

A THESIS

**THE EFFECT OF DISCOVERY LEARNING METHOD ON
STUDENTS' READING COMPEREHENSION AT THE
SECOND GRADE OF MAN 2 PAREPARE**



BY

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REG. NUM. 18.1300.068

PAREPARE

**ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE
PAREPARE**

2023

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Submitted to the English Study Program of Tarbiyah Faculty of State Islamic
Institute of Parepare in Partial Fulfillment of the Requirements
for the Degree of Sarjana Pendidikan (S.Pd)

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Of Sarjana Pendidikan (S.Pd.)**

English Education Program

Submitted by:

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**ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE
PAREPARE**



2023

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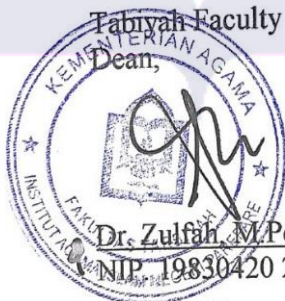
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
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Student Reg. Number : 18.1300.068

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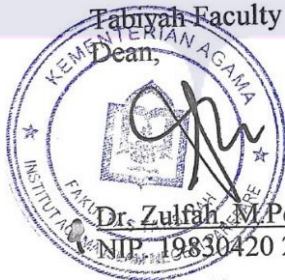
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ACKNOWLEDGMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

الْحَمْدُ لِلَّهِ رَبِّ الْعَالَمِينَ وَالصَّلَاةُ وَالسَّلَامُ عَلَى أَشْرَفِ الْأَنْبِيَاءِ
وَالْمُرْسَلِينَ وَعَلَى آلِهِ وَصَحْبِهِ أَجْمَعِينَ أَمَّا بَعْدُ

Alhamdulillah rabbil 'aalamiin. First of all, the writer would like to express her best regard to God Allah swt, the lord of this world, the master of the day master, and the creator of the universe who has been giving her beautiful life, long life, so she can do her obligation as worshipper in this world.

Secondly, her shalawat and salam to our prophet Muhammad saw who has replace flag paganism with flag Islam in this earth and also who has brought us from uneducated person to be educated person.

The writer realized that this thesis has never possible finished without assistance of the other people. Therefore, the writer would like to express her gratitude to her beloved parents Muhammad Rum and Idawati for their incredible patient, endless love and affection, amazing support and motivation, and all of her family.

Her deepest gratitude is due to the first consultant Dr. Zulfah, M.Pd. and the second consultant Kalsum, M.Pd. who have patiently guided and given constructive suggestion, useful correction, valuable guidance, and overall support in making this thesis.

The writer also would like express her deepest and great thanks to:

1. Dr. Hannani, M.Ag., as the Rector of IAIN Parepare who has worked hard to manage education at IAIN Parepare.

2. Dr. Zulfah, M.Pd. as the Dean of Tarbiyah Faculty of IAIN Parepare, who has arranged a positive education for the students in the Faculty of Tarbiyah and also allowed the writer to research.
3. Dr. Arqam, M.Pd as the Chairman of English Education Program of Tarbiyah faculty in State Islamic Institute (IAIN) of Parepare, for the fabulous serving to the students.
4. All lecturers of English Program who have already taught the writer during her study in IAIN Parepare.
5. Dra. Hj. Martina, M.A. as the headmaster of MAN 2 Parepare who has allowed the writer to conduct and observe the research at the school.
6. Hj. Hasna, S.Pd. as the English Teacher of MAN 2 Parepare who has given the writer advices, change in teaching and doing the research.
7. Andini Sri Lestari, Fitri Handayani, Ratnawati, Asriana Anwar, Efiriani, and Aswan Mohamdar, who have given their motivation, suggestion and correction for her in making this thesis.
8. All parties that author cannot mention by name who helped and prayed for in completing this thesis.

Finally, the writer realized that the thesis cannot be considered perfect without critiques and suggestion. Therefore, it is such a pleasure for her to get critiques and suggestion to make this thesis better.

Hopefully, this thesis will be useful for all of us and for the development of English teaching and learning, Aamiin.

Parepare, May 4th 2023

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DECLARATION OF THE AUTHENTICITY OF THE THESIS

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Stated this thesis was her own writing and if it can be proved that it was copied, duplicated or complied by any other people, this thesis and the degree that has been gotten would be postponed.

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ABSTRACT

Erviana (2023). *The Effect of Discovery Learning Method on Students' Reading Comprehension at the Second Grade of MAN 2 Parepare* (Supervised by Zulfah and Kalsum).

Reading comprehension is the ability of the students to interpret and understand the facts and information expressed in the reading. Discovery learning method is a strategy that encourages students to arrive at a conclusion based upon their own activities and observation. This study was aimed to examine the effect of discovery learning method on students' reading comprehension at the second grade of MAN 2 Parepare. The results of this study are useful for teachers and students because they can get information about learning methods that can be used in learning reading.

The research use pre-experimental research design with pre-test, treatment and post-test design. The sample of this research was 26 students from 86 participants students who become population. The researcher used technique random sampling in this research to get data. .

The results showed that the discovery learning method can improve the reading comprehension at the second grade of MAN 2 Parepare. It was indicated by the students' mean score of post-test (77,88) was greater than the pre-test (46,54). Even, for the level significant (p) 5% and $df = 25$, and the t-table value is 1,708, while the value of t-test is 8,65. It means that the t-test value is greater than t-table ($8,65 \geq 1,078$). Thus, it can be concluded that students' reading comprehension is significantly better after getting the treatment. Therefore, the null hypothesis (H0) was rejected and the alternative hypothesis (Ha) was accepted.

Keywords: *reading comprehension, discovery learning method.*

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CHAPTER I

INTRODUCTION

A. Background

According to Maxom, reading is one of the four skills which needs to be learned.¹ The people should be active to read in english to make them costantly receive thoughts or ideas from what they have read. Through reading, people can also obtain information which can help them understand and solve various problems which come constantly in their lives. In addition, reading can also help students to expand their vocabulary to make it easier to express opinions in simple language, and can increase their confidence when talking to other people. It is therefore, important that students who want to develop their knowledge should have ability in reading and comprehending some books, magazines, newspaper and other reading materials in which they can enlarge their knowledge in many fields of science.

Based on the observation and interview that had been done by the researcher at MAN 2 Parepare, there are several difficulties faced by students in reading activities. The first is the difficulty of students in decoding text. They cannot get the main ideas and answer the question based on the text. In addition, they have limited vocabularies which make them have low motivation to read the text. The second, they were hardly to concentrate as they read and most of them are lazy to read the text. It is because they are failing to understand longer reading materials, after the students read the story most of them wer difficult to analyze the schematic structures of the story concerning orientation, complication, and resolution. The third, the teacher

¹Michelle Maxom, *Teaching English as a Foreign Language for Dummies*, (Chichester and West Sussex: John Wiley and Sons Ltd., 2009), p.139.

does not provide the right teaching strategy. The teacher only uses a monotonous strategy to teach all the texts. As we know, different materials have different difficulties. Therefore, teachers need certain strategies so that students can understand a text and enjoy the learning process.

Responding to the students' problem in reading comprehension above, Discovery Learning Method was proposed to be implemented.. According to van Joolingen, discovery learning is a type of learning where learners construct their own knowledge by experimenting with a domain, and inferring rules from the results of these experiments. The basic idea of this kind of learning is that because learners can design their own experiments in the domain and infer the rules of the domain themselves they are actually constructing their knowledge.²

Balim said that discovery learning is a strategy that encourages students to arrive at a conclusion based upon their own activities and observation. Therefore, it can be concluded that discovery learning strategy is an active the strategy in which the facts or the contents of the topic are not given by the teacher in the beginning of the lesson directly, but it must be discovered by the learners through observing and experimenting activities as the rules of discovery learning.³

In contrast to the learning model that tends to be conventional. The discovery learning method is student-centered while the conventional method is teacher-centered. In the conventional method, the teacher provides a detailed explanation of the material and conducts questions and answers. While in the discovery learning

²Wouter Van Joolingen, "Cognitive Tools for Discovery Learning", *International Journal of Artificial Intelligence In Education (IJAIED)*, (1998). p. 3.

³Ali Gunay Balim, "The Effect of Discovery Learning on Students' Success and Inquiry Learning Skills," *Eurasian Journal of Education Research. Issue 35, Spring*, (2009). p. 2-3.

method students are encouraged to find answers to what makes them confused so that students become active and easily understand the material given by the teacher.

Based on explanation above, in this case, the writer will use Discovery Learning Method to apply in MAN 2 Parepare, especially to the eleventh graders. In this case the writer will propose a title “The Effect of Discovery Learning Method on Students’ Reading Comperhension at The Second Grade of MAN 2 Parepare”.

B. Problem Statement

Considered the background above, the writer formulates the problem as follows:

Is Discovery Learning Method effect the student’s reading comprehension at the second grade students of MAN 2 Parepare?

C. The Objective of the Reasearch

Based on the problem statement above , the objective of the research is:
To examine the effect of Discovery Learning Method to student’s reading comprehension at the second grade of MAN 2 Parepare.

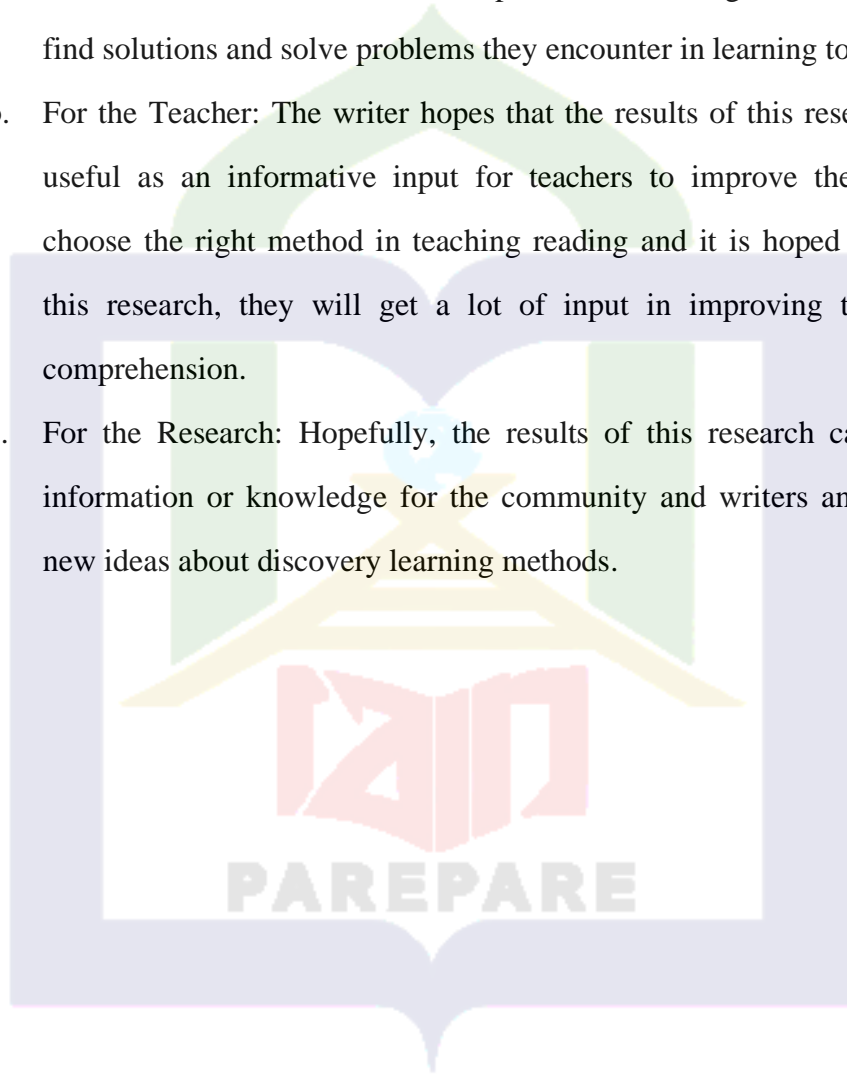
D. The Significance of the Research

The significance of the research is:

1. Theoretically: these researches provide beneficial and reverential contribution in giving general knowledge of the way to improving the students’ reading skill through discovery learning method. By using this method, the teacher could explore the students ability in reading.

