TEACHING READING BY USING GUIDED DISCOVERY METHOD TO THE EIGHTH GRADE STUDENTS OF SMP NEGERI 48 PALEMBANG

THESIS

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ENGLISH EDUCATION STUDY PROGRAM

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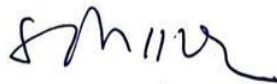**For the degree of Sarjana in English Language Education**

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Menyatakan bahwa skripsi berjudul:

Teaching Reading by Using Guided Discovery Method to the Eighth Grade Students of SMP Negeri 48 Palembang, beserta seluruh isi nya 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 dikemudian hari ternyata pernyataan saya tidak benar atau ada klaim dari pihak lain terhadap keaslian skripsi saya.

Palembang, April 2023
Yang menyatakan,

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MOTTO AND DEDICATION

MOTTO:

❖ **Time wont make you forget it will make you understand things**

DEDICATION:

This is dedication to:

❖ **My beloved parents (Ir. Amiluddin Zahri, M.T & Rosmini, S. Pd.) Thankyou for your love, Education, Care, Prayers and your support. There were no words which can describe my love and my thanks for you.**

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ABSTRACT

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Keyword: Teaching Reading Recount Text, and Guided Discovery Method.

The objective of this research was to find out whether using guided discovery method in English Reading significant or not. The method used in this research was true experimental method. The population of this research was all the eighth grade students of SMP Negeri 48 Palembang. The total number of population was 273 students. The sample were 58 students from 273 students that selected by using random sampling method. They divided into the experimental and control group. The data were collected by using pretest and posttest. The result of the test was analyzed by using independent sample t-test. The result of data analysis showed, that the mean in posttest of experimental group was 72.24, it was higher than the mean posttest of the control group which was 68.93. The result of T-Test obtained significance (sig. 2 tailed) was 0.036, which less or lower than 0.05. Since the sig. 2 tailed was less than 0.05, so the null hypothesis H_o was rejected and the alternative hypothesis H_a was accepted. It means that there was significant differences between students who taught by using guided discovery method and those were not taught by using guided discovery method in learning process.

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The researcher realizes that this thesis is far from being perfect. There are still many weaknesses that need to be improved in this thesis. The researcher accepts any kind of criticism, comments, suggestion, and advice.

Last but not least, she hopes that this thesis will be useful for the university and the next researcher in the future.

Palembang,   April 2023

The researcher,

Arni Putri

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CHAPTER I

INTRODUCTION

This chapter presents background, formulation of study, limitation of study, objective of study, and significance of study.

A. Background

Nowadays, English is used as an international language for communication in the world. English has been taught as a foreign language subject in all educational level. It starts from preschool, primary, secondary till university. It is so important to learn English actually from very early year for the sake of preparing the generations who have intelligible knowledge in order to be able to compete in this globalization era in which the development of the technology and science has ascended (Hartati, 2013, p. 86).

English is the most prominent tool of global communication. Through English, people can build interaction with many people over the world. In addition, they can both access much information and acquire many cultural of other countries in the world. Therefore, people need to learn English well. It is well known that in learning English, there are four skills which have to be mastered by the students. They are listening, speaking, reading and writing. Among those English skills, reading plays an important role in our life. Reading is one of ways to gain the information from the written language. The students will also get much knowledge through reading since most of the information is served in written form (Novita, & Kusumarasdyati, 2014, p. 2).

In Indonesia, Reading is an important part of language teaching and has complex problems. PISA is an evaluation of the world's education system that measures the performance of secondary school students. In 2018 PISA, The study in 2018 considered 600, 000 children aged 15 years old of 79 countries every three years. As for the literacy category, Indonesia is ranked 6 from the bottom ranked 74. Indonesia's average score is 371 which has

score 377. Students in Indonesia 12.098 in 399 schools, Representing 3.768,508 (85% population of 15 years old).

