

**IMPROVING READING COMPREHENSION THROUGH
DISCOVERY LEARNING METHOD AT THE SECOND YEAR
STUDENTS OF YAYASAN PENDIDIKAN SMA SOMBA OPU
KABUPATEN GOWA
(A Classroom Action Research)**



THESIS

*Submitted to the Faculty of Teacher Training and Education Makassar
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of Education in English Department*

EVI NAWIR
10535549813

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
MAKASSAR MUHAMMADIYAH UNIVERSITY
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**UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS**

LEMBAR PENGESAHAN

Skripsi atas nama **EVI NAWTR**, NIM: 10535 5498 13 diterima dan disahkan oleh Panitia Ujian Skripsi berdasarkan Surat Keputusan Rektor Universitas Muhammadiyah Makassar Nomor: **002 Tahun 1439 H / 2018 M**, tanggal 22 Rabiul Akhir 1439 H / 09 Januari 2018 M, sebagai salah satu syarat guna memperoleh gelar **Sarjana Pendidikan** pada Jurusan Pendidikan Bahasa Inggris (S1) Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar pada hari Rabu tanggal **31 Januari 2018**,

Makassar, 19 Jumadil Awal 1439 H
5 Februari 2018 M

PANITIA UJIAN :

Pengawas Umum : **Dr. H. Abdul Rahman Rahim, S.Pd., MM.**

Ketua : **Erwin Akib, S.Pd., M.Pd., Ph.D.**

Sekretaris : **Dr. Khaeruddin, S.Pd., M.Pd.**

Dosen Penguji :

1. **Erwin Akib, S.Pd., M.Pd., Ph.D.**

2. **Eka Prabawati Rum, S.Pd., M.Pd.**

3. **Nur Qalbi, S.S., M.Hum**

4. **Ardiana, S.Pd., M.Pd**

Disahkan Oleh :

Dekan FKIP Universitas Muhammadiyah Makassar

Erwin Akib, S.Pd., M.Pd., Ph.D

NBM: 860 934



**UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS**

APPROVAL SHEET

Title : **Improving Reading Comprehension Through Discovery Learning Method at The Second Year Students of Yayasan Pendidikan SMA Somba Opu Kabupaten Gowa (A Classroom Action Research)**

Name : **EVI NAWIR**

Reg.Number : **10535 5498 13**

Program : **English Education Department Strata 1 (S1)**

Faculty : **Faculty of Teacher Training and Education**

Makassar, Februari 2018

Approved By :

Consultant I

Consultant II


Nur Qalbi, S.S., M.Hum


Nuning Anugrawati, S.Pd., M.Pd

Dean of FKIP
Makassar Muhammadiyah University


Erwin Akil, S.Pd., M.Pd., Ph.D.
NBM: 860 934

Head of English
Education Department


Umni Khaerati Svam, S.Pd., M.Pd
NBM: 974807



Terakreditasi Institusi



UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Sultan Alauddin Telp. 866972 Kota Makassar



SURAT PERJANJIAN

Saya yang bertanda tangan di bawah ini:

Nama : **Evi Nawir**
Stambuk : 10535 5498 13
Jurusan : Pendidikan Bahasa Inggris

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UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Sultan Alauddin Telp. 866972 Kota Makassar



SURAT PERNYATAAN

Saya yang bertanda tangan di bawah ini:

Nama : **Evi Nawir**
Stambuk : 10535 5498 13
Jurusan : Pendidikan Bahasa Inggris
Dengan Judul : **“Improving Reading Comprehension through
Discovery Learning Method at the Second Year
Students of Yayasan Pendidikan SMA Somba Opu
Kabupaten Gowa (A Classroom Action Research)**

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MOTTO

Orang besar menempuh jalan kearah tujuan melalui rintangan & kesukaran yang hebat.

-Prophet Muhammad SAW-

for a thesis fighter I will say "as ant do a million step to get sugar -" 😊

Maka sesungguhnya bersama kesulitan ada kemudahan. Maka apabila engkau telah selesai (dari sesuatu urusan), tetaplah bekerja keras (untuk urusan yang lain). Dan hanya kepada Tuhanmulah engkau berharap. (QS. Al-Insyirah:6-8)

"The world is a book and those who do not travel read only one page"

QS. Ar-Ra'd: 11

ABSTRACT

EVI NAWIR, 2018 Thesis of English Department, Faculty of Teacher Training and Education, Muhammadiyah University of Makassar. Improving Reading Comprehension through Discovery Learning Method at the Second Year Students of Yayasan Pendidikan SMA Somba Opu Kabupaten Gowa. Under the supervision of Nur Qalbi and Nunung Anugrawati

This research is about the use of Discovery Learning in improving the reading skill in reading comprehension. 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. 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 researcher observed literal comprehension and interpretive comprehension.

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. Furthermore, the data from the observation sheet indicated that the majority of the students had positive response toward the use of discovery learning in teaching reading. It proved that the presence of discovery learning as an interesting method to improve the students' activeness and enthusiasm in doing the reading task. It was also found that the students participated actively in teaching and learning process.

Keywords: Reading Comprehension, Discovery Learning Method

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The Researcher

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CHAPTER I

INTRODUCTION

A. Background

Reading is flexible for the students because they can get information from the text they have read. Reading also is an active process identifying important ideas comparing. Nuttal (1998:89) reading skills are the ability to analyze, evaluate and synthesize what one read. They are ability to see relationship of ideas and use them as an old reading, reading consist of some strategies to help the reader evaluate and understand the content of the material.

Reading is one of the basic communicative skill but it has very complex process. It can be said that, reading is a process in which reader finds information given by the writer in the written form. In this case, reading can be said as an interactive process, checks, and ask questions about what the text is about. Richard (1998:35) states that reading is as a thinking process instructing the ideas of the authors.

Problem mostly occurs to the students when reading book. Sometimes students were 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 experienced when reading a book without any comprehension tends to feels sleepy.

Based on researcher's observation conducted in Yayasan Pendidikan SMA Somba Opu Kabupaten Gowa, found that students' reading comprehension still poor. Only a few of student can comprehend or can understand what they have read especially English text. Many students can read the word in passage perfectly but are unable to answer the questions. They can say the words, but unable to gain the meaning from words.

By looking this fact, the researcher would like to introduce a method that can be used by teachers to improve their teaching and can help the students to have better comprehension in learning English reading. It is Discovery Learning Method. Mayer (2003: 186) point 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.

Using Discovery Learning Method will be helpful the students in reading. It makes substantial improvements in their ability to answer comprehension questions based on textbook material, gains that are maintained over time.

Based on the explanation above, the researcher conducted a class action research under the title **“Improving Reading Comprehension through Discovery Learning Method at the Second Year Students of Yayasan Pendidikan SMA Somba Opu Kabupaten Gowa”**.

B. Problem statement

Based on the background above, the questions are formulated as follows:

1. How is the improvement of the students' literal reading comprehension through Discovery Learning Method at Yayasan Pendidikan SMA Somba Opu Kabupaten Gowa ?
2. How is the improvement of the students' interpretative reading comprehension through Discovery Learning Method at Yayasan Pendidikan SMA Somba Opu Kabupaten Gowa ?

C. The Objective of the Research

In relation to the problem statements above, the objectives of this research are :

1. To explain the improvement in literal reading comprehension through Discovery Learning Method
2. To explain the improvement in interpretative reading comprehension through Discovery Learning Method

D. The Significance of the Research

The result of the study is expected to be useful information for the English teacher in general, English teacher for SMA in particular. It is also useful for the quality improvement of English teaching especially the teaching of reading comprehension through Discovery Learning Method. The researcher believes that each of study deeply make sense to both teachers and students. This research will be 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 will get much input in improving their reading comprehension.

E. Scope of The Research

The research limited to improve the students' reading comprehension through Discovery Learning Method. It focuses on literal comprehension which involve identifying main idea and identifying specific information, and in interpretative comprehension which involves making conclusion.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Research Findings

There are some previous related researches that support this research some of them are presented as follows:

Balim (2009:2) 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 (2010:5) 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.

Sari (2016:4) concludes 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.

According to the three researchers above, this research has the similarity with them because this research also used Discovery Learning Method. While The differences with the three researchers above and the researcher's are the subject, research method, and this research focus to improve students' reading comprehension.

B. The Concepts of Discovery Learning Method

Before discussing furthermore about Discovery Learning Method ,we have to differentiate the concept of method and technique . According Richard (1995: 137) he states that *method* is overall plan for the orderly presentation of language material. Within one approach can be many methods. Therefore in harmony with an approach well.

1. What is Discovery learning

Discovery learning has various definitions. Some expert have delivered their view, such as According to Joolingen (1999:385): “ 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. Because of these constructive activities, it is assumed they will understand the domain at a higher

level than when the necessary information is just presented by a teacher or an expository learning environment.”

Bruner was influential in defining Discovery Learning. It uses Cognitive psychology as a base. Discovery learning is "an approach to instruction through which students interact with their environment-by exploring and manipulating objects, wrestling with questions and controversies, or performing experiments" (Ormrod, 1995:442) The idea is that students are more likely to remember concepts they discover on their own. Teachers have found that discovery learning is most successful when students have prerequisite knowledge and undergo some structured experiences.” (Roblyer, Edwards, and Havriluk, 1997:68).

Dewey (1938:105) states that Discovery learning experimentation with some extrinsic intervention chives, reaching, and frame work to help. Learners get to a reasonable conclusion at the other end of the continuum is the expository teaching model of Discovery learning where the learners Discovery “What the teacher decides he is to discover using a process prescribed by the Teacher. Clark (1999: 68) states that discovery learning is the an inquiry 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) point 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 concludes 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:195).

2. The Advantages of Discovery Learning

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 encouraging to perform discovery again so that increased interest in learning;
- d. Students acquire knowledge by the method of the invention will be better able to transfer knowledge to different contexts;
- e. This method trains students to learn more myself.

Besides having several advantages, methods of 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 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 to be used in this study is a method of discovery guided (guided discovery).

3. 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) Classifies some strategies) as follows:

Since the students in discovery learning the active agent in learning, the science teacher should foster an atmosphere of curiosity. Discrepant events and inquiry activities are excellent ways to foster curiosity. Have interesting and thought 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 in 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 if they are to learn about the heuristic of Discovery. Bruner says that it is my hunch that it is only through the exercise of problem solving and the effort of Discovery." in short, he says that students need practice in problem solving or inquiry in order to understand discovery. Activities that are problem oriented often have a simplistic ring to them. 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 values intellectual freedom know that it is acceptable to play with all sorts of combinations, extrapolations and guesses, and still be around, including some science activities that encourage guessing and estimating will foster intuitive thinking.

c. Problem Solving

Problem solving in the context of inquiry engages students in problems that are 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 an appropriate problem to be solved by students. The teachers have to be able to find out any cases accordance with their students are allowed to find out some information about the given cases to answer the problems. The teachers guide the students to draw a conclusion and a plan the decided conclusion (Bruner:234).

C. Some Concepts of Reading

1. Definition of Reading

There are many definitions of reading that have been given by writers (experts), like:

Reading is the motivated and fluent coordination of recognition and comprehension. Reading is an active cognitive process of interactive with printing and monitoring comprehension to establish meaning.

Harris (1980:28) define reading is the meaningful printed or written verbal symbol that represent language and the reader language skill and knowledge of the world. In this process, the reader tries to create the meaning intended by the writer.

Dark and Silberstein in Simanjuntak (1998:15) define reading as an active cognitive process of interacting with print and monitoring comprehension to establish meaning. Reading is the instantaneous recognition of various written

symbol, simultaneous association of these symbol with exiting knowledge and comprehension of the information and ideas communicated.

Reading also as an active process of with comprehension to establish the meaning, tries to identification and recognition of printed or written symbol and can build our experience about something.

