

**THE IMPLEMENTATION OF DISCOVERY LEARNING IN
TEACHING READING AT SMAN 1 JETIS PONOROGO**

THESIS



By

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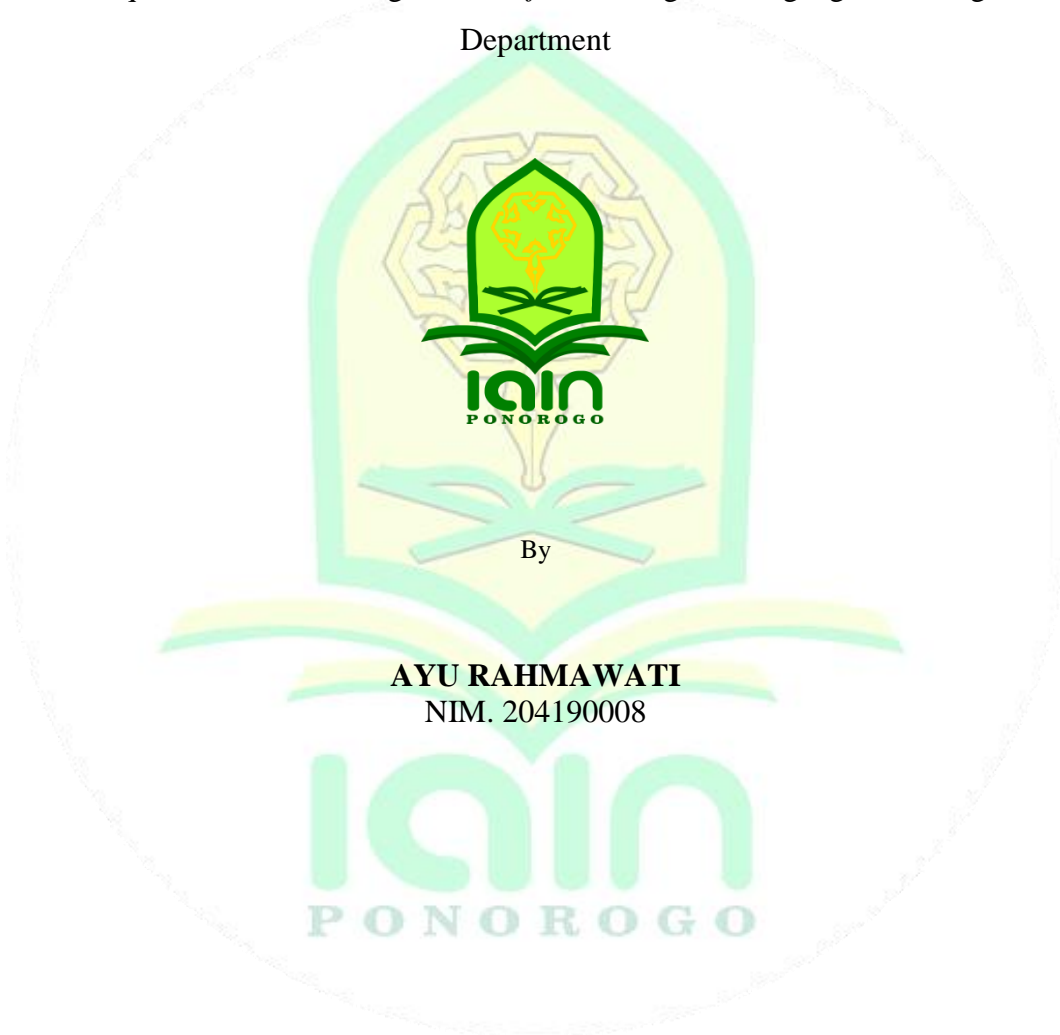
**ENGLISH LANGUAGE TEACHING DEPARTMENT
FACULTY OF TARBIYAH AND TEACHER TRAINING
STATE ISLAMIC INSTITUTE OF PONOROGO
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**THE IMPLEMENTATION OF DISCOVERY LEARNING IN
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THESIS

Presented to State Islamic Institute of Ponorogo in Partial Fulfillment of the
Requirement for the Degree of *Sarjana* in English Language Teaching

Department



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ABSTRACT

Rahmawati, Ayu. 2024. *The Implementation Discovery Learning in Teaching Reading at SMAN 1 Jetis Ponorogo.* Sarjana's Thesis, English Language Teaching Department, Faculty of Tarbiyah and Teacher Training, State Islamic Institute of Ponorogo, Advisor Dedi Hasnawan, M.Pd

Keywords : Discovery Learning, Teaching Reading, Learning Model

The Discovery Learning model in high school in English lessons aims to enable students to learn actively and independently. SMAN 1 Jetis Ponorogo applies learning that is different and not monotonous, namely Discovery Learning. Discovery Learning is a learning model that focuses on student work in learning.

The aims of this research are to find out 1) the implementation of Discovery Learning in teaching reading in the eleventh grade of SMAN 1 Jetis Ponorogo, 2) the problems faced by the teacher in implementing Discovery Learning in teaching reading, 3) the solutions to overcome the problems in implementing Discovery Learning in teaching reading at SMAN 1 Jetis Ponorogo.

This research used descriptive qualitative as a research design approach. Researcher used observation, interviews, and documentation to collect data. Data is analyzed researcher used transcript observation and transcript interview. To verify the data, researcher used triangulation.

The results of this research are: 1) the teacher implements Discovery Learning with six stages, namely: stimulation, problem formulation, data collection, data processing, verification, and generalization. 2) There are several problems faced by the teacher in implementing Discovery Learning in teaching reading, namely barrier in the time aspect and student different abilities and conditions in receiving learning 3) The teacher's solutions at SMAN 1 Jetis namely, the discipline habit of reading every morning and providing variety in implementing Discovery Learning in teaching reading..

APPROVAL SHEET

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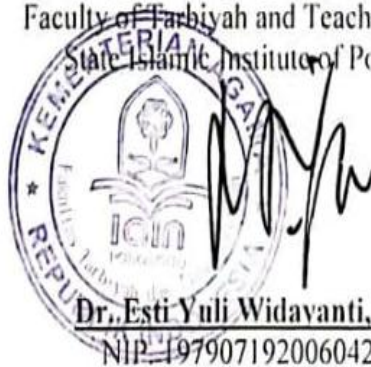
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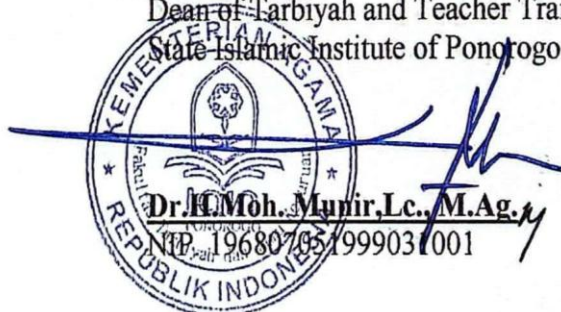
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CHAPTER I

INTRODUCTION

A. Background of the Study

The process of learning English includes four language skills, namely: listening, speaking, reading and writing. English is categorized into two parts.¹ The first part is productive abilities which consist of writing and speaking. The second is representative ability which consists of reading and listening. Both parts are used by English language learners in high school to learn English. Reading is one of the skills that students must learn. Neil Anderson in David Nunan stated that by strengthening reading skills, students will make greater progress and development in all other areas of learning.²

Teaching English reading is an important thing that is taught at all levels of school, especially at the upper school level.³ Mastery of English is not only useful at school but also in real life outside of school, both now and for the future of students. For this reason, in learning English at school, students must be given lots of opportunities and practice to carry out reading activities. In this case, reading is a medium for seeking information or knowledge that humans really need. Reading means understanding the meaning, ideas contained in reading or written material. In this way, reading becomes a product that can be measured in reading activities, not physical behavior when reading. In other words, reading

¹ Jeremy Harmer, *How to Teach English.*, New ed., 6. impr (Harlow: Pearson/Longman, 2010).

² David Nunan, ed., *Practical English Language Teaching*, 1st ed (New York: McGraw-Hill/Contemporary, 2003).

³ Jeremy Harmer, *How to Teach English.*

activities can be said to be successful if the final goal of reading is to achieve the result, namely understanding.

Reading comprehension skill is one of the standard English language skills that must be achieved at the high school level. Reading comprehension skill is an interactive process that involves, reading and context. This skill involves the ability to derive meaning from writing. In accordance with the statement put forward by Smith and Robinson which states that reading with comprehension is understanding, evaluating and utilizing ideas through interaction between the reader and the writer.⁴ Reading comprehension is generally defined as the ability to obtain meaning from written text. Through the process of reading comprehension, readers gain an understanding of the text they read regarding new information and vocabulary. To achieve the desired goals in comprehension skills, the most appropriate activity is reading silently. Some of the aspects include understanding simple meaning, understanding meaning or significance (meaning the author's reaction to reading), evaluation or assessment of the content, as well as a reading speed that is flexible and easily adjusted to the situation.⁵

Each individual's reading skills are different depending on their reading experience. Being able to read does not mean skillfully reading. Reading skills are not just reading letters into words or sentences, but also understanding the content of the text. Usually, students are said to be able

⁴ Nurmaida Sarian, "An Analysis on the English Teachers Strategies in Teaching Reading Comprehension at the Second Grade Students of Junior Hight School 1 of Wonomulyo" (Makasar, Alauddin State Islamic University of Makassar, 2017).

⁵ Rebecca_Anne_Charboneau., "Approach to English as a Foreign Language (EFL) Reading Instruction" (University of Stavanger, 2016).

to read based on their ability to recognize letters, spell, read words and read sentences. In fact, this skill is not always in line with the ability to understand the content of the text. Students who understand the text must be able to read, but children who can read must be accompanied by understanding the text.

On the other hand, teachers must have the right learning model to create maximum learning. Because an inappropriate learning model will make students feel bored and what will arise will make students less interested in learning, and of course the implementation of learning activities will be hampered and become less conducive. The learning process can run well if students are directly involved, where interactions between students also influence the level of understanding. By actively participating, students have a greater opportunity to understand and remember learning material than just passively listening and watching. In order to implement appropriate learning in the classroom, the Ministry of Education and Culture of the Republic of Indonesia determined that in implementing the 2013 curriculum it is highly recommended to apply 3 learning models that can be applied to support the implementation of learning activities. The three learning models for the 2013 curriculum are learning models based on a scientific approach. These learning models include the Problem Based Learning (PBL) learning model, the Project Based Learning (PjBL) learning model, and the Discovery Learning (DL) learning model.⁶

⁶ "HOTS-Oriented_Module_Discovery_Learning.Pdf," n.d.

Discovery Learning is one of the learning models recommended in the 2013 curriculum. Because it is a learning model that can make students more active in carrying out learning. Apart from being able to make students more active, this discovery learning model can encourage students to be able to use knowledge and thinking to search, explore and discover something they did not know before. According to Bruner, Discovery Learning corresponds to the active search for knowledge by humans and by itself gives the best results. Strive for yourself to find solutions to problems and knowledge that is truly meaningful.⁷ According to Martaida, Bukit, & Ginting, discovery learning is “a method for developing active student learning by finding out for themselves, investigating themselves so that the results obtained will last a long time in memory, not easily forgotten by students”.⁸

Discovery Learning is implemented at SMAN 1 Jetis, where students play an active role in an exploratory learning environment. Teacher act as resources and guides, supporting students in their learning journey. Utilizing other media such as pictures and evaluation worksheets enhances the learning experience, particularly in reading. After being given the source material, students are directed to observe and find their findings. Students then express their opinions based on their discoveries, which vary among individuals. The teacher facilitates discussions and conclusion-making in collaboration with the students. Groups are forming

⁷ Jerome S Bruner., *The Process of Education*. Harvard University Press Cambridge (Harvard University Press Cambridge, 1960).

⁸ Martaida, T., Bukit, N., & Ginting, E. M., “The Effect of Discovery Learning Model on Student’s Critical Thinking and Cognitive Ability in Junior High School. IOSR Journal of Research & Method in Education,” *IOSR Journal of Research & Method in Education*, 2017.

to work on assignments, with other group presenting their findings and engaging in dialogue with groups. The teacher provides concluding remarks that involve the student, wrapping up the learning activities.