2. Practically:

- a. For the Student: To overcome the reading problem in class XI MAN 2 Parepare, the writers hope that the discovery learning method can provide more motivation for students to improve their reading skills and help them find solutions and solve problems they encounter in learning to read.
- b. For the Teacher: The writer hopes that the results of this research will be useful as an informative input for teachers to improve their ability to choose the right method in teaching reading and it is hoped that through this research, they will get a lot of input in improving their reading comprehension.
- c. For the Research: Hopefully, the results of this research can be useful information or knowledge for the community and writers and can create new ideas about discovery learning methods.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Some Previous Related Research Finding

There are some previous research findings which related with this research, such as:

Windi Oktaviani, Firosalia Kristin, and Indri Anugraheni, with the title "Application of the Learning Discovery Learning Model to Improve Critical Thinking Skills and Mathematics Learning Outcomes for Grade 5 Elementary School Students" in his research explain how to apply the discovery learning method. This research uses the type of classroom action research. Data collection techniques using test and observation techniques. The analysis technique uses comparative descriptive and qualitative descriptive techniques. The results of this study indicate that the application of the dscovery learning model can improve critical thinking skills and mathematics learning outcomes.⁴

Reka Nofianti, Eliwarti, Erni, with the title "The Effect Discovery Learning on Reading Comprehensiom in Descriptive Text of the First Year Students of SMAN 1 Pangkalan Kerinci" in his research explained that the discovery learning method was considered appropriate because there was a significant influence of the discovery learning method on students' reading comprehension skills at SMAN 1 Pangkalan Kerinci. This study used pre-experimental research with one group pre-test. The number of samples was 35 students who were selected using cluster sampling technique. The instrument used to collect data was a multiple choice test with 25

⁴Windy Oktaviani, *etc al.*, eds., "Penerapan Model Pembelajaran Discovery Learning Untuk Meningkatkan Kemampuan Berpikir Kritis dan Hasil Belajar Matematika Siswa Kelas 5 SD," *Jurnal Basecedu*, (2018).

questions. The results of the analysis showed that the mean score of the pre-test was 64.8 while the posttest was 73.05.⁵

Hanafi, with the title "The Influence of the Application of Discovery Learning Methods on Improving Students' Listening Outcomes and Social Attitudes" in his research explains that the discovery learning method is considered appropriate to be applied to improve student's abilities, especially to meet the criteria for success in school. This research uses experimental research with one group pretest-posttest design. The aim is to find out whether the application of the discovery learning model can improve the listening value and social attitudes of students through the implementation of the curriculum. The subjects of this study were 37 students of class X IPA 5 SMA Negeri 2 Jember in semester 2 of the 2015/2016 academic year. The method used to collect data in this study is a test. The design of this study was a one-group pre-test posttest design where there was only one group that received treatment whose results were assessed by pre-test and posttest. The results of this study indicate that there is an increase in both listening scores and students' attitudes.⁶

Evi Nawir, with the title "Improving Reading Comprehension through Discovery Learning Method at the Second Year Students of Yayasan Pendidikan SMA Somba Opu Kabupaten Gowa". This research aimed to find the improvement of students' ability by using discovery learning in reading comprehension at the second year students of Yayasan Pendidikan SMA Somba Opu Kabupaten Gowa. This research used Classroom Action Research (CAR) as the methodology of the research.

⁵Reka Nofianti, *etc al.*, eds., "The Effect Discovery Learning On Reading Comprehension In Descriptive Text Of The First Year Students Of SMAN 1 Pangkalan Kerinci," *JOM FKIP – UR VOLUME 5 Edisi Juli*, (2018).

⁶Hanafi, "The Effect of Discovery Learning Method Application on Increasing Students' Listening Outcome and Social Attitude," *Dinamika Ilmu*, (2016).

This research conducted two cycles, where each cycle consisted of four meetings. This classroom action research was done at class XI of Yayasan Pendidikan SMA Somba Opu Kabupaten Gowa. The subjects of this research were 18 students. The researcher used two instruments namely: test and observation sheet. The data analyzed through quantitative analysis. The findings of the research showed the students' achievement obtained from the test. The result of the students' mean score in reading comprehension diagnostic test was 49.79 but it improved to 61.57 at the first cycle, and to 80.20 at the second cycle. The result of data analysis showed that there was a significant difference between diagnostic test in cycle I and cycle II.⁷

Laelatul Mukharomah, with the title "The Use of Discovery Learning Model to Improve Students' Descriptive Text Writing (A Classroom Action Research at VII A Class of MTs NU 08 Gemuh Kendal in Academic Year of 2014/2015)". The study was to find out whether discovery learning model is more effective to improve students' descriptive text writing. This research was conducted in three cycles and was done in four activities including the pre cycle and cycle 1, 2, and 3. The result of the research shows that the students improve their descriptive text writing effectively by using discovery learning model.⁸

Based on the writers above, there are some differences among three researchers above, such as in the types of research, place, and object of the research. Meanwhile, the similarities between the researcher and the author are that they both discuss discovery learning. In the research, the try researcher to observe the effect of

⁷Evi Nawir, "Improving Reading Comprehension through Discovery Learning Method at the Second Year Students of Yayasan Pendidikan SMA Somba Opu Kabupaten Gowa", *Skripsi: Universitas Muhammadiyah Makassar*, (2018).

⁸Laelatul Mukharomah, "The Use of Discovery Learning Model to Improve students' Descriptive Text Writing (A Classroom Action Research at VII A Class of MTs NU 08 Gemuh Kendal in Academic Year of 2014/2015)", *Skripsi: Universitas Islam Negeri Walisongo Semarang*, (2015).

discovery learning method of MAN 2 Parepare especially in their reading comprehension.

B. Some Pertinent Ideas

1. Reading

In Ika Olviyanti, Marbun, Rismayanti Arifin, and Zainal, Reading is one of the most important skill which should be mastered in learning a language beside listening, speaking and writing. Like other skills, reading is enjoyable when it is carried out efficiently and seriously. Reading is useful and rewarding experience that can provide the students with wealth of interesting information in a pleasant way. Reading may enrich the students knowledge from written texts. Reading may enable the students to comprehend and to understand what they read and to find out the main idea of the texts.⁹

Albert J. Harris and Edward J. Sipay state that, “Reading is meaningful interpretation of printed or written verbal symbols. Reading (comprehension) is a result of the interaction between the perception of graphic symbols that represent language and the reader’s language skill and knowledge of the world. In this process the reader tries to re-create the meanings intended by the writer”.¹⁰

According to Parel and Jain, reading is an important activity for expanding knowledge of a language. By reading, students can increase their knowledge of certain subjects.¹¹ They can catch what texts tell about. Also, they can learn the language because the texts provide the structures of the language to learn. Nunan states that reading is usually conceived of as a solitary activity in which the reader

⁹Ika Olviyanti, *etc al., eds.*, “An Analysis On The Ability Comprehending a Reading Text By The Sixth Year Students”, *Jurnal Pendidikan Pembelajaran dan Khalutistiwa*, (2015), p.2.

¹⁰Albert J. Harris and Edward J. Sipay, *How to Increase Reading Ability*, (New York: Longman Inc, 1975), p.8

¹¹Parel and Jain, *English Language Teaching*. (Jaipur: Sunrise Publisher, 2008), p.113.

interacts with the text in isolation.¹² Thus, students tried to understand the texts. It was needed because individual learning was sometimes effective for students.

a. Kinds of Reading

In this case, there are three kinds of reading that can improve skill of reader, they are: Reading aloud, silent reading and speed-reading.

1) Reading aloud

According to Tinder, reading aloud is a kind of reading where a reader expressed orally every word in the text. The purpose of the reading aloud is to improve the student's ability in pronouncing the words, stressing the words, and having good information about every sentence in the passage.¹³

2) Speed-reading

Kustaryo said that the kind of this reading is use to improve speed and comprehension in reading. The skill is very important for students. The skill of speed reading must run the side with the main purpose of reading that is comprehension. The rate of reading speed, however, depends on the kinds of the reading material. The rate of reading a story or narrator will be different from the reading scientific materials.¹⁴

3) Silent reading

Silent reading is the essential first step in breaking students from the habit of devoting all attention to the precise decoding of the shapes and sounds of letters. Phrase reading, timed reading, and guessing activities are

¹²Nunan, *Language Teaching Methodology*, (New York: Prentice Hall, 1991), p.72

¹³Tinder A. Miles and Cullogh, M, MC, Constances, *Teaching Vocabulary Elementary Reading*. (New Jersey: Prince-Hall Inc. Englewood Clifs, 1975). p.5

¹⁴Kustaryo dan Suherah, *Reading Technique for college Student*, (Departemen Pendidikan dan Kebudayaan, 1988), p.5.

likewise useful.¹⁵ Silent reading is far more frequently measured than is oral reading, primarily because silent reading tests are less time-consuming and require less expertise. Because they are employed so often, it is important to understand what silent reading tests really measure, as well as their limitations.¹⁶

Based on the explanation above, the writer concluded that, reading aloud is the reader read something loudly. Speed reading is to increase speed and understanding in reading. Silent reading is the reader read something quickly.

b. Technique of Teaching Reading

Smith and Johnson states that in English Language, there are three kinds for reading technique, they are:¹⁷

1) Survey Reading

In survey reading, a reader surveys some information that very what to get. Thus, before reading process, a reader must set what kind of information the reader needs.

2) Skimming

Skimming is technique used to need for gist of what the outor is saying without a lot of detail. This is used if the reader only wants a preview or an overview of the material. According to Smith and Johnson, skimming is reading technique for getting information to satisfy certain reading purpose rapidly. Another definition, skimming is to read at a glance or read quickly

¹⁵J Donald Bowen, *etc al.*, eds., *Tesol Technique and procedure*, (London: Newbury House Publisher Inc, 1985), p.232.

¹⁶Albert J. Harris and Edward J. Sipay, *How to Increase Reading Ability*, (New York: Longman Inc, 1975), p.189.

¹⁷Smith J. Richard & Johnson D. Dale, *Reading Instruction for Today's Children*, (United States of America. Prince Hall, Inc, 1980), p.402.

to get an information from what we read. Skimming is done to perform a quick read in general in a reading material.

3) Scanning

Scanning is important to improve reading ability. This reading technique is useful for finding some information as quick as possible. Usually we read word by word from every sentence we read. By practicing reading scanning techniques, one can learn to read understand text reading in faster way. But reading the way of scanning is not origin used. If for the purposes of read textbooks, poems, important letters from jurists and so on, need more detail reading them. Scanning means finding specific information quickly and accurately. Scanning means flying over the pafes of the book. Reading by scanning techniques means sweeping the book page to find something thats needed. Scanning deals with moving the eyes quickly through a particular page section to search for certain words and phrases.

c. The Purpose of Reading

The main goal of every reader is to understand all the information contained in the reading text so that it can be a provision of knowledge (intellectual development) for the future of the reader himself. Thus, understanding the content of a reading is a very important factor in reading.

In his book Indonesian (Introduction to Personality and Intellectual Development), Muhammad Asdam describes the purpose of reading according to Puji Santoso, et al, that the purpose of reading comprehension is:

- 1) Enjoy the beauty contained in the reading.
- 2) Reading aloud to provide an opportunity for someone to enjoy the reading text.
- 3) Using certain strategies to understand the reading text
- 4) Exploring someone's store of knowledge or schemata about a topic.
- 5) Connecting new knowledge with one's schemata.
- 6) Looking for information for the preparation of reading or report.
- 7) Give someone an opportunity to do experimentation to research something that is described in a reading text.
- 8) Answering the questions raised in the reading text.¹⁸

2. Reading Comprehension

Reading comprehension is reading accompanied by understanding the contents of the text. Meanwhile, Reading skills are abilities that pertain to a person's capacity to read, comprehend, interpret and decode written language and texts.

Reading with comprehension is variously defined both practice and theory. Reading comprehension is something defined by comprehension tests. If a test says it measures comprehension, whatever that test happen to measure became what comprehension is supposed to entail.¹⁹ Reading comprehension as composed of a multiple number of skills and abilities those are interrelated and interdependent.²⁰

¹⁸Dahlia Patiung, "Membaca Sebagai Sumber Pengembangan Intelektual", *al-daulah* Vol. 5 / No. 2, (2016). p.4.

¹⁹Alexander, etc al., eds., *Teaching Reading*, (USA: Little, Brown, and Company, 1977), p.133.

²⁰Arthur W. Heilman, etc al., eds., *Principles and Practice Teaching Reading*, (Fifth Edition, United States of America, 1981), p.238.

In Abbas Pourhosein Gilakjani, according to RAND Reading Study Group, comprehension is the process of eliciting and making meaning through interaction and involvement with written language.

McNamara and Magliano emphasized that this process is a task of both reader and text factors that happen within a larger social context.

Duke stated that comprehension is a process in which readers make meaning by interacting with text through the combination of prior knowledge and previous experience, information in the text, and the views of readers related to the text.

Kintsch and van Dijk and Kintsch defined reading comprehension as the process of creating meaning from text. The purpose is to get an understanding of the text rather than to acquire meaning from individual words or sentences. The outcome of reading comprehension is the mental representation of a text meaning that is combined with the readers' previous knowledge.²¹

a. Teaching Reading Comprehension

Teaching reading is to bring students in contact with the mind of great authors, with the written account of their experiences as Gray in Parel and Jane's statements.²² Kimble and Garmezly in Brown assumed that teaching may be defined as a process of showing or helping the learners or someone to learn how to do something, giving instruction, guiding in the study of something, providing knowledge, and causing to know or understand.²³

²¹Abbas Pourhosein Gilakjani, "How Can Students Improve Their Reading Comprehension Skill?," *Journal Of Studies In Education*, (2016). p.3.

²²Parel and Jain, *English Language Teaching*, (Jaipur: Sunrise Publisher, 2008), p.114.

