TEACHING READING COMPREHENSION BY USING DISCOVERY METHOD OF THE EIGHTH GRADE STUDENTS OF SMPN 2 KELUANG

THESIS

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**TEACHING READING COMPREHENSION BY USING DISCOVERY METHOD
OF THE EIGHT GRADE STUDENTS OF SMPN 2KELUANG**

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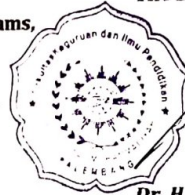Sri Yuliani, S.Pd.,M.Pd. Chairperson

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Beserta seluruh isinya adalah benar merupakan hasil karya sendiri dan saya tidak melakukan penjiplakan atau pengutipan dengan cara - cara yang tidak sesuai dengan etika keilmuan dalam masyarakat ilmiah.

Atas pernyataan ini ,saya siap menerima segala sanksi yang berlaku atau yang ditetapkan untuk itu , apabila di kemudian ternyata pernyataan saya tidak benar atau ada klaim dari pihak lain terhadap keaslian skripsi saya .

Palembang,   Agustus 2022
Yang menerangkan
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MOTTO AND DEDICATION

Motto:

"…..it's not the science that should come to you, but you should….."

"…..come to the science….."

{ Imam Malik }

This thesis dedicated to :

- ❖ **My beloved parents, Bapak Dadang Suarna and Bunda Siti Hodijah. Thanks for your support and prayers.**
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ABSTRACT

Neng Rikayuni Maliani, Teaching Reading Comprehension by Using Discovery Learning of The Eight Grade of SMPN 2 Keluang, Thesis English Education Study Program, Sarjana Degree (S1), Faculty of Teacher Training and Education University Palembang, Advisor : (I) Sri Yuliani, S.Pd., M.Pd., (II) Dwi Rara Saraswaty, S.Pd., M.Pd.

Key words **: Teaching, Reading Comprehension, Discovery Learning**

The purpose of this study was to determine whether or not there was a significant differences between the students who taught by using discovery learning and the students who taught by using conventional method of the eight grade student of SMPN 2 Keluang. The researcher used true experimental design with pretest-Posttest control group design as the method. The instrument of this research was used test. The participant of the test were 26 students at SMPN 2 Keluang. There are 35 multiple choice questions, and 3 complete structure of dialog. The correct answer was label 1 and the wrong answer was label 0. Teaching reading by using discovery learning of the eight grade students at SMPN 2 Keluang was significantly effective. It make the students motivated in learning reading and it help the students enjoy the learn so they more understand about the lesson easily, then make interested in learning reading thought. The main objective of this study was focus to determine the used Discovery Learning on students Reading Comprehension at students of the eighth Grade of SMPN 2 Keluang was given the significant effect for them skill. It can be seen from the result of statistical analysis between experimental and control class (t-obtained) should be higher than t-table. Since the score of sig.(2-tailed) was 0.002 0.05, so HO Rejected and Ha Accepted.

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The Reseacher

Neng Rikayuni Maliani

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CHAPTER I

INTRODUCTION

This chapter presents, background of the study, formulation of the problem, objective of the study, significance of the study, hypotheses of the study

A. Background of the Study

Humans are destined to live in society and interact with one another, this known as the zoon politicon, which was proposed by ariestoteles. Language is the most important aspect to interact between the other human. The people will difficult to communicate with others without existence of language. Language is very important for human being in the world to get something by used language. In this modern era, we know that English language is an important language that is used in many events. The examples are magazine, book and newspaper that are published more in English than other languages.

In this case, English is the second or foreign language that one should be able to master. There are four major language skills that should be mastered by the student. Those skills are reading, listening, writing and speaking. Reading is an important skill among other skills that must be practiced by students.

