

Increasing the Students' Reading Comprehension Ability in Descriptive Text Through Discovery Learning at The Eighth Grade of SMP Negeri 2 Gido in 2022/2023

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Abstract

Students are expected to comprehend English texts correctly. Meanwhile the students of the eighth grade of SMP Negeri 2 Gido did not understand the texts, could not achieve the minimum competences criterion that has been decided in the school. It was caused by some factors namely lacked of the students' vocabulary, unable to identify main idea and to determine the generic structure of descriptive text, lacked of getting the important points when reading the text. The purpose of this research is to increase the students' ability in reading comprehension. In increasing students' reading ability, the researchers used Discovery Learning Strategy and applied it Classroom Action Research (CAR). This research was conducted in two cycles, there were four steps in conducting the research, namely: planning, action, observation and reflection. The result of the data in Cycle I showed that there were 2 students (6%) categorized in "Poor level", 12 students (37%) categorized in "Less level", 14 students (42%) categorized in "Enough level, 3 students (9%) categorized in "Good level, and 2 students (6%) categorized in "Very good level". The mean mark in Cycle I was 50.91. There were still many students who failed and their level was low and really needed to be increased in the next cycle. Cycle II, no one of the students was categorized into less, poor, and enough levels, but 30 students (90.9%) categorized in "Good level, 3 students (9.10%) categorized in "Very good level". The mean mark in Cycle II was 85.15. Based on the results of the research, it is concluded that Discovery Learning Strategy can increase the students' ability in reading comprehension in descriptive text at eighth grade of SMP Negeri 2 Gido in 2022/2023.

Keywords: Discovery Learning, Descriptive Text, CAR.

Abstrak

Siswa diharapkan dapat memahami teks bahasa Inggris dengan benar. Sedangkan siswa kelas VIII SMP Negeri 2 Gido kurang memahami teks, tidak dapat mencapai kriteria kompetensi minimal yang telah ditetapkan di sekolah. Hal ini disebabkan oleh beberapa faktor yaitu kurangnya kosakata siswa, tidak mampu mengidentifikasi gagasan utama dan menentukan struktur generik teks deskriptif, kurang mendapatkan poin-poin penting saat membaca teks. Tujuan dari penelitian ini adalah untuk meningkatkan kemampuan siswa dalam pemahaman membaca. Dalam meningkatkan kemampuan membaca siswa, peneliti menggunakan Strategi Discovery Learning dan menerapkannya pada Penelitian Tindakan Kelas (PTK). Penelitian ini dilaksanakan dalam dua siklus, terdapat empat langkah dalam melakukan penelitian yaitu: perencanaan, tindakan, observasi dan refleksi. Hasil pengumpulan data pada Siklus I menunjukkan bahwa terdapat 2 siswa (6%) yang berkategori "Kurang", 12 siswa (37%) yang berkategori "Kurang", 14 siswa (42%) yang berkategori "Cukup, 3 siswa (9%) berkategori "Baik, dan 2 siswa (6%) berkategori "Sangat Baik". Nilai rata-rata pada Siklus I sebesar 50,91. Masih banyak siswa yang gagal dan tingkatannya rendah sehingga sangat perlu ditingkatkan pada siklus berikutnya. Siklus II, tidak ada satupun siswa yang masuk dalam kategori kurang, kurang, dan cukup, namun sebanyak 30 siswa (90,9%) masuk dalam kategori "Baik, 3 orang siswa (9,10%) masuk dalam kategori "Sangat Baik". Nilai rata-rata pada Siklus II adalah 85,15. Berdasarkan hasil penelitian disimpulkan bahwa Strategi Discovery Learning dapat meningkatkan kemampuan siswa dalam pemahaman membaca teks deskriptif pada kelas VIII SMP Negeri 2 Gido tahun 2022/2023.

Kata Kunci: Discovery Learning, Teks Deskriptif, CAR.