SMAN 1 Jetis is the object of the researcher's research because since 2021-2024 it has used the Discovery Learning model so that it is in accordance with the demands of the 2013 curriculum learning process. Based on observations and interviews conducted by researcher with English teacher at SMAN 1 Jetis, the Discovery Learning model has had a positive impact on student achievement at SMAN 1 Jetis. Students become more active and independent in learning. Apart from that, SMAN 1 Jetis is a superior school in Jetis and its surroundings. This is possible through better school performance and English teacher who have used Discovery Learning in the teaching and learning process and from achievements in competitions such as poetry reading and other English language competitions. Therefore, researcher are interested in examining the implementation of Discovery Learning at SMAN 1 Jetis Ponorogo in class XI-IPS at SMAN 1 Jetis.⁹

Based on the description of the implementation above, the researcher intends to analyze more deeply how the Discovery Learning model is implemented in teaching reading English texts at SMAN 1 Jetis. Based on the explanation above, the researcher is interested in carrying out research with the title "The Implementation of Discovery Learning in Teaching Reading in class XI at SMAN 1 Jetis Ponorogo"

⁹ Susi Dwi Ratna Sari, "THE EFFECT OF USING SOMEBODY WANTED BUT SO THEN (SWBST) STRATEGY ON STUDENTS' READING COMPREHENSION OF NARRATIVE TEXT AT SMAN 1 JETIS" (Ponorogo, IAIN Ponorogo, n.d.).

B. Research Focus

This research will focus on the application of the Discovery Learning model in teaching reading English explanation text. Limited problem as follows:

1. The application of Discovery Learning in teaching reading at SMAN 1 Jetis is based on theories from the Ministry of Education
2. The teacher's problems and solutions in implementing Discovery Learning in teaching reading.

C. Statements of the Problem

Based on the research background above, the research problems are as follows:

1. How is the implementation of Discovery Learning in teaching English Reading at SMAN 1 Jetis?
2. What are the problems faced by the teacher in implementing Discovery Learning in teaching reading at SMAN 1 Jetis?
3. What are the teacher's solutions to overcome the problem in implementing Discovery Learning in teaching reading at SMAN 1 Jetis?

D. Objectives of the Study

Based on the formulation of the problem, the purpose of this research is to:

1. To describe the implementation of Discovery Learning in teaching English Reading at SMAN 1 Jetis
2. To find out the problems faced by the teacher in implementing Discovery Learning in teaching reading at SMAN 1 Jetis

3. To find out the teacher's solutions to overcome the problem in implementing Discovery Learning in teaching reading at SMAN 1 Jetis

E. Significances of the Study

1. Theoretical significance

Regarding its theoretical significance, the researcher hopes that this research will provide a valuable contribution to developing reading teaching, especially in English procedural texts. On the other hand, it is hoped that this research can enrich knowledge and references for the Discovery Learning model.

2. Practical significance

a. For the University

This research is expected to provide a contribution regarding implementation of the Discovery Learning learning model in subjects English with the aim of improving the quality of research, especially in the Discovery Learning model in subjects English at SMAN 1 Jetis Ponorogo,

b. For Institutions (Schools)

It is hoped that this research can be used as input implementation and optimization of learning activities that apply the model Discovery Learning to support quality improvement and quality of learning.

c. For Educators (Teachers)

It is hoped that this research can be taken into consideration carry out learning activities with appropriate learning methods effective, one of which is by using the Discovery learning model (DL), so that the learning process can be carried out well.

d. For Researchers

Carrying out this research can bring benefits for researcher in the form of experience, insight and knowledge. Apart from that, the results from this research can be used as a lesson in implementing it teaching and learning activities when you become a teacher.

F. Organization of the Thesis

This research is divided into five chapters and each chapter is related to one another. The organization of the research is so that readers know and understand the contents of the research easily. That is:

The first chapter is Introduction. This chapter discusses the background of the research, explaining the rationale behind conducting this research and the basic partner of the whole thesis. This chapter also discusses the research focus, problem formulation, research objectives, research significance, and research organization.

The second chapter is the Theoretical Framework and Previous Research Findings. This chapter contains the findings of previous research which are very important to support theories and ideas about reading, learning to read, teaching reading, the Discovery Learning model, and other explanations above.

The third chapter is Research Methods. This chapter discusses the approach and design of data, the role of researcher, research settings, data sources, data collection techniques, data analysis techniques, checking the validity of findings involving analysis of the application of the Discovery Learning model as a model in teaching reading procedure texts. In class XI at SMAN 1 Jetis Ponorogo

The fourth chapter is Research Results and Discussion. This chapter is important because it explains the research findings and discussion which presents general data sets that will emerge, such as the story of SMAN 1 Jetis, its location, organizational structure, list of student data, and list of teacher data, vision and mission, and description of the data. This chapter also includes data analysis on the analysis of the application of the Discovery Learning Model as a learning model for reading explanation text in class XI SMAN 1 Jetis Ponorogo

The last chapter is Closing. This chapter discusses the conclusions of the research and offers suggestions for further studies to make a better study in the last chapter.

CHAPTER II

LITERATURE FRAMEWORK

A, Theoretical Review

Theoretical background includes a discussion of the theory that is used as a basis analyze research problems. The theoretical perspective includes theory description, relevant research, and framework. Theoretical position perspective in qualitative research functions as a guide to analysis. In this research, the theories that will be described are regarding teaching reading, Discovery Learning model, and reading Explanation text.

1. Teaching Reading

a. Reading

Reading is one way of obtaining meaning or knowledge that comes from textbooks, newspapers, magazines, and novels, for example. According to Emalia Iragiliati, reading is the way readers receive and process new information from text and the extent to which they have to relate what is new to what is already known.¹⁰

Furthermore, according to Harmer, reading is beneficial for language Acquisition.¹¹ As long as students understand what they read, the more they read, the better they do. This statement is supported by Patel and Praveen, Reading is an important activity in life that can renew a person's self knowledge.¹² So, reading can be interpreted as a

¹⁰ Andi Rachma Fatmiah Utami, Kisman Salja, And Sultan, "Improving Students' Reading Comprehension Through Question-And-Answer Relationship (Qar) At Man 2 Kota Makassar" (Journal of Technology in Language Pedagogy (JTechLP), 2023).

¹¹ Jeremy Harmer, *How to Teach English*.

¹² M. F. Patel and Praveen M. Jain, *English Language Teaching: (Methods, Tools & Techniques)* (Jaipur, India: Sunrise Publishers & Distributors, 2008).

communication process in the form of the acquisition of information or meaning from the author by the reader through written language and has an important role in developing a person's knowledge. Reading has the benefit of providing more benefits understanding in learning subjects and has an important part in life that can be renewed to the reader's knowledge.¹³

Based on the theory above, it can be concluded that reading is an important thing activities in decoding and understanding written texts to derive meaning from them interaction or communication between the reader and the text.

To be a successful reader, one must comprehend or understand the information in written material. Reading is an incredibly active occupation. To do it successfully, we have to understand what the vocabulary mean, see the pictures the words are painting, understand the arguments, and work out if we agree with them. It means that reading is a habit in all activities when give and answer the question from the text. Reading is not only for education but also activity in an occupation that aims to find the meaning, topic sentence, and main idea based on the text. According to Brown, identified four different categories of reading.

1) Persective Reading

Reading with attention to the larger components of discourse, such as punctuation marks, letters, words, and other

¹³ Patel and Jain.

graphic symbols, is known as perceptive reading. It has to do with the bottom-up approach in this case.

2) Selective Reading

This kind of categorization is determined by the assessment format's content. With projects that are graphic, multiple-choice, or graphical. It is employed to briefly understand grammar in concise texts. This kind may combine top-down and bottom-up procedures.

3) Interactive Reading

Reading that involves interaction between the reader and the text is referred to as interactive reading. To learn information from the text, read the paragraphs or pages where the language is present. Bottom-up processing is an option in this kind.

4) Extensive Reading

Reading a book or article with more than one page of content is referred to as extensive reading. The majority of readers' free time is spent outside of the classroom. Top-down processing is a possibility.

There are four different forms of reading, namely perceptive reading, selective reading, interactive reading, and extended reading, as can be seen from the explanation above. The meaning of letters, words, and symbols must be learned in order to read perspective. The method of selective reading involves identifying the locations of words in brief paragraphs. Finding

information from a text after having read it is called interactive reading. Understanding the entirety of a larger document requires extensive reading.¹⁴

Reading is done to make connections between the information presented and what is already known. According to Grabe William and Fredrika, reading based on its purpose is classified as follows:

a) Reading to search for simple information

Reading to find simple information is a general ability that a person has in reading. This objective is often used in assignments to be seen as a type of reading ability.

b) Reading to skim quickly

Skimming is a part of one's skill whose purpose is to find important things in a text. This is part of the strategies used in reading that are common to everyone.

c) Reading to learn from text

Reading to learn, namely where a person needs to learn from the information in the text according to the existing context. This means that it requires the ability to connect the reading text with the main idea needed.

d) Reading to integrate information

Reading to integrate information is to make additional decisions based on interests to complement, assist, in accommodating information from various sources.

¹⁴ Andi Rachma Fatmiah Utami, Kisman Salja, and Sultan, "IMPROVING STUDENTS' READING COMPREHENSION THROUGH QUESTION-AND-ANSWER RELATIONSHIP (QAR) AT MAN 2 KOTA MAKASSAR."

e) Reading to write and critique texts

Reading to write and reading to critical texts are variations of integrating information. In this case, it requires the ability to select, organize, and criticize information from a text.

f) Reading for general comprehension

Reading for general skills requires a fast process for fluent and skilled people. Skills possessed such as being able to find the meaning of words or interpret the meaning of words so that they can find out the main idea of the text. The purpose of reading is not only for students but for society in general. Reading can help a person to get information from various fields such as social, political, economic and others. The skill that a person must have in reading is to be able to connect ideas in the text with existing knowledge.¹⁵

1) Reading Comprehension

Reading comprehension is the process through which readers learn something from texts like newspaper, magazine, and article. For readers to be successful, especially students who are reading for academic purposes, reading comprehension is crucial. According to Pourkalthor & Kohan, understanding happens throughout the reader-text interaction.¹⁶ Reading in a second language is difficult,

¹⁵ Grabe, William and L. Stoller Fredricka., *Teaching and Researching Reading*. (England: Pearson Education, 2002).

¹⁶ S C Sood, "Interactive Approaches to Second/Foreign Language Reading and Their Implications" 4, no. 1 (2015).

and reading comprehension students must combine the skills to understand the material. The reader is expected to extract information from a book and then combine it with knowledge he already knows. According to Riswanto, depending on the reader's reading goals and the reading style employed, various reading comprehension types are frequently recognized.¹⁷ In order to understand the ideas and meanings offered in the text, students use extensive reading to activate their cognitive processes. Many find it challenging to become proficient readers. The act of understanding and interpreting what has been read is known as reading comprehension. In Darmayanti, explain getting meaning from written text is the goal of reading comprehension.¹⁸ Then according Damanik reading comprehension is a cognitive task to compare the individual words, and identify the meaning such as sentence, clause and paragraph in reading activities.¹⁹ While reading comprehension might be regarded as knowing the entire book, it is crucial for young learners to be able to recognize the letters. Reading is a stage that involves text readers; the reader will evaluate the text's content using their abilities,

¹⁷ Riswanto Riswanto, "The Impact of a Pre-Questioning Technique on Students' Reading Comprehension at a Bengkulu State Junior High School," *Jurnal Pendidikan*, 2022.

¹⁸ Riska Damayanti, "IMPROVING STUDENTS' READING COMPREHENSION IN EXPLANATION TEXT THROUGH DRTA (DIRECT READING THINKING ACTIVITY) STRATEGY AT THE ELEVENTH GRADE OF SMA NEGERI 4 PALOPO" (Palopo, IAIN PALOPO, 2019).

¹⁹ Nurmaida Sarian, "An Analysis on the English Teachers Strategies in Teaching Reading Comprehension at the Second Grade Students of Junior Hight School 1 of Wonomulyo."

methods, and knowledge. In the sense of trying to figure out what a word's definition is. It can come from printed material or other written texts. Reading strategy is among the most crucial components of academic success. Strategy is vital to comprehension because readers use strategies to construct a coherent mental image and explanation of the events presented in the text.

b. Teaching Reading

Teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning.²⁰ It means teaching is an activity to help someone or students to be more understanding about knowledge and as facilitating learning. Teaching is not only transferring the knowledge to the students but also hopefully can change the students' attitude. Teaching reading must be for teaching comprehension skills and strategies, to develop background knowledge, to expand vocabulary and oral language and to build understanding and comprehension skills. It means that the teacher should understand how to approach to all the types of text to help the students to make them know with the meaning of the text.