²³Douglas, *Principles of Language and Teaching*, (New York: Pearson Education, 2000), p.75.

“According to Nunan, many reading instruction programs more emphasize in testing reading comprehension than teaching readers how to comprehend. Monitoring comprehension is essential to achieve successful reading. Part of a monitoring process includes verifying that the predictions being made are correct and checking that the reader is making the necessary adjustments when meaning is not obtained.”²⁴

Cognition can be defined as thinking. Metacognition can be defined as thinking about someone’s thinking. In order to teach for comprehension, readers should monitor their comprehension processes and be able to discuss with the teacher and or fellow readers what strategies they use to comprehend. By doing this, the readers use both their cognitive and metacognitive skills. It is an excellent technique for engaging students in meaningful cognitive and metacognitive interactions with texts and for assisting students in the process of constructing meaning from texts.

This activity is to be done during the reading process, not after reading. The approach needs that teacher models the reading process, not after reading. The approach needs that the teacher models the reading behavior of asking questions in order to make sense of what is being read. Students learnt to engage with meaning and develop ideas rather than retrieve information from the text. This technique is the kind of activity that teachers should engage their students to be in the learning process rather than asking them to read a passage and then testing reading comprehension of the material. The implementation of this approach engages the teacher and readers in queries about the text as the material is being read.

²⁴Nunan, *Language Teaching Methodology*, (Sydney: Prentice Hall, 2003), p.75.

b. The Levels of Reading Comprehension

There levels of reading comprehension are mentioned by Heilman, the are literal comprehension, inferential comprehension and critical comprehension.

1) Literal Comprehension

Literal comprehension refers to information explicitly stated in the written text. As a basic level, the readers are needed the abilities to understand meaning of words before recognizing of detail message, then the readers are required to link the grammar theories with the main idea presented in the passage. In the last step in literal comprehension the readers are needed to sequence all the information stated in the passage.

2) Inferential Comprehension

The inferential comprehension is the process how a reader derives an implicit idea in the passage. The reader needs the abilities to detect mood of the material such as the authors' tone, purpose and attitude to make generalization, to see the relationship, and to draw conclusion in the end of a story. A reader is required to think harder when applying this comprehension level.

3) Critical Comprehension

Critical comprehension is a higher thinking level of reading. The reader should be actively reacting to the information presented by the authors. The readers are needed the ability to analyze the information and link those information to their background knowledge. Further, the readers evaluate

the value of it's information and give personal judgments as a feedback to the author.²⁵

c. Improve Reading Comprehension

Reading comprehension requires motivation, mental frameworks for holding ideas, concentration, and good study techniques.²⁶ Those are:

1) Develop a broad background

Broaden your background knowledge by reading newspapers, magazines and books. Become interested in world events.

2) Know the structure of paragraphs

Good researches construct paragraphs that have a beginning, middle and end. Often, the first sentence will give an overview that helps provide a framework for adding details. Also, look for transitional words, phrases or paragraphs that change the topic.

3) Anticipate and predict

Really smart readers try to anticipate the autor and predict future ideas and questions. If you're right, this reinforces your understanding. If you're wrong, you make adjustments quicker.

4) Create motivation and interest

Preview material, ask questions, discuss ideas with classmates. The stronger your interest, the greater your comprehension.

²⁵Heilmen, A. W, *Principle and Practices of Teaching Reading Fifth Edition*, (Ohio: Charles E. Merrill Publishing Company, 2002), p. 35.

²⁶Donal Martin, *How to Improve Reading Comprehension*, (1991).

5) Pay attention to supporting cues

Study pictures, graphs and headings, read the first and last paragraph in a chapter, or the first sentence in each section.

6) Highlight, summarize and review

Just reading a book once is not enough. To develop a deeper understanding, you have to highlight, summarize and review important ideas.

7) Build a good vocabulary

For most educated people, this is a lifetime project. The best way to improve your vocabulary is to use a dictionary regularly. You might carry around a pocket dictionary and use it to look up new words. Or, you can keep a list of words to look up at the end of the day. Concentrate on roots, prefixes and endings.

8) Monitor effectiveness

Good readers monitor their attention, concentration and effectiveness. They quickly recognize if they're missed an idea and backup to reread it.²⁷

d. Reading Comprehension Assesment

According to Klinger, Vaughn, Boardman, there are different types of comprehension assessment in reading skill. First, it is norm-referenced tests, published tests administered under standardized conditions (e.g., with computerized answer sheets, rmative sample. Second, test score are compared with predetermined criterion levels that indicate mastery of a skill or content; internal reading inventories

²⁷Amelia Eka Frimasary, "Using Short Story to Improve Student's Reading Comprehension (A Study at the Second Year Student of SMPN 2 Kota Bengkulu)", *Journal of Linguistics and Language Teaching Vol.2 No 2*, (2015). p. 3.

are a type of criterion-referenced test. The third is curriculum based assessment, tests are based on the actual curriculum used in the classroom, and students are assessed regularly and their progress monitored. The fourth is interviews and questionnaires, students respond orally or in writing to a list of questions designed to assess their understanding of the reading process and their knowledge of reading strategies. The fifth is observation using checklist, anecdotal records, or ethnographic note taking. The sixth is retelling, students are prompted to retell or reconstruct what they remember about they have just finished reading. The seventh is think-aloud, students are prompted to voice their thought before, during, and after reading. Teachers have to know the types of comprehension in reading skills in order to discover the result of assessment comprehension. And teachers would know the best type of assessment for students especially for beginning level.²⁸

3. Discovery Learning Method

Learning methods and models have fundamental differences in learning activities. The learning method is the way we teach, while the learning model is a series of all elements starting from approaches, strategies, methods, techniques and learning tactics.

In Windi Oktaviani, Jerome Brunner revealed that the Discovery Learning method is a learning model that can encourage students to actively ask questions and draw conclusions from general principles. Discovery Learning Method is a model

²⁸Yudha Aprizani, "Language Assesment: Assessing Reading Comprehension on Beginning Level", *National Seminar Proceeding*, (2018). p.578.

that can develop active student learning by investigating and then discovering it yourself.²⁹

Discovery learning is a learning method that encourages students to ask questions and formulate their own tentative answers, and to deduce general principles from practical examples or experiences. Other definition states that discovery learning is a learning situation in which the principal content of what is to be learned is not given but must be independently discovered by the student.

The discovery learning mode requires that the student participates in making many of the decisions about what, how, and when something is to be learned and even plays a major role in making such decisions. Instead of being 'told' the content by the teacher, it is expected that the student will have to explore examples and from them 'discover' the principles or concepts, which are to be learned.³⁰

Hamalik stated that discovery learning is a model for developing active student learning by finding their own, an item themselves, then the results obtained will be long-lasting in memory and will not be easily forgotten. By learning discovery, students can also learn to think, analyze and try to solve the problems themselves. Here students will feel challenged how find out the experimental process makes students feel curious.

According to Hosnan, discovery learning is a model for developing an active way of learning by finding it yourself, then the results obtained will be loyal and

²⁹Windy Oktaviani, *etc al.*, eds., "Penerapan Model Pembelajaran *Discovery Learning* Untuk Meningkatkan Kemampuan Berpikir Kritis dan Hasil Belajar Matematika Siswa Kelas 5 SD," *Jurnal Basecedu*, (2018), p.3.

³⁰Hanafi, "The Effect of Discovery Learning Method Application on Increasing Students' Listening Outcome and Social Attitude," *Dinamika Ilmu*, (2016), p. 293.

long-lasting in memory. Through discovery learning, students can also learn to think analytically and try to solve the problems themselves.³¹

Based on some of these opinions, it can be said that discovery learning method is a learning process that provides incomplete material to students. Because, in discovery learning method, students interact to be actively involved in learning to find their concepts or principles that have not been understood by students.

a. Discovery Learning Method Steps

The steps of the discovery learning method in carrying out learning include:

1) Stimulation

In this activity, the teacher provides stimulants, which can be in the form of reading, pictures, and stories according to the learning material to be discussed so that students get a learning experience through reading activities, observing situations, or seeing pictures.

2) Problem Statement

At this stage students are required to find any problems encountered in learning, they are given the experience to ask questions, observe, seek information, and try to formulate problems.

3) Data Collecting

At this stage, students are given the experience of seeking and collecting information that can be used to find alternative solutions to the problems they face.

³¹Hosnan, *Pendekatan Saintifik Dan Kontektual Dalam Pembelajaran Abad 21 Kunci Sukses Implementasi kurikulum 2013*, (Bogor: Ghalia Indonesia, 2014).

4) Data Processing

Data processing activities will train students to try and explore their conceptual abilities to be applied in real life, so this activity will also train logical and applicable thinking skills.

5) Verification

This stage directs students to check the truth and validity of the results of data processing, through various activities, including asking friends, discussing, and looking for various relevant sources, and associating them, so that they become a conclusion.

6) Generalization

In this activity, students are led to generalize their conclusions to a similar event or problem, so that this activity can also train students' metacognitive knowledge.

Based on the theories that have been put forward, the discovery learning method is a learning process in which the delivery of the material is presented incompletely and requires students to be actively involved in finding out for themselves a concept or principle that they do not know.³²

b. Advantages of Discovery Learning Method

Kurniangsih & Sani also stated several advantages of the discovery learning method, which are as follows:

- 1) Generating pleasure in students because of the growing sense of investigating and succeeding.

³²Salmi, "Penerapan Model Pembelajaran Discovery Learning Dalam Meningkatkan Hasil Belajar Ekonomi Peserta Didik Kelas XII IPS.2 SMA Negeri 13 Palembang", *2 Journal Profit Volume 6, Nomor 1*, (2019). p. 5.

- 2) Students will understand basic concepts and ideas better.
- 3) Encourage students to think and work on their initiative.
- 4) Learners learn by utilizing various types of learning resources.

A significant advantage of the discovery learning method is its capacity to motivate students. Discovery learning allows learners to seek information that satisfies their natural curiosity. It provides the opportunity for students to explore their desires and consequently creates a more engaging learning environment. Simply put, discovery learning makes learning fun.³³

The advantages of discovery learning based on the implementation above are:

- 1) Discovery learning method enriches students' background knowledge.
- 2) Discovery learning method enriches students' vocabulary.
- 3) Discovery learning method encourages students' motivation to study.
- 4) Discovery learning method creates students' curiosity.
- 5) Discovery learning method brings out creativity.
- 6) Discovery learning method makes the students learn both, facts or information about the text and skills.
- 7) Discovery learning method increases students' confidence.³⁴

Based on some of the explanations above, the writer can conclude that the advantages of the discovery learning method in learning that are found by students are more recommended to find their subject matter provided by the teacher so it can make them understand the subject more quickly, they can be easier to express opinions, ask questions, and convey their thoughts on the subjects given by the

³³Mussa dan Dana. "Discovery Learning for the 21st Century: What is it and how does it compare to traditional learning in effectiveness in the 21st Century?," *Academia*, (2021), p. 7.

³⁴Yunisa Rahim dan Ratmanida. "The Use Of Discovery Learning Strategy In Teaching Reading Report Text To Senior High School Students", *JELT Vol 3 No.1 Series C*, (2014). p. 8.

teacher, and can help students answer questions well.

C. Conceptual Framework

Teaching reading using discovery learning methods can make students more interested and have high motivation to learn English, especially reading. Therefore, the writer wants to propose a theoretical framework for improving reading comprehension using the discovery learning method.

The conceptual framework underlying this research is given in the following diagram:

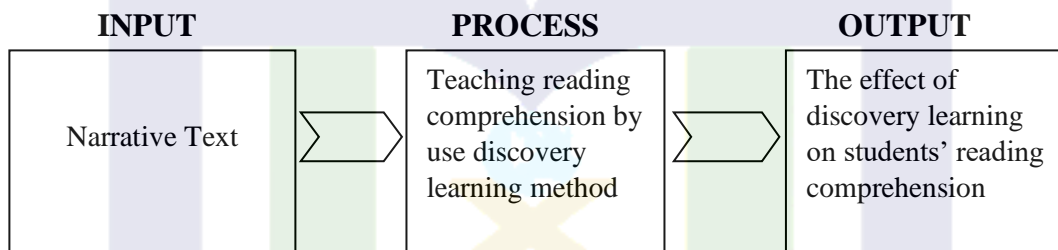


Figure 2.1 Coceptual Framework

There are three components described as follows:

- Input : Refers to the applied in the classroom.
- Process : Refers to teaching a treatment that was teaching reading to the eleventh year students of MAN 2 Parepare through discovery learning method.
- Output : The result of the treatment was the effect of discovery learning in students' reading comprehension.

From the conceptual framework above, facing various problems in learning English, the problem is their reading comprehension.

Based on the problems above, the writers applied the Discovery Learning Method to solve problems or a solution to the problems faced by students. The writers chose the Discovery Learning method in teaching because it provides a new atmosphere for students and makes students active and creative in learning.

This learning process uses pre-experimental research with three meetings in the learning process. This study uses a pre-test and post-test to determine the effect of discovery learning on students' reading at MAN 2 Parepare.