According (McShane, 2005, p. 66) Reading is the key to learning in all aspects of life. It provides access to get the information, knowledge, facilitates life-long learning, and opens doors to opportunity. According (Rizky, Aprilia, & Nur, 2021, p.1) Reading is a storehouse of knowledge or a window to the world. Because with read a lot, we can know a lot of things we don't know previously. The more diligently we read, the more certain we will be many know and many can. This means, if one has a lot of knowledge. The effect of low reading interest or literacy that occurs in Indonesia is also caused by several factors. First, there is no habit of reading from an early age. Second, Educational facilities that still minimal. And the last one is because there is still a lack of book production in Indonesia.

According (Osama, 2017, p. 189) Reading is a set of skills and an activity of getting information that involves making sense and deriving meaning from the printed words. Reading is a process how the readers interpret and understand what they read. Teaching reading comprehension is important thing of English learning. The ability in reading clearly and efficiently contributes to the success of the students in school and success later in every phase of life. Teaching reading comprehension is teaching to the students to construct the meaning and to get the information from the text individually or in groups.

According (Kurniadi, Regina, & Sri, 2020, p. 39) in teaching reading comprehension, the students have to develop the ability to read by themselves. An independent reader must be able to solve the text that the students never seen before. The reading teachers have to ask the students to do so. The teacher's role is to make the students have their own ability to read, especially to understand the text well. It is necessary for the teachers to motivate and help the students comprehend the reading based on students' learning. Reading is a good way to improve general English. It also gives the chance to learn new vocabulary structure.

One of the problems being faced in the world of education is especially in schools in Indonesia is the low level of ability students' critical thinking in learning reading activities at school. The lack of interest in reading that students and people in Indonesia have will eventually affect them in critical thinking skills. Such that as we know, critical thinking is an increase in our abilities have in analyzing and expressing an idea that we have. Still we can prove this low ability in critical thinking many Indonesian people often believe in hoax information or fake that is accepted without checking the truth first. (Rizky et al., 2014, p.2).

Guided discovery as considered one of techniques that would help the students increase their reading comprehension. Discovery learning involve inside the teaching and studying technique that the students can understand the textual content. Discovery studying does not limit college students to amplify the written material accommodated by the instructor. Discovery learning model is one of methods in teaching and learning language to achieve the goal of teaching and learning and to solve the problems or difficulties in learning language (Muliati, & Syam, 2020, p. 372).

Guided discovery learning is a method that offers combination between teacher centred and student's centred approach. The teacher encourages the students to be more active in the learning process. The researcher is also as a teacher who active guides the students to build new knowledge based on their existing knowledge (Novita, & Kusumarasdyati, 2014, p.2).

The information can be which has related with their lesson or only for their pleasure. The English teachers have to share the material in reading based on their needed. In learning by using Guided Discovery according to (Wales, 1998, p.2) state that specifies ten cognitive operations that might take place as the students engages in active question: recognizing and analyzing, synthesizing, comparing and contrasting, drawing conclusions, hypothesizing memorizing, inquiring, inventing, and discovering. By actively doing and consequence discovering facts or concepts, the students will understand and therefore remember the subject matter.

Hopefully, the students will interest in reading. Based that the material relevant to the students age and their level. In this situation the researcher chooses guided discovery method which utilized in his research. The researcher proposed to teaching reading by using Guided reading method to the eight grade students of SMP Negeri 48 Palembang as her research identify.

B. Formulation of Study

The problem of the study is in the following question: "Is there any significant difference in studying achievement of the eighth grade students of SMP Negeri 48 Palembang before and after they were taught by way of using guided discovery method?"

C. Objective of Study

Primarily based on the problem above, this look at turned into designed to find out whether or not there may be a significant difference in reading achievement of the students earlier than and after they had been taught by way of the usage of Guided Discovery method.

D. Significance of Study

1. The researcher hopes this study will deliver contribution to the lecturers of English, the students, and the researcher herself.
2. For the teachers, via knowing the result of this research, the teachers will get more knowledge in teaching reading.
3. For the students, they will get special experience in studying.
4. For the researcher herself this research will improve her knowledge.

E. Hypotheses

The hypotheses of this study are started below:

1. The null hypotheses (H_o): it is not effective to use teaching reading by using guided discovery method to the eighth grade students of SMP Negeri 48 Palembang.

2. Alternative hypotheses (H_a): it is effective to use teaching reading by using guided discovery method to the eighth grade students of SMP Negeri 48 Palembang.

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