Based on the theories above, teaching reading is the process of facilitating, guiding and helping students to comprehend the text. And make them acquired the meaning and information from the writer in the text. Besides, the teacher needs to notice the principles that can be

²⁰ Jeremy Harmer, *How to Teach English*.

a guideline in teaching reading. The principles in teaching reading according to Harmer are as follow:

- a) Principle 1: Reading is not a passive skill
- b) Principle 2: Students need to be engaged with what they are reading.
- c) Principle 3: Students should be encouraged to respond to the content of a reading text, not just to the language.²¹

Based on the theories teaching reading, six principles can be a guideline in teaching reading. It means, teaching reading needs more than only reading the text, and teacher must know how to teach reading to teach students. In teaching reading, the students and the teacher can be a partner to make the process of teaching is effective.

c. The steps in Teaching Reading

Psychologically, reading is a viewed as an interactive process between language and thought. According Abbot, There are there kinds of activities involved in relation to the reading class activities: pre-reading activities, during reading activities, and post reading activities.²²

1) Pre- reading activities

Pre-reading activities are interactional activities carried out before students conduct the real reading activities. In pre-reading activities, activation is concerned with the student's background knowledge, objectives of reading class, learning activities, and

²¹ Jeremy Harmer.

²² Abbott, R., Mickail, T., Richards, T., Renninger, A., Hidi, S. E., Beers, S., & Berninger, V., "Understanding Interest and Self-Efficacy in the Reading and Writing of Students with Persisting Specific Learning Disabilities during Middle Childhood and Early Adolescence.," *International Journal of Educational Methodology* 3(1) (2017): 41–64.

motivating the students. In this stage, teachers try to activate the students' schemata related to the topic or explaining briefly the contents of the text. Pre-reading is to tell students the purpose of reading and learning. Pre-reading is also to motivate the students. Motivation in reading attracts students; attention the text. The activities of pre-reading are activities aiming at facilitating the students' understanding about the reading text.²³

2) During reading activities

During reading activities are the activities that reader does while reading take place. Mukhoji mentions that while reading includes: (a) identify the main idea, (b) finding detail the text, (c) following sequence, (d) inferring from the text, and (e) recognizing the discourse patterns.²⁴

During reading activities are instructional activities that are going on while reading activities are happening. Mukhroji, five activities to do while reading. The first, readers identify main idea of the text and identifying topic sentence through skimming. Second, readers find the details in the text and finding specific information. Third, readers follow a sequence by relating items in particular order or proses. Fourth, readers infer from the text by trying to understand the text using their schemata and experience.

²³ Abbott, R., Mickail, T., Richards, T., Renninger, A., Hidi, S. E., Beers, S., & Berninger, V.

²⁴ Muhroji, *Muhroji*. 2006. *Manajemen Pendidikan*. Surakarta: FKIP UMS (Surakarta: FKIP UMS, 2006).

Fifth, readers recognize the discourse patterns to understand the text holistically.²⁵

3) Post-reading activities

Post-reading activities are the activities conducted by a reader after reading. In post-reading activities, student do post-question, feedback. The post-question are more active in incidental comprehension and the objective, since information of both greater and lesser importance is learned. Post-reading activities are instructional activities that the students and teacher do after reading take place. Mukhroji point out that postquestion, feedback, and group and whole class discussion are activities that can be done in the phase of post-reading activities. The activities function to check student's comprehension about the text being read. The post-question after reading class activity are very important since information of both greater and lesser important is learned. Besides asking question, summarizing the contents of the text is also applicable to the students. The activity of post-reading can also be in the form of discussion. Thus discussion can be in group or whole-class discussion. The discussion may depend on the class size, if the class is big, it will be better to have group discussion. If the class is small, it will be better to have whole class discussion.²⁶

²⁵ Mukhroji.

²⁶ Mukhroji.

d. Strategies to Teaching Reading

Reading is one of the empathy skills (listening, writing, speaking and reading) he has always included in the English curriculum. Reading has several functions human life, including as a source of knowledge and can increase a person's sense of empathy. According to Nurdianingsih, there are several strategies in teaching reading comprehension, namely as follows

1) Think hard

Thinking aloud is a strategy to help students in their learning tasks. Student the ability to complete each method of thinking aloud in comprehending reading as well Controlled by a teacher's ability to convey his creativity. Teacher reinforce their ideas by expressing it verbally while reading.²⁷

2) Reciprocal Teaching

Reciprocal teaching is a guided reading strategy that can be understood Helping students develop effectiveness by starting in a more effective way readers and learners.²⁸

3) SQ3R

SQ3R is a reading strategy that helps students understand the reading process into easily digestible pieces. Surveying, asking, reading, reading, and revising are some of them stages involved.²⁹

²⁷ Burhansyah1* et al., "The Effect Of The Think Aloud Strategy On Students' Reading Comprehension Ability," *English Education Journal*, 2022.

²⁸ Andi Rachma Fatmiah Utami, Kisman Salja, and Sultan, "IMPROVING STUDENTS' READING COMPREHENSION THROUGH QUESTION-AND-ANSWER RELATIONSHIP (QAR) AT MAN 2 KOTA MAKASSAR."

4) Question and Answer Relationships (QARs)

Reading strategies based on understanding and analyzing known questions as QAR. This strategy can also be understood as helping students understand questions to obtain information from the reading. The meaning is that Participants are taught to read the material briefly before focusing on the questions asked teacher regarding the text.³⁰

5) Discovery Learning

Discovery learning is a strategy that provides students with problem solving given problem. Students develop their thoughts about the knowledge they have acquired, so that they can obtain it increase knowledge and also trigger if there are errors.³¹

6) Preview Previewing is a very fast reading strategy for finding some information about a text. This strategy includes the use of text titles, table of contents, lists, editors introduction, chapter and paragraph titles or subtitles, supporting information, and Thank-you note.³²

2. Discovery Learning Model

a. Definition of Discovery Learning

Moore stated that the Discovery Learning is a means for students to actively engage in problem-solving activities to develop their

²⁹ Etika Eriyani, "Improving Students Reading Ability Using SQ3R Method at Seventh Grade Students of Junior High School" 10, no. 2 (2022).

³⁰ Andri Defrioka, "QAR : A STRATEGY FOR TEACHING READING COMPREHENSION AT SENIOR HIGH SCHOOLS" 14, no. 1 (2016).

³¹ Nadya Zalvianin and Yetty Zainil, "The Implementation of Discovery Learning for Reading Skill in EFL Classroom at SMPN 8 Padang" 10, no. 1 (2021): 14.

³² Nurmaida Sarian, "An Analysis on the English Teachers Strategies in Teaching Reading Comprehension at the Second Grade Students of Junior High School 1 of Wonomulyo."

knowledge and skills.³³ Concerning foreign language learning, students are required to have both linguistic knowledge and communication skills. It is stated in the Attachment of Regulation of the Ministry of Education and Culture No. 21 of 2016 that the competencies students must possess in studying abroad languages include applying acceptable language elements accurately, having the ability to decide and carry out actions, and mastering spoken and written communication strategies. The Discovery Learning model aims to understand concepts, meanings, and relationships through an intuitive process and culminate in conclusion discovery.³⁴

According to Bruner, refers to acquiring knowledge for oneself. Discovery involves generating and testing hypotheses, not just read or listen to the teacher's presentation.³⁵ Discovery is a type of inductive reasoning, as students move from studying specific examples to formulating general rules, concepts, and principles. Discovery Learning is also referred to as problem-based learning, inquiry, experience, and constructivist learning. Discovery is a form of problem solving, not just letting students do what they want. Although discovery is a minimally guided instructional approach, it involves direction; Teachers organize activities that involve students searching, manipulating, exploring, and investigating. The opening scenario

³³ SEAQIL's Team, *HOTS-Oriented_Module_Discovery_Learning*. (SEAMEO QITED in Language, 2020).

³⁴ Kementrian Pendidikan dan Kebudayaan., *Permendikbud No. 21 Tahun 2016 Tentang Standar Isi Pendidikan Dasar Dan Menengah* (Jakarta: Kemendikbud, 2016).

³⁵ Nadya Zalvianin and Yetty Zainil, "The Implementation of Discovery Learning for Reading Skill in EFL Classroom at SMPN 8 Padang" 10, no. 1 (2021).

represents a discovery situation. Students learn new knowledge relevant to the domain and general problems. Solving skills such as formulating rules, testing hypotheses, and gathering information.

Another formulation, according to Hosnan, Discovery Learning is defined as a learning model to develop active learning methods by discovering, investigating personally (independently), so that the results obtained will remain in memory.³⁶ So, when learning using the discovery method, students will encounter situations where they have to encourage and train themselves to think analytically and try to solve the problems they face independently.

b. Purpose of Discovery Learning

According to Hosnan, the learning objectives of Discovery Learning can be explained as follows:

- a) In Discovery Learning, students are expected to have the opportunity to be actively involved in learning activities.
- b) Through Discovery Learning, students are expected to practice and learn to find patterns in concrete and abstract situations, and also take into account or describe the possibility (extrapolate) of additional information.
- c) Students learn to formulate unambiguous question and answer strategies and use question and answer to obtain useful information in discovery.

³⁶ M.Hosnan, *Pendekatan Saintifik Dan Konstektual Dalam Pembelajaran Abad Ke-21* (Bogor: Ghalia Indonesia, 2014).

- d) Discovery Learning helps students form effective methods of working together, share information, and hear and use other people's ideas.
- e) There is the fact that learning is through discovery where the concepts, skills and principles learned are more meaningful.³⁷

c. The Characteristics of Discovery Learning

According to Conklin, Discovery Learning has its own characteristics, here are the characteristics of discovery learning.

1) Curiosity and Uncertainty

Cultivating curiosity and uncertainty in learning new knowledge is essential to Discovery Learning. Both of these things will involve students being able to play an active role in learning process. Student involvement and contribution in learning activities can make things easier them to understand what they learn. Therefore, teachers must act as facilitators, especially to help students solve the problems they face.³⁸

2) Structure of Knowledge

The second component of Discovery Learning is knowledge structure, that requires teachers to understand the ability of each student sensitively. Therefore, teachers can adjust their learning material so that students can easily understand. Bruner suggested that teachers may present various problems to students through

³⁷ M.Hosnan.

³⁸ Mayang Sari and Tryanti R. Abdulrahman, "DISCOVERY LEARNING (DL) STRATEGY ON STUDENTS READING COMPREHENSION IN REPORT TEXT," *Lingua* 15, no. 2 (July 1, 2019): 19–26, <https://doi.org/10.34005/lingua.v15i2.356>.

simplification following students' thinking skills, such as explaining the concepts of present time in foreign language learning. Teacher can clarify this topic to any education level, from primary to university level. Presenting a problem based on the students' level of thinking through compelling media and following learning objectives becomes a choice that teacher can take.³⁹

3) Sequencing

Besides being able to explain a particular problem based on the levels of students' thinking skills, the Discovery Learning requires teacher to be able to present any topic sequentially, from learning to use concrete objects (enactive), learning to observe visual objects (iconic), to learning to describe something using words or symbols (symbolic). However, this sequencing strategy should correspond to the learning styles of each student.

4) Motivation

Giving rewards and feedback is crucial in increasing students' motivation. Teachers require to pay attention to the frequency of providing rewards and feedback since it helps a lot to increase students' learning motivation and their active role in the learning process. Giving appropriate feedback can be useful for students because it can be an input for them to solve any problem.⁴⁰

³⁹ Jeremy Harmer, *How to Teach English*.

⁴⁰ Dale.H. Schunk, *Learning Teoris an Educational Persepective* (Sixth Edition: The University of North Carolina at Greensboro, 2012).

d. The stages in implementing of Discovery Learning

Moore defines that in Discovery Learning there are five stages that students must carry out.⁴¹ The learning process uses the Discovery Learning method, namely identifying problems, developing possible solutions, collecting data, analyzing and interpreting data, and testing conclusions. Teacher must provide stimulation to students so they can carry out the above stages.

In this case the teacher plays an active role in encouraging students to have a high curiosity, and take the initiative to find solutions to the problems they face. Smitha says that, In providing stimulus or motivation, teacher should create learning condition that guide them students to make discoveries.⁴² At this stage the teacher can explain the problems faced by students must be completed through narration, demonstration, and asking various provoking questions. In addition, teachers can utilize various media that stimulate students' cognitive abilities in solving problems, both visual and audio media in the form of reading materials, videos or images. Then, Students can begin to carry out the five stages of discovery learning.

Meanwhile, according to the Ministry of Education and Culture, procedures or stages in the Discovery Learning model, the procedures in the Discovery Learning learning model are explained as follows:⁴³

⁴¹ SEAQIL's Team, *HOTS-Oriented_Module_Discovery_Learning*.

⁴² Smitha V.P, *Inquiry Training Model and Guided Discovery Learning for Fostering Critical Thinking and Scientific Attitude(1th-2th)* (Kozhikode:Vilavath Publications, 2012).