D. Hypothesis

Hypothesis is the assumption that possibly true or possibly wrong. Hypothesis is the provisional answer to the problem of the research, theoretically it was considered possibly or highest the level of his truth. It is provisional truth determined by researcher that should be tested and proved. Because the hypothesis was the provisional answer, it must be proved through investigation or analysis of the data to receive proof whether the hypothesis could be accepted or not received.

From the problem faced and the methods will be used, the writer formulates an action hypothesis as below:

Null Hypothesis (H_0) : There is no significant different between pre-test score and post test score.

Alternative Hypotesis (H_a) : There is an significant different between pre-test score and post test score.

CHAPTER III

RESEARCH METHOD

In this chapter, the writer is going to review research design, location and duration of the research, population and sample, instrument of the research, procedure of collecting data, and technique of data analysis.

A. Research Design

In this part, this writer used pre-experimental method with one group pretest and posttest design. The writer did in the class and meet with students directly in the class through learning process. The design was presented as follow:



Where:

O₁ : Pre-test

X : Treatment

O₂ : Post-test³⁵

B. Location and Duration of the Research

1. Location

This research was conducted by pre-experimental at MAN 2 Parepare which is located on Jl. Jendral Sudirman, Cappa Galung, Kec. West Bacukiki, Parepare City, South Sulawesi 91121. The writers chose this school because its geographical location is easily accessible by writers and writers want to improve teaching methods, especially to improve English reading comprehension skills.

³⁵Amirman Yousda dan Zainal Arifin, *Penelitian dan Statistik Pendidikan*, (Jakarta: Bumi Aksara, 1993), p.22.

2. Duration

The duration of this research is six meetings namely once in pre-test, four times in treatment and once in post-test. This research needs around 1 month to see the effect of the discovery learning method on the reading comprehension at the second grade of MAN 2 Parepare.

C. Population and Sample

In this research, the population is the second grade of MAN 2 Parepare with a total of 113 students, while the number of sample selected is 26 at the second grade of MAN 2 Parepare using the Cluster Random Sampling technique.

D. Instrument of the Research

The instruments in this study were reading tests. A test is a set of questions or tasks that are required to be done and answered by a respondent to know a person's ability to a certain material, by the objectives to be achieved.³⁶ Tests were applied for pre-test and post-test. The pre-test aims to determine the students' reading ability before being given treatment, while the post-test aims to determine the students' reading ability after being given the visual treatment. The text used in this study is a narrative text which contains 5 essay questions.

³⁶Rijal Firdaos, *Desain Instrument pengukuran Afektif*, (Bandar Lampung. CV Anugerah Utama Raharja: 2018), p.18.

E. Procedure of Collecting Data

The procedures of the research are describe follow:

1. Pre-Test

The writer give the students test before giving the treatment by using discovery learning method. The test is given to find out the students' reading comprehension before presenting the material.

2. Treatment

After giving the pre-test, the writer used discovery learning method to develop reading comprehension of the students for three meetings.

a) First Meeting

At the first meeting, the writer gave material with the title "True Friends" as well as applying the discovery method in the classroom to help writers find out how much influence the discovery method had on students at MAN 2 Parepare.

b) The Second Meeting

The second meeting was the same as the previous meeting. The writers provide material with the title "The Ant and The Dove".

c) The Third Meeting

The third meeting was the same as the previous meeting. The writers provide material with the title "The Legend Sura and Baya".

d) The Fourth Meeting

The fourth meeting was the same as the previous meeting. The writers provide material with the title "Snow White".

3. Post Test

After giving the treatment, The writer gave the students post- test to find the result of the treatment to measure students' reading through discovery learning method, the writer gave some test reading text.

F. Technique of Data Analysis

1. Scoring the students answer

$$\text{Score} = \frac{\text{Students score answer}}{\text{Maximum score}} \times 100$$

2. In giving score of the students' improving reading used as follows:

Table 3.1 The assessment of students' competence

| No. | Score | Classifications |
|-----|----------|-----------------|
| 1. | 91 – 100 | Excellent |
| 2. | 76 – 90 | Good |
| 3. | 61 – 75 | Average |
| 4. | 51 - 60 | Poor |
| 5. | <50 | Very Poor |

(Depdiknas, 2017:13)

3. Main Idea

Table 3.2 Main Idea

| Criteria | Score |
|---|-------|
| The answer includes a clear generalization that states or implies the main idea | 4 |
| The answer states or implies the main idea from the story | 3 |
| Indicator inaccurate or incomplete understanding of main idea | 2 |
| The answer includes minimal or no understanding of main idea | 1 |
| No answer | 0 |

(Hammer in Murniati, 2015:35)

4. Specific Information

Table 3.3 Specific Information

| Criteria | Score |
|--|-------|
| The answer is grammatically correct and idea is true | 4 |
| Some grammatical errors but the idea is true | 3 |
| Some grammatical errors and the idea is really true | 2 |
| Many grammatical errors and the idea is false | 1 |

(Heaton in Murniati, 2015: 53)

5. Rubric student's reading comprehension (conclusion)

Table 3.4 conclusion

| Criteria | Score |
|---|-------|
| Conclusion reflects resource reading in development of ideas is | 4 |

| | |
|---|---|
| excellent. | |
| Conclusion reflect readings in development ideas. | 3 |
| Conclusion reflect only reading in development idea. It is poor. | 2 |
| Conclusion those answer, but do not reflect any reading of resources in development idea. | 1 |

(Pollar Dianne in Murniati, 2015:56)

6. Determine the average score in the pre-test and post test

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

Where:

\bar{x} = Average

$\sum x$ = Total Score

N = Total Number of Sample³⁷

7. Determine the standard deviation

$$SD = \sqrt{\frac{\sum x^2 - \frac{(x)^2}{N}}{N - 1}}$$

Where:

X = Observation Value

N = Number of Observation

SD = Standard Deviation

³⁷L.R Gay, *Education Research (Competences for Analysis and Application)*, (Second Edition, Columbus: A Bell & Howell Company, 1981), p.298.

8. Finding the significance between the mean score and pre-test and post-test by calculating the value of the test :

$$t = \frac{D}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

Where:

- t = Test of significance
 D = The mean score of difference (X1-X2)
 $\sum D$ = The sum of the total score
 $(\sum D)^2$ = The squer of the sum score of difference
 N = Total the sample³⁸

³⁸LR. Gay, *Education Research (Competence for Analazys and Application)*, (Second Edition, Columbus: A Bell & Howell Company, 1981), p.133.

CHAPTER IV

FINDING AND DISCUSSION

This chapter consists of two sections. The first section is the finding of the research and the second section is the discussion. The findings of the research cover the description of the result of data collected through test that can be discussed in section below.

A. Research Finding

The findings of this research were in the form of data. The data were collected from the eleventh grade students of MAN 2 Parepare in academic year 2022/2023. The data were collected by administering pre-test and post-test.

1. Finding Through Test

The pre-test was administered to the sample under study in order to measure their pre-test ability in reading comprehension. In post-test, the present of study was administered or once. The purpose of giving post-test at the end was to know the progress of the sample under study after being taught reading comprehension by using Discovery Learning Method. Therefore, there were two sets of raw scores showing the improvement of the reading comprehension ability of the sample. They were pre-test score, and post-test scores.

a. Score of the Pre-test and Post-test

The pre-test had done before implementation Discovery Learning Method. The writer found out the result of the students' pre-test based on the scoring of their reading comprehension before giving treatment that using Discovery Learning

Method which was analyzed and resulted in the information as shown in the following table:

Table 4.1 The score of pre-test and post-test

| No. | Category | Pre-test | | Post-test | |
|--------------|--------------------|----------|----------------|-----------|----------------|
| | | Score | Classification | Score | Classification |
| 1. | N | 26 | - | 26 | - |
| 2. | Min Score | 25 | Very poor | 45 | Very poor |
| 3. | Max Score | 85 | Good | 95 | Excellent |
| 4. | Mean | 46,54 | Very poor | 77,88 | Good |
| 5. | Median | 42,5 | Very Poor | 80 | Good |
| 6. | Standart Deviation | 17,53 | - | 11,77 | - |
| Total | | 242,57 | | 335,2 | |

The table shows in pre-test, the writer can conclude that the number of data (N) is 26, the min score 25, the max score 85, the mean is 46,54, the median score is 42.5, and the standard deviation is 17,53. Meanwhile, post-test number of data (N) is 26, the min score is 45, the max score is 95, the mean score is 77,88, the median score is 80, and the standard deviation is 11,77.

b. The Mean Score and Standart Deviation of Pre-test and Post-test

Table 4.2 the mean score and standard deviation of pre-test and post-test

| Test | Mean Score | Standart Deviation |
|-----------|------------|--------------------|
| Pre-test | 46,54 | 17,53 |
| Post-test | 77,88 | 11,77 |

The data in table 4.2 showed that the mean score of the pre-test was 46,54 (X1) while the mean score of the post-test increased 77,88 (X2). The standard deviation of pre-test was 17,53, while the standard deviation of post test was 11,77.

As the result at this item is the mean score of the post-test was greater than the mean score in pre-test. It means that the students' reading comprehension had improved after doing the learning process that used discovery learning method.

c. The Rate Percentage of the Frequency of the Pre-test and Post-test

Table 4.3 the rate percentage of the frequency of the pre-test and post-test

| No. | Classification | Scale | Pre-test | | Post-test | |
|--------------|----------------|--------|----------|--------|-----------|--------|
| | | | F | P | F | P |
| 1. | Excellent | 86-100 | - | - | 1 | 3,84% |
| 2. | Good | 71-85 | 2 | 7,69% | 14 | 53,84% |
| 3. | Average | 56-70 | 3 | 11,53% | 9 | 34,61% |
| 4. | Poor | 40-55 | 4 | 15,38% | 1 | 3,84% |
| 5. | Very Poor | <39 | 17 | 65,38% | 1 | 3,84% |
| Total | | | 26 | 100% | 26 | 100% |

Based on the table above, the writer concluded in pre-test of experimental class there was 17 student (65,38%) belonged to very poor category, 4 students

(15,38%) is belonged poor category, 3 student (11,53%) is belonged average, 2 student (7,69%) is belonged good, and was no student (0%) is belonged excellent.

In post-test that there was 1 student (3,84%) is belonged very poor, 1 student (3,84%) is belonged poor, 9 students (34,61%) is belonged average, 14 students (53,84%) is belonged good, and was 1 students (3,84%) is belonged excellent categories.

2. T-Test Significant

Table 4.4 Worksheet of the calculation of the score on pre-test and post-test on the reading comprehension.

| No. | X_1 | $(X_1)^2$ | X_2 | $(X_2)^2$ | D (X_2-X_1) | $(X_2-X_1)^2$ |
|-----|-------|-----------|-------|-----------|---------------|---------------|
| 1. | 25 | 625 | 80 | 6400 | 55 | 3025 |
| 2. | 35 | 1225 | 70 | 4900 | 35 | 1225 |
| 3. | 85 | 7225 | 90 | 8100 | 5 | 25 |
| 4. | 25 | 625 | 85 | 7225 | 60 | 3600 |
| 5. | 60 | 3600 | 65 | 4225 | 5 | 25 |
| 6. | 45 | 2025 | 75 | 5625 | 30 | 900 |
| 7. | 40 | 1600 | 70 | 4900 | 30 | 900 |
| 8. | 65 | 4225 | 80 | 6400 | 15 | 225 |
| 9. | 55 | 3025 | 75 | 5625 | 20 | 400 |
| 10. | 35 | 1225 | 85 | 7225 | 50 | 2500 |
| 11. | 30 | 900 | 55 | 3025 | 25 | 625 |
| 12. | 60 | 3600 | 70 | 4900 | 10 | 100 |
| 13. | 30 | 900 | 85 | 7225 | 50 | 2500 |

| | | | | | | |
|--------------|-------------|--------------|-------------|---------------|------------|--------------|
| 14. | 70 | 4900 | 90 | 8100 | 20 | 400 |
| 15. | 35 | 1225 | 45 | 2025 | 10 | 100 |
| 16. | 50 | 2500 | 95 | 9025 | 45 | 2025 |
| 17. | 80 | 6400 | 80 | 6400 | - | - |
| 18. | 20 | 400 | 75 | 5625 | 50 | 2500 |
| 19. | 40 | 1600 | 95 | 9025 | 55 | 3025 |
| 20. | 50 | 2500 | 75 | 5625 | 25 | 625 |
| 21. | 30 | 900 | 80 | 6400 | 50 | 2500 |
| 22. | 55 | 3025 | 85 | 7225 | 30 | 900 |
| 23. | 45 | 2025 | 80 | 6400 | 35 | 1225 |
| 24. | 35 | 1225 | 90 | 8100 | 55 | 3025 |
| 25. | 40 | 1600 | 75 | 5625 | 35 | 1225 |
| 26. | 70 | 4900 | 80 | 6400 | 10 | 100 |
| Total | 1210 | 64000 | 2025 | 276950 | 810 | 33700 |

To find out degree of freedom (df) the writer used the following formula:

$$Df = N - 1$$

$$Df = 26 - 1$$

$$Df = 25$$

Table 4.5 The test of significant

| Variable | T-test | T-table |
|------------------------|--------|---------|
| Pre-test and Post-test | 8,65 | 1.708 |

The t-test yielded a result of 8.65 whereas the value of the table was 1.708 at the level of significance (p) 5%. The t-test value ($8,65 \geq 1.708$) was more than the t-table value, which is what it means. Thus, it can be concluded that the students' reading abilities have greatly improved after treatment. As a consequence, the null hypothesis (H_0) was disproved and the alternative hypothesis (H_a) accepted. Therefore, the eleventh graders at MAN 2 Parepare found Discovery Learning Method to be helpful in improving their reading comprehension skills.

