

Taken: http://www. nwlink. com/~donclark/hrd /history /discovery. Htm

Question:

1. Where does the story take place?

    a. London

    b. Puerto Rico

    c. Jakarta

    d. Buenos Aires

2. What is the word that the parrot cannot say?

    a. Catano   c. Canato

    b. Tacano   d. Nacato

3. How often did the owner teach the bird how to say the word?

    a. Always   c. Many times

b. Everyday   d. Every second

4. Which statement is true according to the text?

    a. The parrot could say Catano

    b. At last the parrot could say Catano

    c. Catano was the name at the parrot

    d. The man never got angry at the parrot

5.   What does the man do to the bird because the bird cannot say

the name of a place?

    a. The man ate the bird.

    b. The sold the bird.

    c. The man killed the bird.

    d. The man taught the bird.

6. It is most likely that ….

    a. The bird killed the three chickens.

    b. The three chickens killed the bird.

    c. The bird played with the chicken.

    d. The bird killed one of the three chickens.

7. What is the story about?

    a. A parrot and a cat

    b. A parrot and a chicken

    c. A parrot and the owner

    d. A parrot, the owner, and chickens

8. "It was very, very smart"

    The underlined word refers to ….

    a. The man

    b. The bird

    c. The chicken

    d. Puerto Rico

9. "The parrot was very, very smart"

    The word 'smart' means ….

    a. Stupid   c. Stubborn

    b. Clever   d. Beautiful

10. "The parrot was screaming at the fourth chickens"

    What does the underlined word mean?

    a. Smiling   c. Shouting

    b. Crying   d. Laugh

Appendix 5. Students' Result in Cycle I.

<div align="right">

Nama:

Kelas:

</div>

The Story of the Smart Parrot

A man in Puerto Rico had a wonderful parrot. There was no another parrot like it.

It was very, very smart. This parrot would say any word-except one. He would not say the name of the town where he was born. The name of the town was Catano.

The man tried to teach the parrot to say Catano. But the bird would not say the word. At first the man was very nice, but then he got angry. "You are a stupid bird! Why can't you say the word? Sat Catano, or I will kill you!" but the parrot would not say it. Then the man got to so angry that the shouted over and over, "Say Catano, or I'll kill you!" but the bird would not talk.

One day after trying for many hours to make the bird say Catano, the man got very angry. He picked up the bird and threw him into the chicken house. "You are more stupid than the chickens. Soon I will eat them, and I will eat you, too."

In the chicken house there are four old chickens. They were for Sunday's dinner. The man put the parrot in the chicken house and left.

The next day the man came back to the chicken house. He opened the door and stopped. He was very surprised at what he saw!

He saw three dead chickens on the floor. The parrot was screaming at the fourth chicken, "Say Catano, or I'll kill you!

Taken: http://www. nwlink. com/~donclark/hrd /history /discovery. Htm

Question:

1. Where does the story take place?

   a. London   c. Jakarta

   b. Puerto Rico   d. Buenos Aires

2. What is the word that the parrot cannot say?

   a. Catano   c. Canato

   b. Tacano   d. Nacato

3. How often did the owner teach the bird how to say the word?

   a. Always   c. Many times

   b. Everyday   d. Every second

4. Which statement is true according to the text?

   a. The parrot could say Catano

   b. At last the parrot could say Catano

c. Catano was the name at the parrot

d. The man never got angry at the parrot

5. What does the man do to the bird because the bird cannot say the name of a place?

a. The man ate the bird.

b. The sold the bird.

c. The man killed the bird.

d. The man taught the bird.

6. It is most likely that ….

a. The bird killed the three chickens.

b. The three chickens killed the bird.

c. The bird played with the chicken.

d. The bird killed one of the three chickens.