⁴³ Kementrian Pendidikan dan Kebudayaan Republik Indonesia, *Materi Pelatihan Implementasi Kurikulum Jakarta: .* (Jakarta: Kemendikbud, 2014).

1) Stimulation

The simulation stage in the discovery learning model means that the teacher plays a role in providing problems or can direct students to read or pay attention to descriptions that contain the problem.⁴⁴

2) Problem Statement

In this statement stage, the teacher invites students to identify various problems. In this case, the teacher plays a role in guiding and directing students to choose problems that are flexible to solve and of course interesting. After finding a problem, students are directed to formulate it. The problem is then formulated into a hypothesis in the form of a question.⁴⁵

3) Data Collection

In this step, the teacher directs students to answer the hypotheses that have been prepared in the questions in the previous stage. Students are invited to collect the necessary data and information, for example by conducting reading reference studies, observing objects, carrying out independent trials, conducting interviews, and techniques for collecting other data.⁴⁶

4) Data Processing

From the previous stage, after obtaining the information and data that has been collected, students will process the data by grouping

⁴⁴ Padang Ayu Musdalifah, "THE EFFECT OF DISCOVERY LEARNING METHOD ON STUDENTS' READING COMPREHENSION" (Bengkulu, IAIN OF BENGKULU, 2021).

⁴⁵ Kementerian Pendidikan dan Kebudayaan Republik Indonesia, *Materi Pelatihan Implementasi Kurikulum Jakarta*.

⁴⁶ SEAQIL's Team, *HOTS-Oriented_Module_Discovery_Learning*.

or classifying it, then packaging it in table form (tabulation), apart from that, if necessary, it can be done by calculating it using certain techniques until it is interpreted at a level of confidence. Certain.⁴⁷

5) Verification

From the results of information data processing, questions that have been formulated previously, it is best to check that the answer to the problem is proven to be good, the answer will be satisfactory, if the question can be answered well.⁴⁸

6) Generalization

In this final step, students are directed to learn to conclude and make certain generalizations from the findings they have obtained.⁴⁹

e. Advantages and Disadvantages Discovery Learning

1) Advantages Discovery Learning

According to Westwood, Discovery Learning benefits are:

- a. Students are actively involved in the process of learning and the topics are usually intrinsically motivating.
- b. The activities used in discovery contents are often more meaningful than the typical classroom exercises and textbooks study

⁴⁷ Jerome S Bruner., *The Process of Education*. Harvard University Press Cambridge.

⁴⁸ Novriana Rahma Siagian, "DEPARTMENT OF ENGLISH EDUCATION FACULTY OF TARBIYAH AND TEACHERS TRAINING OF STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA," n.d., 163.

⁴⁹ Kementerian Pendidikan dan Kebudayaan Republik Indonesia, *Materi Pelatihan Implementasi Kurikulum Jakarta*: .

- c. Students acquire investigate and reflective skills that can be generalized and applied in contexts of Discovery Learning.⁵⁰

Meanwhile, according to Marzano the benefits of Discovery Learning as follows:

- a. Students can actively participate in learning
- b. Develop and instill inquiry in students
- c. Support students' problem solving abilities
- d. Provide a field of interaction for each student and student teacher, so that students can use language well
- e. The material studied can reach a high level student abilities. It is also more unforgettable because the students are directly involved in the discovery process
- f. Students learn how to learn
- g. Learn to respect yourself
- h. Self-motivate and easier to transfer
- i. Knowledge is permanent and easy to remember
- j. Discovery Learning results have more of a transfer effect than other results
- k. Develop students' intellectual activities and student activities. The ability to think freely
- l. Train students' cognitive abilities to find and solve problems problems without the help of others.⁵¹

⁵⁰ Westwood, P., *Learning and Learning Difficulties.*, A Handbook for Teacher (Victoria: Acer Press, 2004).

Furthermore, the advantages of the discovery model were also put forward by the Ministry of Education and Culture of the Indonesian which explains as follows;

- a. Help students to improve and improve skills and cognitive processes. Business discovery is key in this process, someone depending on how you learn.
- b. The knowledge gained through this method is very personal and effective because it strengthens understanding, memory and transfer.
- c. Creates a feeling of joy in students, because feelings grow investigated and succeeded.
- d. This method allows students to develop quickly and at his own pace.
- e. Cause students to direct their own learning activities by involving his own reason and motivation.
- f. Can help students strengthen their self-concept, because of gaining trust in working with those other.
- g. Centered on students and teachers play an equally active role put out ideas. Even teachers can act as students, and as researchers in discussion situations.
- h. Help students eliminate skepticism (doubt) because leads to final and certain or definite truth.
- i. Students will understand basic concepts and ideas better

⁵¹ Marzano, R. J., *A Different Kind of Learning: Teaching with Dimensions of Learning*. Association of Supervision and Curriculum Development. (Alexandria: Association of Supervision and Curriculum Development, 1992).

- j. Help and develop memory and transfer to new learning process situations.
 - k. Encourage students to think and work on their own initiative;
 - l. Encourage students to think intuitively and formulate their own hypotheses;
 - m. Providing intrinsic decisions; Process situationxlearn to be more aroused; The learning process includes other aspects of the student's progress the formation of the whole person;
 - n. Increase the level of appreciation for students;
 - o. possibility of students learning by utilizing various types Learning Resources;
 - p. Can develop individual talents and skills.⁵²
- b) Disadvantages of Discovery Learning

The weaknesses of the Discovery Learning model are as follows:

- (1) Can give rise to the assumption that there is a mind ready to learn, for students who have obstacles in academics will experience difficulty in thinking, expressing relationships in material concepts in the form of speech or writing, which, if it is their turn to carry out these activities, is likely will result in a feeling of disappointment about the failure.
- (2) Its implementation will require a fairly long estimated time to find solutions to the problems faced, so it is not efficient if used to teach large numbers of students. This constraint is in line with Moore's opinion that the discovery learning becomes inefficient to expose

⁵² Kementrian Pendidikan dan Kebudayaan Republik Indonesia, *Materi Pelatihan Implementasi Kurikulum Jakarta* .

extensive learning material. It is not suitable for teachers who have to teach all topics in the textbook thoroughly.⁵³

(3) If teachers and students are used to using the old learning model, then the ideals and objectives contained in this learning model will be confused with the learning model that has been used previously.⁵⁴

(4) Compared to developing skills, conceptual aspects and emotions which overall receive less attention, the discovery learning model more suitable for improving development related to student understanding.⁵⁵

3. Reading Explanation Text

a. Definition of Explanation Text

Explanation text is to explain why an object exists as it is or to describe how an object works. It is also to describe the process involved in the formation or working of an object or phenomenon. Gerot and Wignell states that: “explanation text is to explain the processes involved in the formation or workings of natural or socio cultural phenomena.

Text explanations is explain to process a certain there/formed, or discuss a theory, phenomenon, ideology and matter bestial with nature phenomenon. Text explanation also can be used to describe or explain function from a thing or tool.

An explanation was often underpinned by an understanding that was represented by different media such as music, text, and graphics.

Thus, an explanation was subjected to interpretation, and discussion. In

⁵³ SEAQIL's Team, *HOTS-Oriented Module Discovery Learning*.

⁵⁴ SEAQIL's Team.

⁵⁵ SEAQIL's Team.

scientific research, explanation was one of the purposes of research, e.g., exploration and description. Explanation was a way to uncover new knowledge, and to report relationships among different aspects of studied phenomena.

b. Generic Structure and Language Features of Explanation Text

According to Hartono states that the structure of an explanation text includes: First, a general statement which is introducing the topic or process being explained. Second, the sequenced explanation is written for how and why something works or occurs. The last is the conclusion which provides a final explanation.⁵⁶

Meanwhile Law mentions features of an explanation text may include non-human participants, cause and effect relationships, passives and timeless present tense. Non-human participants mean that the main subject of the text is usually a noun. This text is explaining about the process or the occurrence of something works, where automatically only a noun that can be described.⁵⁷

Later on, Hartono explains that there are six language features in explanation text, namely;

- 1) General Noun The general noun includes noun that is known generally. People commonly use those nouns for communication, e.g. bee, food, honey, etc

⁵⁶ Hartono, B., *Dasar-Dasar Kajian Buku Teks (Konsep Dasar, Pemilihan, Pemanfaatan, Penilaian, Dan Penulisan Materi Ajarinya)*. (Unnes Press., 2016).

⁵⁷ Kurnia Rahmawati, "SEQUENCE PICTURE WORD INDUCTIVE MODEL LEARNING STRATEGY TO IMPROVE THE EXPLANATION TEXT WRITING SKILL OF THE SECOND GRADERS OF SMAN 3 MAGELANG" (Magelang, Tidar University, 2020).

2) Action Verb Action verb is a verb that can be seen when we do it, e.g. drink, make, fall, cover, etc.

3) Simple Present Tense

The simple present tense is used for events or situations that exist always, usually, or habitually in the past, present, and the future

4) Passive Voice Passive voice concerns more on the events (what happen).

The object of an active sentence becomes the subject of a passive sentence. The subject of an active sentence is the object of by in the “by phrase” in a passive sentence.

5) The conjunction of Time and Cause-Effect Relationship

a) Conjunction of time is used to show chronological order. It may include: first, then, after, next, finally, etc.

b) Cause and effect relationship is used to explain the reason and the result of events. The expressions are that usually used are because, since, as, because of, due to, so, etc

6) Technical Terms Using technical term is to make the sentences sound more scientific. Example: Inside the stomach, special enzym changes nectar into sugar. They are called fructose and glucos.⁵⁸

⁵⁸ Dr. Rudi Hartono, S.S. M.Pd./, “Genre_Based_Writing_Dr.Pdf,” n.d.

A. Previous Research Findings

The first research is a thesis entitled *The Implementation of Discovery Learning Model in Teaching English at Eleventh Grade of SMK Muhammadiyah 3 Purbalingga*.⁵⁹ This research was conducted by Sri Maryanti. This research is a qualitative research method with an inductive approach, emphasis on the individual meaning. The results of this research show that: first, knowing The Steps of Discovery Learning Model in Teaching English is knowing that teachers have used a discovery learning model which is based on steps and is in accordance with the 2013 Curriculum and RPP. The steps are where teachers use is stimulation, problem formulation, data collection, data collection processing, verification, and generalization. The second is The Advantages and Disadvantages of Using Discovery Learning in Teaching English. The advantage is active engagement, creative and problem-solving skills, and foster curiosity. The disadvantages of discovery learning were inefficient, time consuming, and leads to students' frustration. Therefore, teachers need to do more preparation before learning activities begin in order to modify subjects and the object to be applied. Teachers should look for other people who are innovative how to deliver material with this learning model. The similarity between the research conducted by Sri Maryanti and the current research is that they both studied the implementation of the discovery learning model in English language learning. The difference between previous and current research is that it does not explain all elements in English. Current research focuses on students' reading skills.

⁵⁹ Sri Maryanti, "AN UNDERGRADUATE THESIS Submitted to Faculty of Tarbiya and Teacher Training of State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto as a Partial Fulfillment of Requirements for Sarjana Pendidikan (S. Pd.) Degree," n.d.

The second research is a journal entitled Implementation of Discovery Learning in teaching Reading at senior high school by Titi Damayanti, Sultan Baa, Fatimah Hidayahni Amin.⁶⁰ The research approach used in this research is pre-test and post-test pre-experimental research with an experimental research method type. The research results show that (1) the mean value based on N-Gain score students' learning outcome is in the medium range of effectiveness of implementing the Discovery Learning Method, and 64% of them is on above completeness of students' learning outcome score (KKM) , in addition, the average result of the pre-test was 64.44 after carrying out the treatment there was an increase as seen from the results of the post-test where the average was 76.91 it can be concluded there is a significant difference and there is an effect of implementing Discovery Learning Method on students' Reading Comprehension, (2) the findings of students' perceptions based on the frequency, shows that students on average agreed that Discovery Learning Method could improve their reading comprehension based on the four indicators; the benefits, the interest, the activities, and the implementation. The similarity with this research lies in the research objective, namely the implementation of the discovery learning model in teaching reading at the high school level. However, there are differences here, namely in the research subject, research method, problem formulation, research results, and research location.

The third research is a thesis entitled The Effect of Discovery Learning Methods on Students' Reading Comprehension by Padang Ayu Musdalifah.

⁶⁰ Riska Damayanti, "IMPROVING STUDENTS' READING COMPREHENSION IN EXPLANATION TEXT THROUGH DRTA (DIRECT READING THINKING ACTIVITY) STRATEGY AT THE ELEVENTH GRADE OF SMA NEGERI 4 PALOPO."

