EXPLORING THE DISCOVERY LEARNING METHOD IN IMPROVING STUDENT'S READING COMPREHENSION

THESIS

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DARUSSALAM-BANDA ACEH

2023 M/ 1445 H

THESIS

Submitted to *Fakultas Tarbiyah dan Keguruan*

Universitas Islam Negeri Ar-Raniry Banda Aceh

In Partial Fufillment of the Requirement for

The Bachelor Degree of Education in English Language Teaching

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Adalah benar benar karya saya, **kecuali semua kutipan dan referensi yang disebutkan sumbernya.** Apabila terdapat kesalahan dan kekeliruan didalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

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ACKNOWLEDGEMENTS

بِسْمِ اللَّهِ الرَّحْمَٰنِ الرَّحِيمِ

First of all, I would like to express my deepest praise and gratitude to Allah SWT, the Lord of the worlds who has bestowed His mercy and blessings on this world. Sholawat and greetings may be poured out to the Prophet Muhammad SAW and his family and friends who have brought enlightenment in human life.

I would like to express my sincere gratitude to my supervisors, Mr. Prof. Dr. Muhammad AR., M.Ed and Mrs. Fitriah., S.Ag., M.Pd. for supporting me throughout my thesis with patience, and insightful comments knowledge. This thesis would not have been finished without their sincere patience and encouraging guidance. I also dedicated my deepest gratitude to my academic supervisor, Prof. Habiburrahim, S.Ag., M.Com., Ph.D. who has encouraged me. Also, I would like to thank all the lecturers and the staff of English Language Education Department who have inspired, lectured, and assisted me during my studies in this department. May Allah grant you paradise and ease your path.

My warm gratitude goes to my lovely family, my beloved father Ali Hasyimi, my beloved mother Zulsaidah, my beloved sister Sirva Hardana, Amd. Keb, and her husband Joni Akmal, S.KM, who have played an important role in disbursing my tuition fees so far. Thank you for supporting me and not forcing me to rush in

finishing my thesis, also thank you for being a very comfortable home for me to come home to. My gratitude also goes to my fiancé Syarifuddin, S.H, who has always supported me in life and inspired me to continue this thesis.

I also extend my appreciation and gratitude to my beloved friends, Missy Risa Sabila, S.Pd, Ardilla Rahmah Muslim, S.Pd, Syaifatur Rahmah, S.Pd, Sarah Fazillah, S.Pd, Atikah Delila, S.Pd, Muhammad Fajar Muzakky, S.Pd, Teuku Farhan, S.Pd, Andri Setyaan and Fakrizal Adami from the Troublemaker group. Also for my beloved frieds Mita Fitria, S.Pd, Ilham Mulianda, S.KM, Sri Wahyuni, Anasrullah, S.H, and my little sister Noviana who have provided motivation and encouragement to the writer in completing this thesis. I will never stop thank to all my friends from Unit 06 who always support each other and may it last until the end of this life. Finally, the deep gratitude is addressed to all research participants and the school administrators for kindly helping me in this research.

Thank you to all my friends whom I cannot mention one by one who have colored my life, supported me, and inspired me. You are very precious to me. May Allah bless and grant you paradise. Aamiin.

Banda Aceh, 21 June 2023

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ABSTRACT

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Title : Exploring the Discovery Learning Method in Improving Students' Reading Comprehension
Main supervisor : Prof. Dr. Muhammad Ar, M.Ed
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Keywords : Reading Comprehension, Discovery Learning Method.

There are four skills in learning English and they are interrelated. Reading is often considered difficult for EFL learners to master because students have to acquire other language components such as comprehension, vocabulary, grammar and structure in order to be proficient English learners. Using discovery learning can be applied in the classroom to help 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. The aim of this study is to find out whether or not discovery learning can significantly improve students' reading comprehension. This study used quantitative methods, with a pre-experimental research design. The total sample was 35 students. The data was obtained by using tests (a pre-test and a post-test), while the data was analyzed using a T-test, and the data obtained from the pretest and posttest were analyzed through the SPSS 20.0 software. This research reveals students' reading comprehension improved significantly in the mean score in the experimental class. A mean score of 69.89 was recorded in the pre-test and a mean score of 84.14 was recorded in the post-test. Overall, the result of this study shows a significant difference between pre-test and post-test because Tcount > Ttable (4.465 > 2.032). Therefore, it can be concluded that teaching by exploring discovery learning method can help improve students' reading comprehension.

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CHAPTER I

INTRODUCTION

This chapter explains the following: background of study, research question, aims of study, significance of study, and research terminology.

A. Background of the study

In learning English, students must master four basic skills: listening, speaking, reading and writing. In Indonesia, EFL students are required to study English from elementary school to the university because the Indonesian government has made English a compulsory subject in the curriculum which is a research done by (NUH, 2013). One of the important skills that students need to develop is reading. Most students get a lot of information through their reading based on what they read, for example health, technology, art, politics, culture, sports, etc. They get the knowledge to understand the vocabulary meaning of that passage. By improving their reading skills, students can modify their reading skills to learn English.