7. What is the story about?

a. A parrot and a cat

b. A parrot and a chicken

c. A parrot and the owner

d. A parrot, the owner, and chickens

8. "It was very, very smart"

The underlined word refers to ….

a. The man

b. The bird

c. The chicken

d. Puerto Rico

9. "The parrot was very, very <u>smart</u>"

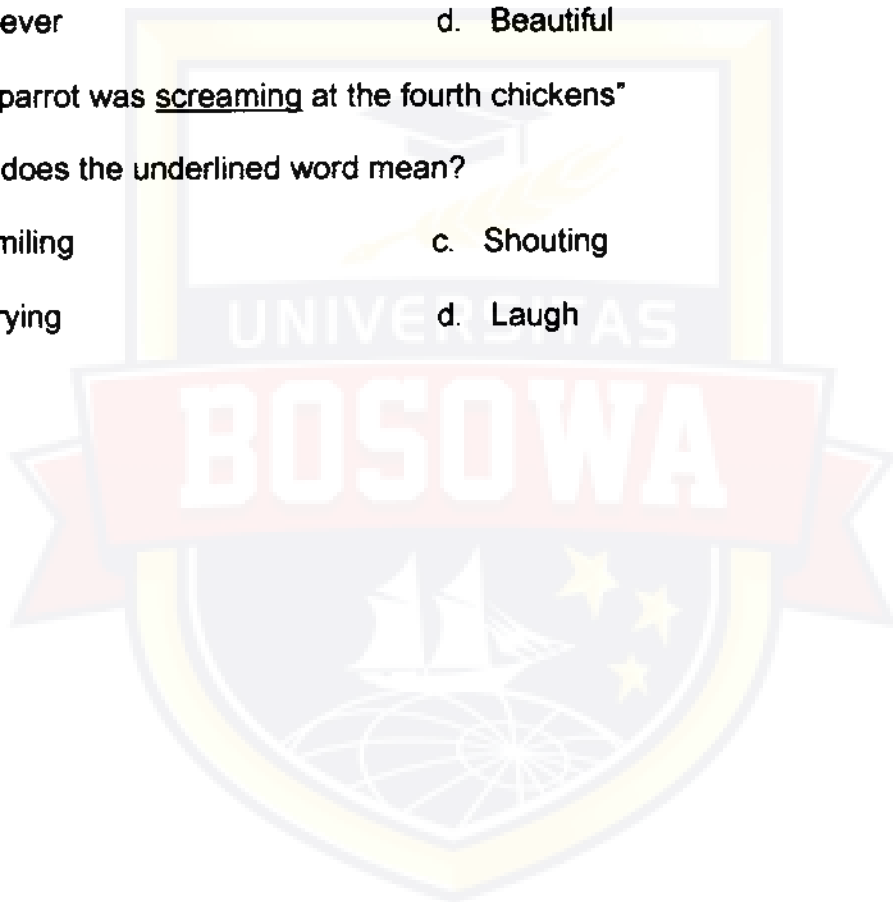The word 'smart' means ….

a. Stupid   c. Stubborn

b. Clever   d. Beautiful

10. "The parrot was <u>screaming</u> at the fourth chickens"

What does the underlined word mean?

a. Smiling   c. Shouting

b. Crying   d. Laugh

Appendix 6. Students' Result in Cycle II.

Nama: ADITYA T. ANGGARA

Kelas: VIII-A

The Story of the Smart Parrot

A man in Puerto Rico had a wonderful parrot. There was no another parrot like it.

It was very, very smart. This parrot would say any word-except one. He would not say the name of the town where he was born. The name of the town was Catano.

The man tried to teach the parrot to say Catano. But the bird would not say the word. At first the man was very nice, but then he got angry. "You are a stupid bird! Why can't you say the word? Sat Catano, or I will kill you!" but the parrot would not say it. Then the man got to so angry that the shouted over and over, "Say Catano, or I'll kill you!" but the bird would not talk.

One day after trying for many hours to make the bird say Catano, the man got very angry. He picked up the bird and threw him into the chicken house. "You are more stupid than the chickens. Soon I will eat them, and I will eat you, too."

In the chicken house there are four old chickens. They were for Sunday's dinner. The man put the parrot in the chicken house and left.

The next day the man came back to the chicken house. He opened the door and stopped. He was very surprised at what he saw!

He saw three dead chickens on the floor. The parrot was screaming at the fourth chicken, "Say Catano, or I'll kill you!