Simanjuntak (1998:17) state the reading is the process of putting the readers in contact and communication with ideas reading is also a skill that must be developed and can the reader and the writer ideas when the writer send his ideas in the written symbols and catching the ideas in it.

Based on the definition above, the researcher concludes that the definition of reading is the process of getting information and ideas from the writer through the writing text.

2. Types of Reading

According wood in Purnama (2012:24) indicate the types of reading are important categories as follow:

a. Skimming

The eyes run quickly, over the text to discover what is about the main idea and the gist. Thus skimming occurs when the reader's looks quickly at the content page of a book, or at the chapter heading, subheading, act. This something called previewing, when the reader glances quickly trough a news paper to see what the items of the day are, this will often mean just glancing at headlines. What the reader goes to

through a particular passage such as a news paper article merely to get the gist.

b. Scanning

The readers are to look out the particular item, he believes in the text. The scanning can be done to find name, date, static, or fact in writing. The eyes start quickly at the lives of writing.

c. Intensive Reading

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 concludes that there are three types of reading in reading skill. Those are essential for the students to read story or passage easily.

3. Reading Rules

Brothers in Purnama (2012:34) divides two reading rules that can improve the reading skills:

a. Motivate the habit of reading

Someone never learn to become an efficient reader or to evaluate what you have read unless you have first become a steady reader.

b. Learning to read actively

This means, thinking while you read ,you learned that mistake in reasoning are easy to make bit often hard to spot. Thus, when you read especially when you read anything of controversial nature , you must

be an alert for pit falls in reasoning if you try to absorb learning without thinking about it, the scope of your reading ability will remain very narrow.

4. Goals and Techniques for Teaching Reading

Teachers want to produce students who, even if they do not have complete control of grammar or an extensive lexicon, can fend for themselves in communication.

Situations in this case of reading, this means producing students who can use reading strategies to maximize their comprehension of text, identify relevant information, and tolerate, less than word-by-word comprehension.

Byrnes in Luthfia (2008:35) states that to accomplish this goal, an instructor should focus on the process of reading rather than on its product.

- a. They develop student's awareness of reading strategies by asking students to think and talk about how they read in their native language.
- b. They develop students to practice the full repertoire of reading strategies with discovery reading tasks. They encourage students to read and how they have a discovery purpose for reading by giving students some choice of reading learning.
- c. When working with reading tasks in class, they show students the strategies that will work best for reading assignments. They explain how and why students should use the strategies.

5. Requirement of Reading Text

It may be better to use proffered material. However, reading text is important to the students. One difficulty is that teachers often have different views from their students on the general appeal and interest of reading text. It is important that a teacher does not show open disapproval of reading text. Students tend to look at reading text if the teacher is enthusiastic. A reading text should:

- a. Serves as vehicle specific language structure and vocabulary
- b. Offer the opportunity to promote reading key strategies
- c. Present content that is familiar and of interest to the learners
- d. Correspond to the appropriate language level
- e. Be exploitable in the class room by reading to broad range of language activities.

6. Reading Comprehension

- a. Definition of Reading Comprehension

Some people have formulated definition of reading comprehension.

Belows various definitions of reading comprehension:

- 1) Smith and Robinson in Purnama (2012:37) state 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) According to Weiner in Purnama (2012:55) reading comprehension is complex process in which the reader uses his material. He must be able to recognize and decode words, and be able to related the ideas to his previous knowledge.
- 3) Whorter in Purnama (2012:55) stated that reading is approach as a thinking process in which the students interacts with textual material and sort, evaluation and read to the recognition and content of material. according to Smith and Johnson (1980) state that reading comprehension is such a kind of dialogue between an author and reader in which written languages become medium that causes the dialogue happen when the two people communicate through the medium of print. It means that with understanding of comprehending the material that have written by writer they are done an instruction with the writer.
- 4) According to Webster's dictionary, comprehension is "the capacity for understanding fully; the act or action of grasping with the intellect." Webster also tell us that reading is "to receive or take in the sense of (as letters or symbols) by scanning to understand the meaning of written or printed matters; to learn from what one has seen of found in writing or printing.

From the definition above, the researcher concludes that defenision of reading comprehension is the process in which the readers construct

meaning from a text connected to the background knowledge they have to get the clear understanding of the writer's message.

b. Levels of Reading Skills

Burns et al in Wahidah (2012: 13) divide reading comprehension into literal comprehension, interpretive comprehension, critical reading, and creative reading.

1) Literal Comprehension

Reading for literal comprehension, which involves acquiring information that is directly stated in a selection is a prerequisite for higherlevel understanding. Recognizing stated main ideas, details, causes and effects, and sequence is the basis of literal comprehension, and thorough understanding of vocabulary, sentence meaning, and paragraph meaning is important. Smith (1977: 107) state that literal comprehension refers to the idea and facts that are directly stated on the printed pages in facts.

a) Main Idea

According to Hariming in Mariana (2012:20) defines the main idea is the most important piece of information the author wants you to know about the concept of that paragraph. When authors write they have an idea in mind that they are trying to get across. This is especially true as authors compose paragraphs. An author organizes each paragraph's main idea and supporting details in support of the topic or central theme, and each paragraph supports the paragraph preceding it.

The main idea is very commonly found at the beginning and is followed by supporting sentence. Very often the writer begins with supporting evidence and places the main idea in the last sentence. Sometimes the writer uses a few sentences to introduce the topic, places the main idea in the middle and follows it with supporting sentences. So, the main idea may be stated at the beginning, in the middle, or at the end of the paragraph.

b) Identifying Specific Information

This reading requires one to focus his attention only on one or some particular information or detail which he need form a text; the rest of the text may not be read anymore. That information may be a name, a date, a scientific term, or a place or just anything, the search for which motivates the person to read. In looking for a detail, the reader must look for signals in the environment of the needed information or in the information itself.

2) Interpretive Comprehension

Interpretive comprehension involves reading between the lines or making inferences. It is the process of deriving ideas that are implied rather than directly stated. Reader makes inferences based on their schemata.

Smith (1977: 107) state that Interpretative or reading between the line demands a higher level of thinking ability because the question in this category of interpretative are concern with that are not directly stated in

the text but are suggested or implied. Interpretative maybe defines as something derived by reasoning, something that is not directly stated but suggested in the statement, a logical conclusion that drawn from statement.

a) Making conclusion

According to Hariming in Mariana (2012:21) conclusion is a brief account that contains the main points of something. Some example reading a book or hear a radio, writing a conclusion makes the students know how much understood of what they read or saw. Conclusion is a great way to remember what has happened. When you write a conclusion, you first look for the most important ideas. Then, you then put all the main ideas together, in a logical order.

3) Critical Reading

Critical reading is evaluating written materials, comparing the ideas discovered in the material with standards and drawing conclusions about their accuracy, appropriateness, and timeliness. It requires the reader to have critical thinking of what they read. Critical reading depends upon literal comprehension and interpretive comprehension, and grasping implied ideas is especially important.

4) Creative Reading

Creative reading involves going beyond the material presented by the author. It requires reader to think as they read, just critical reading, and it also require them to use their imaginations.

Inferences can be categorized as implications, conclusions, generalisation and predictions.

- a) *Implication*. Implication is any inference expectancy that maybe logically implied or understood, bur not directly stated, form the author's arguments in a text or utterance.
- b) *Conclusion*. Conclusion draws together factual evidence into a statement about the nature of phenomenon.
- c) *Generalization*. Generalization is statement about the behaviour of a large population based on the observable behaviour of a similar but smaller sample group
- d) *Prediction* . Prediction is a statement about future behaviour or action.

c. Developing Reading Comprehension

According to Wright in Lutfiah (2007:10) that there are two ways to developing the students' ability in reading these are:

1). Vocabulary Building

Vocabulary is total number of words which (with rules for combining then) make up language. Hornby in Lutfia (2007:10) 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.

2). Ability required for reading comprehension.

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:

- a) 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.

- b) 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.

- c) The ability to interpret information and ideas in interpreting information some 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.

- d) 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.

e) 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.

D. Conceptual Framework

The conceptual framework underline in this research in the following diagram

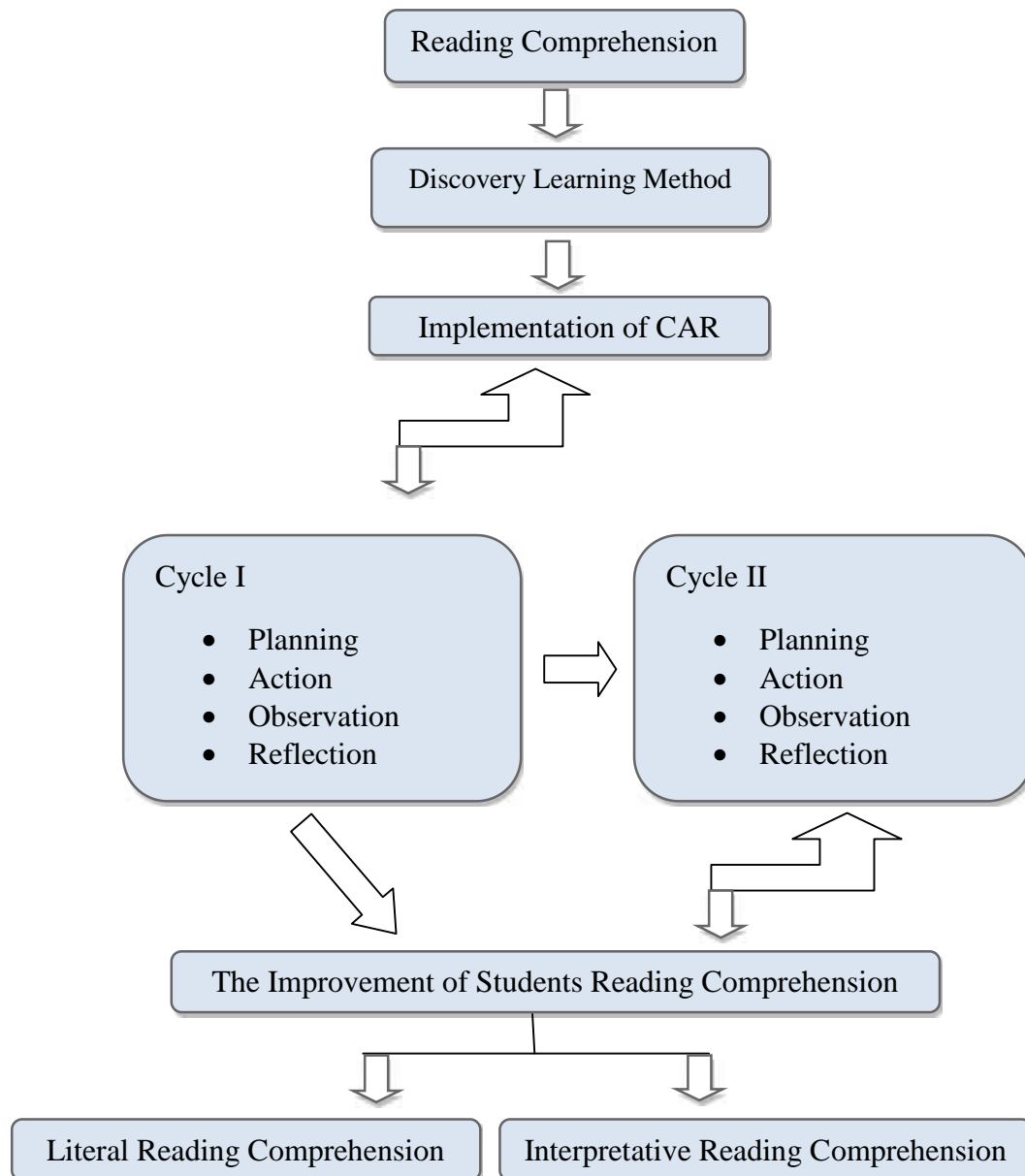


Figure 2.1 Conceptual Framework

From the conceptual framework above, the students faced problems in learning English. One of the crucial problems is their reading comprehension or problem to finding the main idea and identifying specific information (literal reading comprehension) and making conclusion (interpretative reading comprehension).