Reading is a process where humans to get hold of information by the text. According to Putra Kurniadi (2020) cited in Blachowicz & ogle (2008, p.1), reading is comprehending-making sense of what is read" in respect of these standpoints, it can be conclude as, reading is an activity of understanding and making sense of the message in the text. Base on Naf'an Tarihoran and Miftahul Rachmat in their book (Reading Basic Reading Skills), reading is defined as an individual's total inter-relationship with symbolic information. Reading is a skill that is often used by students to understand the meaning of some texts. From all of the report, that can be determine,

Reading is a crucial part for the students to be mastered in order to achieve their goal in study.

The goal of reading is comprehension, comprehension was the ultimate goal of reading. Reading comprehension is defined as the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge and fluency The same idea is also consistent with Made Maristia Antarini (2018) cited in Dallman (1982: 25), reading comprehension is a process of making sense of writing ideas through meaningful interpretation and interaction with language. It means that the essential goal of reading is to know the meaning of sentence and to improve their understanding about what they read. The researcher acknowledge that Reading comprehension is a complex interaction among automatic and strategic cognitive processes that enables the reader to create a mental representation of the text

Reading comprehension on argumentative text required the student learn the elements of an argumentative text, they read an argumentative passage and explain the audience, claim, reasons, evidence, and counterargument. Finally, they consider whether the argument in the passage they read is convincing. Argumentative text, also known as argumentative discourse, is intended to express opinions about a topic, or failing that refute them, to persuade the audience to which the message is addressed. As claimed by Merriam Webster (2022), argumentative is the act or process of drawing conclusions and applied them to a case in discussion. On the other hand, it was the text that contain a lot of the opinion of the writer which aim to the reader to permit the opinion and the conclusion conveyed, Hariati.D.S.(2018).

Conforming to Illahi (2012:29), Discovery is a learning process which emphasizes in students mental and students intellectual in solving many problems that they face so that it will discover a concept or a generalization that can be applied in the field. The discovery learning model is very suitable to be applied in this reading process. The discovery learning model is defined as a learning process that occurs when students are not presented with

information directly but students are required to organize an independent understanding of the information.

In addition which is based on the researcher observation when doing *PPL* in one school, the researcher found that most of the students were failed to comprehend the argumentative text well. They still got difficulties to determine the main idea and answer the questions based on the text not understand the meaning, when they felt boring to read the text, and also Lack of vocabulary so that the students' motivation in reading comprehension is poor. The same is true of the problem at SMP N 2 Keluang. Researcher think discovery method would be very good at running this school to address the problems.

Based on the explanations above, the reseacher was interested in conducting the research with the entitled: "Teaching Reading Comprehension by Using Discovery Method of The Eight Grade Students of SMPN 2 Keluang".

B. Formulation of the Problem

The formulation of the research problem, was there any significant differences between the students who taught by using discovery learning and the students who taught by using conventional method.

C. Objective of the Study

The purpose of this study was to determine whether or not there is a significant differences between the students who taught by using discovery learning and the students who taught by using conventional method of the eight grade student at SMPN 2 Keluang.

D. Significance of the Study

The study is expected to have both academic and practical contributions:

1. For teachers, the researcher result it can be useful information for English teachers who was directly involve the teaching and learning process. the teacher also would get effective way and efficient in teaching reading comprehension in argumentation text by using discovery learning.

2. For students, the researcher expect this research as an input to the students in order to motivate in learning reading comprehension, it expect to be a useful contribution in translating the outcomes of this study could give them better their reading comprehension.

3. For other researcher, the researcher hopefully it can to interest the other researchers for conduct the research about reading comprehension. Then from this research, the other researchers can proposes to assume strategies in teaching reading, especially teaching reading comprehension by using discovery method in argumentative text. In addition this research become a reference for the other researcher.

E. Hypothesis of the Study

The hypotheses of this research was be formulated in the forms of null and research hypotheses bellow:

1. H_o (Null Hypotheses): there is no significance differences between students reading comprehension in argumentative text who taught by using discovery learning and the students who taught by using conventional method.

2. H_a (Alternative hypotheses): there is a significance differences between students reading comprehension in argumentative text who taught by using discovery learning and the students who taught by using conventional method.

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