Reading is also a skill that teachers expect students to have when learning a foreign language. According to a research done by Kalayo (2017), reading is reciting material or following the printed lines of a text, because it combines different and varied activities. In other words, reading is a way for students to improve their skills and knowledge because reading is a process of understanding meaning. This in line with Satriani (2018), she stated that the low skill of reading is also one of student's

difficulties in reading comprehension. In this regard, there are several methods used in reading comprehension learning such as discovery learning contextual teaching and learning, communicative language teaching, and cooperative learning approach.

In order to identify an idea or generalization that may be used in the field, students must solve a variety of problems with an intellectual mentality. This process is known as discovery. A study by Hamalik (2016) reveals that the constructivism-based learning model known as "discovery" was created. Discovery learning, according to Kurniash & Sani (2014), is when students are required to arrange themselves once learning content is not delivered to them in its complete form. Therefore, it would appear that discovery learning might be employed in the classroom to encourage students to take a more active part in their education by responding to a series of questions or resolving issues meant to teach a broad concept. The discovery learning technique, which Rahmi (2014) describes as a constructive strategy, requires students to learn the facts and substance of the issue through observation rather than receiving them from the teacher at the start of the class. As a general rule of discovery learning, engage in experiments. The knowledge acquired during the exploratory approach will help students' initial comprehension of monologues. Given that they originate the idea for the book from their own experiences, they may realistically relate the issue of reading to their brains.

Some preliminary study explains about the problem of students reading comprehension such as according to a research done by Wahyuni (2017), during

learning to read, teachers tend to ask questions with a low level of cognition so that they are less able to comprehend the text they are reading and have less developed reading skills. So far, the learning process tends to be carried out using the assignment method so that students have difficulty determining the main ideas and explanatory ideas in texts that are read orally or in writing.

There are various issues with how reading is taught and learned in schools. According to Kweldju (2002), students regard word definition searches in dictionaries to be a highly monotonous exercise that takes up a lot of their time. Some people frequently employ translators to do their translating. Due to their unwillingness to learn new words, students often have a small vocabulary, which limits their ability to understand the meaning of the English textbooks they read.

In other cases at the beginning of the pandemic, teachers and students were given the freedom to choose a distance learning platform. Most choose whatsapp. Whatsapp is a liaison between the materials that the teacher wants to convey to students. Through whatsapp the teacher sends material files and assignments to students. This often leads to complaints. Because the teacher doesn't explicitly explain the content, students gripe that they don't comprehend it, the quota runs out, they can't take lessons, parents are laid off because the economic and tourism sectors also have an impact on Covid-19 and there are many other complaints, Dewi (2021).

The reasoning provided above leads to the conclusion that students often struggle with reading comprehension during the learning process. As a result, students require various methods of further learning to assist them enhance their reading comprehension. To determine whether discovery learning can significantly improve students' reading comprehension, the researcher in this instance is planning to conduct research and observe the impact of the discovery learning method in students' reading comprehension with a focus on Senior High School students at MAS Darul Ulum Banda Aceh.

B. Research Question

Based on the background of study, the research question is "does Discovery Learning can significantly improve students' reading comprehension?"

C. The aims of study

The aim of study is "to find out whether or not discovery learning can significantly improve students' reading comprehension".

D. Significance of study

The following are some of this research's key findings:

The research's findings are anticipated to benefit those interested in this area, including English teachers, students, and researchers. Because it offers more information on how the Discovery Learning approach may be used to increase

students' reading comprehension and because it can be used in the classroom, this study is anticipated to be helpful for English teachers. Additionally, I anticipate that Aceh's school-age pupils will be able to engage in learning activities that are more pleasurable since their teachers are now willing to employ more engaging teaching strategies. Although this study is far from ideal, I do hope that future studies will be able to build on its findings and offer even more information.

E. Terminology

In this part will be explained several forms to avoid misunderstanding. The terms are discovery learning and reading comprehension.

1. Discovery Learning

As a method of behavior modification, discovery learning involves all students to the fullest in a sequence of learning activities that maximize their capacity for systematic, critical, and logical searching and investigation. Therefore, without the teacher's intervention, children will discover these items on their own. Arends describes Discovery Learning as a learning approach that prioritizes an active learning environment and a learner-centered learning process. This instructional strategy will assist students in discovering and expressing their thoughts about the subject being covered.

2. Reading Comprehension

The ability to analyze multiple types of text, comprehend its meaning, and integrate it with previously read material is known as reading comprehension. Knowing the definitions of words, being able to deduce their meanings from the context of the reading, being able to infer what the reading is about, and being able to recognize the major ideas are the fundamental abilities required for effective reading comprehension. Recognize the author's purpose in the text and their intent as well as their point of view. Write and make judgments regarding the author.