B. Discussion

The data shows that the discovery learning method has a positive effect or can improve students' reading comprehension. This can be proven by the findings on students' reading comprehension related to main ideas and specific information, as well as making conclusions and students' activeness in the teaching and learning process.

As research conducted Balim found that using the discovery learning method, which is one of the various teaching methods in which the students are active and are guided by the teacher, is considered to increase students' success and inquiry learning skills more than the traditional teaching methods.

Ruchaniyah found that the students' progress during teaching and learning process using discovery learning to increase the students' understanding of the simple past tense was good. It was proved by three data results, first, from the observation result, it showed that the students were more motivated, active and interested in learning simple past tense in the classroom. Second, from interview result, it could be seen that students' skill in understanding of the simple past tense

has improved than before in which suitable with interview result with the English teacher.

The other research was Sari concluded that discovery learning made the students more enjoyed learning in class because they are interested in the steps of learning that teacher used. It gave positive effect for the students. It can be seen from the result of post test which increased from pre test. However, the students should have self-esteem and high motivation in reading activity to improve their reading comprehension.

The writers found that the discovery learning method can make students more quickly understand the contents of the reading given by the teacher and students can interact well and be actively involved in the learning process.

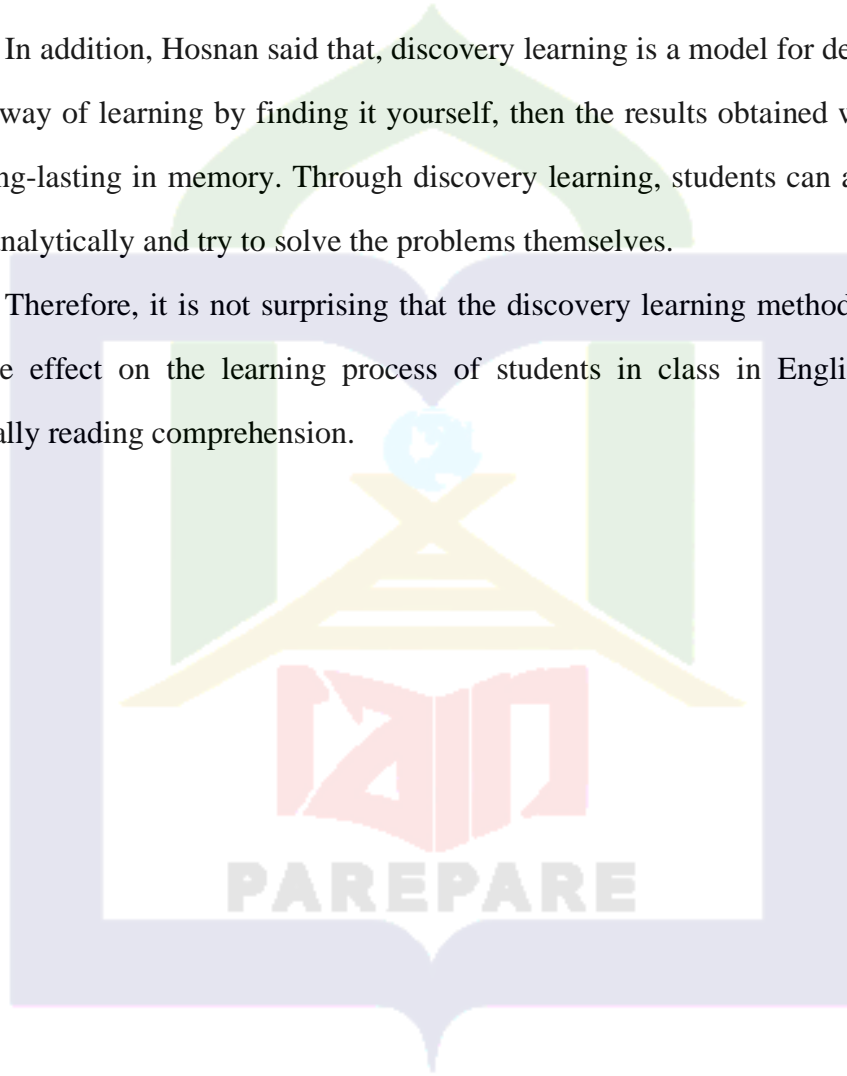
After comparing the result of this research and previous research findings, the researcher analyzed that by using Discovery learning Method could improved the students' reading comprehension. It prove that the presence of discovery learning as an interesting method to improve the students' activeness and enthusiasm in doing the reading task. In line with the other three researchers, the discovery learning method can make students more active, interesting, and get positive responses during the teaching and learning process.

By the explanation, the writer that the use of discovery learning method is to make the students being active, critic and creative thinking. So they can explore what they know into the new knowledge which is needed by them. discovery model learning is a learning process that provides incomplete material to students. Because, in discovery learning, students interact to be actively involved in learning to find their concepts or principles that have not been understood or have not been

understood by students. This is in line with Agus N. Cahyo's theory who said that Discovery Learning is a teaching method that organizes pursuits in such a way that children gain knowledge that they did not previously know through it, but find it themselves.

In addition, Hosnan said that, discovery learning is a model for developing an active way of learning by finding it yourself, then the results obtained will be loyal and long-lasting in memory. Through discovery learning, students can also learn to think analytically and try to solve the problems themselves.

Therefore, it is not surprising that the discovery learning method can have a positive effect on the learning process of students in class in English subjects, especially reading comprehension.



CHAPTER V

CONCLUSION AND SUGGESTION

There are two parts to this chapter. Based on the writer's findings and discussion, the first portion is the conclusion. The second part was a suggestion area.

A. Conclusion

In this research, the writer used quantitative study method the kind of quantitative study pre-experimental research intended to find out the effect of discovery learning method on student's reading comprehension after finishing her whole steps of the study the writer comes to the conclusion about using discovery learning method in teaching reading comprehension at the second grade of MAN 2 Parepare. The conclusion of the study for the english teacher and firther in term of reading competence. The conclusion as follow:

Based on the explanation in the chapter IV the means score of the experimental class in pre-test is 46,54 and mean score of post-test experimental class is 77,88. Therefore, the pre-test is more lower than posttest ($46,54 < 77,88$). It is belonged to good category. The testing of hypothesis also proved that discovery learning method gave 0,05 or 5% significance level, the result of analysis value is higher than t-table that is ($8,65 \geq 1.708$). Short, the hypotesis was accepted. It can be concluded that using discovery learning method is effective to improve student's english reading comprehension at the second grade of MAN 2 Parepare.

B. Suggestion

There are several suggestions from the author for teachers, schools, and further research as follows:

1. For Teachers

Teachers must realize that teaching and learning is more important to increase students' motivation in learning English, one of which is in reading comprehension skills. Teachers are advised to use the discovery learning method to teach reading material, so that students are active in the teaching and learning process and increase their motivation to learn English.

2. For school

Principals need to realize that the media is very important to improve the results of the teaching and learning process. The school should facilitate the media in the teaching and learning process and carry out evaluations to find out the problems faced by students and teachers.

3. For Other Researchers

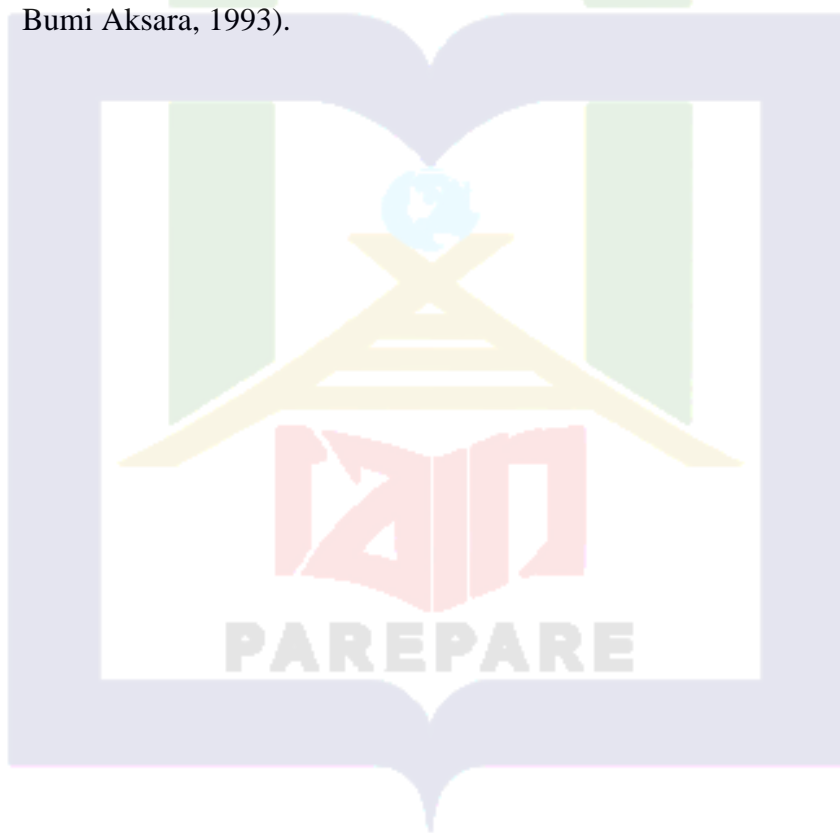
For future researchers, the results of this study can be used as a reference for conducting further studies on the effect of the discovery learning method to improve students' English reading comprehension skills. Hopefully other researchers will compete to make a better contribution of research in teaching and learning English.

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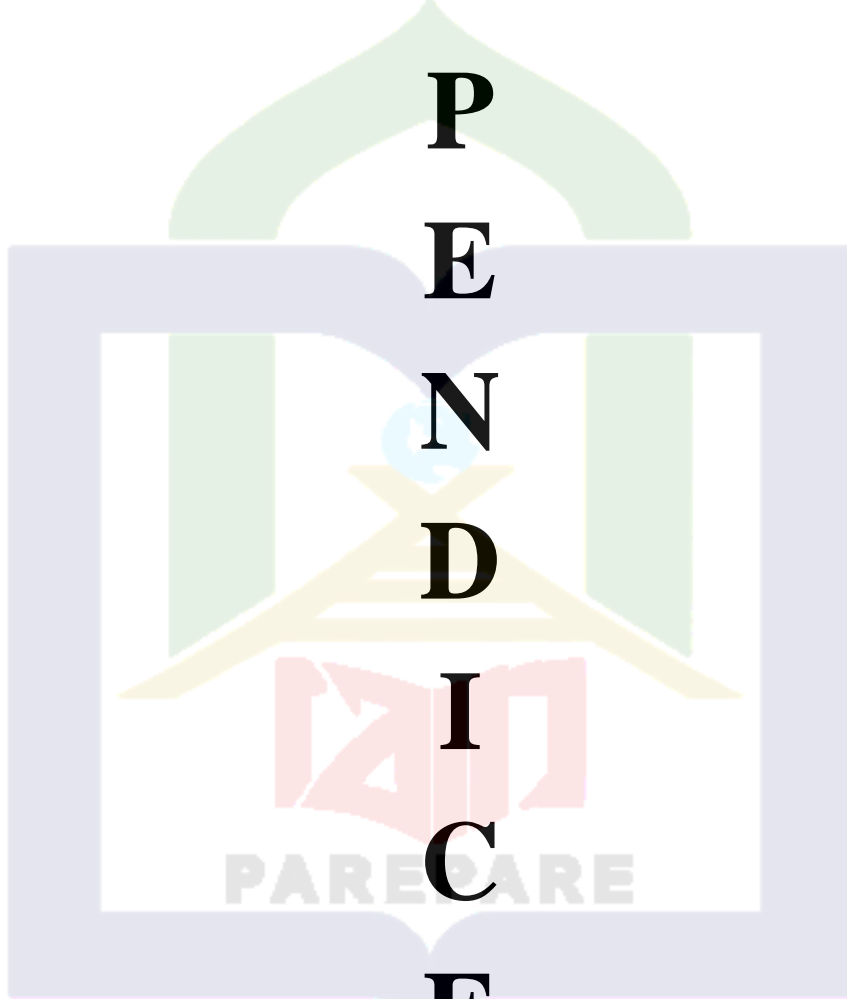
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APPENDIX 1 Instrument of Pre-test and Post-test

| | |
|---|--|
|  | KEMENTERIAN AGAMA REPUBLIK INDONESIA INSTITUT AGAMA ISLAM NEGERI PAREPARE FAKULTAS TARBIYAH |
| | Jln. Amal Bakti No. 8 Soreang, Kota Parepare 91132 Telepon (0421) 21307, Fax. (0421) 24404 PO Box909 Parepare 91100,website: www.iainpare.ac.id , email: mail@iainpare.ac.id |
| VALIDASI INSTRUMEN PENELITIAN SKRIPSI | |

NAMA MAHASISWA : Erviana
NIM : 18.1300.068
FAKULTAS/PRODI : Tarbiyah/Pendidikan Bahasa Inggris
JUDUL : The Effect of Discovery Learning Method
on Students' Reading Comprehension at
The Second Grade of MAN 2 Parepare

Instrument Penelitian

Dalam penelitian ini, peneliti akan menggunakan pre-experiment dengan memberikan pre-test dan post-test yang sama pada kelas eksperimen serta dilengkapi dengan instruksi pada instrument sebagai berikut:

Instrument of the Pre-Test

Reading Test I

Name :

Class :

“The Fox and The Grapes”



One afternoon there was a fox that was walking through the forest and spotted a bunch of grapes hanging from over a lofty branch. “Just the thing to quench my thirst,” quoted the fox.

