IMPROVING THE STUDENTS' READING COMPREHENSION THROUGH

DISCOVERY LEARNING METHOD

(A Classroom Action Research At The First Year Students Of SMA Muhammadiyah 7 Makassar)

A THESIS

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NAHARIA
10535 4833 11

ENGLISH EDUCATION DEPARTMENT FACULTY OF TEACHER TRAINING AND

EDUCATION MAKASSAR MUHAMMADIYAH UNIVERSITY

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

In the name of Allah, Most Gracious, Most Merciful

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Billahi Fi Sabilillah haq Fastabiqul khaerat

Makassar, November, 2015

NAHARIA

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CHAPTER I

INTRODUCTION

A. Background

English is one of the mojor language in the world used by more than three hundred and seventy millions people today. Therefore the government of Indonesia places this language. In the curriculum not only the secondary schools, senior high school but also at in universities or institutes. English as a foreign language involve four skills in language learning, they are: reading, listening, speaking, and writing. Beside the four language skills above. reading is a process of contracting meaning from written text. It is a complex skill requiring the coordination of a number of interrelated sources of information. Anderson (1985: 26)

Reading is the fundamental skill upon which all formal education depends research now shows that a child who does (not) learn the reading basic early is unlikely to learn them at all. Any child who does (not) learn to read early and well will not easily master other skills and knowledge, an is unlikely to ever flourish in school or in life' Moats (1999: 25)

Problem mostly occurs to the students when reading book. Sometimes students are facing a book but do not read at all. they just can mention symbol word without getting any idea from the book. The researcher herself experience when reading a book without any comprehension tends to feels sleepy

As the explanation above. The observation result when the researcher conduct teaching practice in X of SMA Muhammadiyah 7 makassar. the student reading comprehension skill still poor. Only a few of student can comprehend or can understand what they have read especially English text. It because many factors such as the student consider that English is a subject that very difficult, bored and scare because meaning and letters are different.

What a teacher has to consider as a prime important task how to design the reading course with strategies and techniques to facilitate the students to comprehend to concept from the author's mind in the text. There have been a lot of techniques and strategies discussed by many expert dealing with reading comprehension. One of the technique to be offer here is Discovery Learning Method in which students are learning how to interact with the text they read. Mayer (2003: 186) pointed out that the Discovery learning method is a teaching technique that encourages students to take more active role in their learning process by answering a series of questions or solving problems designed to introduce a general concept.

Reading for general comprehension is a skill that involves absorbing the content of the text . As the reader , we are not looking for specific points only, but rather than it, we need to began

Based on explanation above, the writer is interesting in conducting entitle "Improving Reading Comprehension through Discovery learning of the students at the SMA Muhammadiyah 7 Makassar.

B. Problem Statements

Based on the background above, the research question is formulated as follows:

"How does Discovery Learning Method improve the students' Literal Reading Comprehension Of the First years students of SMA Muhammadiyah 7 Makassar.

C. Objective of the Study.

In relation to the problem statements above, the objectives of this research are to find out the improvement of the students' Literal Reading Comprehension Through Discovery Learning Method at the First Grade Of the SMA Muhammadiya 7 Makassar.

D. Significance of the Study

The result of the study was expected to be useful information for the English teacher in general, English teacher for MA particular. It is also useful for the quality improvement of English teaching especially the teaching of reading comprehension through Discovery Learning Method. The writer believes that each of study deeply make sense to both teachers and students. This research was useful for the teacher in improving the achievement of teaching English reading by applying the Discovery Learning Method for the students, it is hoped that through the study, they got much input in improving their reading comprehension.

E. Scope of The Research

This research restricted on students' using discovery learning method at the first year students of SMA Muhammmadiya 7 Makassar to improve the students' reading comprehension in terms of literal reading (detail information, and word meaning.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Concept of Discovery Learning

1. Definition of Discovery Learning.

According Joolingen (1999: 385) Discovery Learning is seen as a promising way of learning for several reasons, the main being that active involvement of the learner with the domain will result in a better structured base of knowledge in the learner as opposed to more traditional Ways of learning, where knowledge is said to be merely tranfered to the learner.

Discovery learning is a type of learning where learner construct their own knowledge by experimenting with domain, and inferring rules from the result of the experiment. The basic idea of kind of learning is that because learners can be sign their own experiments in domain and infer the result of domain themselves they are actually constructing their knowledge.

Mayer (2003: 24) Discovery learning is a technique of inquiry-based learning and is considered constructivist based approach to education. Its supported by the word of learning theorist and psychologys. Although this from of instruction has great popularity, there is some debate in literature concerning its efficacy.

Zachos et, al, (2000: 54) Discovery learning is gaining popularity due to the tendency to words more learned - centred instead of teacher centred education in resent times. The discovery learning in science, with its emphasis on derolipinga self – attained grasp of a phenomenon throu 5 inquiry of that phenomenon.

Donalk Clark (1999: 08) stated that discovery learning is the an injury based learning method. Discovery learning takes place most notable in problem solving situations where the learner draws on is own experience and prior knowledge to discover the truths that are to be learned. It is a personal, internal constructivists learning environment it. It is supported by Mayer (2003: 186) pointed out that the Discovery learning method is a teaching technique that encourages students to take more active role in their learning process by answering a series of questions or solving problems designed to introduce a general concept.

Based on the statements above, the researcher concluded that discovery learning is a teaching technique that the students can more active in their learning process and to solve problem by themselves which the students get new information. Therefore, through Discovery learning method the teachers are expected to bring a new atmosphere in learning that can increase the students achievement Mayer: (2001: 195).

Some of the advantages of the Discovery Learning Method is Also disclosed by Suherman, et al (2001: 179) as follows:

a. Students actively in learning activities, because he thinks and uses the ability to find the final result;

b. Students understand the true teaching materials, for having its own process to find it. Something that is obtained in this way much longer remembered;

c. Find itself creates a feeling of satisfaction. Inner satisfaction is

d. encouraging to perform discovery again so that increased interest in learning;

e. Students acquire knowledge by the method of the invention will be better able to transfer knowledge to different contexts;

f. This method trains students to learn more myself. Besides having several advantages, methods of discovery (discovery)also has several drawbacks, including requiring a longer Learning time than learning to accept. To reduce these drawbacks it is necessary to help teachers. Help teachers can begin by asking a few questions and provide information in brief. Questions and information may be contained in the student worksheet (LKS), which has been prepared by the teacher before the lesson begins. Method of discovery (the discovery) that may be implemented in junior and senior high school students are guided discovery method. This is because the junior and senior high school students still need the help of a teacher before becoming a pure inventor. Therefore, methods of discovery (the discovery) to be used in this study is a method of discovery (discovery) guided (guided discovery).