Taken: http://www. nwlink. com/~donclark/hrd /history /discovery. Htm

Question:

1. Where does the story take place?

   a. London   c. Jakarta

   b. Puerto Rico   d. Buenos Aires

2. What is the word that the parrot cannot say?

   a. Catano   c. Canato

   b. Tacano   d. Nacato

3. How often did the owner teach the bird how to say the word?

   a. Always   c. Many times

   b. Everyday   d. Every second

4. Which statement is true according to the text?

   a. The parrot could say Catano

   b. At last the parrot could say Catano

c. Catano was the name at the parrot

d. The man never got angry at the parrot

5. What does the man do to the bird because the bird cannot say the name of a place?

a. The man ate the bird.

b. The sold the bird.

c. The man killed the bird.

d. The man taught the bird.

6. It is most likely that ....

a. The bird killed the three chickens.

b. The three chickens killed the bird.

c. The bird played with the chicken.

d. The bird killed one of the three chickens.

7. What is the story about?

a. A parrot and a cat

b. A parrot and a chicken

c. A parrot and the owner

d. A parrot, the owner, and chickens

8. "It was very, very smart"

The underlined word refers to ....

a. The man

b. The bird

Appendix 7. The Students' Gained Score in Cycle I

NO	INITIAL STUDENTS'	Cycle I		Score
		MAIN IDEA	CONTENT	
01.	AA	20	30	50
02.	AGL	20	30	50
03.	ATA	30	30	60
04.	ATF	30	20	50
05.	AKA	30	30	60
06.	ANS	30	30	60
07.	AD A	30	20	50
08.	AIS	30	30	60
09.	ASK	30	30	60
10.	AA	30	20	50
11.	DAA	30	30	60
12.	DNE	30	30	60
13.	DIS	30	20	50
14.	NA	20	30	50
15.	NAS	20	30	50
16.	EPYA	30	30	60
17.	IES	30	20	50
18.	IAS	20	30	50
19.	HM	30	30	60
20.	HKA	30	20	50
21.	K	20	30	50
22.	RJ	30	20	50
23.	II	30	20	50
24.	SNJ	20	30	50
25.	SN	30	30	60
26.	SHNG	30	30	60

Source : MTsN Mbay Flores

$$\bar{X} = \frac{\sum X}{N}$$

$$= \frac{5423}{26}$$

$$= 66.15$$

Appendix 8. The Students' Gained Score in Cycle II

NO	INITIAL STUDENTS'	Cycle II		Score
		MAIN IDEA	CONTENT	
01.	AA	60	40	100
02.	AGL	30	40	70
03.	ATA	50	40	90
04.	ATF	60	30	90
05.	AKA	60	30	90
06.	ANS	60	40	100
07.	ADA	60	40	100
08.	AIS	40	40	80
09.	ASK	40	40	80
10.	AA	40	40	80
11.	DAA	40	30	70
12.	DNE	40	30	70
13.	DIS	60	30	90
14.	NA	50	30	80
15.	NAS	60	30	90
16.	EPYA	60	40	100
17.	IES	60	40	100
18.	IAS	60	40	100
19.	HM	40	60	100
20.	HKA	30	60	90
21.	K	40	60	100
22.	RJ	60	40	100
23.	II	40	50	90
24.	SNJ	40	50	90
25.	SN	50	50	100
26.	SHNG	50	50	100