Based on the problem above, the researcher applied Discovery Learning Method to overcome the problems. Discovery Learning Method in teaching reading because it gives new feeling for students and makes students active and creative.

This learning process used classroom action research that has four phases. They are planning, action, observation and reflection. If the last phase of the cycle I is unsuccessful; the researcher would continue to the cycle II until the method of discussion success in improving students reading comprehension.

CHAPTER III

RESEARCH METHOD

A. Research Design

This research used classroom action research (CAR). 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.

B. Variable and Indicator

1. Independent Variable

Independent variable of the research was used Discovery Learning Method in teaching reading comprehension. Discovery Learning Method was used by students to comprehend the information contained in reading materials

2. Dependent variabe

Dependent variable was increasing the students' reading comprehension.

The Indicators were:

- a. The indicators of literal reading comprehension were finding the main idea and identifying specific information
- b. The indicator of interpretative comprehension was making conclusion

C. Research Subject

The research subject of this classroom action research was the second year students in class XI IPA SMA and there were 18 students consisting of 11 male students and 7 female students.

D. Research Instrument

There were two instruments that was used in this research namely observation sheet and test. Observation sheet aimed to find out the students' data about their presence and activeness during teaching and learning process. The test aimed to get information about students' improvement during teaching and learning process by using Discovery Learning Method.

The ways to gave score the student's answer by using the following formula:

a. Literal Comprehension

In the literal comprehension the researcher used scale 0-4 as scoring rates as followed :

1). Main Idea

Table 3.1 : 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 in complete understanding of main idea	2
- The answer include minimal or no understanding of main idea	1
- No answer	0

(Hammer in Murniati 2015:35)

2). Specific Information

Table 3.2 : Specific Information

Criteria	Score
- The answer is gramatically correct and idea is true	3
- Some grammatical errors but the idea is true	2
- Many grammatical errors and the idea is really true	1
- Many grammatical errors and the idea is false	0

(Heaton in Murniati 2015:53)

b. Interpretative Comprehension

In the interpretative comprehension the researcher used scale 0-4 as scoring rate as followed:

1). Conclusion

Table 3.3 : Conclusion

Student showed evidence of reading resource	Score
- Conclusion reflect resource reading in development of idea is excellent	4
- Conclusion reflect readings in development idea	3
- Conclusion reflect only reading in development of idea. It is poor	2
- Conclusion those answers, but do not reflect any reading of resources in development idea.	1

(Pollar Dianne in Murniati 2015:56)

Analyzing the students' participation in research toward the material and activities in teaching and learning process, it was used observation sheet.

The students active participation was described as followed :

Table 3.4 : the Students' Activeness

No	The students' active participation	Score	Indicator
1	Very active	4	Students' response to material very active
2	Active	3	Students' response to material active
3	Un active	2	Students' response to material without
4	not active	1	doing something

(Sudjana in Murniati 2015:37)

E. Data collection

In this Classroom Action Research (CAR), the researcher used the CAR principle to collect the data. The research was divided into two cycles with each cycle consist of four phases. The cycle was described through the scheme of action research phases as followed:

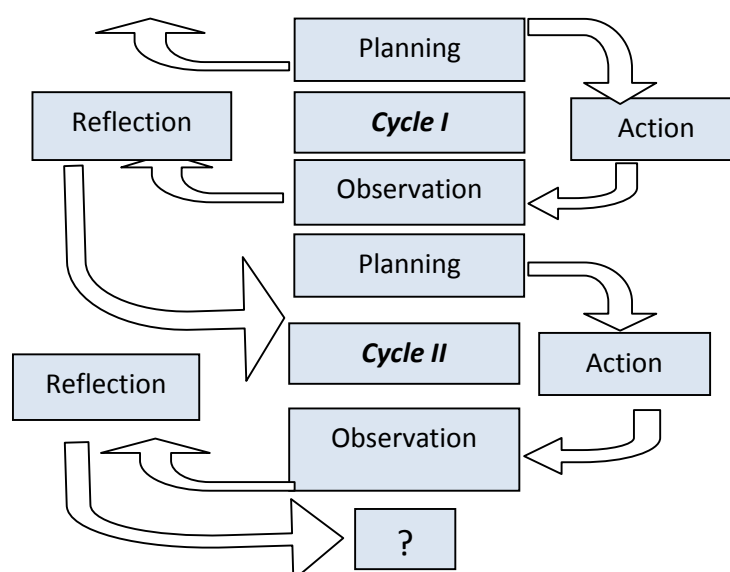


Figure 3.1 : The scheme of Classroom Action Research

The cycle of Classroom Action Research

Cycle I

Cycle I consist of planning, action, observation and reflection as followed:

1. Planning

In this phase, the reseacher made :

- a. The research made the lesson plan before doing cassroom action reseach.
- b. The researcher made Instrument evaluation namely reading test that used in classroom action research cycle.
- c. The researcher made observation sheet

2. Action

- a. The researcher entered the class and introduced the material to the students.
- b. The researcher selected the materials, problems / tasks.
- c. The researcher asked the students to read a text.
- d. The researcher helped and clarified the tasks / problems faced by students as well as the role of each student.
- e. The researcher checked students' understanding of the problem to be solved.
- f. The researcher gave students the opportunity to conduct discovery.
- g. The researcher assisted students with information / data as required by the student.

- h. The researcher led the analysis itself (self analysis) by leading questions and identify problems.
- i. The researcher stimulated interaction between students and students.
- j. The researcher asked the students to discover their views and gathered some facts by looking some supported evidance before delivering in the class.
- k. At the end of lesson, the researcher asked the students to submit their paper.

3. Observation

In this phase, the reseacher observed:

- a. The reseacher observed students' participation and response during teaching and learning process.

4. Reflection

After collecting the data, the reseacher evaluated the teaching-learning process. And, do reflection by seeing the result of the observation and if the researcher was found out the students' word meaning enough improve but for specific information and conclusion still low. Then, the researcher was continued to cycle II.

Cycle II

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

1. Planning

In this phase, the researcher made:

- a. The researcher made the lesson plan by applying Discovery learning method.
- b. The researcher made instrument evaluation namely reading test that used in classroom action research cycle.
- c. The researcher made observation sheet.

2. Action

- a. The researcher applied discovery learning method in the class.
- b. The researcher selected the materials, problems / tasks.
- c. The researcher asked the students to read a text.
- d. The researcher helped and clarified the tasks / problems faced by students as well as the role of each student.
- e. The researcher checked students' understanding of the problem to be solved.
- f. The researcher gave students the opportunity to conduct discovery.
- g. The researcher assisted students with information / data as required by the student.
- h. The researcher stimulated interaction between students and students.
- i. The researcher asked the students to discover their views and gathered some fact by looking some supported evidence before delivering in the class.
- j. At the end of lesson, the teacher asked the students to submit their paper.

3. Observation

In this phase, the reseacher observed:

- a. The reseacher observed students' participation and response during teaching and learning process.

4. Reflection

After collecting the data, the reseacher evaluated the teaching-learning process reading comprehension using Discovery Learning Method. And, do reflection by seeing the result of the observation, where word meaning, specific information and conclusion were achieve target score. Then the reseacher did not continue to the next cycle.

F. Data Analysis.

The data from cycle I and cycle II analyzed the following steps:

1. To Score the students' answer of test, the reseacher applied formula.

$$Score = \frac{Student's\ Answer}{Total\ Number\ of\ Item} \times 100$$

Gay in mariana (2012:33)

2. Calculating the mean score of the students' the reseacher applied the following formula:

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

Where: X = the mean score

= the total raw score

N = the number of students

(Gay, 1981:298)

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

The assessment of students' competence

Table 3.5 : the Assessment of Students' competence

No	Score	Classification
1	96 – 100	Excellent
2	86 – 95	Very Good
3	76 – 85	Good
4	66 – 75	Fairly Good
5	56 – 65	Fair
6	36 – 55	Poor
7	0 – 35	Very Poor

(Depdikbud, 1985: 5)

4. Scoring activeness

To interpret the students' activeness, the researcher applied the following classification:

Table 3.6 : Scoring Activeness

Intensities of competence	Mean score
very active	4
Active	3
Less active	2
not active	1

(Sudjana in Murniati 2015:37)

5. To calculate the percentage of students' activity in learning process by using the following formula :

$$P = \frac{FQ}{4XN} \times 100$$

Where: P = percentage

FQ = frequency

N = total student

(Gay, 1981:130)

6. To know the percentage of the students' improvement the researcher applied the following formula :

$$P = \frac{x2 - x1}{x1} \times 100$$

Where : P : percentage

X1 : 1st cycle

X2 : 2^{sd} cycle

(Gay in wahida 2012:52)

7. Calculating the students' reading comprehension the researcher applied the following formula :

$$\sum x = \frac{x1+x2}{2}$$

Where : $\sum x$: Total score

X1 : Indicator I

X2 : Indicator II (Sudjana, 1999)

8. To know the percentage of the students' improvement the researcher applied the following formula :

$$(D\text{-Test CI}) \quad P = \frac{X1 - (D\text{-Test})}{D\text{-Test}} \times 100$$

$$(CI \text{ CII}) \quad P = \frac{X2 - X1}{X1} \times 100$$

Where : P : Percentage of the students

X1: First cycle

X2: Second cycle

D-Test : Diagnostic Test

(Sudjana in Wahida, 2012:50)

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter describes the finding and the discussion of this research. In the finding section, the researcher shows all the data which collected during the research. In the discussion section, the researcher analyzes and discusses all the data in the finding section. The researcher compares the collected data during two different cycles. The problem statements of this research were also answered in this section.

A. Findings

The results of the findings indicated that teaching reading comprehension through discovery learning method can improve the students' achievement in literal comprehension and also can improve the students' achievement in interpretive comprehension. Further interpretations of the data analysis were given below:

1. The improvement of the students' score in literal comprehension

The improvement of the students' score in literal reading comprehension, which focused on main idea and specific information at the Second Year Students of Yayasan Pendidikan SMA Somba Opu Kabupaten Gowa in Diagnostic test, cycle I and cycle II was described as followed:

NO.	Indicators	D – T	Cycle I	Cycle II	Improvement (%)	
					DT – CI	C1-CII
1.	Main Ideas	59.72	75.00	76.38	25.58	1.84
2.	Specific Information	39.44	57.40	91.66	20.18	59.68
X		99.16	132.4	168.04	45.76	61.52
\bar{X}		49.58	66.2	84.02	22.88	30.76

Table 4.1: The Students' Improvement in Literal Reading Comprehension

The table above showed that the improvement of students' literal reading comprehension (Main Idea and Specific Information). It indicated that there was significant improve of the students' literal reading comprehension from the diagnostic test to cycle I and cycle II through Discovery Learning Method, where in the diagnostic test the students' mean score was 49.58%, but after the evaluation test in cycle I, it was become 66.20%. So the improvement of the students' achievement from diagnostic test to cycle I was 22.88%. There was also significant increased from cycle I to cycle II where the students' mean score in cycle II was 84.02%. The increased of the students' mean score from cycle I to cycle II was 30.76%

The data above can also be seen in form chart below.