2. Common Strategies of Discovery learning Method

There are a number of practical suggestions that can be implemented to foster discovery learning in the Classroom Bruner (2008: 15) Classified as some strategies as follows: Since the students in discovery learning the active agent in learning, the science teacher should foster an atmosphere of curiously. Discrepant events and inquiry activities are excellent ways to foster curiosity. Having interesting and trough provoking bulletin boards is another way to arouse curiosity.

a. Help students understand the structure of view information.

The students should understand the structure of the information

to be learned. He felt that teachers needed to organize the information

I a way that could be structured by a set of actions, by means of

symbols or logical statements. Demonstrating the behavior of objects

is a more powerful way for some students to graph Newton's laws

of motion, rather than by three classic verbal statements.

b. Design Activities that are problem oriented Students need to be

engaged in problem solving on a regular basis of they are to learn

about the heuristic of Discovery. Bruner says that it is may hunch that it is only

through the exercise of problem solving and the effort of Discovery ."in short ,

be says that students need practice in problem solving or inquiry in order understand,

discovery .Activities that are problem oriented often have a simplistic ring to them. for

examples, here are some problems, which can be a learning an activity for students.

a) *Find a million of something and prove it.*

b) *Go outside and find evidence for change.*

c. Foster intuitive Thinking in the Classroom Intuitive thinking to Bruner

implied grasping the meaning significance, or structure of a problem without specific that playfulness in learning was important. students in a classroom whose teacher valves infliction knows that it is is acceptable to play with all sorts of combination Extrapolations and guesses, and still be around, including some science activities that encourage guessing and estimating will foster intuitive thinking. Qualitative activities in which students are not encouraged to find a specific a answer to a problem will encouraged intuitive trough Skolnick (1997: 147) suggest a number of intuitive strategies including, and engaging in activities with many right answer and multiple solutions.

d. Problem Solving

Problem solving in the context of inquiry engages students in problem that real and relevant to them. The problems do not have to be ones that students generate (although this approach is probably more powerful). They can be problems that the teacher has presented to the students for investigation. Science, unfortunately, is often presented in textbooks as ''problem –free'' that is, the content of science Is often messy and cluttered, and full of problems. Before teaching , the teachers need to make their objective to reach their objective in the class. Besides, it can make their planning implementing the Discovery Method, namely: Formulating and appropriate problem to be solved by students. The teachers have to able to find out any cases accordance with their students are allowed to find out some information about the given cases to answers the problems. The teachers guides the students to draw a conclusion and a plan the decided conclusion.Bruner (1999: 23)

B. The Concepts of Reading

1. The Definition of Reading

Reading is one of the most important skills in learning language besides listening, speaking and writing. It has the fundamental goal to know enough the concept and the language. It operational means an activity that the students perform to gain information or message from the written material the read. Therefore, in reading activity students have intention to obtain knowledge from their reading.

In Oxford Advanced Learner's Dictionary, Hornby (1994: 1043) defines reading as an action of a person who reads. Carillo (1976: 1) concludes that educators and psychologists differ as to what should be included in the definition of reading in three categories.

a. Reading is purely a mechanical process in reading skill by (a) a reader's accuracy in recognizing words and attacking words that are known; (b) The amount of print recognized at each fixation of the eyes; (c) the rate of recognition of words and phrases; and (d) rhythmic progress along the line of print an easy return sweep to the next line.

b. Reading is a mechanical process plus the acquisition of meaning advocates of this broader view hold that in addition to acquisition efficiency in the mechanical aspects given above, the reader must fuse the meaning represented by the printed words into a chain of related ideas.

c. Reading is a combination of mechanics, understanding, retention, and use. In this broadest of the three views, the reader should be able not to perform the mechanics and comprehend the meanings of the words, but to critically evaluate the ideas expressed and apply then to his or her situation.

Of the three views expressed, the two views of reading are weak because they do not recognize this maturation process. They are insufficient in other aspects as well. Nuttal (1982: 5) stated that reading is to recall, to understand, to interpret, and to analyze the printed page. Smith and Robinson (1980: 6) state that reading an active attempt, on the part of the reader, to understand a writer message. The reader interacts with and try to reconstruct what the writer wishes to communicate.

Haris and Sipay (1980: 8) stated that reading is the meaningful interpretation of printed or written verbal symbols. Nuttal (1982: 4) remarks that reading is process of getting a message from a text or understanding a written text mean extracting the information from the text as efficiently as possible. According to Mark A. Clark and Sandra Silberstein in Edithi Simanjuntak (1987: 15) defined that reading is an active cognitive process of interacting with print and monitoring comprehension to establish meaning.

From this point of view, it can be concluded that reading is an active thinking process where the reader try to gain information given by the author and understanding what actually the purpose of the author.

2. The Kinds of Reading

According to Astuti Indriati (2002: 7-8) classified that reading into three kinds, namely; reading aloud, silent reading and speed reading.

a. Reading aloud

Reading aloud is very important device that cannot be over looked in achieving the goal because it is a great aid in the developing our habits to practice, in reading aloud. The students will get experience as many times as possible.

b. Silent Reading

Silent reading tends to reinforce the reader to find out the e meaning of the words. This kind of reading leads the reader to a better comprehension. Silent reading is a skill to criticize what is writes to discuss something write means to draw inferences and conclusion as well as to express a new idea on the basis of what is read.

c. Speed reading

This kind of reading is use to improve speed and comprehension in reading. This skill is very important for student. This skill of speed reading must run side comprehension. The rate of reading speed however, depends on the kind of reading material. The rate of speed reading a story or narration will be different from the reading scientific materials.