Taking a few steps backward, the fox jumped but unfortunately he missed the hanging grapes. Again the fox took a few paces backward, ran, and tried to reach them but he still failed.

Finally, giving up, the fox turned up his nose and said, “They’re probably sour anyway,” and proceeded to walk away.

Answer the question below correctly.

1. What is the main idea of the first paragraph?
2. Where the grapes was hanging?
3. Before the fox trying to takes a grapes, he was?
4. What can we learn from the story?
5. Please, make the conclusion of the story based on your own words!

*Instrument of the Post-Test***Reading Test II**

Name :

Class :

“The Fox and The Grapes”

One afternoon there was a fox that was walking through the forest and spotted a bunch of grapes hanging from over a lofty branch. “Just the thing to quench my thirst,” quoted the fox.

Taking a few steps backward, the fox jumped but unfortunately he missed the hanging grapes. Again the fox took a few paces backward, ran, and tried to reach them but he still failed.

Finally, giving up, the fox turned up his nose and said, “They’re probably sour anyway,” and proceeded to walk away.

Answer the question below correctly.

1. What is the main idea of the second paragraph?
2. When the fox walking through the forest?
3. Why the fox said “Just the thing to quench my thirst”?
4. Why the fox give up to reach bunch of grapes after two times trying?
5. Please, make the conclusion of the story based on your own words!

APPENDIX 2 Students' Reading Comprehension of Pre-Test and Post-test

Students' Reading Comprehension of Pre-Test


$\frac{5}{20} \times 100$
25

Instrument of the Pre-Test
Reading Test I

Name : IRWANSAH.....

Class : XI-mia.9.....

"The Fox and The Grapes"



One afternoon there was a fox that was walking through the forest and spotted a bunch of grapes hanging from over a lofty branch. "Just the thing to quench my thirst," quoted the fox. Taking a few steps backward, the fox jumped but unfortunately he missed the hanging grapes. Again the fox took a few paces backward, ran, and tried to reach them but he still failed. Finally, giving up, the fox turned up his nose and said, "They're probably sour anyway," and proceeded to walk away.

Answer the question below correctly.

1. What is the main idea of the first paragraph?
2. Where the grapes was hanging?
3. Before the fox trying to takes a grapes, he was?
4. What can we learn from the story?
5. Please, make the conclusion of the story based on your own words!

1. yes

2. immitizing

3. sylvial

4. what can we learn from the story? 1

5. hungry

PAREPARE

Students' Reading Comprehension of Post-test

$$\frac{19}{20} \times 100 = 95$$

Instrument of the Post-Test

Reading Test II

Name : Rifki Anugrah
Class : XI. MIA 4

"The Fox and The Grapes"



One afternoon there was a fox that was walking through the forest and spotted a bunch of grapes hanging from over a lofty branch. "Just the thing to quench my thirst," quoted the fox.

Taking a few steps backward, the fox jumped but unfortunately he missed the hanging grapes. Again the fox took a few paces backward, ran, and tried to reach them but he still failed.

Finally, giving up, the fox turned up his nose and said, "They're probably sour anyway," and proceeded to walk away.

Answer the question below correctly

1. What is the main idea of the second paragraph?
2. When the fox walking through the forest?
3. Why the fox said "Just the thing to quench my thirst"?
4. Why the fox give up to reach bunch of grapes after two times trying?
5. Please, make the conclusion of the story based on your own words!

1. Taking a few steps backward, the fox jumped ~~to~~ ⁴
but unfortunately he missed the hanging grapes.
2. ~~The~~ afternoon ~~at~~ ⁴
3. Because he was thirsty and only see a bunch
of grapes. ⁴
4. Because he thought that bunch of grapes are
sour. ⁴
5. Don't easily hate something you can't
have. ³

PAREPARE

APPENDIX 3 Students' Score of Pre-test and Post-test

Students' score of Pre-test

| No. | Code | Correct Item | The Result | | |
|-----|------|--------------|-------------|-------|----------------|
| | | Essay | Score X_1 | X^2 | Classification |
| 1. | AA | 5 | 25 | 625 | Very Poor |
| 2. | ARA | 13 | 35 | 1.225 | Very Poor |
| 3. | DL | 16 | 85 | 7.225 | Good |
| 4. | FZY | 5 | 25 | 625 | Very Poor |
| 5. | FR | 12 | 60 | 3.600 | Poor |
| 6. | HD | 9 | 45 | 2.025 | Very Poor |
| 7. | IR | 13 | 40 | 1.600 | Very Poor |
| 8. | JMR | 13 | 65 | 4.225 | Average |
| 9. | MAS | 11 | 55 | 3.025 | Poor |
| 10. | MINM | 13 | 35 | 1.225 | Very Poor |
| 11. | MRA | 13 | 30 | 900 | Very Poor |
| 12. | MB | 13 | 60 | 3.600 | Poor |
| 13. | MD | 6 | 30 | 900 | Very Poor |
| 14. | MI | 14 | 70 | 4.900 | Average |
| 15. | MRC | 10 | 35 | 1.225 | Very Poor |
| 16. | NLKS | 10 | 50 | 2.500 | Very Poor |

| | | | | | |
|-------|------|----|-------------------|---------------------|-----------|
| 17. | NR | 16 | 80 | 6.400 | Good |
| 18. | RMNM | 4 | 20 | 400 | Very Poor |
| 19. | RA | 8 | 40 | 1.600 | Very Poor |
| 20. | SA | 10 | 50 | 2.500 | Very Poor |
| 21. | SHS | 6 | 30 | 900 | Very Poor |
| 22. | SS | 11 | 55 | 3.025 | Poor |
| 23. | HA | 9 | 45 | 2.025 | Very Poor |
| 24. | RRS | 7 | 35 | 1.225 | Very Poor |
| 25. | SAF | 8 | 40 | 1.600 | Very Poor |
| 26. | FAR | 14 | 70 | 4.900 | Average |
| Total | | | $\sum X_1 = 1210$ | $\sum X^2 = 64.000$ | |

Based on scoring of reading test above, the pre test result showed that there are 17 students who got very poor classification, 4 students got poor classification, 3 students got average classification, 2 student got good classification and nobody got very good classification score in pre-test. It indicated that the students initial ability of reading comprehension are low and they could not understand the topic and answer the question well.

Students' score of Post-test

| No. | Code | Correct Item | The Result | | |
|-----|------|--------------|------------|----------------|----------------|
| | | Essay | Score | X ² | Classification |
| 1. | AA | 16 | 80 | 6.400 | Good |
| 2. | ARA | 14 | 70 | 4.900 | Average |
| 3. | DL | 18 | 90 | 8.100 | Good |
| 4. | FZY | 17 | 85 | 7.225 | Good |
| 5. | FR | 13 | 65 | 4.225 | Average |
| 6. | HD | 15 | 75 | 5.625 | Average |
| 7. | IR | 14 | 70 | 4.900 | Average |
| 8. | JR | 16 | 80 | 6.400 | Good |
| 9. | MAS | 15 | 75 | 5.625 | Average |
| 10. | MINM | 17 | 85 | 7.225 | Good |
| 11. | MRA | 11 | 55 | 3.025 | Poor |
| 12. | MB | 14 | 70 | 4.900 | Average |
| 13. | MD | 17 | 85 | 7.225 | Good |
| 14. | MI | 18 | 90 | 8.100 | Good |
| 15. | MRC | 9 | 45 | 2.025 | Very Poor |
| 16. | NLKS | 18 | 90 | 8.100 | Good |
| 17. | NR | 17 | 85 | 7.225 | Good |

| | | | | | |
|--------------|------|----|--------------------|----------------------|-----------|
| 18. | RMNM | 14 | 70 | 4.900 | Average |
| 19. | RA | 19 | 95 | 9.025 | Excellent |
| 20. | SA | 15 | 75 | 5.625 | Average |
| 21. | SHS | 16 | 80 | 6.400 | Good |
| 22. | SS | 16 | 80 | 6.400 | Good |
| 23. | HA | 17 | 85 | 7.225 | Good |
| 24. | RRS | 18 | 90 | 8.100 | Good |
| 25. | SAF | 15 | 75 | 5.625 | Average |
| 26. | FAR | 16 | 80 | 6.400 | Good |
| Total | | | $\sum X_1 = 2.025$ | $\sum X^2 = 160.925$ | |

Based on scoring of reading test above, the post-test result showed that there are 1 students who got excellent classification, 14 students got good classification, 9 students got average classification, 1 students got poor classification, and 1 students got very poor classification score in post-test. It indicated that the students' reading comprehension improved significantly.

APPENDIX 4 Mean Score of Pre-test and Post-test

Mean Score of Pre-test

In pre-test, the mean scores of pre-test which collected in this study could be formulated as follows:

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

$$X = \frac{1210}{26}$$

$$X = 46.54$$

The pre-test mean score was 46.52, and it was clear from the analysis that nearly all of the students' reading comprehension still fell into the very low group or were insufficient.

Mean Score of Post-test

Using the formula below, the mean scores of post-test which collected in this study could be formulated as follows:

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

$$X = \frac{2025}{26}$$

$$X = 77.88$$

Because the primary result of the post-test was 77.88 and it was an good categorization, it demonstrated that the students' reading comprehension capacity may improve after treatment.

APPENDIX 5 Standart Deviation of Pre-test and Post-test

Standart Deviation of Pre-test

The researcher used the following calculation to determine the standard deviation of the pre-test based on the results above:

$$SD = \frac{\sqrt{\sum X^2 - \frac{(\sum X)^2}{N}}}{N-1}$$

$$SD = \frac{\sqrt{64000 - \frac{(1210)^2}{26}}}{26-1}$$

$$SD = \frac{\sqrt{64000 - \frac{(1464100)}{26}}}{26-1}$$

$$SD = \frac{\sqrt{64000 - 56311}}{25}$$

$$SD = \frac{\sqrt{7689}}{25}$$

$$SD = \sqrt{307,56}$$

$$SD = 17,53$$

Thus, the standard deviation of the pre-test is 17.53.

Standart Deviation of Post Test

The researcher used the following calculation to get the standard deviation of the post-test based on the results above:

$$SD = \frac{\sqrt{\sum X^2 - \frac{(\sum X)^2}{N}}}{N-1}$$

$$SD = \frac{\sqrt{160925 - \frac{(2025)^2}{26}}}{26-1}$$

$$SD = \frac{\sqrt{160925 - \frac{(4100625)}{26}}}{26-1}$$

$$SD = \frac{\sqrt{160925 - 157716}}{25}$$

$$SD = \frac{\sqrt{3464}}{25}$$

$$SD = \sqrt{138.56}$$

$$SD = 11.77$$

Thus, the standard deviation of the pre-test is 11.32.

APPENDIX 6 Median of Pre-test and Post Test*Median of Pre-test*

| | | | | | | | | |
|----|----|----|----|----|----|----|----|----|
| 20 | 25 | 25 | 30 | 30 | 30 | 35 | 35 | 35 |
| 35 | 40 | 40 | 40 | 45 | 45 | 50 | 50 | 55 |
| 55 | 60 | 60 | 65 | 70 | 70 | 80 | 85 | |

Settlement:

Lots of data = 26

Formula = $Me = X_{n : 2} + X_{(n : 2 + 1) : 2}$

Me = $X_{26 : 2} + X_{(26 : 2 + 1) : 2}$

= $(X_{13} + X_{14}) : 2$

= $(40 + 45) : 2$

= $(85 : 2)$

= 42,5

Thus, the median of the pre-test is 42,5

Median of Post Test

| | | | | | | | | |
|----|----|----|----|----|----|----|----|----|
| 45 | 55 | 65 | 70 | 70 | 70 | 70 | 75 | 75 |
| 75 | 75 | 80 | 80 | 80 | 80 | 80 | 85 | 85 |
| 85 | 85 | 85 | 90 | 90 | 90 | 90 | 95 | |

Settlement:

Lots of data = 26

Formula = $Me = X_{n : 2} + X_{(n : 2 + 1) : 2}$

Me = $X_{26 : 2} + X_{(26 : 2 + 1) : 2}$

= $(X_{13} + X_{14}) : 2$

= $(80 + 80) : 2$

= 80

Thus, the median of the post test is 80.