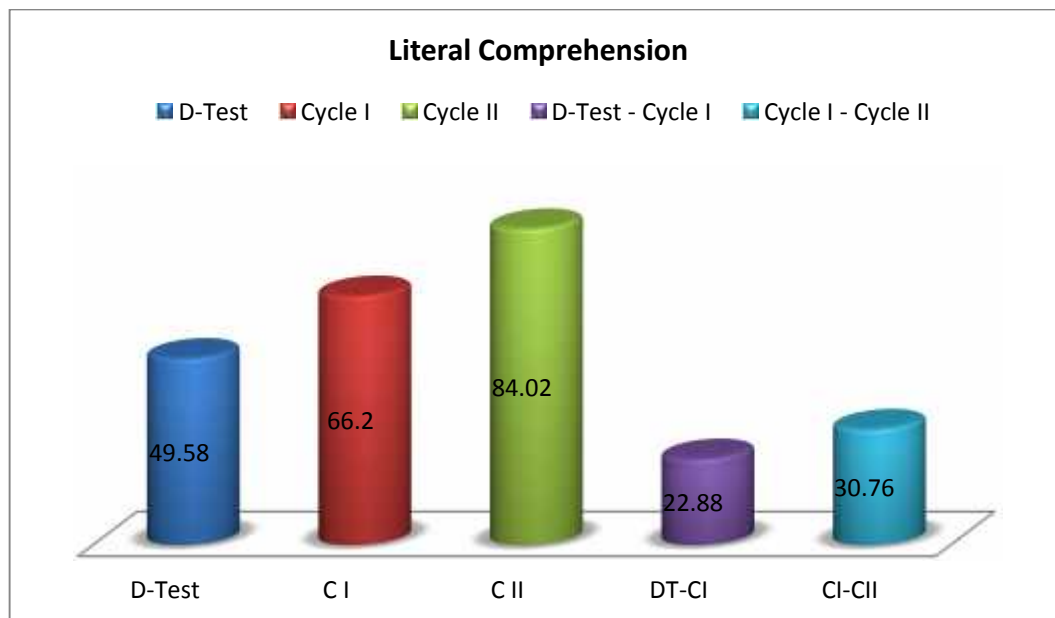


Figure 4.1: The Students' Improvement in Literal Reading Comprehension

The chart above showed the students' improvement in literal comprehension through Discovery Learning. It indicated that there was significant improvement of the students' reading comprehension from the diagnostic test to cycle I and cycle II, where in the diagnostic test the students' mean score was 49.58%, but after the evaluation test in cycle I, it was become 66.2 %. So the improvement of the students' achievement from diagnostic test to cycle I was 22.88%. There was also significant improve from cycle I to cycle II where the students' mean score in cycle II was 84.02%. The improvement of the students' mean score from cycle I to cycle II was 30.76%.

2. The improvement of the students' score in interpretive comprehension

NO.	Indicators	D – T	Cycle I	Cycle II	Improvement (%)	
					DT – CI	C1-CII
1.	Making conclusion	50	56.94	76.39	13.88	34.15
	\bar{X}	50	56.94	76.39	13.88	34.15
	\bar{X}	50	56.94	76.39	13.88	34.15

Table 4.2: The Students' Improvement in Interpretive Comprehension

The table above showed that the improvement of students' interpretive reading comprehension (Making Conclusion). It indicated that there was significant improve of the students' interpretive reading comprehension from the diagnostic test to cycle I and cycle II through Discovery Learning Method, where in the diagnostic test the students' mean score was 50%, but after the evaluation test in cycle I, it was become 56.94%. So the improvement of the students' achievement from diagnostic test to cycle I was 13.88%. There was also significant increased from cycle I to cycle II where the students' mean score in cycle II was 76.39%. The increased of the students' mean score from cycle I to cycle II was 34.15%.

The data above can also be seen in form chart below.

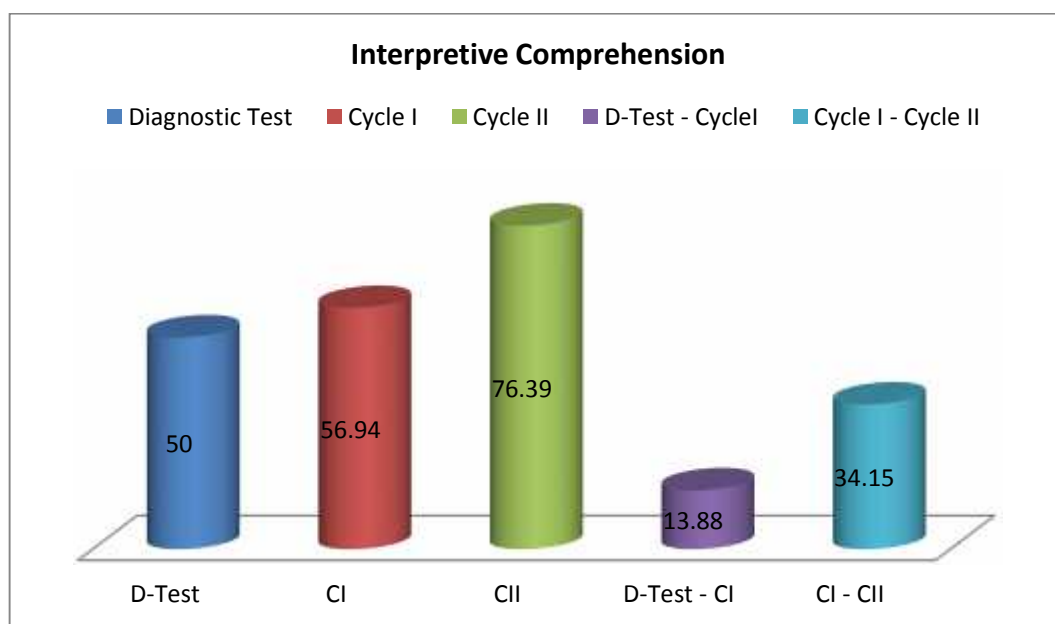


Figure 4.2: The Students' Improvement in Interpretive Comprehension

The chart above showed that the students' improvement in interpretive comprehension (making conclusion) through Discovery Learning. It indicated that there was significant improvement of the students' interpretive comprehension from the diagnostic test to cycle I and cycle II, where in the diagnostic test the students' mean score was 50%, but after the evaluation test in cycle I, it was become 56.94 %. So the improvement of the students' achievement from diagnostic test to cycle I was 13.88%. There was also significant improve from cycle I to cycle II where the students' mean score in cycle II was 76.39%. The improvement of the students' mean score from cycle I to cycle II was 34.15%.

3. The improvement of students' score in reading comprehension

NO.	Indicators	D – T	Cycle I	Cycle II	Improvement (%)	
					DT – CI	C1-CII
1.	Literal	49.58	66.20	84.02	33.52	26.91
2.	Interpretative	50	56.94	76.39	13.88	34.15
X		99.58	123.14	160.41	47.4	61.06
\bar{X}		49.79	61.57	80.20	23.70	30.53

Table 4.3: The Students' Improvement in Reading Comprehension

The table above showed that the students' improvement in literal comprehension and interpretive comprehension in reading comprehension by using Discovery Learning Method. It indicated that there was significant improve of the students' reading comprehension from the diagnostic test to cycle I and cycle II through Discovery Learning Method, where in the diagnostic test the students' mean score was 49.79%, but after the evaluation test in cycle I, it was become 61.57%. So the improvement of the students' achievement from diagnostic test to cycle I was 23.70%. There was also significant increased from cycle I to cycle II where the students' mean score in cycle II was 80.20% . The increased of the students' mean score from cycle I to cycle II was 30.53%.

The table above proved that the used of Discovery Learning Method in teaching and learning process was able to improvement of students' score in reading comprehension after taking action in cycle I and cycle II.

The data can also be seen in form chart below:

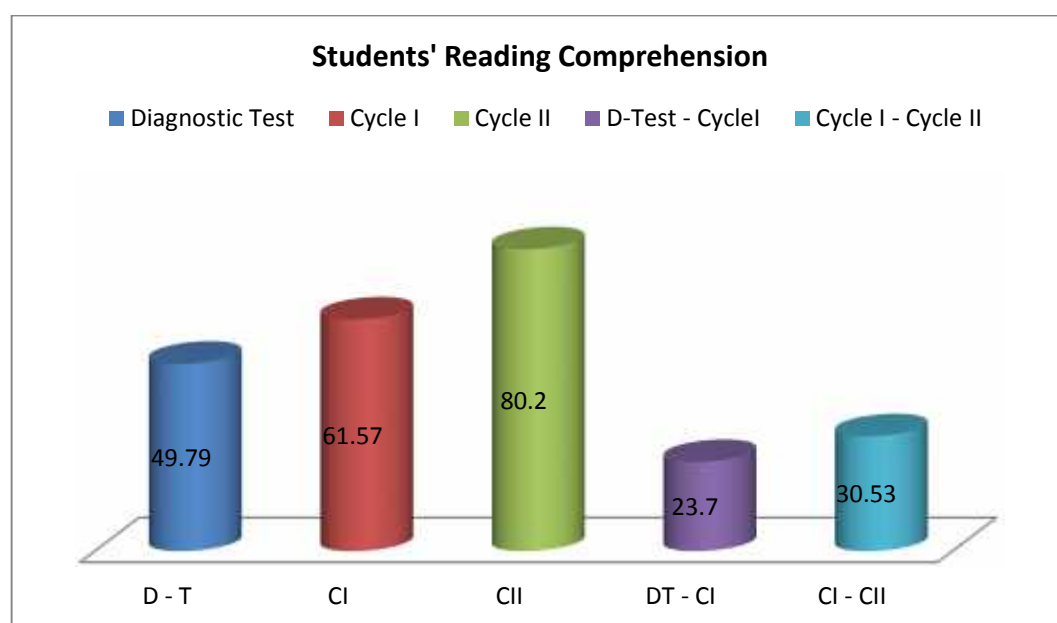


Figure 4.3: The Students' Improvement in Reading Comprehension

The chart above showed that the students' improvement in literal comprehension through Discovery Learning. It indicated that there was significant improvement of the students' reading comprehension from the diagnostic test to cycle I and cycle II, where in the diagnostic test the students' mean score was 49.79%, but after the evaluation test in cycle I, it was become 61.57%. So the improvement of the students' achievement from diagnostic test to cycle I was

23.70%. There was also significant improve from cycle I to cycle II where the students' mean score in cycle II was 80.02%. The improvement of the students' mean score from cycle I to cycle II was 3053%.

4. The Result of the Students' Activeness in Learning Process

Cycles	Activeness			
	1 st Meating	2 ^{sd} Meating	3 th Meating	4 th Meating
	(%)	(%)	(%)	(%)
Cycle I	54.41%	61.76%	64.06%	72.22%
Cycle II	75.00%	78.33%	79.16%	86.11%

Table 4.4: Result of the students' activeness each meeting in cycle I and II

The table above showed that the result of students' observation in learning process through discovery learning in every meeting in cycle I to cycle II got improved. It was proved by the percentage of students' activeness were getting higher in every meeting in both cycle I and cycle II. In the first meeting of cycle I the students activeness was 54.41% and in the first meeting of cycle II 75.00%. In the second meeting of both the cycle I and II the students' activeness were 61.76% and 78.33%. It indicated that the students more actively participate in the second meeting of cycle II than cycle I. In the third meeting of cycle II the students also more actively participate than in the third meeting of cycle I. In the cycle I the students' activeness was 64.06% and in the second cycle was 79.16%.

Then, in the fourth meeting of cycle I and cycle II also showed a significant improvement where the activeness in the cycle I was 72.22% and 86.11% in the cycle II.