3. Types of Rreading

Abbot et al (1981: 92) determined the types of reading for the purpose of reading;

a. Skimming

The eyes run quickly over the text to discuss what it is about, the main idea and the gist. However, a reader should look quickly across and down the page to find specific information he wishes.

b. Scanning

The reader is on the look out for a particular item he believes in the text. The scanning can be done to find name, data, statistic, or fact in writing. The eyes start quickly at the lines of writing.

c. Intensive reading.

It is also called study reading. This involves closed reading of the text as the amount of comprehension should be high. The speed of reading is correspondently slower.

4. Reading Process

Woridijoyo (1989: 10-11) put forward some state or reading process as follow:

a. Perception. The perception here indicates the ability to read word a significant unit.

b. Comprehension. The comprehension refers ability to make the author or writer word conductive to useful through as read in contexts.

c. Reaction. The reaction is the action that requires consideration in connection with what has been by the author.

d. Integration. The integration levels to the ability comprehend or understand through concept toward the experience of the writer that can be useful as a part of the reader's experience.

It is also called study reading, this involves close study of the text. As the amount comprehension should be high the speed of reading is correspondingly slower.

Based on explanation above, the research concluded that there are three types of reading in reading skill. Those are essential for the students to read story or passage easily.

C. **Reading Comprehension**

1. Definition of Reading Comprehension

Some people have formulated definition of reading comprehension. Bellows various definitions of reading   comprehension:

Smith and Robinson in M. Sahrul (2007: 7) stated that reading   comprehension means the understanding, evaluating and utilize of information and ideas gained through and

interaction between the reader and the author. Reading comprehension is such a kind of dialogue between author and a reader in which the written language becomes the medium that cause the dialogue happen when the two person communicate through the medium of print.

2. Reading Comprehension Levels

The term 'level' does not mean simply different degrees of difficulty. It refers to the attitude and reaction to what is read. There are several levels of comprehension. Higher level of comprehension will obviously include higher level thinking. Burn (1984: 177) divided reading comprehension skill into four levels, as gives below:

a. Literal Comprehension

Literal comprehension represents the ability of understanding with information that is explicitly stated in the print and illustration. The students can recall, identify, classify, and sequence detail, fact and stated main ideas form a variety of written materials, and can interpret directions this level of comprehension involves surface meaning.

b. Interpretive or Inferential Comprehension

Higher level of comprehension involves reading beyond or between the lines. The reader brings knowledge and experience to the act of reading and draws the differences. She must be able to read critically and analyze carefully what she has read. She also needs to see relationship among ideas, for example, how ideas go together and also implied meaning of the ideas. Interpretive or referential comprehension includes thinking process such as drawing conclusion, making

generalization, prediction outcomes. At this level, teacher can asks more challenging question such as asking students to do the following task:

1. Rearrange the ideas or topic discussed in the text

2. Explain the author's purpose of writing in the text

3. Summarize the main idea when this is not explicitly stated in the text.

4. Select conclusion which can be deduced from the text they have read.

c. Critical or Applied Reading

     For literal comprehension, the readers need only to understand exactly what is stated or receive the author literal message. For higher level of comprehension the reader is involved in an interchange of ideas with the author and applies reading to life situations. The author's ideas and information the writer presented. At this level, the students can be tested on the following skill.

1. The ability to differentiate between act and opinion

2. The ability to recognize persuasive statement

3. The ability to judge the accuracy of the information given in the text.

3. Developing Reading Comprehension

     According to Wain Wright in Lutfiah (2008: 10) that there are two ways to developing the students' ability in reading these are:

a. Vocabulary Building

     Vocabulary is total number of words which (with rules for combining then) make up language. Hornby (1986: 964) reading for vocabulary is very important to enrich our vocabulary by doing this we must select reading material contain new words, we have to look up these new words in a dictionary and try to

use them in sentence and not to be learn by heart as a single words but use them in comprehension sentence.

b. Ability required for reading comprehension.

c. It is necessary to put forward here the abilities required for reading comprehension. It is very important abilities to support the developing of the students in reading comprehension. The following are the important abilities of the students:

1) The ability to retain information and recall it whenever as required. In this ability, the students should be able to remember a reasonable proportion of the factual information or the ideal expressed in a passage.

2) The ability to select the important points.

   In this ability, the student should be able to understand what they have read. It's necessary to discuss our assessment with others who have read the material.

3) The ability to interpret information and ideas in interpreting information and ideas. In this ability, the students should be able to select the important and relevant point, and the students should be able to understand the meaning and the significance of the fact and ideas.

4) The ability to make deduction from what has been read. In this ability, the students should be able to deduce certain things from information from the reading material that have been read. The most important thing in making the deduction is the ability of the student to know what the author means in material.

5) The ability to arrive at general conclusion and judgment. In this ability, the students should be able to draw their conclusion from what they read. And then the student should be able to evaluate or judge the material reasonably and accurately.