Source MTsN Mbay Flores

$$\bar{X} = \frac{\sum X}{N}$$

$$= \frac{2350}{26}$$

$$= 90.38$$

c. The chicken

d. Puerto Rico

9. "The parrot was very, very <u>smart</u>"
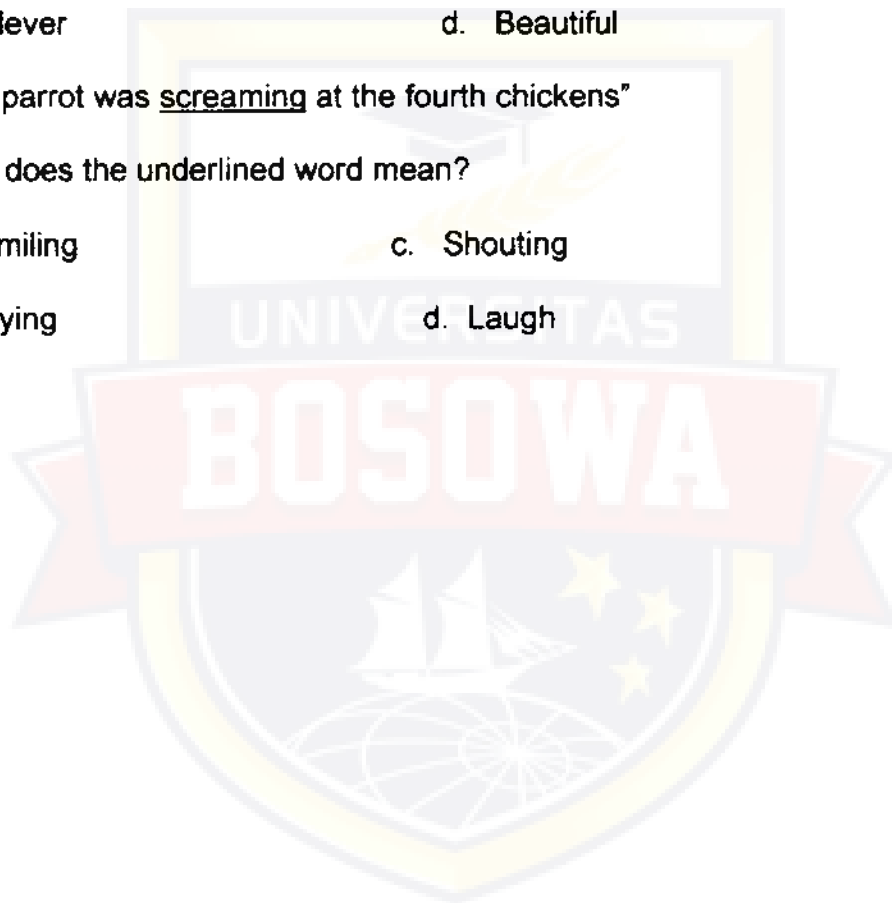
The word 'smart' means ….

a. Stupid   c. Stubborn

b. Clever   d. Beautiful

10. "The parrot was <u>screaming</u> at the fourth chickens"

What does the underlined word mean?