To know the improvement clearly, look at the following chart:

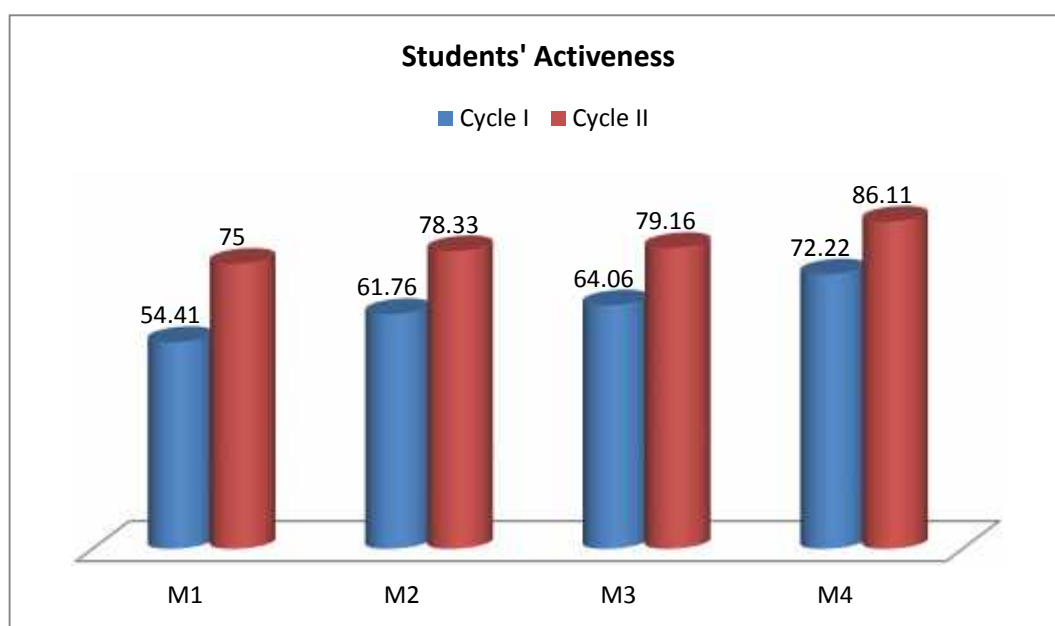


Figure 4.4: Result of the students' activeness each meeting in cycle I and II

The chart above showed that the students' observation in learning reading comprehension through discovery learning method that in cycle I the students' activeness in the 1st meeting was 54.41%, the 2nd meeting was 61.76%, the 3rd meeting was 64.06% and the 4th meeting was 72.22%. In cycle II students' activeness in the 1st meeting was 75.00%, the 2nd meeting was 78.33%, the 3rd meeting was 79.16% and the 4th meeting was 86.11%. The interpretation of the table and the graphic above indicate that the activeness of students in learning process always grow up from the first meeting in cycle I. For the first meeting of cycle II students probably got bored of material so their activeness improve but

researcher tried to engage them. It was made their activeness improve again until the last meeting in cycle II.

5. The students' score in Literal Comprehension

The description of data analysis through the test as explain in previous finding section showed that the improvement of students' ability in literal reading by using discovery learning method was significant. It was supported by result of the test value in cycle II was higher than test value of cycle I.

No.	Classification	Score	D-test		Cycle I		Cycle II	
			F	%	F	%	F	%
1.	Excellent	96-100	-	-	4	22.22	1	5.55
2.	Very good	86-95	-	-	-	-	-	-
3.	Good	76-85	-	-	-	-	-	-
4.	Fairly good	66-75	7	38.88	10	55.55	17	94.44
5.	Fair	56-65	-	-	-	-	-	-
6.	Poor	36-55	11	61.11	4	22.22	-	-
7.	Very poor	0-35	0	-	-	-	-	-
Total			18	100	18	100	18	

Table 4.5: The criteria and percentage of the students' score of main ideas.

The table above showed that percentage of the students' improvement in determining the main idea of paragraph in the diagnostic test indicated that there were 7 students (38.88%) got fairly good, 11 students (61.11%) got poor and none students for other classification

After taking the action in cycle I by Discovery Learning Method, the percentage of the students' improve was increased significantly. There were 4 students (22.22%) got excellent, 10 students (55.55%) got fairly good, 4 students (22.22%) got poor and none of students for other classification. And then, in the cycle II, there was 1 student (5.55%) got Excellent, 17 students (94.44%) got fairly good and none of the students for other classification.

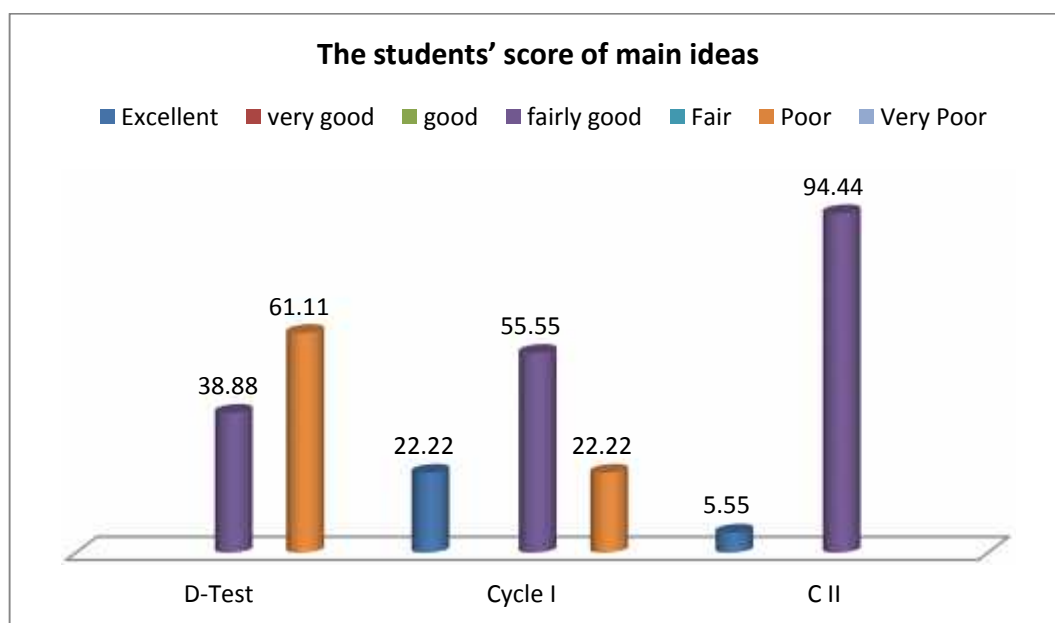


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(22.22%) got poor and none of students for other classification. And then, in the cycle II, there was 1 student (5.55%) got Excellent, 17 students (94.44%) got fairly good and none of the students for other classification.

No.	Classification	Score	D-test		Cycle I		Cycle II	
			F	%	F	%	F	%
1.	Excellent	96-100	-	-	-	-	9	50
2.	Very good	86-95	-	-	-	-	-	-
3.	Good	76-85	-	-	4	22.22	9	50
4.	Fairly good	66-75	-	-	-	-	-	-
5.	Fair	56-65	-	-	-	-	-	-
6.	Poor	36-55	8	44.44	14	77.77	-	-
7.	Very poor	0-35	10	55.55	-	-	-	-
Total			18	100	18	100	18	100

Table 4.6 : The criteria and percentage of the students' score of specific information.

The table above showed that percentage of the students' improvement in identifying specific information in the diagnostic test indicated that there were 8 students (44.44%) got poor, 10 students (55.55%) got very poor and none students for other classification

After taking the action in cycle I by Discovery Learning Method, the percentage of the students' improve was increased significantly. There were 4 students (22.22%) got good, 14 students (77.77%) got poor and none of students

for other classification. And then, in the cycle II, there were 9 students (50%) got Excellent, 9 students (50%) got good and none of the students for other classification.

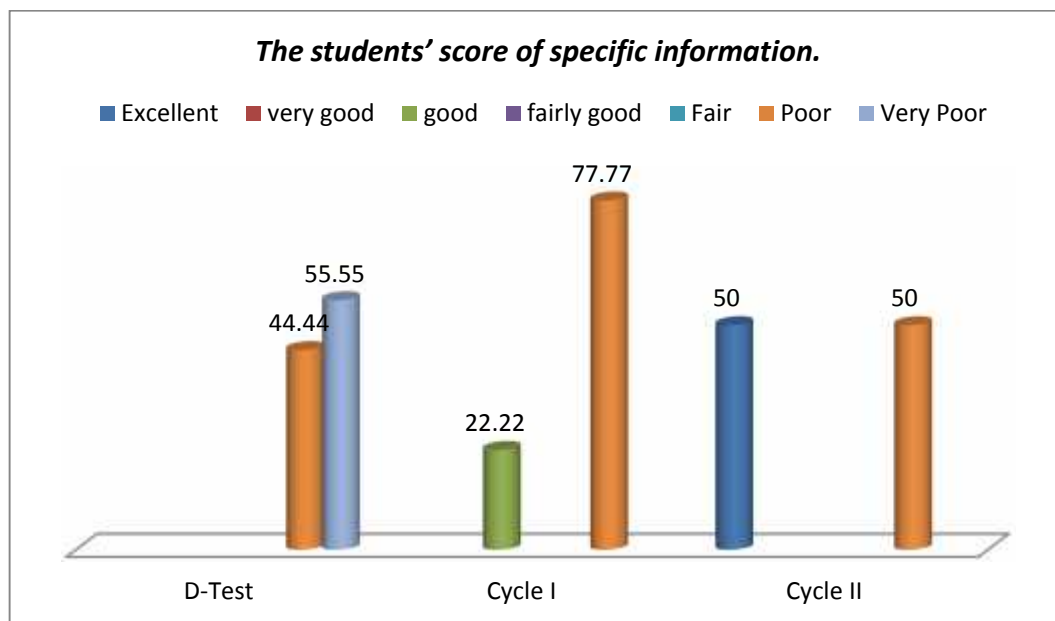


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The table above showed that percentage of the students' improvement in identifying specific information in the diagnostic test indicated that there were 8 students (44.44%) got poor, 10 students (55.55%) got very poor and none students for other classification

After taking the action in cycle I by Discovery Learning Method, the percentage of the students' improve was increased significantly. There were 4 students (22.22%) got good, 14 students (77.77%) got poor and none of students for other classification. And then, in the cycle II, there were 9 students (50%) got

Excellent, 9 students (50%) got good and none of the students for other classification.

6.The students' score in interpretive comprehension

The description of data analysis through the test as explain in previous finding section showed that the improvement of students' ability in literal reading by using discovery learning method was significant. It was supported by result of the test value in cycle II was greater than test value of cycle 1

No.	Classification	Score	D-test		Cycle I		Cycle II	
			F	%	F	%	F	%
1.	Excellent	96-100	-	-	-	-	1	5.55
2.	Very good	86-95	-	-	-	-	-	-
3.	Good	76-85	-	-	-	-	-	-
4.	Fairly good	66-75	-	-	5	27.77	17	94.44
5.	Fair	56-65	-	-	-	-	-	-
6.	Poor	36-55	18	100	13	72.22	-	-
7.	Very poor	0-35	-	-	-	-	-	-
Total			18	100	18	100	18	100

Table 4.7 : The criteria and percentage of the students' score of making conclusion.

The table above showed that percentage of the students' improvement in making conclusion in the diagnostic test indicated that there were 18 students (100%) got poor and none students for other classification

After taking the action in cycle I by Discovery Learning Method, the percentage of the students' improve was increased significantly. There were 5 students (27.77%) got fairly good, 13 students (72.22%) got poor and none of students for other classification. And then, in the cycle II, there was 1 student (5.55%) got Excellent, 17 students (94.44%) got fairly good and none of the students for other classification.