APPENDIX 7 T-Test Value

In the other to see the students' score, the following is t-test was statistically applied:

To find out D used the formula as follow:

$$D = \frac{\sum D}{N} = \frac{810}{26} = 31,15$$

The calculation the t-test value

$$t = \frac{D}{\sqrt{\frac{\sum X^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

$$t = \frac{31.15}{\sqrt{\frac{33700 - \frac{810^2}{26}}{26(26-1)}}$$

$$t = \frac{31.15}{\sqrt{\frac{33700 - \frac{656100}{26}}{26(25)}}$$

$$t = \frac{31.15}{\sqrt{\frac{33700 - 25234.61}{650}}}$$

$$t = \frac{31.15}{\sqrt{\frac{8465.39}{650}}}$$

$$t = \frac{31.15}{\sqrt{13.023}}$$

$$t = \frac{31.15}{3.60}$$

$$t = 8.65$$

Thus, the t-test value is 8.65.

APPENDIX 8 T-Table Distribution

Distribusi Nilai t_{tabel}

| d.f | $t_{0.10}$ | $t_{0.05}$ | $t_{0.025}$ | $t_{0.01}$ | $t_{0.005}$ | d.f | $t_{0.10}$ | $t_{0.05}$ | $t_{0.025}$ | $t_{0.01}$ | $t_{0.005}$ |
|-----|------------|------------|-------------|------------|-------------|-----|------------|------------|-------------|------------|-------------|
| 1 | 3.078 | 6.314 | 12.71 | 31.82 | 63.66 | 61 | 1.296 | 1.671 | 2.000 | 2.390 | 2.659 |
| 2 | 1.886 | 2.920 | 4.303 | 6.965 | 9.925 | 62 | 1.296 | 1.671 | 1.999 | 2.389 | 2.659 |
| 3 | 1.638 | 2.353 | 3.182 | 4.541 | 5.841 | 63 | 1.296 | 1.670 | 1.999 | 2.389 | 2.658 |
| 4 | 1.533 | 2.132 | 2.776 | 3.747 | 4.604 | 64 | 1.296 | 1.670 | 1.999 | 2.388 | 2.657 |
| 5 | 1.476 | 2.015 | 2.571 | 3.365 | 4.032 | 65 | 1.296 | 1.670 | 1.998 | 2.388 | 2.657 |
| 6 | 1.440 | 1.943 | 2.447 | 3.143 | 3.707 | 66 | 1.295 | 1.670 | 1.998 | 2.387 | 2.656 |
| 7 | 1.415 | 1.895 | 2.365 | 2.998 | 3.499 | 67 | 1.295 | 1.670 | 1.998 | 2.387 | 2.655 |
| 8 | 1.397 | 1.860 | 2.306 | 2.896 | 3.355 | 68 | 1.295 | 1.670 | 1.997 | 2.386 | 2.655 |
| 9 | 1.383 | 1.833 | 2.262 | 2.821 | 3.250 | 69 | 1.295 | 1.669 | 1.997 | 2.386 | 2.654 |
| 10 | 1.372 | 1.812 | 2.228 | 2.764 | 3.169 | 70 | 1.295 | 1.669 | 1.997 | 2.385 | 2.653 |
| 11 | 1.363 | 1.796 | 2.201 | 2.718 | 3.106 | 71 | 1.295 | 1.669 | 1.996 | 2.385 | 2.653 |
| 12 | 1.356 | 1.782 | 2.179 | 2.681 | 3.055 | 72 | 1.295 | 1.669 | 1.996 | 2.384 | 2.652 |
| 13 | 1.350 | 1.771 | 2.160 | 2.650 | 3.012 | 73 | 1.295 | 1.669 | 1.996 | 2.384 | 2.651 |
| 14 | 1.345 | 1.761 | 2.145 | 2.624 | 2.977 | 74 | 1.295 | 1.668 | 1.995 | 2.383 | 2.651 |
| 15 | 1.341 | 1.753 | 2.131 | 2.602 | 2.947 | 75 | 1.295 | 1.668 | 1.995 | 2.383 | 2.650 |
| 16 | 1.337 | 1.746 | 2.120 | 2.583 | 2.921 | 76 | 1.294 | 1.668 | 1.995 | 2.382 | 2.649 |
| 17 | 1.333 | 1.740 | 2.110 | 2.567 | 2.898 | 77 | 1.294 | 1.668 | 1.994 | 2.382 | 2.649 |
| 18 | 1.330 | 1.734 | 2.101 | 2.552 | 2.878 | 78 | 1.294 | 1.668 | 1.994 | 2.381 | 2.648 |
| 19 | 1.328 | 1.729 | 2.093 | 2.539 | 2.861 | 79 | 1.294 | 1.668 | 1.994 | 2.381 | 2.647 |
| 20 | 1.325 | 1.725 | 2.086 | 2.528 | 2.845 | 80 | 1.294 | 1.667 | 1.993 | 2.380 | 2.647 |
| 21 | 1.323 | 1.721 | 2.080 | 2.518 | 2.831 | 81 | 1.294 | 1.667 | 1.993 | 2.380 | 2.646 |
| 22 | 1.321 | 1.717 | 2.074 | 2.508 | 2.819 | 82 | 1.294 | 1.667 | 1.993 | 2.379 | 2.645 |
| 23 | 1.319 | 1.714 | 2.069 | 2.500 | 2.807 | 83 | 1.294 | 1.667 | 1.992 | 2.379 | 2.645 |
| 24 | 1.318 | 1.711 | 2.064 | 2.492 | 2.797 | 84 | 1.294 | 1.667 | 1.992 | 2.378 | 2.644 |
| 25 | 1.316 | 1.708 | 2.060 | 2.485 | 2.787 | 85 | 1.294 | 1.666 | 1.992 | 2.378 | 2.643 |
| 26 | 1.315 | 1.706 | 2.056 | 2.479 | 2.779 | 86 | 1.293 | 1.666 | 1.991 | 2.377 | 2.643 |
| 27 | 1.314 | 1.703 | 2.052 | 2.473 | 2.771 | 87 | 1.293 | 1.666 | 1.991 | 2.377 | 2.642 |
| 28 | 1.313 | 1.701 | 2.048 | 2.467 | 2.763 | 88 | 1.293 | 1.666 | 1.991 | 2.376 | 2.641 |
| 29 | 1.311 | 1.699 | 2.045 | 2.462 | 2.756 | 89 | 1.293 | 1.666 | 1.990 | 2.376 | 2.641 |
| 30 | 1.310 | 1.697 | 2.042 | 2.457 | 2.750 | 90 | 1.293 | 1.666 | 1.990 | 2.375 | 2.640 |
| 31 | 1.309 | 1.696 | 2.040 | 2.453 | 2.744 | 91 | 1.293 | 1.665 | 1.990 | 2.374 | 2.639 |
| 32 | 1.309 | 1.694 | 2.037 | 2.449 | 2.738 | 92 | 1.293 | 1.665 | 1.989 | 2.374 | 2.639 |
| 33 | 1.308 | 1.692 | 2.035 | 2.445 | 2.733 | 93 | 1.293 | 1.665 | 1.989 | 2.373 | 2.638 |
| 34 | 1.307 | 1.691 | 2.032 | 2.441 | 2.728 | 94 | 1.293 | 1.665 | 1.989 | 2.373 | 2.637 |
| 35 | 1.306 | 1.690 | 2.030 | 2.438 | 2.724 | 95 | 1.293 | 1.665 | 1.988 | 2.372 | 2.637 |
| 36 | 1.306 | 1.688 | 2.028 | 2.434 | 2.719 | 96 | 1.292 | 1.664 | 1.988 | 2.372 | 2.636 |
| 37 | 1.305 | 1.687 | 2.026 | 2.431 | 2.715 | 97 | 1.292 | 1.664 | 1.988 | 2.371 | 2.635 |
| 38 | 1.304 | 1.686 | 2.024 | 2.429 | 2.712 | 98 | 1.292 | 1.664 | 1.987 | 2.371 | 2.635 |
| 39 | 1.304 | 1.685 | 2.023 | 2.426 | 2.708 | 99 | 1.292 | 1.664 | 1.987 | 2.370 | 2.634 |
| 40 | 1.303 | 1.684 | 2.021 | 2.423 | 2.704 | 100 | 1.292 | 1.664 | 1.987 | 2.370 | 2.633 |
| 41 | 1.303 | 1.683 | 2.020 | 2.421 | 2.701 | 101 | 1.292 | 1.663 | 1.986 | 2.369 | 2.633 |
| 42 | 1.302 | 1.682 | 2.018 | 2.418 | 2.698 | 102 | 1.292 | 1.663 | 1.986 | 2.369 | 2.632 |
| 43 | 1.302 | 1.681 | 2.017 | 2.416 | 2.695 | 103 | 1.292 | 1.663 | 1.986 | 2.368 | 2.631 |
| 44 | 1.301 | 1.680 | 2.015 | 2.414 | 2.692 | 104 | 1.292 | 1.663 | 1.985 | 2.368 | 2.631 |
| 45 | 1.301 | 1.679 | 2.014 | 2.412 | 2.690 | 105 | 1.292 | 1.663 | 1.985 | 2.367 | 2.630 |
| 46 | 1.300 | 1.679 | 2.013 | 2.410 | 2.687 | 106 | 1.291 | 1.663 | 1.985 | 2.367 | 2.629 |
| 47 | 1.300 | 1.678 | 2.012 | 2.408 | 2.685 | 107 | 1.291 | 1.662 | 1.984 | 2.366 | 2.629 |
| 48 | 1.299 | 1.677 | 2.011 | 2.407 | 2.682 | 108 | 1.291 | 1.662 | 1.984 | 2.366 | 2.628 |
| 49 | 1.299 | 1.677 | 2.010 | 2.405 | 2.680 | 109 | 1.291 | 1.662 | 1.984 | 2.365 | 2.627 |
| 50 | 1.299 | 1.676 | 2.009 | 2.403 | 2.678 | 110 | 1.291 | 1.662 | 1.983 | 2.365 | 2.627 |
| 51 | 1.298 | 1.675 | 2.008 | 2.402 | 2.676 | 111 | 1.291 | 1.662 | 1.983 | 2.364 | 2.626 |
| 52 | 1.298 | 1.675 | 2.007 | 2.400 | 2.674 | 112 | 1.291 | 1.661 | 1.983 | 2.364 | 2.625 |
| 53 | 1.298 | 1.674 | 2.006 | 2.399 | 2.672 | 113 | 1.291 | 1.661 | 1.982 | 2.363 | 2.625 |
| 54 | 1.297 | 1.674 | 2.005 | 2.397 | 2.670 | 114 | 1.291 | 1.661 | 1.982 | 2.363 | 2.624 |
| 55 | 1.297 | 1.673 | 2.004 | 2.396 | 2.668 | 115 | 1.291 | 1.661 | 1.982 | 2.362 | 2.623 |
| 56 | 1.297 | 1.673 | 2.003 | 2.395 | 2.667 | 116 | 1.290 | 1.661 | 1.981 | 2.362 | 2.623 |
| 57 | 1.297 | 1.672 | 2.002 | 2.394 | 2.665 | 117 | 1.290 | 1.661 | 1.981 | 2.361 | 2.622 |
| 58 | 1.296 | 1.672 | 2.002 | 2.392 | 2.663 | 118 | 1.290 | 1.660 | 1.981 | 2.361 | 2.621 |
| 59 | 1.296 | 1.671 | 2.001 | 2.391 | 2.662 | 119 | 1.290 | 1.660 | 1.980 | 2.360 | 2.621 |
| 60 | 1.296 | 1.671 | 2.000 | 2.390 | 2.660 | 120 | 1.290 | 1.660 | 1.980 | 2.360 | 2.620 |

Dari "Table of Percentage Points of the t-Distribution," Biometrika, Vol. 32, (1941), p. 300. Reproduced by permission of the Biometrika Trustees.

APPENDIX 9 Lesson Plan

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

| | | |
|---------------------|---|--|
| MATA PELAJARAN | : | Bahasa Inggris |
| KELAS / SEMESTER | : | XI. MIPA4 |
| PERTEMUAN KE- | : | 1 (satu) – 4 (empat) |
| ALOKASI WAKTU | : | 2 x 45 menit |
| STANDAR KOMPETENSI | : | Memahami makna teks fungsional dan teks essay berbentuk narrative teks dalam kehidupan sehari-hari |
| KOMPETENSI DASAR | : | Memahami dan merespon makna essay yang menggunakan ragam bahasa tulis secara akurat dan lancar untuk diterapkan dalam kehidupan sehari-hari untuk menambah ilmu pengetahuan |
| INDIKATOR | : | <ol style="list-style-type: none"> 1. Mengidentifikasi main idea dalam teks bacaan. 2. Menjawab pertanyaan berdasarkan teks yang telah dibaca dengan baik dan benar. 3. Membuat kesimpulan dari teks yang dibaca. |
| TUJUAN PEMBELAJARAN | : | <p>Pada akhir pembelajaran, siswa dapat:</p> <ol style="list-style-type: none"> 1. Siswa dapat menentukan ide pokok (main idea) dari teks yang telah dibaca. |

2. Siswa dapat menjawab pertanyaan yang diberikan oleh guru dengan baik dan benar.
3. Siswa dapat memberikan kesimpulan berdasarkan teks yang telah dibaca.