This research uses a time-series quasi-experimental design, to collect research data using pre-test and post-test. The research results showed that the average post-test score for the experimental class was 73.4, higher than the average pre-test score for the experimental class, namely 55. It can be understood that the Discovery Learning Method has a significant influence on students' ability to read expository texts. Analytical between students who have been given treatment using the Discovery Learning Method and students who have not been given treatment. The similarity with this research lies in the description of variables regarding discovery and comprehensive reading comprehension. The difference with this research lies in the research design, research subjects, research location, and presentation of research results.⁶¹

The fourth research is a journal entitled *The Implementation of Discovery Learning Technique to Improve Students' Reading Comprehension on Descriptive Text*. This research was conducted by Ni Made Maristia Antarini, Ni Putu Meri Dewi Pedit, and I Wayan Mawa.⁶² This research was conducted with the aim of improving student achievement in English reading comprehension. The results of this research show that the use of the discovery learning model with Descriptive text as a learning medium can improve students' reading learning achievement. This can be seen from the results of students who passed the KKM, which was 25% in the pre-cycle, then in cycle 1 was 46.87% of students, and then 78.12% in cycle 2. This can be seen before application of discovery learning techniques from pre-cycle to cycle 2. At the

⁶¹ Padang Ayu Musdalifah, "THE EFFECT OF DISCOVERY LEARNING METHOD ON STUDENTS' READING COMPREHENSION."

⁶² Ni Made Maristia Antarini, Ni Putu Meri Dewi Pedit, I Wayan Mawa, "The Implementation of Discovery Learning Technique to Improve Students' Reading Comprehension on Descriptive Text" 2 (2020).

end of the student cycle showed an increase, there were 78.12% passing the KKM. Discovery learning can be significantly improve students' ability in reading comprehension, especially for read descriptive text. This research was conducted using the classroom action method with seventh grade junior high school subjects. The similarity with this research is the application of the Discovery Learning model in teaching reading. The differences between this research and the research that will be carried out are in the research objectives, research methods, research subjects and research locations.

The fifth research is a thesis entitled The Implementation of Discovery Learning Method in Teaching Reading at Eighth Grade of MTs Bustanul Ulum Panti Jember. This research was conducted by Silvy Eka Wulandari, a student from the State Islamic University of Kiai Achmad Siddiq Jember.⁶³ This research approach uses qualitative research with descriptive research type. The research results show that 1) the implementation of Discovery Learning method in teaching reading at eighth grade of MTs Bustanul Ulum Panti Jember were as follows: a). Stimulation, the teacher gave questions to the students about teenage life song lyrics material b). Problem statements, the teacher gave 2 sheets that were full firework song lyrics and fill-in-the-blank firework song lyrics. C) Data collection, students matched the full song lyric sheet with the lyric video played by the teacher. D). Data processing, students filled in the empty firework song lyrics. E) Verification, the teacher played the firework song lyrics and the students checked their answers. E). Generalization, students read aloud their answer and explain the content. 2)

⁶³ Silvy Eka Wulandari, "THE IMPLEMENTATION OF DISCOVERY LEARNING METHOD IN TEACHING READING AT EIGHTH GRADE OF MTs BUSTANUL ULUM PANTI JEMBER" (Jember, UIN KH Achmad Siddiq Jember, 2021).

The evaluation of reading skills through discovery learning method at eighth grade of MTs Bustanul Ulum Panti Jember was the teacher assessed the students with formative assessments was using gapfilling tasks or fill-in-the-blank to the students and gave feedback or correction about their performance in reading and explaining the content of firework songs lyrics. The similarities with this research lie in the approach and type of research, then the research objectives. Meanwhile, the difference between this research and the research to be conducted is in the second problem formulation, research subject, research location,

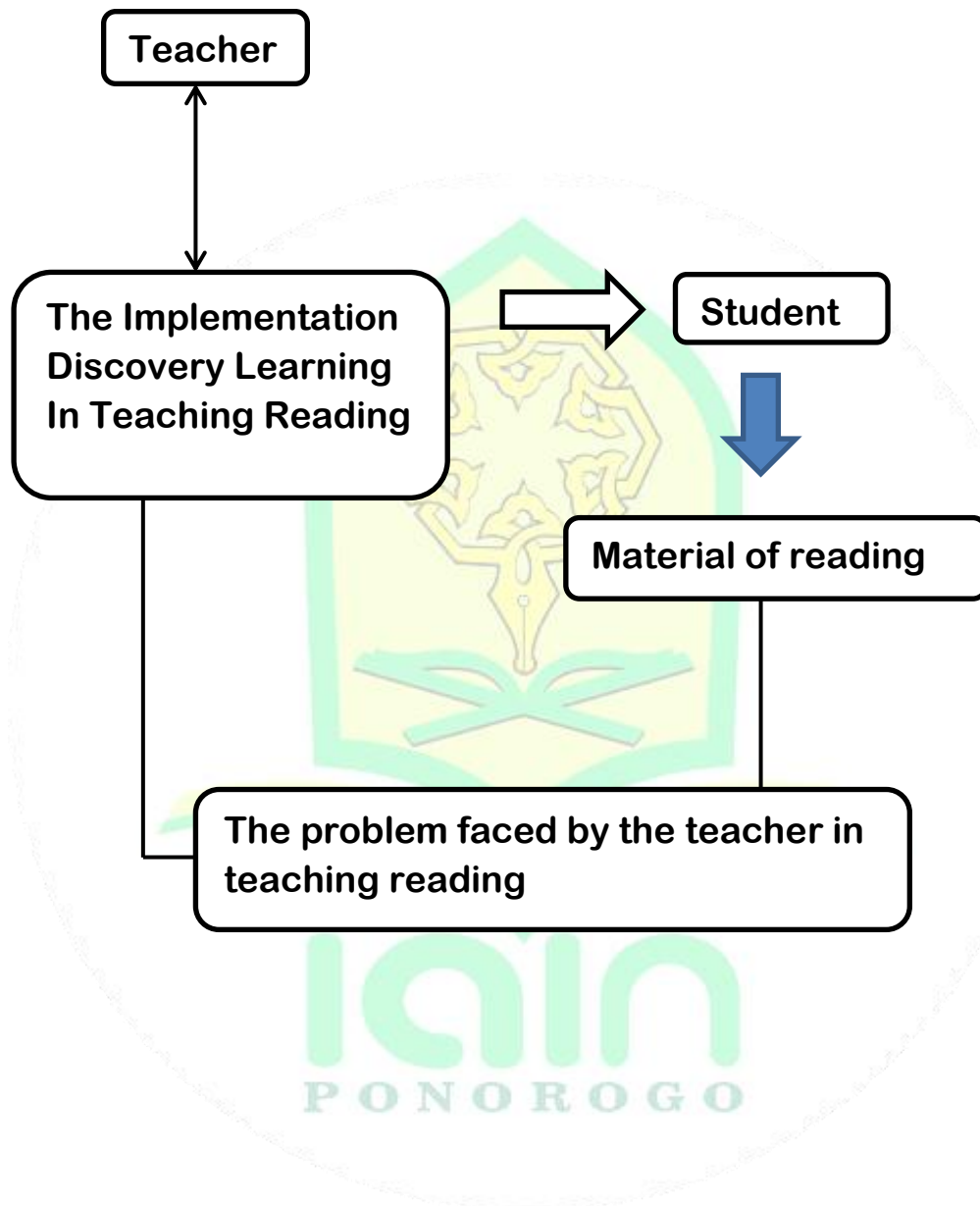
B. Theoretical Framework

Reading comprehension is one of the important skills that students must master to understand texts. In understanding the text, some students have difficulty understanding its meaning. They have problems finding factual information and lack vocabulary. Students' success in understanding reading is influenced by many factors, including the teacher's learning tools in the form of a syllabus and the assessment system used. Teachers have an important role in the learning process. The teacher's role is to monitor student activities, provide motivation, and create accurate learning techniques. There are many methods in reading comprehension. One of them is Discovery Learning. Discovery Learning is a technique for students to understand texts by discovering for themselves, understanding concepts, meanings and relationships through an intuitive process to finally arrive at a conclusion. Therefore, researcher will try to use Discovery Learning in teaching

reading. Researcher assume that through this strategy, students will be more active and faster in understanding a text.



Picture 3.1 Theoretical Framework



CHAPTER III

RESEARCH METHOD

1. Research Design

In this study, researchers used qualitative research. According to Bogdan and Taylor, this defines qualitative research as a research method that produces descriptive data in the form of written or oral data from people and observed behavior.⁶⁴ Researcher used a descriptive approach. Descriptive approach is an approach that aims to provide systematic and accurate symptoms, facts, or events related to the characteristics of a particular population or area. This survey does not use statistical data because it is rich in descriptions of people, places and conversations. The description of the problem in this study does not refer to variables as in quantitative research, but is formulated in such a way that all the complexity of the investigation can be carried out in the context of the field. In addition, this research also requires data citation formats from data sets (both documents, field notes, photographs and other records).

Therefore, the researcher chose a descriptive approach. The researcher chose a descriptive approach to obtain broader and in-depth information about the issues discussed in the research related to the application of the discovery learning model in teaching reading English recount texts for class XI students of SMAN 1 Jetis.

⁶⁴ Taylor, S.J. and Bogdan, R., *Introduction to Qualitative Research Method*, 3rd ed. (Wiley, New York.: A Phenomenological Approach to the Social Sciences., 1984).

2. Research setting

This research was conducted at SMAN 1 Jetis Ponorogo. SMAN 1 Jetis is located on Jl. Sukowati, Kutu Wetan Village, Jetis, Ponorogo. This research was conducted from April 29th to May 29th, 2024. The researcher conducted 2 observations at 2 meetings at SMAN 1 Jetis in the first week and the second week.

The reasons for choosing this school are as follows:

- 1) SMAN 1 Jetis is a school that applies the discovery learning model.
- 2) SMAN 1 Jetis is the best school in Jetis.

3. Data and Data Sources

. According to Sugiono, there are two types of data that researcher can use in qualitative research as data sources. Namely primary data and secondary data.⁶⁵

1. Primary data source

Primary data sources are data sources taken directly from the original source (without intervention) in the form of individual or group opinions on subject matter, observations, events or activities, and test results. With two primary data collection methods, namely interviews and observation. In this regard, the main data sources in this research are English subject teacher and students who apply Discovery learning.

In this research, the researcher took the research object, namely the implementation of Discovery Learning in teaching reading. The main source of this research is the results of observations in the eleventh

⁶⁵ Sugiono, *Metode Penelitian Pendidikan* (Bandung: Alfabeta, 2015).

grade students class, this is a transcript of the applies of Discovery Learning implemented by the English teacher at SMAN 1 Jetis.

2. Secondary data sources

Secondary data is data from the second or third person, indirectly from the object under study. Secondary data sources are usually not specifically designed for research needs. This data is obtained by searching the computer. Manual searches are carried out in the form of magazines, journals and publications, books, or other data sources. Computer searches are now electronic data formats, which can be numbers or text. Secondary data sources from this research are photo documents, journal books, and other data sources which will later be used to support this research.

In this research, researchers obtained second data from English subject teacher, namely, in the form of learning materials and lesson plans (RPP).

4. Data Collection Techniques

The collection of data used in this study is observation, interviews, and documentation. The three data collection methods of your choice can be used to obtain the most supporting and complementary information in studying the application of the discovery learning model in reading recount texts in English in class XI IPS SMAN 1 Jetis.

a. Observation

In this research, the researcher used non-participatory observation, that is, the researcher did not participate and only acted as an

independent observer. Researcher found commas, notes, and drew conclusions about the application of the Discovery Learning model in teaching reading English Explanation Text for class XI IPS SMAN 1 Jetis. The instrumentation used by researcher uses structured observation because the observations are designed systematically, about what is observed, when and where.

In collecting data to determine the application of Discovery Learning in teaching reading, the first step the researcher took was taking notes. The researcher took notes, then transcribed what the teacher did in implementing discovery learning in teaching reading in written form. The next step is to analyze the problems or difficulties experienced by the teacher when implementing Discovery Learning in teaching reading in the classroom.

b. Interview

In this research the researcher used semi-structured interviews, where the researcher first prepared an interview plan/tool as a guide. The purpose of this type of interview is to find problems more openly, so that researcher can conduct problem-based interviews according to existing conditions. In this study, the informants were homeroom teacher, class teacher, and students who applied the Discovery Learning model in English teaching. The data that researcher need for this interview is data on the application of the discovery learning model in teaching reading English Explanation texts.

In this research, researcher used interviews to obtain data regarding teacher solutions to overcome the problems experienced in implementing Discovery Learning in teaching reading in eleventh grade social studies.

c. Documentation.

The documents in this research are designed to collect information and strengthen findings related to research questions. The data that researchers get from this document is in the form of written documents, such as school profiles, number of students, etc. Documents in the form of pictures, such as photos of field situations, including interviews and observations, and other documents. Needed to support research.