C. Conceptual Framework

Based on the conceptual framework the researcher will implement discovery learning method as teaching in classroom. The researcher will like to uses classroom action research that consists of two cycle, planning, , action , observation, reflection. And the researcher will like to continuing in cycle II if does not achieve yet. The reseacher will teach material to improver reading comprehension .
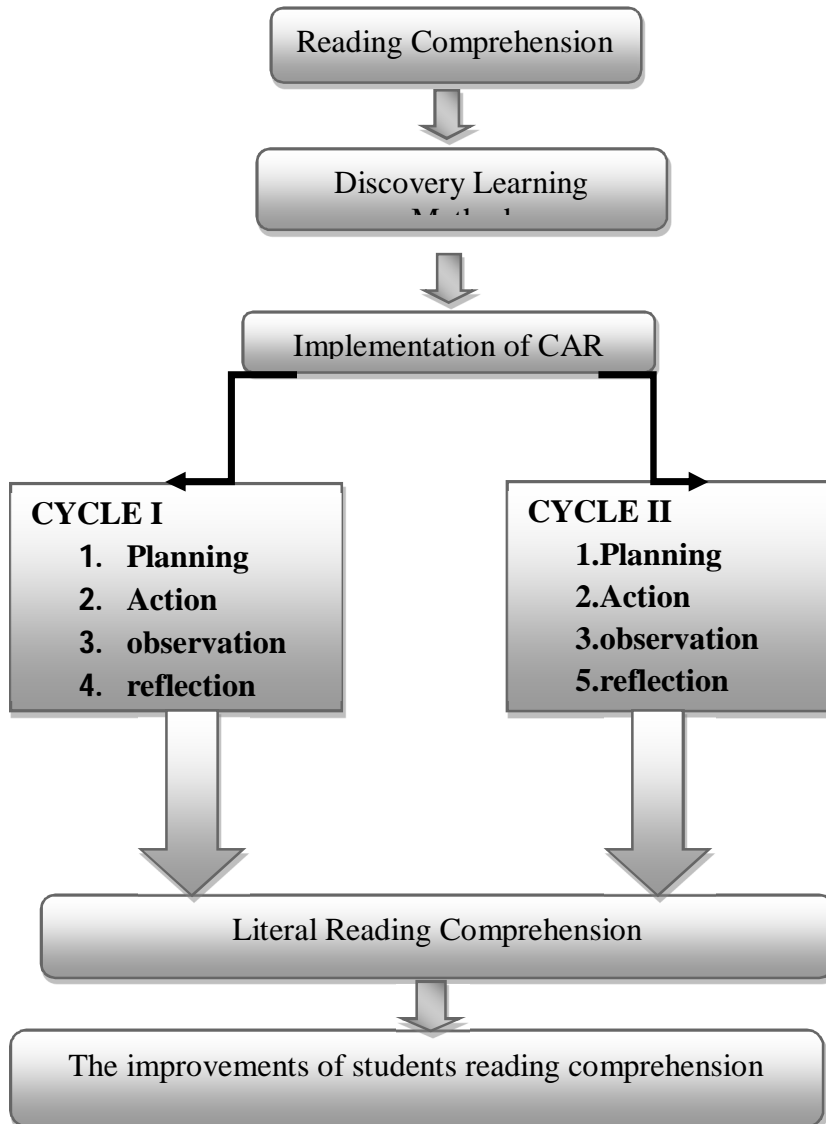
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                    ┌──────────────────────────┐
                    │  Reading Comprehension   │
                    └──────────────────────────┘
                                 ↓
                    ┌──────────────────────────┐
                    │   Discovery Learning     │
                    │                          │
                    └──────────────────────────┘
                                 ↓
                    ┌──────────────────────────┐
                    │   Implementation of CAR  │
                    └──────────────────────────┘
```

CYCLE I	CYCLE II
1. Planning	1.Planning
2. Action	2.Action
3. observation	3.observation
4. reflection	5.reflection