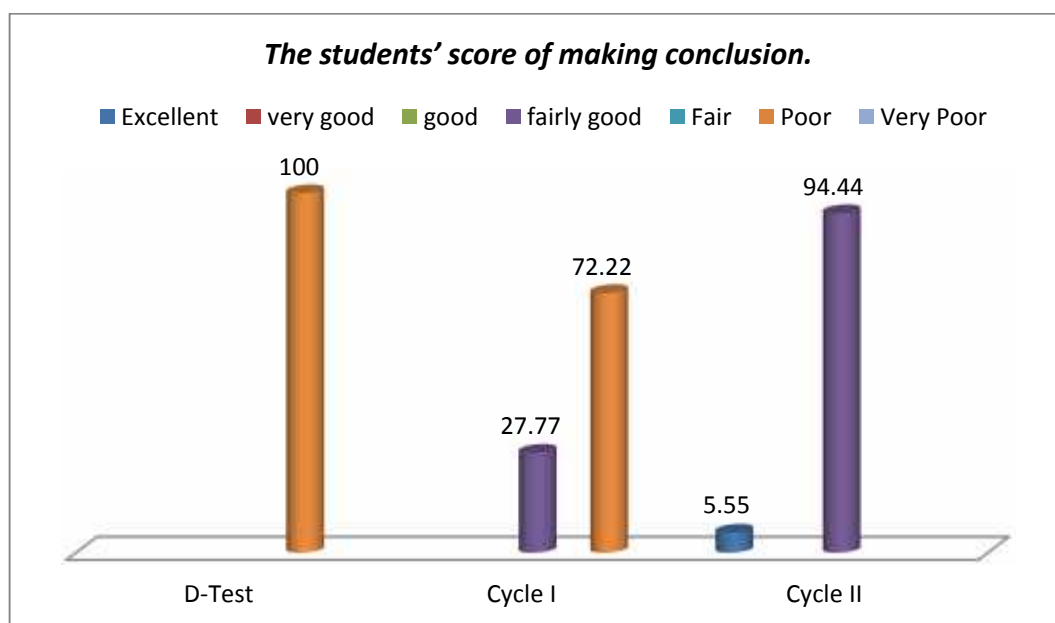


Figure 4.7 : The criteria and percentage of the students' score of making conclusion.

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Discussion

This part presents the result about the students' literal reading comprehension dealing with main ideas and supporting idea, interpretive comprehension dealing making conclusion and the observation result of the students' activeness in teaching and learning process. The researcher applied Discovery Learning Method to improve the students' score reading comprehension.

Before taking a classroom action research through Discovery Learning Method, the researcher hold diagnostic test to measure the students' prior knowledge in English reading. After gave diagnostic test, the researcher found that the students' score in reading comprehension at the Second Year of Yayasan Pendidikan SMA Somba Opu Kabupaten Gowa is poor, but it still must be improved. Diagnostic test mean score was 49.79%. The mean score in cycle I was 61.57% and the mean score in cycle II was 80.20%. It means that there was the improvement the students' score in reading comprehension used Discovery Learning Method.

The mean score of the students' ability in literal comprehension (main idea) in *cycle 1* was 75% and classified as *fairly good* . While the mean score in

cycle 2 was 76.38% and classified as *good*. It means that there was the improvement students' score reading comprehension used Discovery Learning Method. The mean score of the students' ability in literal comprehension (specific information) in *cycle 1* was 57.00% and classified as *fair*. While the mean score in *cycle 2* was 91.66% and classified as *very good*. It means that there was the improvement students' score reading comprehension used Discovery Learning Method.

The mean score of the students' ability in interpretive comprehension (making conclusion) in *cycle 1* was 56.94% and classified as *fair*. While the mean score in *cycle 2* was 76.39% and classified as *good*. It means that there was the improvement students' score reading comprehension used Discovery Learning Method.

The observation result of students' activeness in teaching and learning process improved significantly through Discovery Learning Method in cycle 1 the students activeness in the 1st meeting was 54.41% it meant that there was still the other activity that the students were done during the teaching and learning process. Next meeting researcher repaired the weakness so the activeness of students in last meeting of cycle I became 72.22%. Then in the cycle II researcher gave revision again for problem that students faced during the teaching and learning process so in cycle II, the students' activeness in the last meeting became 86.11%. It meant that the students pay full attention during teaching and learning process and there was no another activity that the students were done. The

students were joining the teaching and learning process seriously. Even if some students did not know what they would write yet they were still active in asking. It means that, the application of Discovery Learning Method could improve the students' activeness during teaching and learning process and it was successful.

Based on the discussion above, it can be known that there were different result between cycle I and cycle II in teaching reading through Discovery Learning Method. The researcher may say that teaching reading through Discovery Learning Method was a good method to improving the students' score in reading comprehension.

In this part the discussion presented the method applied in teaching reading comprehension. The application of discovery learning method in teaching reading comprehension at the Second Year Students of Yayasan Pendidikan SMA Somba Opu Kabupaten Gowa can improved the students' score and their ability to understand the materials of reading comprehension in cycle I and cycle II. This can be proved by the result of findings about the students' literal reading comprehension dealing with main ideas and specific information, interpretive comprehension dealing making conclusion and the observation result of the students' activeness in teaching and learning process.

Based on the previous chapter above, this research has line with Balim (2009) 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 (2010) 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 (2016) 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.

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. Furthermore, the data from the observation sheet indicated that the majority of the students had positive response toward the use of discovery learning in teaching reading. It prove that the presence of discovery learning as an interesting method to improve the students' activeness and enthusiasm in doing the reading task.

According to the three researchers above, this research have the similarity with them because this research also used Discovery Learning Method. It was made the students more active, interesting and get positive response during teaching n learning process. While The differences with the three researchers above and the researcher's are the subject and the research focus.

By the explanation of, the researcher 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. And also have drawbacks are that the use of discovery learning method is requiring a longer learning time and not all students easily to do the discovery.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consists of conclusion and suggestion.

A. Conclusion

Based on the research findings and discussion in the previous chapter, the researcher comes to the following conclusions.

1. Using discovery learning method can improve the students' score in literal reading comprehension at the Second Year of Yayasan Pendidikan SMA Soma Opu Kabupaten Gowa. It was indicated by the mean score of the students' D-Test was 49.58 it was classified as poor achievement. It was also lower than the mean score of the students' literal comprehension in cycle I was 66.20 it was classified as fairly good and cycle II was 84.02 it was classified as good.
2. Using discovery learning method can improve the students' score in interpretive comprehension at the Second Year of Yayasan Pendidikan SMA Somba Opu Kabupaten Gowa. It was indicated by the mean score of the students' D-Test was 50 it was classified as poor achievement. It was also lower than the mean score of the students' interpretive comprehension in cycle I was 56.94 it was classified as fair and cycle II was 76.39 it was classified as good.

B. Suggestion

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

1. It is suggested that the teachers, especially those who teach English of the senior high school use a discovery learning method as one alternative among other teaching methods that can be used in teaching reading comprehension
2. For the teacher, it is suggested to increase the creativity to find out interesting and effective strategy or method that can motivate student in teaching reading.
3. For the next researcher, it is suggested to use Discovery Learning Method as a reference to conduct their research on the same field. It is really possible that there is another more effective way to teach reading ability.

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APPENDIX

DAFTAR NAMA SISWA KELAS XI YPSO SMA SOMBA OPU GOWA TAHUN
PELAJARAN 2017/2018

No	Nama	Ket.
1	Jesica Setiakristi	Std-01
2	Saiful B	Std-02
3	Muhammad Fahrul	Std-03
4	Muh. Fadli Hafid	Std-04
5	Dilla Fadliah	Std-05
6	A. Atirah Fitri	Std-06
7	Muh. Nur Ikhsan Basir	Std-07
8	Muhammad R.P. Manu	Std-08
9	Nasdi Nasrun	Std-09
10	Riswan	Std-10
11	Muh. Hidayatullah	Std-11
12	Fira Apriyanti	Std-12
13	Nur Aeni	Std-13
14	Muhammad Aqil Asyraf	Std-14
15	Putri Nanda Recza	Std-15
16	Muhammad Ibrahim	Std-16
17	Oktavia Reski Tanjung	Std-17
18	A. Alfiansyah Ali	Std-18

APPENDIX

THE RESULT OF READING COMPREHENSION TEST ON CYCLE 1 AT THE
SECOND YEAR OF YPSO SMA SOMBA OPU GOWA TAHUN PELAJARAN
2017/2018

No	Name	Aspect			Score	Criteria
		Literal Comprehension		Interpretative Comprehension		
		Main idea	Specific Information	Conclusion		
1	Std-01	100	55.55	75	76.85	Good
2	Std-02	100	55.55	75	76.85	Good
3	Std-03	75	44.44	50	56.48	Fair
4	Std-04	50	77.77	50	59.25	Fair
5	Std-05	100	55.55	75	76.85	Good
6	Std-06	75	44.44	50	56.48	Fair
7	Std-07	100	55.55	50	68.51	Fairly Good
8	Std-08	75	44.44	50	56.48	Fair
9	Std-09	75	55.55	50	60.18	Fair
10	Std-10	75	55.55	50	60.18	Fair
11	Std-11	75	55.55	50	60.18	Fair
12	Std-12	50	77.77	50	59.25	Fair
13	Std-13	75	44.44	50	56.48	Fair
14	Std-14	75	44.44	50	56.48	Fair
15	Std-15	50	77.77	75	67.59	Fairly Good
16	Std-16	75	55.55	50	60.18	Fair
17	Std-17	50	77.77	75	67.59	Fair
18	Std-18	75	55.55	50	60.18	Fair
	Total	1350	1033.23	1025	1136.04	
	Mean Score	75	57.40	56.94	63.11	

APPENDIX

THE RESULT OF READING COMPREHENSION TEST ON CYCLE II AT THE
SECOND YEAR OFYPSO SMA SOMBA OPU GOWA TAHUN PELAJARAN
2017/2018

No	Name	Aspect			Score	Criteria
		Literal Comprehension		Interpretative Comprehension		
		Main Idea	Specific Information	Conclusion		
1	Std-01	75	100	75	83.33	Good
2	Std-02	75	100	75	83.33	Good
3	Std-03	75	83.33	75	77.77	Good
4	Std-04	75	100	75	83.33	Good
5	Std-05	100	100	75	91.66	Excellent
6	Std-06	75	83.33	75	77.77	Good
7	Std-07	75	100	100	91.66	Excellent
8	Std-08	75	83.33	75	77.77	Good
9	Std-09	75	100	75	83.33	Good
10	Std-10	75	83.33	75	77.77	Good
11	Std-11	75	83.33	75	77.77	Good
12	Std-12	75	100	75	77.77	Good
13	Std-13	75	83.33	75	77.77	Good
14	Std-14	75	83.33	75	77.77	Good
15	Std-15	75	100	75	83.33	Good
16	Std-16	75	83.33	75	77.77	Good
17	Std-17	75	100	75	83.33	Good
18	Std-18	75	83.33	75	77.77	Good
	Total	1375	1649.97	1375	1461	
	Mean Score	76.38	91.66	76.39	81.16	

APPENDIX

THE RESULT OF READING COMPREHENSION ON DIAGNOSTIC TEST AT
THE SECOND YEAR OF YPSO SMA SOMBA OPU GOWA TAHUN
PELAJARAN 2017/2018

No	Name	Aspect			Score	Criteria
		Literal Comprehension		Interpretative Comprehension		
		Main Idea	Specific Information	Conclusion		
1	Std-01	50	35	50	45	Poor
2	Std-02	75	45	50	56.66	Fair
3	Std-03	50	35	50	45	Poor
4	Std-04	50	35	50	45	Poor
5	Std-05	75	45	50	56.66	Fair
6	Std-06	50	35	50	45	Poor
7	Std-07	50	45	50	48.33	Poor
8	Std-08	50	35	50	45	Poor
9	Std-09	75	45	50	56.66	Fair
10	Std-10	50	35	50	45	Poor
11	Std-11	50	35	50	45	Poor
12	Std-12	50	35	50	45	Poor
13	Std-13	75	45	50	56.66	Fair
14	Std-14	50	35	50	45	Poor
15	Std-15	75	45	50	56.66	Fair
16	Std-16	50	35	50	45	Poor
17	Std-17	75	45	50	56.66	Fair
18	Std-18	75	45	50	56.66	Fair
	Total	1075	710	900	894.95	
	Mean Score	59.72	39.44	50	49.71	

APPENDIX

THE OBSERVATION OF THE STUDENTS' ACTIVENESS IN TEACHING
LEARNING PROCESS IN CYCLE I AND CYCLE II IN YPSO SMA SOMBA
OPU GOWA TAHUN PELAJARAN 2017/2018