In this research, researcher obtained data in the form of photos or field notes and a list of interviews and videos when the teacher implemented Discovery Learning in teaching reading in the classroom. And the researcher also obtained documentation in the form of voice recordings when conducting interviews with the English teacher at SMAN 1 Jetis.

5. Data Analysis Techniques

Data analysis is analyzing data, processing data from evidence, answers, or facts found in the field and divide or separate them into smaller units. Researcher used qualitative data analysis methods in this research. According to Miles and Huberman, data analysis is separated into three phases: data display, data reduction, and conclusion drawing/verification.⁶⁶

⁶⁶ Matthew B. Miles A. Michael Huberman, *Qualitatif Data Analysis*, 2nd ed. (London: SAGE Publications, 1994).

Data display, data reduction, and conclusion drawing/verification are the three phases:⁶⁷

a. Data Display

The first step in analyzing data is data display. Sugiyono clarified that qualitative research could present data in the form of brief explanations, maps, category relationships, flowcharts, and other visual aids.⁶⁸ In this research, the data will be presented in the form of a narrative text. In the past, narrative text was the most prevalent type of display data for qualitative research data, according to Miles and Huberman.⁶⁹

At this stage the researcher combines all the data obtained by grouping it according to its group. This research aims to describe the implication of Discovery Learning in teaching reading at SMAN 1 Jetis Ponorogo. So the researcher combines the results of observations in the field, then the results of interviews and also documentation as the results of the researcher's findings. Then also combine field notes on problems experienced by the teacher, with interviews with teacher. Then thirdly, combining data obtained from interviews and observations. After everything has been combined according to the discussion, the researcher then provides a description of the data that has been collected into a story or narrative text.

⁶⁷ Matthew B. Miles A. Michael Huberman.

⁶⁸ Sugiono, *Metode Penelitian Pendidikan*.

⁶⁹ Matthew B. Miles A. Michael Huberman, *Qualitatif Data Analysis*.

b. Data Reduction

The examples of data reduction are; summarizing, choosing key points, concentrating on relevant details, and searching for trends and patterns. As a result, the concentrated knowledge would provide a better image. In this case, the researcher used observation and interviews to obtain all of the data gathered in the field. The researcher then analyzes the data, summarizes it, retrieves the most important information, and discards the rest.

c. Conclusion Drawing / Verification

The next step is drawing conclusions and verification. The initial findings put forward are still provisional and will change if no substantial evidence to support them at the next stage of collection. After reducing the data and presenting the data, the researcher will draw conclusions based on the facts and evidence found in the field.

6. Checking the Validity of Research

To obtain accurate data, researchers need to test the validity of the data in the research. In qualitative research, findings or data can be declared valid if there is no difference between what the researcher reports and what actually happened to the object under study.⁷⁰

Therefore, the researcher only chose one criterion, namely the degree of trustworthiness as a data validity technique. Trustworthiness is a substitute for the concept of validity, which is only used in non-qualitative research. To maintain the trustworthiness of researchers in research, this

⁷⁰ Sugiono, *Metode Penelitian Pendidikan*.

means that what the researcher observes is in accordance with the actual situation. So the process of checking the validity of the data used by researchers in this study is as follows:

a. The extension of researcher participation

In qualitative research is the instrument itself. The participation of researchers is very determining in data collection. This participation is not only carried out for a short time, but requires extended participation in a research setting.⁷¹

In this research, researcher increase the trustworthiness of the data obtained by extending participation in the sense of extending observations so that the data obtained will guarantee the validity of the data.

b. Diligence in Observation

Diligence in observation means finding the characteristics and elements in a situation that are very relevant to the problem or issue being sought and then focusing on these things in detail.⁷²

In this research, the researcher uses the validity of the data by persistence of observation, which means that the researcher carries out observations more carefully and continuously so that in this way certainty of data or events will be obtained with certainty.

⁷¹ Sugiono.

⁷² Sugiono.

c. Triangulation

Triangulation is checking data from various sources in various ways, and at various times. In this case the researcher applied three triangulation techniques with the following description:

1) Source triangulation

Source triangulation is a technique used to search for similar data by checking data from various informant sources.⁷³ From the data obtained, it will be easy for researchers to describe, categorize which views are the same, which are different or which are specific. So, data analysis is easier for researchers to carry out by exploring various existing sources, both documentary and ongoing activities.

Based on this, in this research the researcher used a data validity technique using source triangulation, which means that in the process of collecting data the researcher did not only look for data from one informant source but more than two informants.

2) Theoretical triangulation

According to Lincon and Guba, it is based on the assumption that certain facts cannot be checked for their degree of confidence with one or more theories. Based on this, in this study the researcher quoted theories from more than two books.

3) Technical triangulation

Technical triangulation is a technique for testing the validity of data which is done by checking data against sources using different

⁷³ Sugiono.

methods. For example, data obtained from interviews is then checked again with observation and documentation.⁷⁴

In this research, the researcher uses the validity of the triangulation data technique, meaning that there are more than two techniques that the researcher uses in collecting data, namely using observation, interview and documentation techniques.



⁷⁴ Sugiono.

CHAPTER IV

FINDINGS AND DISCUSSIONS

A. General Profile of SMAN 1 Jetis Ponorogo

1. Geographic Location at SMAN 1 Jetis Ponorogo

State High School (SMA) 1 Jetis Ponorogo is located in a neighboring village southeast of Ponorogo City. Right on the road sokuwati, Kutuwetan Village, Jetis District Ponorogo Regency. In terms of coordinates Jetis 1 Public High School is at Latitude: - 7.9466 and Longitude: 111.4872.⁷⁵

2. History of SMAN 1 Jetis Ponorogo

SMAN 1 Jetis was founded in 2004, implementation acceptance of new students still as SMAN affiliates Sambit, then the Ponorogo Regent's Decree was issued on June 29 2004, after the decree was issued stated that SMAN 1 Jetis had been established itself as the only public high school in the Jetis sub-district area, but the principal definitive only existed at the beginning of 2005, namely Drs. Keteno, M.pd the previous one served as head of SMAN Ngrayun Ponorogo. The number of first generation students was 33 students, on the way there are some resign or transfer so, the number of students who graduated was only 26 people. The student wishes to withdraw because the school doesn't have one The building itself, the building is still borrowed from an elementary school Kutukulan.

⁷⁵ "Http://Sekolah.Data.Kemdikbud.Go.Id/Index.Php/Chrome/Profil/D3f06239-71c0-4ddf-887d-59766dd7c0fb, " .

Since there are no administrative staff yet administration is still handled by SMAN 1 Sambit. The new administrative staff is starting to step in semester 2 to be precise in early 2005, after has a new building in Kukuwetan village Jetis Ponorogo sub-district. Teacher the majority still borrow from SMAN 1 sambit, along As time goes by, many teachers come from in the city of Ponorogo and even outside Java as well New classes of teachers continue to arrive, so as time goes by, the loan teachers become available returned. The condition of the quantity of teachers teaching at when now it is enough even some courses, The quantity of teachers has increased. Along As time goes by there are many new buildings has been awake until now development is always carried out to become the school is better and more advanced.⁷⁶

3. The Profile of SMAN 1 Jetis Ponorogo

a. School Identity

School Name	: SMAN 1 JETIS
SPSN	: 20510156
Education Level	: High School
School Status	: State
School Establishment Decree	: 642.2/301.a/405.51/2004
School Address	: JL. Sukowati
Village	: Kutuwetan
District	: Jetis
Regency/City	: Ponorogo
Postal Code	: 63473

⁷⁶ "Http://Sekolah.Data.Kemdikbud.Go.Id/Index.Php/Chrome/Profil/D3f06239-71c0-4ddf-887d-59766dd7c0fb."

b. School Information

Headmaster : Drs.H Mukh. Aslam Ashuri,
MM

Academic Data Operator : Yudi Erwanto

Phone Number : (0352) 31314274

Fax Number : -

E-mail : smansatujetisponsorogo@gmail.com

Website : <http://www.sman1jetisponsorogo.sch.id>

4. Vision, Mission, and Purpose of the school**a. Vision**

“Graduates who are skilled, intelligent, environmentally cultured, and have the character of a Pancasila student profile”

b. Mission

Refers to the school's vision, as well as general goals basic education, inner school mission developing this education is as following:

- 1) Develop students' ability to think logically, critically, creatively, innovatively and communicatively as well as develop science and technology.
- 2) Create a clean and healthy environment.
- 3) Encourage students to carry out worship in accordance with the teachings of their religion.
- 4) Realizing the quality of human resources that are pious and sholikah.

- 5) Create mutually respectful and polite behavior towards parents, teachers and the community.
- 6) Realizing the ability to develop a learning culture for self-empowerment.
- 7) Create students who have character in accordance with the Pancasila Student Profile.

c. Purpose of SMAN 1 Jetis

Based on the vision and mission above, the educational objectives to be achieved are:

- 1) Building students and school residents to be devoted to God Almighty by performing worship in accordance with the teachings adhered to.
- 2) Achieve mutually respectful behavior courtesy to parents, teachers, and people by saying hello and shaking hands.
- 3) Develop a habit of liking reading and learn so students capable/successful as champion in take part in subject competitions in district level.
- 4) Creating a clean and healthy school environment with an environmental culture by developing activities protection with management environment in form greening and environmental cleanliness.
- 5) Equip students to think logically, critical, creative and innovative as well development of science and technology.

- 6) Targeting students to pass 100% at the end of the year with a rate 50% of graduates will be successful continue to college and 25% some of them were accepted into higher education country.

B. Specific Data

In this research, the introduction of the Discovery Learning model is discussed as an effort to improve student learning. The application of Discovery Learning is an effort to improve the quality of English learning at SMAN 1 Jetis.

Researcher collected data using observation, interviews, and document review techniques. Based on the results of observations, interviews and document reviews, researcher found data regarding the implementation of the Discovery Learning model in teaching reading in the eleventh grade of SMAN 1 Jetis Ponorogo. Data is displayed and analyzed based on research questions, such as 1) How is Discovery Learning implemented in teaching reading at SMAN 1 Jetis, 2) What are the problems faced by the teacher in implementing Discovery Learning in teaching reading at SMAN 1 Jetis, 3) What are the teacher's solutions to overcome the problem in implementing Discovery Learning in teaching reading at SMAN 1 Jetis obtained the following data:

1. The Implementation of Discovery Learning in Teaching Reading at SMAN 1 Jetis

In implementing the use of Discovery Learning in teaching English, it was collected from transcript observation or field not observation. In this section, the researcher received one teacher

teaching preparation documents that could be seen to see whether the teacher implemented them or not. Meanwhile, the teacher's teaching preparation itself is carried out by the teacher when she is teaching.

When researcher made observations on May 2, 2024, they carried out direct analysis in the classroom to find out the English learning process. Based on observations at class XI IPS at SMAN 1 Jetis, the learning process consists of six stages, namely: stimulation, problem formulation, data collection, data processing, verification, and generalization.

a) Stimulation

Based on the researcher's observations, before the applies stimulation session, the teacher prepares students for physical and spiritual learning and the teacher ensures that students are ready to learn. First, the teacher opens the meeting based on the RPP by saying an opening greeting to build a small conversation. The teacher says "good morning students". Then the teacher also asks students how they are or how they feel to build emotions. This is very important because students need good situations and conditions to start learning activities.

Teacher: "Assalamu'alaikum warohmatullohi wabarokatuh"
 Students: "Wa'alaikumussalaamwarohmatulohi wabarokatuh"
 (Teacher greets students)
 Teacher : "Good morning students"
 (Students answer the teacher's question by saying)
 Students: "Good morning teacher"
 Teacher: "How are you today?"
 Students;"Yes. I am Fine. And you?"
 (Student response, then teacher answers)
 Teacher:"Very well. Thank you"

After that, the teacher appoints one of the students to lead prayer before studying.

Teacher: "Before start lesson today, let's say basmalah"
 (The teacher invites students to pray first)
 Students: "Bismillahirrohmaanirrohiim"

The teacher checks the student attendance list as the next opening step.