```
                    ┌──────────────────────────────────┐
                    │   Literal Reading Comprehension  │
                    └──────────────────────────────────┘
                                 ↓
        ┌──────────────────────────────────────────────────┐
        │ The improvements of students reading comprehension│
        └──────────────────────────────────────────────────┘
```

Figure 2.1 : Consceptual Framework

CHAPTER III

RESEACH METHOD

A. Research Design

This research used classroom action research (CAR). The research conducted in SMA Muhammadiyah 7 Makassar.

B. The Variable and Indicators

1) Variable

This research consisted of variables, they were :

a. Independent Variable

The Independent variable was implementation of Discovery   learning method. in teaching reading comprehension.

b. Dependent variabe

Dependent variable was the improving the students' reading   comprehension.

c. Indicators

The indicator of literal reading comprehension was detail information and meaning of word.

C. Research Procedure

In this Classroom Action Research (CAR), the researcher used the CAR principle to collect the data. The research is divide into two cycles with each cycle consist of four phases. The cycle is described through the scheme of action research phases as follows:
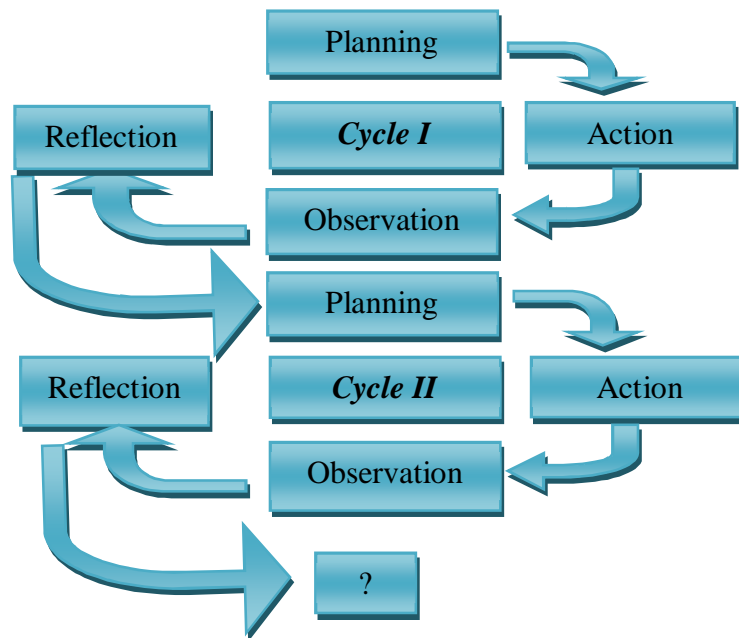
(Source: Arikunto, (2006))

The research procedure divided into two cycle and every cycle consisted of four meetings.

Cycle I

The first Cycle in classroom action research consist of planning, action, observation and reflection as follows:

1. **Planning**

   In this phase, the reseacher made:

   a. The lesson was planned before doing classroom action research, the reseacher prepared set up equipment it Learning such as, lesson plan and observation sheet.

b. Instrument evaluation that used in classroom action research cycle.

c. Observation sheet.

2. Action

a. The teacher entered the class and introduced the material to the students

b. The teacher selected the materials, problems / tasks;

c. The teacher asked the students to read a text.

d. The teacher helped and clarified the tasks / problems faced by students as well as the role of each student;

e. The teacher checked students' understanding of the problem to be solved;

f. The teacher gave students the opportunity to conduct discovery;

g. The teacher assisted students with information / data as required by the student;

h. The teacher led the analysis itself (self analysis) by leading questions and identify problems;

i. The teacher stimulated interaction between students and students;

j. The teacher helped students formulate principles and generalizations discovery.

k. The teacher asked the students to discovery their views and gather some facts by looking some supported evidance before delivering in the class.

l. When the time was up, the teacher asked the students to submit their paper

m. The teacher and students discussed the text.

n. Then the students were given the text to each material.

3. Observation

In this phase, the reseacher:

a. Students' participation and response during teaching and learning process.

b. Students' competence in reading a text.

4. Reflection

After collecting the data, the reseacher evaluated the teaching-learning process. Then, did reflection by seeing the result of the observation, whether the teaching learning process of improving reading comprehension through discovery learning method reaches success criteria based on the test result of first action.

Cycle II

It was like cycle I, cycle II also consisted of planning, action, observation and reflection as follows:

1. Planning

In this phase, the researcher made:

a. The lesson planned by applying Discovery learning method.

b. Instrument evaluation that was used in classroom action research cycle.

c. Observation sheet.

2. Action

a. The teacher applied Discovery learning method in the class.

b. The teacher selected the materials, problems / tasks;

c. The teacher asked the students to read a text.

d. The teacher helped and clarified the tasks / problems faced by students as well as the role of each student;

e. The teacher checked students' understanding of the problem to be solved;

f.   The teacher gave students the opportunity to conduct discovery;

g.   The teacher assisted students with information / data as required by the student;

h.   The teacher led the analysis itself (self analysis) by leading questions and identify problems;

i.   The teacher stimulated interaction between students and students;

j.   The teacher helped students formulate principles and generalizations discovery.

k.   The teacher asked the students to discover their views and gather some fact by looking some supported evidance before delivering in the class.

l.   When the time was up, the teacher asked the students to submit their paper.

m.   The teacher and students discussed the text.

n.   Then the students were given the text to each material.

3. Observation

In this phase, the reseacher:

a.   Students' participation and response during teaching and learning process.