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INTRODUCTION

Reading is about the process understanding written texts. Based on the National Education System Law number 20 of 2003 states that education is organized by developing a culture of reading, writing and arithmetic for all citizens. In more detail, government reaffirmed the importance of building a culture of reading in library law number 43 of 2007 article 48 on the Cultivation of Reading Proficiency. In paragraph 1, it is stated that reading culture is carried out through the family, education unit, and community. In the education unit, reading activities are carried out in each school so that it can build students' awareness of the importance of reading and support effective learning, can foster students' critical reading skill, and develop students' creativity. Reading skills are abilities that are generally obtained from school, this ability is very important to develop because reading is an activity that can develop knowledge from the reading. Reading skills are one of the skills that must be mastered by the students at school. Students who have adequate reading skills will more easily explore information from various written sources.

According to Healy (2002) in Stella (2020) reading comprehension is the understanding of the written word, the understanding of the content that is being read, and the construction of meanings of the text. This statement tells us that reading is one of the ways for the readers to get information, improve their knowledge, enrich their vocabulary, develop their knowledge so that, they will be active and creative in using the language. The readers can get the information, ideas or opinions that is useful for their knowledge by reading activity.

In the syllabus of 2013 Curriculum at the eighth grade of SMP Negeri 2 Gido, core competence expects the students are factual, conceptual, procedural based on the students' curiosity about the science of arts, and culture technology humanities with humanitarian, national, state, and civilization related causes phenomenon and events, and applying the procedural knowledge to specific area of study. Then, basic competence expects the students to be able to arrange oral and reading comprehension in descriptive text, very short and simple, related to people, animals, and objects, taking into account social functions, structures text, and linguistic elements, correctly and in context. The indicator based on the syllabus is to know the social function, text structure, language features and the topic. Related to the students' achievement in learning especially in English subject of eighth grade of SMP Negeri 2 Gido, the school has determined the Minimum Competence Criteria (MCC) that should be reached by the students which is 70.

Based on the researchers' interview to the English teacher which were held on Wednesday, March 08th, 2023 at SMP Negeri 2 Gido, the students had difficulty in understanding reading comprehension especially descriptive text. The problem appeared because of many factors such as: First, lack of the students' vocabulary. Second, the students were not able to identify main idea of descriptive text and unable to determine the generic structure of descriptive text. Third, the students are lack to get the important points when they read the text. This circumstance proved that the English

teacher found difficulty to guide her students in reading activity. She said that the students could not achieve the MCC that has been decided.

From the above problem, the researchers have found some of strategies to solve the students' problem. There are several types of learning strategies so that learning objectives can be achieved effectively and efficiently including scientific learning, project-based learning, discovery learning, inquiry learning, and problem-based learning. From these strategies, the researchers chose Discovery Learning Strategy. Discovery Learning is a method of understanding concepts, meaning, and relationships, through a process to a conclusion. The use of discovery learning has more value, namely wanting to change passive learning conditions to be active and creative so as to change teacher-oriented learning to student-oriented. This means that students can discover themselves what they are learning while the teacher is only a facilitator.

Furthermore, Annisa (2022) has conducted the same strategy entitled "Discovery Learning Model in Teaching Writing Descriptive Text for Seventh Grade of SMP Swasta Sro Matiti". In this study during interview with teacher, the researchers found that teacher had some challenges after applying the discovery learning model, namely at the simulation stage, problem statement stage and data processing stage. The results of this study are the teacher has applied the discovery learning model well. There were other previous researchers who already applied this strategy and found it is good to implement it for teaching reading comprehension.

Of previous researchers that Discovery Learning Strategy is good to apply to students. It is that the advantages of the discovery learning model when compared to other learning models, are that it can train students to learn independently, train students' reasoning skills, and involve students actively in learning activities to find themselves and solve problem without involving others so that the teacher only facilitates students.

Discovery Learning helped the students learn to monitor their thinking as they read an assigned text. Students are directed by a series of questions which they think about and answer based on the text they read. This process reveals how much they understand a text. As students become more adept at this strategy, they learn to generate their own questions to guide comprehension. Based on the experts' opinion. It is concluded that Discovery Learning is one of methods that prompts and reinforces the students in increasing the students' ability in reading comprehension. Discovery Learning helps the students to comprehend the text so that they can think analytically and try to solve their own problems.