a. Smiling   c. Shouting

b. Crying   d. Laugh

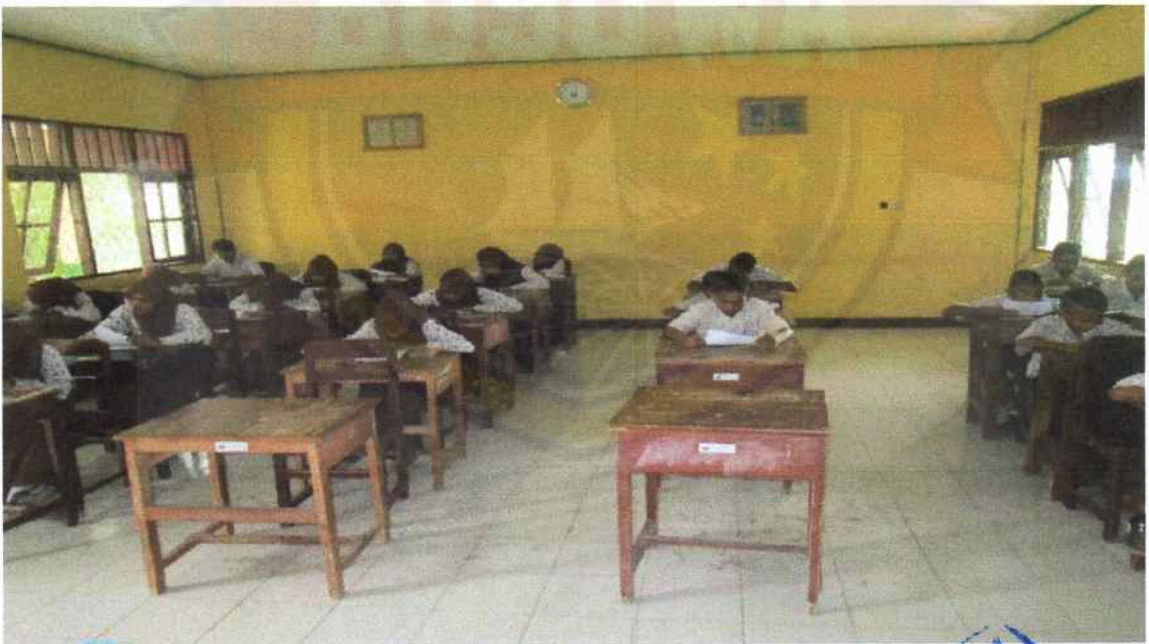**Appendix 9. Pictures**

Picture 1. The students' were answering the reading text in cycle 1

Picture 2. The researcher was explaining about the narrative text

Picture 3. The researcher was explaning about the discovery learning method

Picture 4. The students' were answering the cycle 2

BIOGRAPHY

ROHANI HASAN was born on May 15th 1990 in Alorangga (Flores) from the marriage of her parents Hasan Embang and Sofia P. She is the fifth child in his family. She began her elementary school at MIN Mbay in 1997 and graduated in 2003. Then she continued her study to junior high school at MTsN Mbay and graduated in 2006 and then continued her study to senior high school at MAN Mbay and graduated in 2009. In 2011, she was accepted at English Education Department. Faculty of Teacher Training and Education University"45" Makassar and graduated in 2015.

KEMENTERIAN AGAMA
MADRASAH TSANAWIYAH NEGERI MBAY
JL. MESJID BAITURRAHMAN ALORONGGA KEL. MBAY I KEC. AESESA KAB. NAGEKEO

SURAT KETERANGAN
NOMOR : MTs.20.04/KP.01.1/ 31 /2014

bertanda tangan dibawah ini :

            : **CHATIB PUA LAPU, S. Pd**

            : 196209271999031001

kat/Gol.   : Pembina/ IV-a

an   : Kepala MTs. Negeri Mbay

an ini menerangkan bahwa :

 a   : **ROHANI HASAN**

            : 45 11 101 004

at/Tanggal Lahir   : Alorongga, 15 Mei 1990

/ JURUSAN   : FKIP/ Bahasa Inggris

at   : Jln. Urip Sumoharjo KM 4 Makassar

de   : 2011

melakukan konsultasi dengan pihak Madrasah dan kepadanya sudah   melaksanakan Penelitian dari
al 14 s/d 25 Pebruari 2015 sesuai ketentuan pihak Perguruan Tinggi.

kian surat keterangan ini kami buat untuk dipergunakan sebagai mana mestinya.

                                  Mbay, 26 Pebruari 2015

                                  Kepala

                                  Chatib Pua Lapu, S. Pd

                                  NIP. 196209271999031001

FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jl. Urip Sumoharjo Km 4 Makassar
Telp (0411) 452901 ext. 117, Fax. 424568, Website: www.univ45.ac.id

omor   : A. 141/FKIP/U-45/I/2015   Makassar, 3 Februari 2015
ampiran : -
erihal   : Permohonan Izin Penelitian

epada
th.   : Kepala MTs Negeri Mbay
          Di –
             MBay

Dengan hormat disampaikan bahwa mahasiswa yang tersebut namanya di bawah ini akan melaksanakan penelitian dalam rangka penyelesaian studi Program S-1.

Nama	:	Rohani Hasan
NIM	:	4511101004
Program Studi	:	Pendidikan Bahasa Inggris
Fakultas	:	Keguruan dan Ilmu Pendidikan Universitas "45" Makassar

Judul Penelitian :

Improving Students' Reading Comprehension Through Discovery Learning
Method at MTs Negeri Mbay

Sehubungan dengan hal tersebut di atas, dimohon kiranya yang bersangkutan dapat diberikan izin untuk melaksanakan penelitian.

Atas bantuan dan kerja sama yang baik, kami sampaikan banyak terima kasih.

Dekan

Prof. Dr. Muhammad Yunus, M.Pd.
NIP. 196212311989031030

embusan:
1. Rektor Universitas "45" Makassar.
2. Arsip.