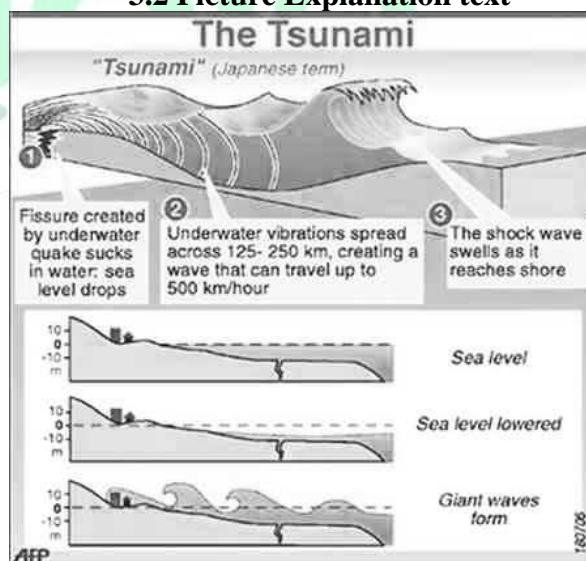
Teacher: "Is there any one. Who absent today?"
 Students: "Echa Miss"
 Teacher: "Why?"
 Students: "Sick Miss"

After the teacher checks the students' attendance, the teacher carries out the first step of Discovery Learning.

Teacher: "Do you know about tsunami?"
 Student: "Natural disaster Miss"
 Teacher: "Yes Good. But do you know how tsunami's happen? ?"
 Student 1: "Rising waters on the coast"
 Student 2: "Shifting of the earth's plates"
 Student 3: "volcano"
 Teacher: "Oke, I have a picture. Please pay attention and observe!"

Then the teacher shows pictures related to the Explanation text material in front of class

3.2 Picture Explanation text



Teacher: "Okay from the picture. Today we will study a text, which explains how a phenomenon occurs. This text is called Explanation text."

Student: "(student enthusiastically pays attention to the teacher)"

Teacher: "What is it called?"

Students: "Explanation text"

Teacher: "Oke. For today our learning objectives are identifying the social function, generic structure, and language feature of explanation text and understanding the information in explanation text."

Teacher: "Then I have an example of explanation text. Now you look at the text. Then we read this text together."

Then the teacher shows an example of an explanation text

1.1 Tabel of Explanation text

How Does Tsunami Happen

Tsunamis, one of the most destructive natural disasters, are triggered by sudden movements in the Earth's crust beneath the ocean.

Tsunamis occur when a major fault under the ocean floor suddenly slips. The displaced rock pushes water above it like a giant paddle, producing powerful water waves at the ocean surface. These waves spread out from the earthquake source and travel across the ocean until they reach the coastline. As they approach the coastline, their height increases, particularly as they encounter the continental shelf, the sloping part of the Earth's crust rising from the ocean floor to the land. Tsunamis bring about catastrophic consequences, including severe flooding, loss of lives due to drowning, and extensive damage to property.

These immense sea waves, generated by disturbances such as earthquakes, landslides, or volcanic eruptions, remain undetectable far out in the ocean. However, once it reaches shallow water, this fast traveling wave grows very large.

Teacher: "1,2,3"

Students: (Read Together)

In this step the teacher as a facilitator guides students to learn about explanation text. Starting from the teacher asking questions about "Do you know about tsunami?". Then the teacher shows a picture about the tsunami and also the teacher shows an example of an explanation text.

b) Problem formulation

In this step, the researcher saw that the teacher gave directions to students that from the text that the teacher had given, students could identify what the purpose of the text. Then what were the struktur text, and also the language features used. And the teacher asked students to form a discussion group.

Teacher: "Okay. From the text, you can identify what the purpose is, what the structure of the text is, and what language is used?. Please form groups and discuss with your group the purpose of the explanation text, what can be seen from the contents of the text.

Teacher: "To help you explain or determine the social function of the text, how generic its structure is, and its language features, there are questions that will help you find it."

Then the teacher gives a question sheet to the students so they can find the answers.

The teacher guides students to identify the characteristics of Explanation text based on images and text so that students ask about the purpose, structure and language elements of the text which is then used as a problem formulation.

c) Data collection

At this stage the teacher directs students to find answers to the problems they face. The teacher guides students to find problem number one by discussing together.

Teacher: "OK, have all groups received all the question sheets?"

Students: "Yes Miss"

Teacher: "Now, please discuss it with your group!. The first, What the purpose of the text?. Second, What does

each paragraph text tell us?. The third, what are the characteristic of the text?

Teacher: "Now I will give you time to discuss"

The students discuss to collect the data.

Once there is enough time to discuss, the teacher asks the students who have found the answer.

Teacher: "OK, Has anyone found out what the purpose of the text? Raise your hand?"

The teacher asks and the students respond

Student: "Me miss"

Teacher: "Yes, is Fuad's group?"

Student: "The process or why something happens"

Teacher: "So, to explain the process why or How the sometime happens. Other groups have opinions?"

Student: "Explain how the tsunami happens"

Teacher: "Yeah. So explain how something phenomena happens"

d) Data processing

At this stage the teacher directs students to convey the results of the discussions they have worked on. The teacher asks students starting from the first question that has been formulated together beforehand and then students answer based on the results of their discussion. The teacher provides feedback if a student's answer is incorrect or incomplete.

Teacher: "Okay. So we have explored the social function, then we move into the structure of the text. For the first paragraph, you observe, what does the first paragraph explain? Oke. Please raise your hand?"

Student: "tell an introduction"

Teacher: "That's right. So, explain what the introductory statement will be discuss. Next, number two what tells about?"

Student: "Causal"

Teacher: "So, series of step, which is explain the phenomena. Next, the third paragraph?"

Students: "Closing"

Teacher: "Yes, So, as in general, every text has an opening, content, and finally a closing, Usually the closing section explains examples or places where a phenomenon occurs."

Teacher: "So, the first paragraph contains stating the phenomena issues which are to be explained we call the general statement, the second stating a series of steps which explain the phenomenon we call the sequence of explanation, and the third is called the Closing. So what is the general structure of the Explanation text?"

Students: "The first general statement, second Sequence of explanation, and Closing the text."

Next, the teacher invites students to discuss the language feature used in a text.

e) Verification,

In this step the teacher invites students to conclude today's learning outcomes by reviewing the definition of explanation text, then the purpose of explanation text, structure of explanation text, and language features of explanation text.

Teacher: "So, we can conclude, that the Definition of Explanation text is a text which tells processes relating to forming of natural, social, scientific and cultural phenomena. Explanation text is to say 'why' and 'how' of the formation of the phenomenon. It is often found in science, geography and history text books. Next, what is the structure of explanation text?"

Teacher and Students: "Generic Structure of Explanation Text are: General statement; stating the phenomenon issues which are to be explained. And Sequenced explanation; stating a series of steps which explain the phenomenon. Purpose of Explanation Text is a text which tells processes relating to forming natural, social, scientific, and cultural phenomena. And to explain how or why something happens. Language Feature of Explanation text are using simple present tense, action verb, noun phrase, causal conjunction"

f) Generalization

After the teacher and students conclude together the results of the explanatory learning that has been carried out. Then the teacher generalizes it by testing students' understanding. In practice, the teacher appoints one of the students to answer the material that has been taught today. Then the teacher invites students to close today's lesson by reading hamdalah. And the teacher closes the lesson with greetings.

Teacher: "Now, before I close today's lesson, I want to check your understanding of today's lesson. For Anisa's group. What is the purpose of explanation text?"

Students: "To explain how or why something happens."

Teacher: "OK, that's right. Then Triani's group. What are the generic structures consisting of explanation text?"

Students: "General statement, sequence explanation, and closing optional"

Teacher: "Yes, good. Then for Erin's group, what are the language features in explanation text?"

Student: "using simple present tense, action verb, noun phrase, causal conjunction"

Then the teacher closes the lesson by giving individual assignments to students.

So, from the results of classroom observations, the implementation of Discovery Learning in teaching reading is as follows:

The teacher enters the class and greets then invites the students to start the lesson by praying first. After the prayer is finished the teacher also provides motivation to the students. After that, the teacher links the learning activity material to be carried out with the students' experiences. then stimulate students by showing pictures and some text related to the material to be studied. After that, the teacher conveys the

learning objectives about explanation text by providing a general overview of the benefits of studying explanation text in everyday life. The students enthusiastically observe and identify the images shown, resulting in several questions such as telling what the text is about, and what the function of the text, and what the structure of the text. Then the teacher divides into groups for discussion and answers a student worksheet to discuss the answers. After completion, students present the results of the discussion and are given feedback by the teacher. Then the teacher and students conclude together the results of the learning that has been done.

Based on observations in class a). Stimulation, the teacher provides pictures and explanations to students b). problem formulation, that is the student's question which is used as a worksheet c). Data collection, students discuss looking for the best answer d). For data processing, students write down the results of the discussion on a worksheet e). Verification, students read the results of the discussion in the worksheet, f).Generalization, teacher and students get conclusions regarding the purpose, function and structure of Explanation text.

The observation is supported by the interview for learning the syntax model using the Discovery Learning model as follows:

Before implementing Discovery Learning, there is usually something planned, in this case the researcher asks what needs to be prepared in implementing Discovery Learning in teaching reading. According to Mrs. Sulikah as follows:

"The preparations needed in this Discovery Learning lesson include, planing plan, learning materials. media or tools such as pictures for students to observe, then usually student worksheets."⁷⁷

From the interview with Mrs. Sulikah said that in preparing for learning she prepared a learning plan, then the media and tools needed when teaching and also worksheets that students would work on during learning. Furthermore, the researcher also asked what are the procedures in implementing Discovery Learning in teaching reading.

In the of Discovery Learning in teaching reading in class IX-IPS according to interviews with teacher as follows:

"In implementing discovery learning in teaching reading, I use a type of discovery learning that is appropriate to the students' abilities in class, and must still be guided and directed."⁷⁸

Based on the interview above, Mrs. Sulikah said that in implementing Discovery Learning in teaching reading, she uses guided types, so that Mrs. Sulikah acts as a facilitator. She uses Discovery Learning to stimulate students to be more active in working on reading activities. In implementing Discovery Learning, Mrs. Sulikah uses several procedures but adapts them to the students' abilities and conditions in the classroom. The learning procedure is performed by Mrs. Sulikah also consist sixth stages namely: stimulation, problem formulation, data collection, data processing, generalization, and verification.

Based on interviews, review of documents and observations above. In implementing Discovery Learning in teaching reading,

⁷⁷ "Look at the Interview Transcript Number 01/1/8-V/2024," n.d.

⁷⁸ "Look at the Interview Transcript Number 01/1/8-V/2024."

teacher carry out six procedures starting from stimulation, problem statement, data collection, data processing, verification, and generalization which are designed in such a way as to make students more active..

2. The Problems Faced by the Teacher in Implementing Discovery Learning in Teaching Reading at SMAN 1 Jetis

The Discovery Learning used is expected to be able to achieve the desired learning objectives. Therefore, its implementation requires skills so that learning activities can run well. However, every learning model that is applied must have obstacles that occur in it. Unexpected and unwanted obstacles often occur in the learning process that has been implemented. This is in accordance with the results of an interview with Mrs. Sulikah, S.Pd when the researcher carried out learning implementation activities in class XI-IPS. Mrs. Sulikah stated that:

“Talking about the smoothness and difficulties or obstacles faced in implementing learning using the Discovery Learning model, it is clear that there are pluses and minuses. As for the advantages, students become more active, their thinking skills are better honed, then learning becomes less focused on the teacher, the teacher is also clearly lighter in delivering the material.”⁷⁹

In the interview above, Mrs. Sulikah stated that every lesson she did had advantages and disadvantages. Before talking about the problem, Ms. Sulikah explained the advantages she experienced in implementing Discovery Learning. The advantages or conveniences that Ms. Sulikah felt when implementing Discovery Learning are: a.)

⁷⁹ “Look at the Interview Transcript Number 01/1/8-V/2024.”

Students become more active b.) Students' way of thinking is increasingly honed c.) Learning becomes less focused on the teacher d.) The teacher is also clearly lighter in delivering the material. After explaining the advantages or difficulties of implementing Discovery Learning, Mrs. Sulikah explained that there were several obstacles or problems faced when implementing Discovery Learning, namely:

a. Barriers in the Time Aspect

In the interview, Mrs. Sulikah stated that “If there are shortcomings, we usually have problems with the media, the media used to support learning. For example, the book media in the library is not complete, or the number of books is limited and can only be borrowed from a few students, then when the books are limited the students will discuss it with their friends. There you will waste a lot of time, so you have to have a long and long time to carry out this Discovery Learning activity.”⁸⁰

In the interview above, Mrs. Sulikah explained that in implementing Discovery Learning, she experienced time constraints. This is because the learning media arrived late or were lacking and limited so that when students had discussions they had to take turns using the available learning media, students read in turns and then could carry out discussion activities with their group members, so according to Mrs. Sulikah this is what makes Discovery Learning activities learning must take longer.

b. Students' Different Abilities and Conditions in Receiving Learning

In the interview, Mrs. Sulikah also stated that “Apart from that, a clear deficiency that often occurs is that this learning is a condition where the teacher has to guide and control the students. If the teacher is less able to control the students according to the planned learning procedures, then what happens is

⁸⁰ “Look at the Interview Transcript Number 01/I/8-V/2024.”

that the students will talk more about things they are not interested in not included in learning, usually when looking for media or sources of information, many students are also found to be relaxing, not immediately doing the assignments given by the teacher."⁸¹

In the interview above, Mrs. Sulikah explained that in implementing Discovery Learning, the obstacles she faced were when teacher were not ready for the media or lacked control over students to stay in the learning sequence that had been arranged, students became uncontrolled and tended to discuss outside of learning. Because each student has a different state of readiness and concentration endurance. Students whose concentration is low will definitely become more of a factor in discussions outside of learning, so the teacher must immediately return this condition to the learning flow of discovery learning.