Based on the explanation above, the researchers were conducted research to increase the students' ability in reading comprehension by Discovery Learning, entitled: "Increasing the Students' Reading Comprehension Ability in Descriptive Text through Discovery Learning at the Eighth Grade of SMP Negeri 2 Gido in 2022/2023".

METHOD

This study made by the means of quantitative methods of researchers. But in the process the researchers have used the type of research is Classroom Action Research (CAR). To solve the students' problem in reading skills. The researchers have conducted Classroom Action Research. According to Burns (2010) in Kasita (2018), CAR is a part of a broad movement that has been going on in education. There are four components in Cycle I for conducted classroom action research; planning, action, observation, and reflection. Meanwhile, Connor et al (2006) in Wulandari (2019) classroom action research is a scientific project conducted by teacher or lecturer using particular method in order to capture the phenomena in classroom. The location of the research was in SMP Negeri 2 Gido. It is located in Somi village, Gido Subdistrict. The researchers have conducted the research at the eighth grade of SMP Negeri 2 Gido as the subject of the research that consisted of 4 classes especially at VIII-b class. The students at the eighth grade of SMP Negeri 2 Gido consisted of 124 students.

The researchers did the research by the agreement of the headmaster of SMP Negeri 2 Gido. The subject of the research is the students at the eighth grade of SMP Negeri 2 Gido (VIII-B) which consisted of 33 students which consisted of 15 girls and 18 boys. The researchers chose this class because the students had difficulty in understanding reading comprehension especially descriptive text. During conducting the research, the researchers was helped by the English teacher of SMP Negeri 2 Gido. The English teacher was as the teacher-collaborator of the students' and the researchers' activity. The researchers got help from the English teacher in order to observe the researchers' and students' activities during teaching-learning process in the classroom. The students were all present during conducting the research. The researchers performed the research for Cycle I and II consisted of four meetings; each cycle consisted of two meetings.

RESULT AND DISCUSSION

The researchers performed the research for Cycle I and II consisted of four meetings; each cycle consisted of two meetings. Each meeting followed the procedure of CAR (planning, action, observation, and reflection).

Cycle I

1. Planning

In the second meeting of Cycle I, the researchers prepared many things, such as; the lesson plan, the researchers' and students' observation sheet, material, field notes of the students' activities and evaluation sheet.

2. Action

In the stage of action, the researchers together with the teacher-collaborator entered the classroom process which consisted of pre-teaching learning activities, whilst-teaching activities and post-teaching learning activities. In the pre-teaching the researchers directly handled the class. He

started his teaching by greeting the students and asked their condition. After that, the researchers asked the students about the last material. Some of students answered the researchers' questions.

After that, in whilst-teaching the researchers asked the students to continue learning last meeting. First, the researchers motivated and encouraged students to find new knowledge about the material being studied. In this case, the researchers provided opportunity for students to ask about material that has been understood. Then, the researchers gave an example generic structure and language future of descriptive text with certain topic was, "Maudy Ayunda". Second, the researchers accompanied students because at this stage students also often had difficulty in deciphering and developing their ideas sentences. In this case, the researchers assisted students still did not understood and explained the example main idea in descriptive text and generic structure of descriptive text. The main idea of the example above is that Maudy Ayunda is one of Indonesian outstanding young artists. Generic structure of the example above is Maudy Ayunda is my favorite artist. She is so beautiful and smart. She has made me fall in love with her since I first saw her on TV.

Then, the researchers distributed the evaluation sheet as final test in multiple choice question to the students. The researchers asked the students to answer the questions individually. The researchers walked around the classroom to make sure that all of the students did the evaluation sheet as final test. Furthermore, the researchers collected the students' evaluation sheet after making sure that they have finished answering it. In post-teaching, the researchers made discussion with the students about the answer of the questions. The students gave their opinion about the answer of the questions. The researchers took the conclusion and closed the meeting by greeting the students.