b.   Students' competence in reading a text.

4. Reflection

After collecting the data, the reseacher evaluated the teaching-learning process. Then, did reflection by seeing the result of the observation, whether the teaching learning process of reading comprehension using discovery learning method reached success criteria based on the test result of second action. In this second cycle, the observer made conclusion of the applying discovery learning method improving student's reading comprehension at the first year students of SMA Muhammadiyah 7 Makassar.

D. Subject of the Research

The research subject in this classroom action research was the students of class I at SMA Muhammadiyah 7 Makassar in academic year 2015/2016.

E. Research Instrument

Based on the paradigm of classroom action research, there were two main instruments which used to collect data, they were observation list and reading test result. The functions of each research are:

1. Observation sheet,

   Observation found out the students' data about their presence and activeness in teaching and learning process.

2. Test

   Test used to acquire detail information about the students' prior ability

   And the students' achievement the teaching and learning process ends.

F. Data Collection

The technique of data collection used in this research were as follows:

1. Observation

   it aimed to measure the students' participation during the teaching and learning process through Discovery Learning.

2. Test

   it aimed to measure the students' comprehension and achievement in reading text in every cycles.

G. Technique of Data Analysis

Scoring students' correct answer in reading comprehension

(1. Rubric for detail information

No.	Criteria	Score
1	The meaning and grammar were correct	4
2	The meaning was correct and some errors of grammar	3
3	Some errors of meaning and grammar	2
4	The meaning and grammar were incorrect	1
5	No answer	0

1. Rubric For Word meaning

No.	Criteria	Score
1	Definition were detail	4
2	Accurately matched the meaning and context clues sentence.	3
3	Definition less accurately matched the meaning and context clues in sentence.	2
4	Definition less accurately mistake matched the meaning.	1
5	No answer	0

(Clinton in Ratnawati 2012 38)

I. Data Analysis

The data was gotten from Cycle I cycle II were analyzed through following steps:

1. To score the students' answer of test, the researcher would used formula.

2. $Scoring = \dfrac{Correct\ answer\ score}{Maximum\ score} x10$

<div align="center">(Asmawati, 2012:48)</div>

3. Calculating the mean score of the students' reading comprehension test by used the following formula:

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

Where :

$\overline{X}$ = The mean score

$\sum X$ = The sum of all score

N   = The number of students

<div align="center">(Gay in Nursyamsi 2010: 27)</div>

To classify the students' Score, there were seven classification Which are used as followed:

NO	CLASSIFICATION	SCORE
1.	Excellent	9,6 -10
2.	Very good	8,6 -9,5
3.	Good	7,6 – 8,5
4.	Fairly good	6,6 – 7,5
5.	Fair	5,6 – 6,5
6.	Fairly poor	3,6 – 5,5
7.	Poor	0 – 3,5

4. To calculate the percentage students' achievement in reading comprehension researcher would used this formula:

$$P = \frac{F\ X10}{N}$$

Where:

P = Percentage of the students

F = Frequency of the students

N = the number of sample

5. For analyze the students' participation in research toward the material

   And activities in teaching and learning process by checklist.

$$P = \frac{FQ}{4X\ N}\ X\ 10$$

Where:

P = Percentage of the students

FQ = sum of all the students' score

N = the number of sample

<div align="center">(Sudjana, in Suhadirman 2010:40)</div>

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter consisted of the findings of the research and its discussion that contains of data analysis in detail. The findings of the research covered the result of the data cycle 1 and cycle 2 about students' reading comprehension and Observation result.

i. Findings

After doing to analyze the research, it indicated that there was an improvement of the students' reading comprehension through Discovery Learning method at the first grade students' of SMA Muhammadiya 7 Makassar. The findings consisted of diagnostic test' students' reading comprehension and observation result.

1) The Students' mean score in Literal Comprehension

The application of Discovery Learning in improving the students' mean score in literal comprehension could be seen on the following table:

Table 1. students' mean score in detail information

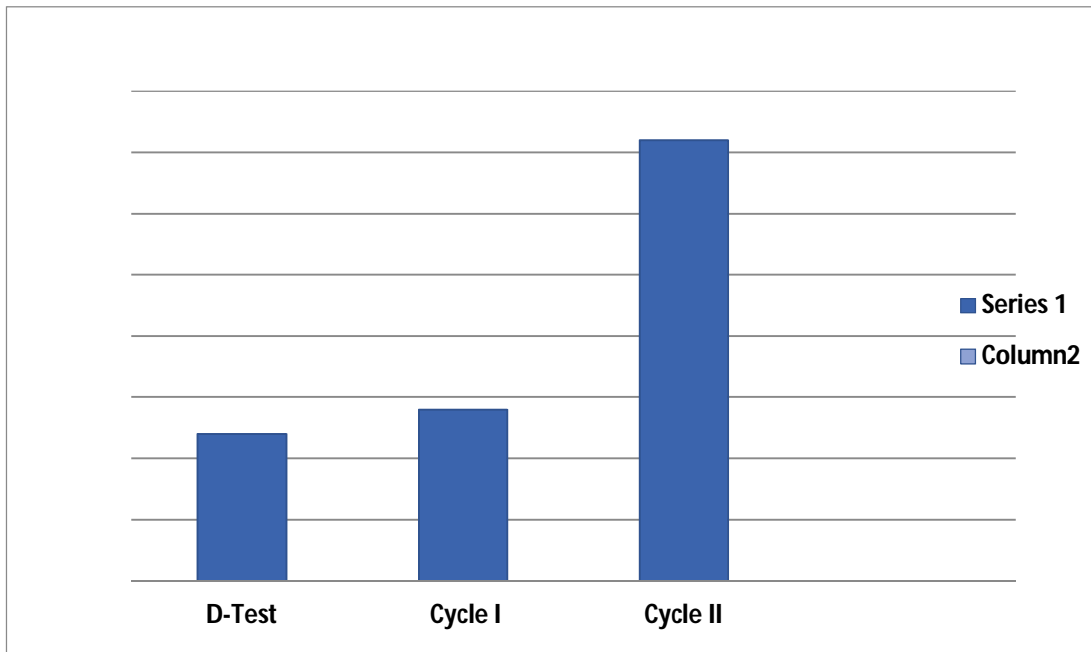| Discovery Learning	The Application of Discovery Learning	
D-TEST	Cycle	Mean Score
	Cycle 1	6.3
5.4	Cycle 2	7.7

Table 1 Above showed the means Students' in detail information. in the students' reading D-test, the means is 5.4 then, in the cycle I showed that means score of students' reading is 6.3 in the score of cycle II showed that the students' mean score in detail information is 7.7.

The Research findings from the table above, indicated that there was the improvement of the students' mean score from cycle I to cycle II, where in cycle I the students' mean score is 6.3.and after gave evaluation in cycle II Students' mean score in main ideas becomes 7.7.