No.	Students' Code	Meeting							
		Cycle I				Cycle II			
		M1	M2	M3	M4	M1	M2	M3	M4
1	Std-01	√	√	√	√	√	√	√	√
2	Std-02	√	√	√	√	√	√	√	√
3	Std-03	√	√	√	√	S	S	√	√
4	Std-04	√	√	√	√	√	√	√	√
5	Std-05	√	√	√	√	√	√	√	√
6	Std-06	√	√	√	√	√	√	√	√
7	Std-07	√	√	√	√	√	√	√	√
8	Std-08	√	√	*	√	√	√	√	√
9	Std-09	√	√	S	√	√	√	√	√
10	Std-10	√	√	√	√	√	√	√	√
11	Std-11	√	√	√	√	√	√	√	√
12	Std-12	S	*	√	√	√	√	√	√
13	Std-13	√	√	√	√	√	√	√	√
14	Std-14	√	√	√	√	√	√	√	√
15	Std-15	√	√	√	√	√	√	√	√
16	Std-16	√	√	√	√	*	*	√	√
17	Std-17	√	√	√	√	√	√	√	√
18	Std-18	√	√	√	√	S	S	√	√
	Subject	17	17	16	18	15	15	18	18

Note :

S: Sick * : Absent

APPENDIX

THE OBSERVATION OF THE STUDENTS' ACTIVENESS IN TEACHING
LEARNING PROCESS IN CYCLE I AND CYCLE II IN YPSO SMA SOMBA
OPU GOWA TAHUN PELAJARAN 2017/2018

No.	Students' Code	Meeting							
		Cycle I				Cycle II			
		M1	M2	M3	M4	M1	M2	M3	M4
1	Std-01	3	3	3	3	4	3	4	4
2	Std-02	3	3	3	3	4	3	4	4
3	Std-03	2	2	2	2	S	S	3	3
4	Std-04	2	2	2	3	2	3	3	3
5	Std-05	3	3	3	4	3	4	4	4
6	Std-06	1	2	2	2	3	3	3	3
7	Std-07	3	3	3	4	4	4	3	4
8	Std-08	1	2	A	3	3	2	3	3
9	Std-09	2	3	S	3	3	4	3	4
10	Std-10	1	2	2	2	2	3	2	3
11	Std-11	2	2	2	2	2	3	3	4
12	Std-12	S	A	3	3	3	3	3	3
13	Std-13	2	3	3	3	3	3	3	3
14	Std-14	2	2	3	3	3	3	3	3
15	Std-15	3	3	3	4	3	3	4	4
16	Std-16	2	2	2	3	A	A	3	3
17	Std-17	3	3	3	3	3	3	4	4
18	Std-18	2	2	2	2	S	S	2	3
	Subject	17	17	16	18	15	15	18	18
	Total	37	42	41	52	45	47	57	62
	Percentage	54.41	61.76	64.06	72.22	75.00	78.33	79.16	86.11

APPENDIX

MEAN SCORE OF THE STUDENTS' ACTIVENESS IN TEACHING LEARNING PROCESS IN CYCLE I AND CYCLE II

Note : 4 = Very Active

3 = Active

2 = Less Active

1 = Not Active

The Formula for Analysing :

$$P = \frac{FQ}{4 \times N} \times 100$$

1. Cycle I

a. The first meeting

$$P = \frac{37}{4 \times 17} \times 100$$

$$P = 54.41\%$$

b. The second meeting

$$P = \frac{42}{4 \times 17} \times 100$$

$$P = 61.76\%$$

c. The third meeting

$$P = \frac{41}{4 \times 16} \times 100$$

$$P = 64.06\%$$

d. The fourth meeting

$$P = \frac{52}{4 \times 18} \times 100$$

$$P = 72.22\%$$

2. Cycle II

a. The first meeting

$$P = \frac{45}{4 \times 15} \times 100$$

$$P = 75.00\%$$

b. The second meeting

$$P = \frac{47}{4 \times 15} \times 100$$

$$P = 78.33\%$$

c. The third meeting

$$P = \frac{57}{4 \times 18} \times 100$$

$$P = 79.16\%$$

d. The fourth meeting

$$P = \frac{62}{4 \times 18} \times 100$$

$$P = 86.11\%$$

APPENDIX

MEAN SCORE OF STUDENTS IN D-TEST

1. Mean Score of Literal Comprehension

a. Main idea

$$\begin{aligned}\bar{x} &= \frac{\sum x}{n} \\ &= \frac{1075}{18} \\ &= 59.72\end{aligned}$$

b. Specific information

$$\begin{aligned}\bar{x} &= \frac{\sum x}{n} \\ &= \frac{710}{18} \\ &= 39.44\end{aligned}$$

c. Total Mean Score of literal comprehension

$$\begin{aligned}\sum x &= \frac{X_1+X_2}{2} \\ &= \frac{59.72+39.44}{2} \\ &= \frac{99.16}{2} \\ &= 49.58\end{aligned}$$

2. Mean Score of Interpretive Comprehension

$$\begin{aligned}\bar{x} &= \frac{\sum x}{n} \\ &= \frac{900}{18} \\ &= 50\end{aligned}$$

3. Total Mean Score of Reading Comprehension

$$\begin{aligned}\sum x &= \frac{X_1+X_2}{2} \\ &= \frac{49.58+50}{2} \\ &= \frac{99.58}{2} \\ &= 49.79\end{aligned}$$

APPENDIX

MEAN SCORE OF STUDENTS IN CYCLE 1

1. Mean Score of Literal Comprehension

a. Main idea

$$\begin{aligned}\bar{x} &= \frac{\sum x}{n} \\ &= \frac{1350}{18} \\ &= 75.00\end{aligned}$$

b. Specific information

$$\begin{aligned}\bar{x} &= \frac{\sum x}{n} \\ &= \frac{1033.230}{18} \\ &= 57.40\end{aligned}$$

c. Total Mean Score of literal comprehension

$$\begin{aligned}\sum x &= \frac{X_1 + X_2}{2} \\ &= \frac{75.00 + 57.40}{2} \\ &= \frac{132.4}{2} \\ &= 66.2\end{aligned}$$

2. Mean Score of Interpretive Comprehension

$$\begin{aligned}\bar{x} &= \frac{\sum x}{n} \\ &= \frac{1025}{18} \\ &= 56.94\end{aligned}$$

3. Total Mean Score of Reading Comprehension

$$\begin{aligned}\sum x &= \frac{X_1 + X_2}{2} \\ &= \frac{66.2 + 56.94}{2} \\ &= \frac{123.14}{2} \\ &= 61.57\end{aligned}$$

APPENDIX

MEAN SCORE OF STUDENTS IN CYCLE II

1. Mean Score of Literal Comprehension

a. Main idea

$$\begin{aligned}\bar{x} &= \frac{\sum x}{n} \\ &= \frac{1375}{18} \\ &= 76.38\end{aligned}$$

b. Specific information

$$\begin{aligned}\bar{x} &= \frac{\sum x}{n} \\ &= \frac{1649.97}{18} \\ &= 91.66\end{aligned}$$

c. Total Mean Score of literal comprehension

$$\begin{aligned}\sum x &= \frac{X_1+X_2}{2} \\ &= \frac{76.38+91.66}{2} \\ &= \frac{168.04}{2} \\ &= 84.02\end{aligned}$$

2. Mean Score of Interpretive Comprehension

$$\begin{aligned}\bar{x} &= \frac{\sum x}{n} \\ &= \frac{1375}{18} \\ &= 76.39\end{aligned}$$

3. Total Mean Score of Reading Comprehension

$$\begin{aligned}\sum x &= \frac{X_1+X_2}{2} \\ &= \frac{84.02+76.39}{2} \\ &= \frac{160.41}{2} \\ &= 80.20\end{aligned}$$

APPENDIX

MEAN SCORE OF THE STUDENTS' IMPROVEMENT IN READING COMPREHENSION

1. The improvement of students' score in literal comprehension diagnostic test – Cycle I

- a. Students' score in main idea

$$P = \frac{X1-(D-Test)}{D-Test} \times 100$$

$$P = \frac{75.00-59.72}{59.72} \times 100$$

$$P = \frac{15.28}{59.72} \times 100$$

$$P = 25.58$$

- b. Students' score in specific information

$$P = \frac{X1-(D-Test)}{D-Test} \times 100$$

$$P = \frac{57.40-39.44}{39.44} \times 100$$

$$P = \frac{7.96}{39.44} \times 100$$

$$P = 20.18$$

2. Students' improvement in literal comprehension diagnostic test – cycle 1

$$\begin{aligned} \sum x &= \frac{X1+X2}{2} \\ &= \frac{25.58+20.18}{2} \\ &= \frac{45.76}{2} \\ &= 22.88 \end{aligned}$$

APPENDIX

MEAN SCORE OF THE STUDENTS' IMPROVEMENT IN READING COMPREHENSION

1. The improvement of students' score in literal comprehension cycle I – cycle II

a. Students' score in main idea

$$\begin{aligned} P &= \frac{X_2 - X_1}{X_1} \times 100 \\ &= \frac{76.38 - 75.00}{75.00} \times 100 \\ &= \frac{1.38}{75.00} \times 100 \\ &= 1.84 \end{aligned}$$

b. Students' score in specific information

$$\begin{aligned} P &= \frac{X_2 - X_1}{X_1} \times 100 \\ &= \frac{91.66 - 57.40}{57.40} \times 100 \\ &= \frac{34.26}{57.40} \times 100 \\ &= 59.68 \end{aligned}$$

2. Students' improvement in literal comprehension cycle I – cycle II

$$\begin{aligned} \sum x &= \frac{X_1 + X_2}{2} \\ &= \frac{1.84 + 59.68}{2} \\ &= \frac{61.52}{2} \\ &= 30.76 \end{aligned}$$

APPENDIX

MEAN SCORE OF THE STUDENTS' IMPROVEMENT IN READING COMPREHENSION

1. The improvement of students' score in interpretive comprehension diagnostic test – Cycle I

- a. Students' score in making conclusion

$$P = \frac{X1 - (D-Test)}{D-Test} \times 100$$

$$P = \frac{56.94 - 50}{50} \times 100$$

$$P = \frac{6.94}{50} \times 100$$

$$P = 13.88$$

2. Students' improvement in interpretive comprehension diagnostic test – cycle

1

$$\sum x = \frac{X1 + X1}{2}$$

$$= \frac{13.88 + 13.88}{2}$$

$$= \frac{27.76}{2}$$

$$= 13.88$$

APPENDIX

MEAN SCORE OF THE STUDENTS' IMPROVEMENT IN READING COMPREHENSION

1. The improvement of students' score in interpretive comprehension cycle I – cycle II
 - a. Students' score in making conclusion

$$P = \frac{X_2 - X_1}{X_1} \times 100$$

$$P = \frac{76.39 - 56.94}{56.94} \times 100$$

$$P = \frac{19.45}{56.94} \times 100$$

$$P = 34.15$$

2. Students' improvement in interpretive comprehension cycle I – cycle II

$$\begin{aligned} \sum x &= \frac{X_1 + X_1}{2} \\ &= \frac{34.15 + 34.15}{2} \\ &= \frac{68.30}{2} \\ &= 34.15 \end{aligned}$$