3. Observation

The teacher-collaborator observed all the researchers' and students' activities in the classroom as the result shown below:

a. The Researchers' Activities

Based on the observation of the researchers' activities from the second meeting, the activities have been done and have not been done is seen in the table below:

Table 1 Observation Sheet of the Researchers' Activities in Second Meeting of Cycle I

Cycle	Meeting	Formula	Criteria	Frequency	Percentage
I	Second Meeting	$\frac{11}{15} \times 100\%$	Done	11	74%
		$\frac{4}{15} \times 100\%$	Undone	4	26%

The result of the researchers' activities above was found an increase from the first meeting but there were still a things that the researchers did not do such as:

1. The researchers did not guide and directed the students who had difficulties in understanding descriptive text.

b. The Students' Activities

Based on the result of the observation of the students' activities, the activities have been done and have not been done in the teaching learning process are seen in the table below:

Table 2 Observation Sheet of the Students' Activities in Second Meeting of Cycle I

Cycle	Meeting	Formula	Criteria	Frequency	Percentage
I	Second Meeting	$\frac{360}{462} \times 100\%$	Done	360	78%
		$\frac{100}{462} \times 100\%$	Undone	100	23%

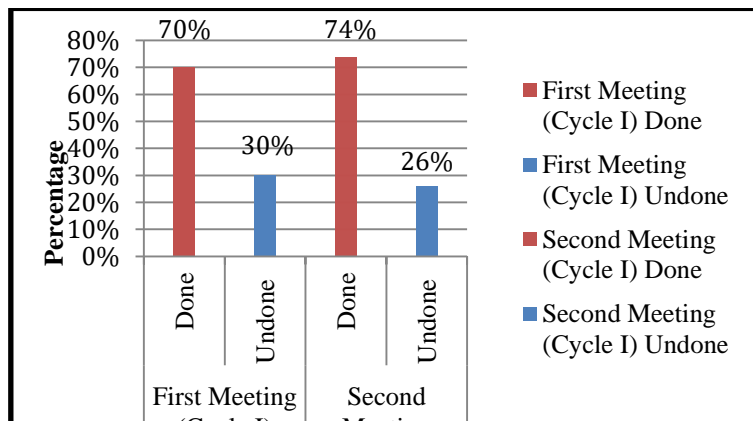
There was an activity that the researchers did not do such as:

1. The researchers did not direct the students who had difficulties in understanding descriptive text.

The result of the students' activities above was found an increase from the second meeting but the researchers found some weakness in the first meeting of Cycle I, as follows:

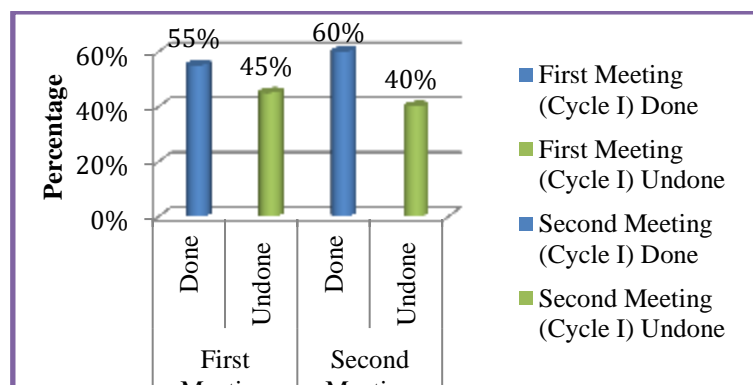
1. Fifteen (15) students were lack to get important points when they read the text.
2. Fourteen (14) students lacked of the vocabulary.

Clearly, the researchers' activities have been done and have not been done by the researchers during teaching-learning process in Cycle I are is seen in Graphic 1 below:



Graphic 1 The Percentage of Researchers' Activities in Cycle I

Based on the result of the observation of the students' activities, the activities have been done and have not been done during the teaching-learning process are seen in Graphic 2 below:



Graphic 2 The Percentage of Students' Activities in Cycle I

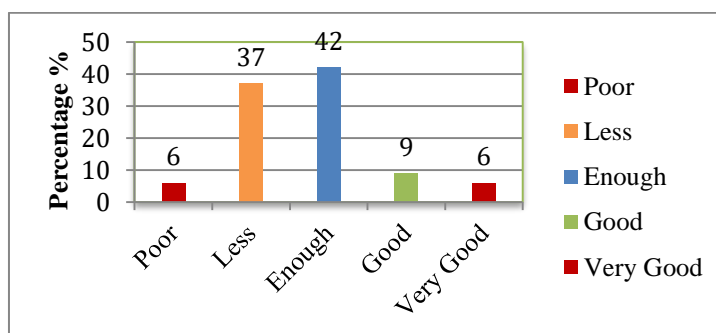
c. Reflection

After implementing the action, the researchers evaluated the result of the students' ability in reading comprehension in descriptive text by using Discovery Learning. The researchers gave twenty questions in multiple choice questions to the students. The result of their evaluation sheet is seen in the table below:

Table 3 The Students' Ability in Reading Comprehension by Using Discovery Learning in Cycle I

MCC	The students' value	Level	Frequency	Percentage (%)	Classification
70	0-24	Poor	2	6%	Unsuccessful (43%)
	25-49	Less	12	37%	
	50-74	Enough	14	42%	Successful (57%)
	75-91	Good	3	9%	
	92-100	Very Good	2	6%	
Total			33	100%	

Based on the previous page, is explained that the students' ability in reading comprehension by using Discovery Learning in Cycle I was still less and could not pass the MCC. The students could not pass on the Minimum Competence Criterion (MCC) which stated at that school is 70 points. There were 2 students (6%) categorized into poor level, 12 students (37%) categorized into less level, 14 students (42%) categorized into enough level, 3 students (9%) categorized into good level and 2 students (6%) categorized into very good level. The highest score that the students got was 80 and the lowest score that the students got was 30. There were 28 unsuccessful and 5 successful the students in reaching MCC. And the average of the students' mark was 50.91. The result of the students' ability in Cycle I, is seen in Graphic 3 below:



Graphic 3 The Students' Ability in Reading Comprehension by Using Discovery Learning in Cycle I

Since the result was still not satisfied, the researchers continued to the next cycle until all students achieved the Minimum Competence Criterion (MCC) decided. So, the researchers continued in Cycle II that consisted of two meetings. By doing some improvement such as:

1. The researchers directed the students who had difficulties in understanding descriptive text.
2. The researchers explained the students how to get important points when reading the text.
3. The researchers explained the students how to increase vocabulary.

Cycle II

1. Planning

In the second meeting of Cycle II, It was conducted on Wednesday 7th June 2023. the researchers prepared many things, such as; the lesson plan, the researchers' and students' observation sheet, material, field notes of the students' activities, attendance list and evaluation sheet.

2. Action

As usually the researchers entered the classroom was accompanied by the teacher-collaborator. The teaching and learning process in the classroom consisted of pre-teaching activities, whilst-teaching activities and post-teaching activities and applied Discovery Learning. In the pre-teaching, the researchers greeted the students, asked their condition and checked the attendance list and the researchers continued to asking one of the students to pray.

After that, in whilst-teaching activities, first the researchers motivated and encourages students to find new knowledge about the material being studied. The researchers asked the students feedback about the last material and the students pose question concerned with previous material and explained to students about descriptive text material. The researchers explained language future of descriptive text, examples of noun such as; book, table, family, man, child and etc. examples of simple present tense such as; I go to school every morning, I like playing football every day and etc. examples of adjective such as; beautiful, smart, handsome, friendly and etc. Second, the researchers accompanied students read the text comprehensively. In this stage, the researchers gave the example of descriptive text to the students with certain topic, was "Jonathan". And the researchers asked the students to read and comprehend the text and share knowledge about important points, generic structure, language features and main idea based on the text. The students responded actively and comprehend the text, the all of the students able to comprehend and able to determine main idea, generic structure, important points based on the text because the students increase vocabulary and read with other friends.

The researchers distributed the evaluation sheet as final test in multiple choice. The researchers asked the students to answer the questions individually. The researchers walked around the class to make sure that all of the students did the final test. After they have finished to answer the questions, the researchers collected the evaluation sheet. In the post-teaching activities, the researchers asked one student to pray, then closed the class greeted the students.