From the results of the interview above, it was found that the obstacles experienced by teachers in implementing Discovery Learning in teaching reading are: The media used by teacher and students is not enough so they have to hold discussions or take turns in using learning media. Then in the application part there is a discussion session with friends or groups where sometimes there are students who have a humorous character who tend to joke and not immediately complete the work requested by the teacher so that they have to take longer to implement Discovery Learning. Sometimes teacher have not

⁸¹ "Look at the Interview Transcript Number 01/I/8-V/2024."

been able to control students according to planned learning procedures. If something like this happens, a lot of time will be wasted.

From observations in class on Wednesday 8 May at 10.30, researcher saw that the problem that occurred was that students took too long to discuss the results of their discussions, so that working on worksheets automatically took longer.

From interviews and observations it can be found that the obstacles experienced by teacher in implementing Discovery Learning in teaching reading are inadequate supporting media which will hinder students in finding relevant findings, it takes a long time to implement, sometimes students are difficult to control, there is not enough discussion long time.

3. The Teacher's Solutions to Overcome the Problem in Implementing Discovery Learning in Teaching Reading at SMAN 1 Jetis

a. The disciplined habit of reading every morning

As for the teacher's efforts to overcome problems that exist at SMAN 1 Jetis Ponorogo in implementation of Discovery Learning in teaching reading that has been delivered by Mrs. Sulikah, S.Pd, as the teacher class XI-IPS as follows:

“Every morning a habituation program is carried out by teachers taking turns welcoming and accompany students and always provide direction and guidance will attend class, and accompany, supervise students during learning so that it's not always crowded alone pay attention when the teacher is talking teach, give a warning or reprimand when students while studying are discovered bad behavior”⁸²

⁸² “Look at the Interview Transcript Number 01/1/8-V/2024.”

- b. Providing variety in implementing Discovery Learning in teaching reading

Then the researcher asked about how to overcome the lack of media and overcome obstacles to the duration of teaching due to lack of control. And Mrs. Sulikah state that:

"Uncontrolled students can be overcome by providing variations in learning models in ways such as giving small games or a little suggestion so that the focus returns to the learning procedure and the problem of requiring too much time can be overcome by giving an agreement at the beginning before taking the first step. by providing the necessary deadlines".

C. Discussion

Based on the researcher's explanation of the research results above, the researcher will then carry out research data analysis. This analysis can be classified into 3 (three) parts, namely a) The Implementation of Discovery Learning in teaching reading at SMAN 1 Jetis, b) The Problems faced by the teacher in implementing Discovery Learning in teaching reading at SMAN 1 Jetis, c) The teacher's solutions in implementing Discovery Learning in teaching reading at SMAN 1 Jetis.

1. The Implementation of Discovery Learning in Teaching Reading at SMAN 1 Jetis

Implication of learning is a step that very important in carrying out the process learning. The application of learning is something that is important for internal teachers carry out his duties. Learning will be more optimal if the teacher prepares first learning planning. Based on data obtained by researcher from the research location, English teacher

prepare well in advance from lesson plans, learning tools, materials learning, and don't forget to use methods as well as learning models to support teaching and learning process. According to the opinion Pintrich & Schunck that:

“An effective teacher does not just teach at class, whether he uses perspective traditional or constructivist. They must determine teaching objectives and develop plans to achieve goals learning.”⁸³

Before learning is carried out, there are some preparations made by the teacher beforehand start learning in class. According to Mrs. Suikah, as the class XI-IPS teacher who implemented it Discovery Learning model has been made various preparations before him carry out learning in class. Preliminary preparation What is done is preparing the RPP. this lesson plan contains planning for future learning implemented in class later starting from the beginning until the end of the lesson, everything is contained in lesson plan. For example, the material that will be discussed is sourced from student textbooks and worksheets as well additional material from the teacher, then distribution material to be discussed by each group, method group division, to determining which students will represent his group for present the results of the discussion at the end learning. Preparations made by the teacher are more or less the same as the theory, starting from prepare the RPP, in the RPP it is included Discovery Learning learning steps are as follows:

⁸³ Dale H. Schunk, *Learning Theories: An Educational Perspective*, 6th ed (Boston: Pearson, 2012).

- (1.) Opening activity, namely the teacher saying greetings, check the student attendance list, convey the objectives learning to be achieved, and motivating students to participate actively in group discussions.
- (2.) Main activity, it starts from group division with 5 people, then students gather with group friends the same thing, then the teacher conveys the internal rules implementing discovery learning methods learning. After that, students are presented with the problem in the form of questions that must be discussed with his group mates. After that every The groups take turns moving forward in front of the class, while other groups should pay attention to friends who reading in front. After it finishes, Other groups may provide responses in the form of: questions or additional material. Then teacher provide reinforcement or additional information which has not been submitted by the student come to the front of the class.
- (3.) Closing activity, the teacher gives feedback in the form of questions according to the material which have been submitted by each of them group, then the teacher conveys the conclusions of the lessons achieved today, then conveys the material that will be discussed at the next meeting, then provides motivation to students to continue to be enthusiastic about learning and ends with greetings.

But in reality everything is written in the RPP there must be several parts that not implemented, this may happen because the preparations made were not thorough enough it is difficult to control students so learning preparation carried out by the teacher Above there are several things that are the same as theory. In theory, the steps in implementing the model Discovery learning includes:

- a. Providing stimulation to students
- b. Problem statement, identifying the problem relevant to the learning material and formulating problem then determine the problem formulation,
- c. Data collection, sharing students into several groups to having discussions,
- d. Data processing, facilitating students in data collection activities, then process it to prove the problem formulation,
- e. Verification, directing participants students to draw conclusions based on observation result and discussion
- f. Generalization, direct students to communicate the results of their findings.⁸⁴

So, being a teacher requires skill which can create learning, Active and Effective. A teacher must be able to improve all students' abilities towards better, through teaching methods, models or strategies Good.

⁸⁴ SEAQIL's Team, *HOTS-Oriented_Module_Discovery_Learning*.

2. The Problems Faced by the Teacher in Implementing Discovery Learning in Teaching Reading at SMAN 1 Jetis

Every learning model is not supposed to run as desired and in line optimally with what is expected, which of course will be obtained by teacher and students. Researcher carried out observation activities using the Discovery Learning model in English lessons in teaching reading. In this implementation, obstacles were found during the learning process.

The researcher carried out 2 (two) observations, namely observations in class A group division system is implemented, where in each group students often chat outside the lesson material or talk to their own friends when the teacher directs them from one stage to the next. Apart from that, it is often found that when visiting groups, there are students who do not participate in carrying out the assignments given with their group friends, as a result the work on the assignments has not been shared evenly by each individual which should be done in groups. However, several groups can work on it collectively according to the teacher's instructions. The results of other observations found that students tend to be more active when together with other group members. This is because students who master and understand the material can help their friends who cannot, in this case the teacher also guides individually so that students do not experience difficulties in understanding the material.

In implementing the Discovery Learning, in general several problems have been found, such as:

a. Barriers in the Time Aspect

When the teacher carries out learning activities in the classroom, students will solve a problem that has been faced together or in this case apply a group division system. Solving this problem will require a fairly long time estimate to carry out the learning process. The time needed for the class to apply the Discovery Learning model is 2 (two) English class meetings needed to discuss one material. This obstacle is in line with Moore's opinion that Discovery Learning is inefficient for presenting extensive learning material. This is not suitable for teacher who have to teach all the topics in the textbook thoroughly.⁸⁵

b. Students' Different Abilities and Conditions in Receiving Learning

Each individual or each student has different situations and abilities. When they have abilities that tend to be difficult to understand, they will experience difficulties when carrying out learning activities, and may also depend on other students. When teacher choose to apply the Discovery Learning model, what is needed is students' readiness to learn and think. For students who are less intelligent, they will experience difficulty abstractly or thinking or expressing relationships between concepts, written or

⁸⁵ SEAQIL's Team.

verbal, which in turn will cause frustration. According to Smitha, guided Discovery Learning is more effective than open Discovery Learning.⁸⁶ In learning activities, teacher must act as facilitator so that students do not become frustrated when they encounter something they cannot do themselves. Students must prepare themselves to accept the Discovery Learning model because it tends to accept things that are rarely heard or known and are abstract. In nature, apart from that, they will also discuss with their group which allows for differences in arguments between each individual in the group, in the end they try to write down the findings that have been obtained in the learning process.

3. The Teacher's Solutions to Overcome the Problem in Implementing Discovery Learning in Teaching Reading at SMAN 1 Jetis

a. The disciplined habit of reading every morning

From the results of the interviews and observations that have been made, it was found that for every problems there must be an alternative solution in order to minimize the shortcomings of the learning model. In overcoming the lack of time according to students in discussions, it can be overcome by dividing tasks equally and by working together and immediately completing the tasks given by the teacher, for example by means of students who have limited understanding, they can be assigned to write on the

⁸⁶ Smitha V.P, *Inquiry Training Model and Guided Discovery Learning for Fostering Critical Thinking and Scientific Attitude(1th-2th)*.

discoveries made by the members. group so that it can also make students who do not understand make understand the activities that are taking place and focus more on the activities. The teacher can also determine the time when students start observing, the time to analyze, the time to identify in a more structured manner. Beside that, limiting time is also useful so that students are more active in their activities.

b. Providing variety in implementing Discovery Learning in teaching reading

In this way, to be able to overcome the shortcomings of the Discovery Learning means that the teacher must divide equally into groups according to ability more and less are mixed so that those with less ability can be guided by those with more abilities. Apart from that, to be able to overcome deficiencies Therefore, the teacher assistance is needed, starting with asking several questions questions and the teacher provides brief information that can be included in student worksheets that have been prepared by the teacher before learning begins, and the teacher must explain the steps of the Discovery Learning method to students through prepared worksheet books, so that students do not experience confusion or difficulty in carrying out learning using methods Discovery Learning.

CHAPTER V

CLOSING

A. Conclusion

Based on the presentation of the research results, it can be concluded that:

1. The implementation of Discovery Learning in teaching Reading at SMAN 1 Jetis

In implementing Discovery Learning in teaching reading, teacher using a type of guided Discovery Learning and using existing discoveries. Learning procedures are adjusted to the abilities and conditions of the students there in class. The teacher becomes a facilitator directing students to carry out several procedures. The procedure begins with opening then in main activity consist of stimulation, problems statements, data processing, data collection, verification, and generalization and finally the closing.

2. The problems faced by the teacher in implementing Discovery Learning in teaching reading at SMAN 1 Jetis

The problems faced by teachers in implementing the Discovery Learning learning model in the reading learning process are as follows:

- a) Aspects of Time Barriers. This is due to the lack of learning media which results in discussions taking a long time because media must be used alternately
- b) Students' different abilities and conditions in receiving learning. Discussion activities become less controlled if there are students who are active, such as being noisy and still like to joke

around, and those who are not very active and tend to be quiet are put together because this can trigger a less conducive discussion.

3. The teacher's solutions to overcome the problem in implementing Discovery Learning in teaching reading at SMAN 1 Jetis

The solution used by teacher to overcome the problems found in implementing Discovery Learning in teaching reading is: a.) The disciplined habit of reading every morning. Each teacher provides the habit of supervising and giving advice, as well as motivating students to be able to participate in learning well. b.) Providing variety in implementing Discovery Learning in teaching reading. Teacher must create varied learning models, prepare lessons carefully, and direct students by providing time limits so that they remain focused on the learning process.

B. Sugestion

Based on research conducted at SMAN 1 Jetis Ponorogo class XI-IPS, the researcher has a suggestion as follows:

1. For Students

After following the English learning process through discovery learning learning model, students are expected to be able to have a sense of empathy, mutual respect, discipline, responsibility and Self-awareness to focus in every activity process learn how to teach.

3. For Teachers

It is hoped that teachers will be more active in implementing of Discovery Learning model or model others that support student activity

during follow the learning progress so that the results Student learning continues to increase.



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