Graphic 1 Students' mean score in detail information

The Graphic 1 above indicated that the mean score of D-test is 5.4 it was improved to be 6.3 in cycle I and then, in cycle II, the mean score is 7.7 it indicated that the application of Discovery Learning is significant to improve students' mean score in detail information at the first grade of SMA Muhammadiyah 7 Makassar.
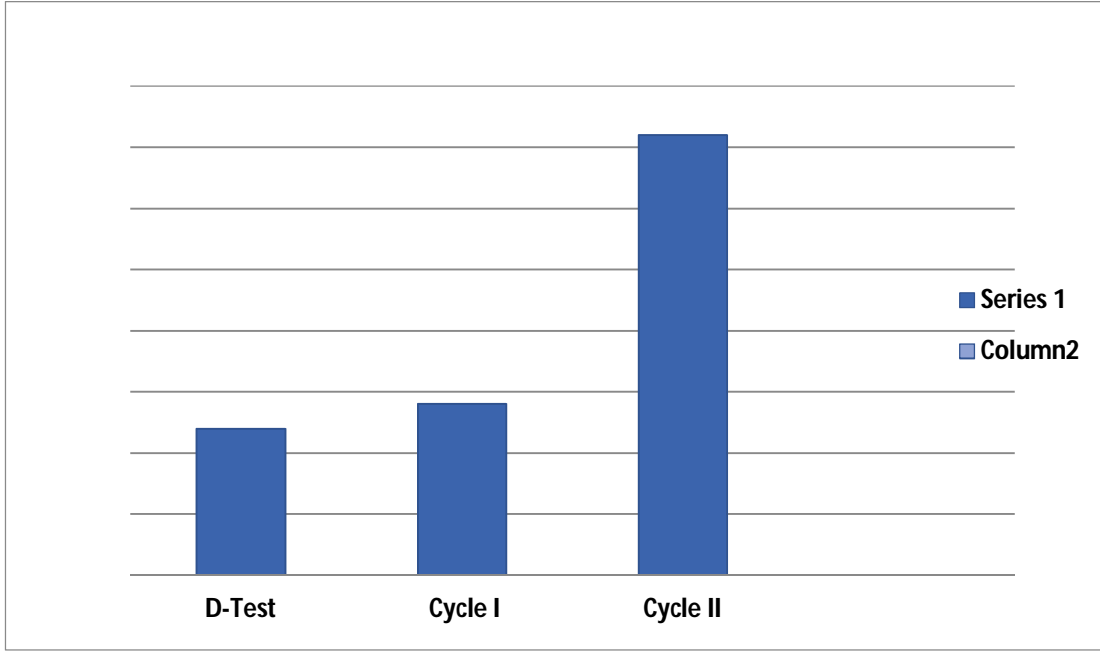

Table 2. Students' mean score in word meaning

Discovery Learning	The Application of Discovery Learning

D-TEST	Cycle	Mean Score
	Cycle 1	6.2
5.3	Cycle 2	7.4

The Table 2 Above showed the means Students' in word meaning. in the students' reading D-test, the means is 5.3 then, in the cycle I showed that means score of students' reading is 6.2 in the score of cycle II showed that the students' mean score in retail information is 7.4.

The Research findings from the table above, indicated that there was the improvement of the students' mean score from cycle I to cycle II, where in cycle I the students' mean score is 6.2.and after gave evaluation in cycle II Students' mean score in word meaning becomes 7.4.

Graphic 2 Students' mean score in word meaning

The Graphic 1 above indicated that the mean score of D-test is 4.5it

was improved to be 6.1 in cycle I and then, in cycle II, the mean score is 7.1 it indicated that the application of Discovery Learning is significant to improve students' mean score in word meaning at the first grade of SMA Muhammadiya 7 Makassar.

Table 2. Students' mean score in word meaning

Discovery Learning	The Application of Discovery Learning	
D-TEST	Cycle	Mean Score
	Cycle 1	6.2
5.3	Cycle 2	7.4

The Table 3 Above showed the Students' mean score in reading comprehension. in the students' reading D-test, the means is 5.3.Then in the cycle I showed that the students' mean score in reading comprehension is 6.2 and cycle II is 7.4.

The Research findings from the table above, indicated that there was the improvement of the students' mean score from cycle I to cycle II, where in cycle I the students' mean score is 6.2.and after gave evaluation in cycle II Students' mean score in word meaning becomes 7.4.

The data above can also be seen in form of diagram below:
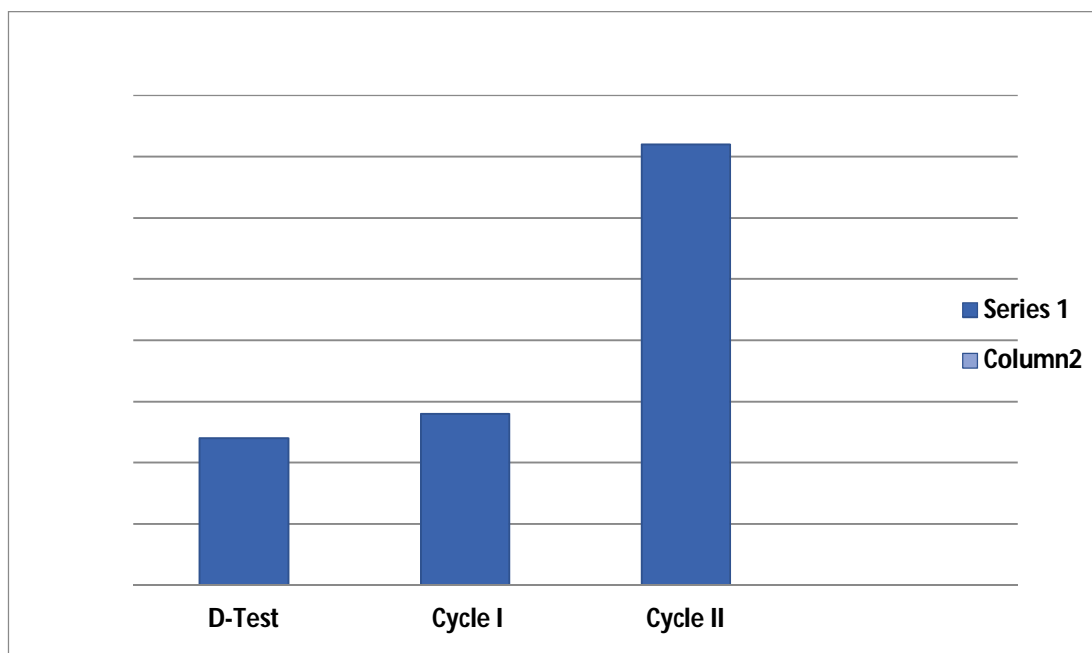
Graphic 3 Students' mean score in reading comprehension

The Graphic 3 above indicated that the mean score of D-test is 5.3 it

was improved to be 6.2 in cycle I and then, in cycle II, the mean score is 7.4. it indicated that the

application of Discovery Learning is significant to improve students' mean score in word meaning

at the first grade of SMA Muhammadiya 7 Makassar.

3.Scoring Classification of Reading comprehension

It has been mentioned in previous Chapter that after tabulating and analyzing the students'

scores into percentage, then they were classified into seven levels based on Depdikbud

classification namely: Excellent, Very Good, Good, Fair, Poor, and very.

It has been mentioned in previous Chapter that after tabulating and analyzing the students'

scores into percentage, then they were classified into seven levels based on Depdikbud

classification namely: Excellent, Very Good, Good, Fair, Poor, and very. And Poor as can be seen

in the Following tables.

Table 4. The Rate Percentage and Frequency

No	Classification	Score	The Students' Literal Comprehension Score					
			D-Test		Cycle I		Cycle II	
			F	%	F	%	F	%
1.	Excellent	9.6 – 10	0	0 %	0	0 %	0	0 %
2	Very Good	8.6 – 9.5	0	0 %	0	0 %	0	0 %
3.	Good	7.6 – 8.5	0	0 %	0	0 %	13	36.7%
4.	Fairly Good	6.6 – 7.5	0	0 %	27	64.4%	15	30.9%
5.	Fair	5.6 – 6.5	4	92.8%	1	2.3%	09	021.4%
6.	Poor	3.6 – 5.5	38	7.2 %	14	33.3%	0	0%
7.	Very Poor	0 – 3.5	3	7,2 %	0	0 %	0	0%
	Total		42	100 %	42	100 %	42	100 %

Based on the table, it showed that in D-Test there are 4 students (9.5%)

Got fair score and 38 students' (90.5%) got poor score. While in cycle I, there were 7 students

(16.6%) got fairly good score and 33 students (78.5%) got fair score and 2 students' (4.6%) got

poor score ends none one of the students' for the other classification.

In the cycle II there were 16 students (38.2%) got good score,26 students (61.8%) got

good score and 15 students (30.9%) got fairly good score and none of the students for the other

classification.

Observation Result

The Following table showed the students' participation in learning reading comprehension

Through discovery learning method from cycle I and cycle II

Table 3.: The the Students' Observation Learning Reading

Cycle	Participation				Mean Score ($\bar{x}$)	improvement(%)
	I meeting	II meeting	III meeting	VI meeting		
Cycle I	45.2%	51.7%	52.3%	63.0%	53.0%	23.79 %
Cycle II	55.3%	61.9%	69.0%	80.0%	66.7%	