APPENDIX

MEAN SCORE OF THE STUDENTS' IMPROVEMENT IN READING COMPREHENSION

1. The improvement of students' score in reading comprehension Diagnostic Test – Cycle I

- a. Students' score in literal

$$P = \frac{X1-(D-Test)}{D-Test} \times 100$$

$$P = \frac{66.20-49.58}{49.58} \times 100$$

$$P = \frac{16.62}{49.58} \times 100$$

$$P = 33.52$$

- b. Students' score in interpretive

$$P = \frac{X1-(D-Test)}{D-Test} \times 100$$

$$P = \frac{56.94-50}{50} \times 100$$

$$P = \frac{6.94}{50} \times 100$$

$$P = 13.88$$

2. Students' improvement in reading comprehension diagnostic test – cycle 1

$$\sum x = \frac{X1+X2}{2}$$

$$= \frac{33.52+13.88}{2}$$

$$= \frac{47.40}{2}$$

$$= 23.70$$

APPENDIX

MEAN SCORE OF THE STUDENTS' IMPROVEMENT IN READING COMPREHENSION

1. The improvement of students' score in reading comprehension cycle I – cycle II

a. Students' score in literal

$$\begin{aligned} P &= \frac{X_2 - X_1}{X_1} \times 100 \\ &= \frac{84.02 - 66.20}{66.20} \times 100 \\ &= \frac{17.82}{66.20} \times 100 \\ &= 26.91 \end{aligned}$$

b. Students' score in interpretive

$$\begin{aligned} P &= \frac{X_2 - X_1}{X_1} \times 100 \\ &= \frac{76.39 - 56.94}{56.94} \times 100 \\ &= \frac{19.45}{56.94} \times 100 \\ &= 34.15 \end{aligned}$$

2. Students' improvement in reading comprehension cycle I – cycle II

$$\begin{aligned} \sum x &= \frac{X_1 + X_2}{2} \\ &= \frac{26.91 + 34.15}{2} \\ &= \frac{61.06}{2} \\ &= 30.53 \end{aligned}$$

APPENDIX

RENCANA PELAKSANAAN PEMBELAJARAN (RPP) TAHUN AJARAN 2017

NAMA SEKOLAH : Yayasan Pendidikan SMA Somba Opu
KELAS/SEMESTER : XI IPA / I
ALOKASI WAKTU : 2 × 45 Menit
SKILL : Reading

A. STANDAR KOMPETENSI

Memahami makna teks fungsional pendek dan teks tulis esay berbentuk narrative dalam konteks kehidupan sehari – hari.

B. KOMPETENSI DASAR

Merespon makna dan langkah retorika dalam esei yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan.

C. INDIKATOR

1. Mengidentifikasi ide pokok dalam teks yang dibaca.
2. Mengidentifikasi jawaban berdasarkan teks yang dibaca.
3. Membuat kesimpulan dari teks yang di baca

D. TUJUAN PEMBELAJARAN

Pada akhir pembelajaran, siswa dapat:

1. Menentukan ide pokok dalam teks yang dibaca.
2. Menjawab pertanyaan berdasarkan teks yang dibaca.
3. Membuat kesimpulan berdasarkan teks yang di baca.

➤ Karakter siswa yang ingin diharapkan:

- | | | |
|-------------------|---------------|---------------|
| - Dapat dipercaya | - Rasa hormat | - Berani, Dan |
| - Rajin jawab | - Kerja keras | - Bertanggung |

E. METODE DAN MODEL PEMBELAJARAN

- a. Model Pembelajaran: Discovery Learning Method

F. MATERI AJAR

“ Narrative teks “

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.

G. LANGKAH-LANGKAH PEMBELAJARAN

1. Kegiatan Awal

- a. Mengabsen siswa
- b. Menyampaikan tujuan pembelajaran
- c. Menjelaskan model pembelajaran yang akan digunakan dalam proses belajar mengajar.

2. Kegiatan Inti

- a. Memberikan materi berupa features of narrative text dan teks bacaan
- b. Mengaplikasikan metode discovery learning
 1. Memberikan motivasi dan memprediksi isi bacaan

2. Memberikan bacaan sesuai tingkat kecerdasan siswa
 3. Memberikan waktu selama 15-20 menit untuk membaca text
 4. Pada 20-25 menit berikutnya, kegiatan diatur oleh guru sebagai tindak lanjut.
 - 1) Guru membacakan test bersama siswa dan mendiskusikan isi bacaannya
 - 2) Memberikan penjelasan yang memadai dan mengajukan beberapa pertanyaan yang berhubungan dengan bacaan.
 - 3) Guru meminta siswa membuat sebuah laporan tertulis tentang apa yang telah dibaca berupa kesimpulan atau rangkuman.
- *Kegiatan akhir*
 1. Menanyakan kesulitan yang dihadapi oleh siswa
 2. Menyimpulkan materi pembelajaran
 3. Mengevaluasi siswa.

H. SUMBER, ALAT, DAN MEDIA PEMBELAJARAN

a. Sumber

- Buku look A head 2 for senior high school, PT: Erlangga
- Internet

b. Alat

- Spidol, Penghapus, Papan tulis, Buku

c. Media

- Teks bacaan dalam bentuk paper

I. PENILAIAN

- | | |
|---------------|------------------|
| a. Teknik | : Teks tertulis |
| b. Bentuk | : Essay Test |
| c. Instrument | : Narrative Text |

J. EVALUASI

Answer the following question based on the text!

1. What is the main ideas of paragraph 1 and paragraph 2?
2. How did the characteristic of the participant in the story?
3. Does the story sad or happy ending? Why?
4. Make the conclusion of the story based on your own words?

K. RUBRIC PENILAIAN

1. Teknik : Tugas
2. Bentuk :
 - a. Pemahaman
 - b. Tulisan
3. Aspek :
 - a. Pemahaman siswa terhadap materi

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 in complete understanding of main idea	2
- The answer include minimal or no	1

<p>understanding of main idea</p> <ul style="list-style-type: none"> - No answer 	0
---	---

Specific Information

Criteria	Score
<ul style="list-style-type: none"> - The answer is gramatically correct and idea is true 	3
<ul style="list-style-type: none"> - Some grammatical errors but the idea is true 	2
<ul style="list-style-type: none"> - Many grammatical errors and the idea is really true 	1
<ul style="list-style-type: none"> - Many grammatical errors and the idea is false 	0

Making Conclusion

Student showed evidence of reading resource	Score
Conclusion reflect resource reading in development of idea is excellent	4
Conclusion reflect readings in development idea	3

Conclusion reflect only reading in development of idea. It is poor	2
Conclusion those answers, but do not reflect any reading of resources in development idea.	1

$$\text{Score} = \frac{\text{total nilai siswa}}{\text{Maximum Score}} \times 100$$

Students' activeness

No	The students' active participation	Score	Indicator
1	Very active	4	Students' response to material very active
2	Active	3	Students' response to material active
3	Un active	2	Students' response to material without
4	not active	1	doing something

Makassar, 2017

Guru Kelas

Mahasiswa

Appendix

Diagnostic Test

Name :

Class :

Date :

The Fox and the Cat

One day a cat and a fox were having a conversation. The fox, who was a conceited creature, boasted how clever she was. 'Why, I know at least a hundred tricks to get away from our mutual enemies, the dogs,' she said. 'I know only one trick to get away from dogs,' said the cat. 'You should teach me some of yours!'

'Well, maybe someday, when I have the time, I may teach you a few of the simple ones,' replied the fox airily.

Just then they heard the barking of a pack of dogs in the distance. The barking grew louder and louder - the dogs were coming in their direction! At once the cat ran to the nearest tree and climbed into its branches, well out of reach of any dog. 'This is the trick I told you about, the only one I know,' she called down to the fox. 'Which one of your hundred tricks are you going to use?'

The fox sat silently under the tree, wondering which trick she should use. Before she could make up her mind, the dogs arrived. They fell upon the fox and tore her to pieces. A single plan that works is better than a hundred doubtful plans.

Answer the questions

1. What is the main idea of the paragraph 1?
2. When did the story happen?
3. How did the characteristic of the participant in the story?
4. What is the basic conflict in the story?
5. Does the story end in a happy or sad ending?
6. Make the conclusion of the text based on your own words?

Appendix Test Cycle I

Name :

Class :

Date :

Golden Snail

Prince Raden Putra and Dewi Limaran were husband and wife. They lived in a palace. Prince Raden Putra's father was the king of the kingdom.

One day, Dewi Limaran was walking around in the palace garden. Suddenly she saw a snail. It was ugly and disgusting. "Yuck!" said Dewi Limaran and then she threw it away into a river. She did not know that the snail was actually an old and powerful witch. She could transform herself into anything. The witch was angry to Dewi Limaran. The witch put a spell on her and changed her into a golden snail. The witch then threw it away into the river.

The golden snail was drifting away in the river and got caught into a net. An old woman was fishing and used her net to catch some fish. She was surprised to see a golden snail in her net. She took it and brought it home. When the old woman woke up in the morning, she was surprised that the house was in the good condition. The floor was mopped. And she also had food on the table. She was thinking very hard. "Who did this to me? The person is very kind." It happened again and again every morning.

The old woman was very curious. One night she decided to stay up late. She was peeping from her room to know who cooked for her. Then, she could not believe what she saw. The golden snail she caught in the river turned into a beautiful woman. The old woman approached her. "Who are you, young girl?" "I am Dewi Limaran, Ma'am. A witch cursed me. I can change back as a human only at night," explained Dewi Limaran. "The spell can be broken if I hear the melody from the holy gamelan," continued Dewi Limaran. The old woman then rushed to the palace. She talked to Prince Raden Putra about her wife. Prince Raden Putra was so happy. He had been looking for his wife everywhere.

He then prayed and meditated. He asked the gods to give him the holy gamelan. He wanted to break the witch's spell. After several days praying and meditating, finally gods granted his wish. He immediately brought the holy gamelan to the old woman's house. He played it beautifully. And then amazingly the golden snail turned into the beautiful Dewi Limaran. The couple was so happy that they could be together again. They also thanked the old woman for her kindness. As a return, they asked her to stay in the palace.

Answer the questions bellow !

1. What is the main idea of paragraph 1 ?
2. where the witch was throwing Dewi Limaran?
3. When a keong mas shape shifter?
4. how to remove the curse?
5. Make the conclusion of the story based on your own words ?

Appendix

Test Cycle II

Name :

Class :

Date :

Bogor Botanic Garden

On Friday 16 March we went to Bogor Botanic Garden. We went there by bus and we arrived at that famous garden at 10 o'clock.

Arriving at the garden, we were divided into two groups. Group A followed Mrs. Nina and Group B followed Mr. Ahmad. I was in group A. Well, first we went to odd tropical plants and Mrs. Nina read us some of the information. Then, we looked at all the lovely plants. After that, we went to a little spot near the Raffles cemetery and had morning tea. Next, we did some sketching and then we met group B at the information center to have our lunch.

Soon, it was time for us to go to the orchid section while Group B did some research on flowers. Uhm...A lady led us to the orchid section. Then, she explained about many kinds of Orchids.

Next, we had a look at the Indonesian orchid. Wow...,we saw many kinds of Indonesian orchids. They were a beautiful. Later, we took a look at the America, European, and Asian orchid's section. It was interesting. Soon after we had finished our observation, we went back outside and met group B. Then, we got on the bus and returned to school. We really enjoyed the trip to Bogor Botanic Garden.

Answer the question below !

6. What is the main idea of this text ?
7. When did they go to Bogor Botanic garden ?
8. Wow...we saw many kinds of Indonesian orchids. They were a beautiful. **They** refers to...?
9. Make the conclusion of the story based on your own words?



DIAGNOSTIC TEST



MEETING 1



MEETING 2



MEETING 3



TEST SCYCLE I



MEETING 5



MEETING 6



MEETING 7



TEST CYCLE II



CURRICULUM VITAE

Evi Nawir was born on April 14th, 1994 in Makassar, South Sulawesi. She is the fourth child of four siblings of M. Nawir and Nurmin. She began her study at SD INPRES 111 Pasaran and graduated in 2006. In 2006 She then continued her study to Junior High School at SMP Negeri 1 Anggeraja finished it in 2009.

She then continued her study in senior high school at SMK Negeri 1 Enrekang and finished it in 2012. Finally she continued her study as a humble student specializing in English Education in Faculty of Teacher Training and Education at Makassar Muhammadiyah University 2013