METODE PEMBELAJARAN : Discovery Learning Method

MEDIA PEMBELAJARAN : Narrative teks, white board, spidol

KEGIATAN PEMBELAJARAN :

a) Kegiatan Awal

- Memberikan salam pembuka dan berdoa bersama sebelum memulai pembelajaran.
- Mengabsen siswa atau memeriksa kehadiran siswa.
- Menyampaikan tujuan pembelajaran dan memberikan motivasi.
- Memberitahukan model atau metode pembelajaran apa yang akan diterapkan di dalam kelas.

b) Kegiatan Inti

Stimulation

- Membagikan materi berupa narrative teks atau teks bacaan.
- Menginstruksikan siswa untuk membaca narrative teks yang diberikan dengan silent reading selama 15-20 menit.

Problem Statement

- Setelah selesai membaca, siswa di instruksikan untuk mencari informasi kemudain bertanya apa yang membuat mereka bingung.

Data Collecting

- Kemudian, guru memberikan stimulus agar siswa mampu menemukan jawaban dari pertanyaan mereka.

Data Processing

- Guru membagi beberapa kelompok untuk siswa saling bertukar pendapat, mengeksplorasi kemampuan konseptual mereka untuk diterapkan dalam kehidupan nyata.

Verification

- Guru meminta siswa membuat sebuah laporan tertulis tentang apa yang telah dibaca berupa kesimpulan atau rangkuman.

Generalization

- Guru mengamati hasil kerja siswa.

c) Kegiatan Akhir

- Menanyakan kesulitan yang dihadapi siswa.
- Menyimpulkan materi pembelajaran.
- Guru mengevaluasi siswa.
- Mamberikan salam penutup dan berdoa bersama.

PENILAIAN : 1. Teknik : Teks Tertulis
2. Bentuk : Essay Test

RUBRIK PENILAIAN : 1. Teknik : Tugas
2. Bentuk : Tulisan
3. Aspek : Pemahaman siswa terhadap materi

THE FIRST MEETING

“True Friends”

Once upon a time, there were two close friends who were walking through the forest together. They knew that anything dangerous can happen any time in the forest. So they promised each other that they would always be together in any case of danger. Suddenly, they saw a large bear getting closer toward them. One of them climbed a nearby tree at once. But unfortunately the other one did not know how to climb up the tree. So being led by his common sense, he lay down on the ground breathless and pretended to be a dead man.

The bear came near the one who was lying on the ground. It smelt in his ears, and slowly left the place because the bears do not want to touch the dead creatures. After that, the friend on the tree came down and asked his friend that was on the ground, “Friend, what did the bear whisper into your ears?” The other friend replied, “Just now the bear advised me not to believe a false friend”

Answer the following question based on the text.

1. What is the main character of the story?
2. What is moral value of the story?
3. Please, make the conclusion of the story based on your own words!

THE SECOND MEETING

“The Ant and The Dove”

One hot day, an ant was seeking for some water. After walking around for a moment, she came to a spring. To reach the spring, she had to climb up a blade of grass. While making her way up, she slipped and fell unintentionally into the water.

She could have sunk if a dove up a nearby tree had not seen her. Seeing that the ant was in trouble, the dove quickly put off a leaf from a tree and dropped it immediately into the water near the struggling ant. Then the ant moved towards the leaf and climbed up there. Soon it carried her safely to dry ground.

Not long after at that, there was a hunter nearby who was throwing out his net towards the dove, hoping to trap it in this way.

Guessing what he should do, the ant quickly bit him on the heel. Feeling the pain, the hunter dropped his net and the dove flew away quickly from this net.

Answer the following question based on the text.

1. What is the main idea of the fourth paragraph?
2. Why did hunter cry out with pain?
3. What can we learn from the story?

THE THIRD MEETING

“The Legend of Sura and Baya”

A long time ago, there were two animals, Sura and Baya. Sura was the name of a shark and Baya was a crocodile. They lived in a sea.

Once, Sura and Baya were looking for some food. Suddenly, Baya saw a goat, “Yummy, this is my lunch,” said Baya. “No way! This is my lunch. You are greedy.” said Sura. Then they fought for the goat. After several hours, they were very tired. Feeling tired of fighting, they lived in the different places. Sura lived in the water and Baya lived in the land. The border was the beach, so they would never fight again.

One day, Sura went to the land and looked for some food in the river. He was very hungry and there was not much food in the sea. Baya was very angry when he knew that Sura broke the promise. They fought again. They both hit each other. Sura bit Baya's tail. Baya did the same thing to Sura. He bit very hard until Sura finally gave up and went back to the sea. Baya was happy.

Answer the following question based on the text.

1. What is main idea of paragraph 1?
2. Does the story happy ending or sad? and why?
3. Make the conclusion of the story based on your own words!

THE FOURTH MEETING

“Snow White”

Someday, when snow white wanted to go to the bedroom , she passed the dinning room. She saw her uncle and aunty in the dinning room, they told that snow white would be moved out from America. Snow white was so shocked and she felt the flowers pot down. They looked at her and they brought her to the storeroom.

Snow white was so sad, and she tried to run away from the palace. It was success, she could run a way by the window. She ran as fast as she could, she entered the forest. She walked and ran alone in the dark forest. She met the wild animal and she hide. After along time, she felt to tired and sleepy, she met a small cottage and she decided to enter. She laid her body in the floor.

Seven dwarfs were so shocked after knowing there was a girl who was laying on the floor, they looked her because their body was so different. Snow white opened her eyes and she met them. She told about her live and they took her as their eldest sister. They lived happy ever after.

Answer the following question based on the text.

1. What is the main character of the story?
2. Why Snow White's stepmother want to kill princes?
3. Please, make the conclusion of the story based on your own words!

APPENDIX 10 Documentation



APPENDIX 11 Research Allowance

Surat Rekomendasi Penelitian dari Kampus



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBİYAH**

Alamat : Jl. Anas Bakti No. 08 Sorong Parepare 91132 telp 0421) 21 807 Fax 24 604
PO Box 909 Parepare 91100, website: www.iainpare.ac.id, email: mod@iainpare.ac.id

Nomor : B.4522/In.39/FTAR.01/PP.00.9/ /11/2022

11 November 2022

Lampiran : 1 Bundel Proposal Penelitian

H a l : Permohonan Rekomendasi Izin Penelitian

Yth. Walikota Parepare

C.q. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu

di,

Kota Parepare

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama : Erviana
Tempat/Tgl. Lahir : Parepare, 22 Mei 1999
NIM : 18.1300.068
Fakultas / Program Studi : Tarbiyah/ Pendidikan Bahasa Inggris
Semester : IX (Sembilan)
Alamat : Jl. Pesanggrahan No.13, Kel. Lumpue, Kec. Bacukiki Barat,
Kota Parepare

Bermaksud akan mengadakan penelitian di wilayah Kota Parepare dalam rangka penyusunan skripsi yang berjudul **"The Effect Of Discovery Learning Method To Students' Reading Comprehension At The Second Grade Of MAN 2 Parepare"**. Pelaksanaan penelitian ini direncanakan pada bulan November sampai bulan Desember Tahun 2022.

Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

Wassalamu Alaikum Wr. Wb.

Wakil Dekan I,



Tembusan :

- 1 Rektor IAIN Parepare
- 2 Dekan Fakultas Tarbiyah

Surat Izin Melakukan Penelitian Dari Dinas Penanaman Modal dan Pelayanan Terpadu Kota Parepare

SRN IP0000843


PEMERINTAH KOTA PAREPARE
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
Jalan Veteran Nomor 28 Telp (0421) 23594 Faximile (0421) 27719 Kode Pos 91111, Email : dpmptsp@pareparekota.go.id

REKOMENDASI PENELITIAN
Nomor : 843/IP/DPM-PTSP/11/2022

Dasar : 1. Undang-Undang Nomor 18 Tahun 2002 tentang Sistem Nasional Penelitian, Pengembangan, dan Penerapan Ilmu Pengetahuan dan Teknologi.
2. Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian.
3. Peraturan Walikota Parepare No. 23 Tahun 2022 Tentang Pendelegasian Wewenang Pelayanan Perizinan dan Non Perizinan Kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu.

Setelah memperhatikan hal tersebut, maka Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu :

MENGIZINKAN

KEPADA
NAMA : **ERVIANA**

UNIVERSITAS/ LEMBAGA : **INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE**
Jurusan : **PENDIDIKAN BAHASA INGGRIS**

ALAMAT : **JL. PESANGGRAHAN NO. 31 PAREPARE**

UNTUK : melaksanakan Penelitian/wawancara dalam Kota Parepare dengan keterangan sebagai berikut :

JUDUL PENELITIAN : **THE EFFECT OF DISCOVERY LEARNING METHOD TO STUDENTS READING COMPREHENSION AT THE SECOND GRADE OF MAN 2 PAREPARE**

LOKASI PENELITIAN : **KEMENTERIAN AGAMA KOTA PAREPARE (MAN 2 PAREPARE)**

LAMA PENELITIAN : **24 November 2022 s.d 31 Desember 2022**

a. Rekomendasi Penelitian berlaku selama penelitian berlangsung
b. Rekomendasi ini dapat dicabut apabila terbukti melakukan pelanggaran sesuai ketentuan perundang - undangan

Dikeluarkan di: **Parepare**
Pada Tanggal : **24 November 2022**

KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU KOTA PAREPARE


 **Hj. ST. RAHMAH AMIR, ST, MM**
Pangkat : **Pembina (IV/a)**
NIP : **19741013 200604 2 019**

Biaya : Rp. 0.00

• UU ITE.No. 11 Tahun 2008 Pasal 5 Ayat 1
Informasi Elektronik dan/atau Dokumen Elektronik dan/atau hasil cetaknya merupakan alat bukti hukum yang sah
• Dokumen ini telah ditandatangani secara elektronik menggunakan Sertifikat Elektronik yang diterbitkan BSrE
• Dokumen ini dapat dibuktikan keasliannya dengan terdaftar di database DPMPPTSP Kota Parepare (scan QRCode)

Surat Keterangan Telah Melakukan Penelitian

**KEMENTERIAN AGAMA REPUBLIK INDONESIA**
KANTOR KEMENTERIAN AGAMA KOTA PAREPARE
MADRASAH ALIYAH NEGERI 2 KOTA PAREPARE
Jalan Jendral Sudirman 80, Kota Parepare
Telepon (0421) 21483; Faksimili (0421) 28179;
Email : man2_pareparo@yahoo.co.id

SURAT KETERANGAN PENELITIAN
Nomor : 029/Ma.21.16.02/PP.00.6/01/2023

Yang bertanda tangan di bawah ini :

| | |
|-------------------|-------------------------|
| Nama | : Dra.Hj. Martina,,M.A. |
| NIP. | : 19650101 198903 2 005 |
| Pangkat, Golongan | : Pembina, IV/a |
| Jabatan | : Kepala MAN 2 Parepare |

Menerangkan dengan sesungguhnya bahwa :

| | |
|------------------|----------------------------------|
| Nama | : ERVIANA |
| Tempat/Tgl.Lahir | : Parepare, 22 Mei 1999 |
| Pekerjaan | : Mahasiswa |
| NIM | : 18.1300.068 |
| Alamat | : Jl.Pesanggrahan No.31 Parepare |

Benar telah melakukan penelitian di Madrasah Aliyah Negeri 2 Kota Parepare mulai tanggal 24 November 2022 sampai dengan tanggal 31 Desember 2022, dengan judul " **THE EFFECT OF DISCOVERY LEARNING METHOD TO STUDENTS READING COMPREHENSION AT THE SECOND GRADE OF MAN 2 PAREPARE**".

Demikian Surat Keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Parepare, 09 Januari 2023

Kepala Madrasah Aliyah Negeri 2 Parepare



CURRICULUM VITAE



Erviana, the writer was born on May 22nd, 1999 in Parepare. She is the third child from five children in her family. Her father's name is Muhammad Rum and her mother's name is Idawati.

Her education background, she began her study in SDN 79 Mattirobulu in 2008 and graduated in 2011, and then continued her study in SMPN 4 Mallusetasi in 2011-2014 and SMK Negeri 1 Parepare graduated in 2017. Then continued her study at Tarbiyah Faculty of State Islamic Institute (IAIN) Parepare and completed her study with the title "The Effect of Discovery Learning Method on Students' Reading Comprehension at the Second Grade of MAN 2 Parepare".