The table above graphic Explained that the average of the students Activeness in teaching learning process through observation sheet by observer. The table above showed the process the students' activeness in each meeting table percentage of the cycle I from the first meeting to the fourth meeting are 45.2%, 51.7%, 52%, and 63.0%. Moreover, the percentage of to cycle II from the first meeting to the fourth meeting 55.3%, 61.9%, and 80.9%. in addition, the main score in cycle I is 53.0% and in cycle II is 66.7%. Therefore, the improvement of the students activeness is 23.3%. the data above can also be showed from the graphic below:
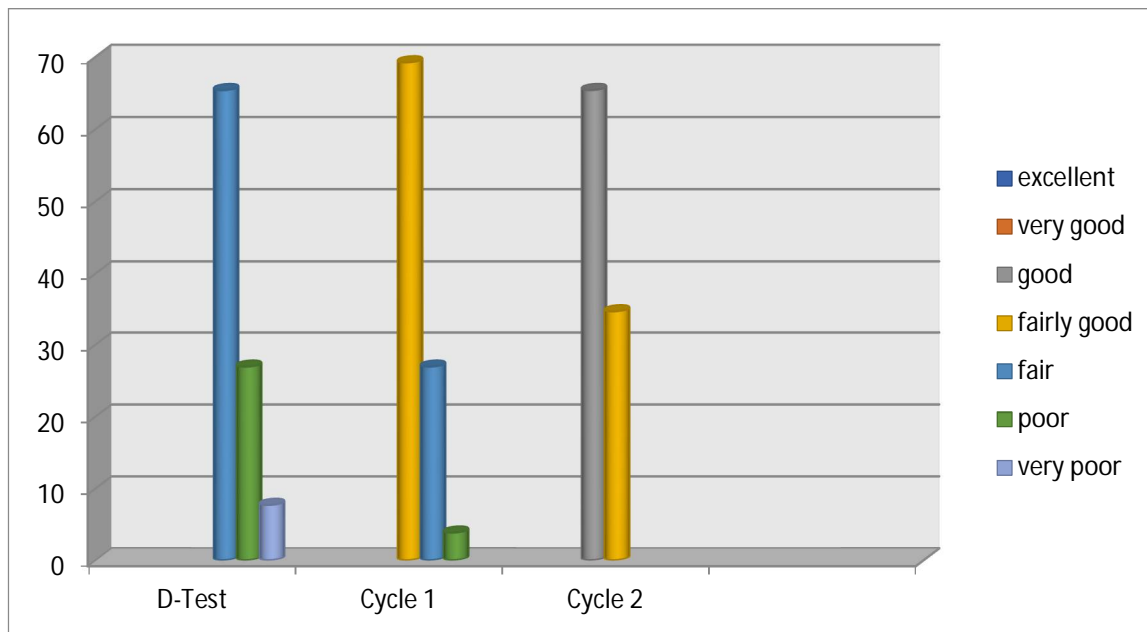
Graphic 3 Students' mean score in reading comprehension

The table and Graphic 3 above showed the student participation In learning reading through Discovery learning,. In cycle I in the first meeting, the students participation is 45.2% the second meeting of the students participation were 51.7%, and then the third meeting and the four meeting of the students participation were 53.3%. and 63.0 the mean score of the students' participation in cycle I is 53.0%.

The students participation in the first meeting of cycle II is 55.3 %, then the second meeting of the students participation is 61.9% and the third meeting and four meeting of students participation were 69.0%. and the mean of students participation in cycle II is 66.7 %.

The research findings from the table above, indicated that there were increasing of the students participation score is 53.0% become 66.7% in cycle II.

ii. Discussions

In this part, the writer would like to disscuss the result of findings. The discussion aimed at describing the students' reading comprehension focused on literal here detail information an meaning of word through Discovery Learning.

1. The improvement of the student' Achievement in Reading Comprehension through discovery learning.

In analysis of the students' achievement, the researcher found that the main score of the students in literal comprehension through discovery learning was improved. The students' score in D-test was (5.3), in the cycle I the students mean score was (6.2) and the cycle II the students mean score of D-test to cycle I to cycle II was (17.4%) and the last the improvement of the students achievement from mean score of D-Test to cycle II was (39.6%).

a. Detail information

using of discovery learning method in improving the students literal comprehension, could assess the students achievement of detail information. It was proved by the reading test as indicated by the significant different between the score of result of cycle I and cycle II. In D-Test the mean score of the students were (5.4), in cycle I the mean score of the students were (6.3) and in cycle II the mean score of the students were (7.7) and it was good classified. The improvement of the students achievement from mean score of D-Test to Cycle I was (16.6%)

Whereas the improvement of the students achievement from mean score of cycle I to cycle II was (22.2%) and the last the improvement of the students achievement from mean score D-Test to cycle II was (42.4%).

b. Word meaning

using of Discovery learning in improving the students literal comprehension, could assess the students achievement of word meaning. It was proved by the reading test as indicated by the significant different between the score of result of cycle I and cycle II. In D-Test the mean score the students were (5.3) in cycle I the mean score of the students wee(6.0) and in cycle II was good classified . the improvement from mean score of cycle I to cycle II was (23.3%) and the last the improvement of the students achievement mean score of D-Test to cycle II was (39.6%)

The difficulty of the students in reading had been analyzed. The researcher had to think the solution of the problem. So, the researcher decided to do the cycle planning of cycle II.

The improvement of the students Activeness During the teaching and learn Process.

The Observation result of the students activeness in teaching and learning process improved significantly through Discovery learning in improving the students reading comprehension. It can be seen by the improvement of the mean score of the students activeness in cycle I namely 53.0% becomes in cycle II. it means that there is an improvement of the students activeness in learning reading through discovery learning.

CHAPTER V

CONCLUSION AND SUGGESTION

2) **Conclusions**

Based on the findings and discussion in the previous chapter the researcher concluded that.

using of Discovery learning is able to improve the students reading comprehension at the first grade of SMA Muhammadiyah 7 Makassar. The students mean score of literal reading comprehension in cycle I is 5.3 an cycle II is 6.2 where the improvement of literal reading comprehension from I to cycle II is 17.4 %.

3) **Suggestions**

Based on the conclusion above, the researcher addressed the following suggestion and recommendation.

1. It is suggested that the teacher should use discovery learning as the alternative among to be used in teaching reading comprehension.

2. It is suggested that the teacher should help the students enrich their reading comprehension and word meaning.

3. For the teachers, they attempted to call up all the abilities to increase the learning process quality as responsibility   by doing or using a classroom action research.