3. Observation

The observation has been done by the teacher-collaborator during teaching and learning process. The teacher-collaborator observed the researchers' and students' activities in the classroom.

a. The Researchers' Activities

The result of the researchers' observation sheet in the second meeting of Cycle II is seen in the table below:

Table 4 Observation Sheet of the Researchers' Activities in Second Meeting of Cycle II

Cycle	Meeting	Formula	Criteria	Frequency	Percentage
II	Second Meeting	$\frac{11}{11} \times 100\%$	Done	11	100%
		-	Undone	-	-

From the table above, it was found that all researchers' activities were done by the researchers. In other words, there was an increase of activities done and the students were involved in the teaching learning process.

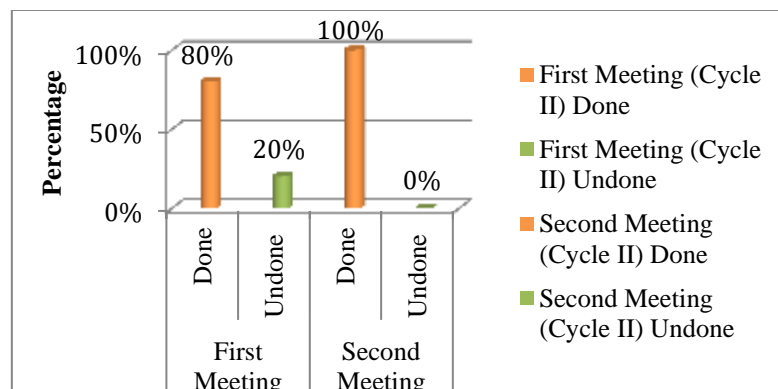
b. The Students' Activities

Based on the students' observation sheet, the activities have been done is seen in the table below:

Table 5 Observation Sheet of the Students' Activities in Second Meeting of Cycle II

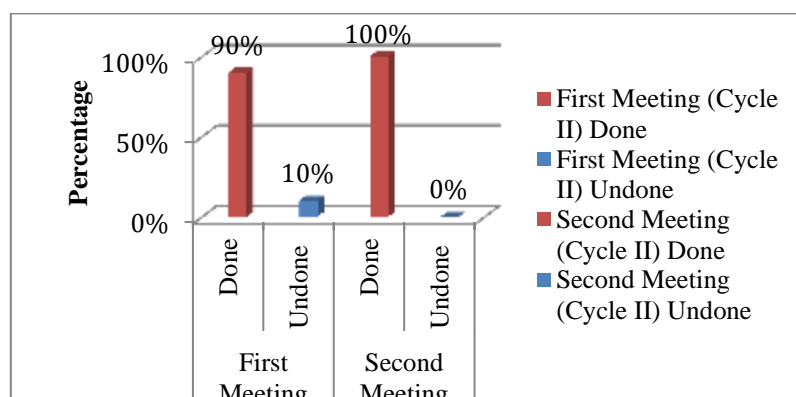
Cycle	Meeting	Formula	Criteria	Frequency	Percentage
II	Second Meeting	$\frac{462}{462} \times 100\%$	Done	462	100%
		-	Undone	-	-

From the table above, it was found that all students' activities were done by the researchers. In other words, there was an increase of activities done and the students were involved in the teaching learning process. It is seen in Graphic 4 below:



Graphic 4 The Percentage of the Researchers' Activities in Cycle II

Based on the result of the observation of the students' activities, the activities have been done and have not been done during the teaching-learning process are seen in Graphic 5 below:



Graphic 5 The Percentage of Students' Activities in Cycle II

From the result of the researchers' and students' activities in Cycle II, all of the students were active during the teaching-learning process, such as students were actively to comprehend the text and able to identify main idea, able determine generic structure and able get important points when they read the text and their vocabulary is increasing. The researchers found almost the activities that have been arranged by the researchers have been applied well by him. The fact showed the good preparation by the researchers in the teaching-learning process gave the capable comprehend descriptive texts.

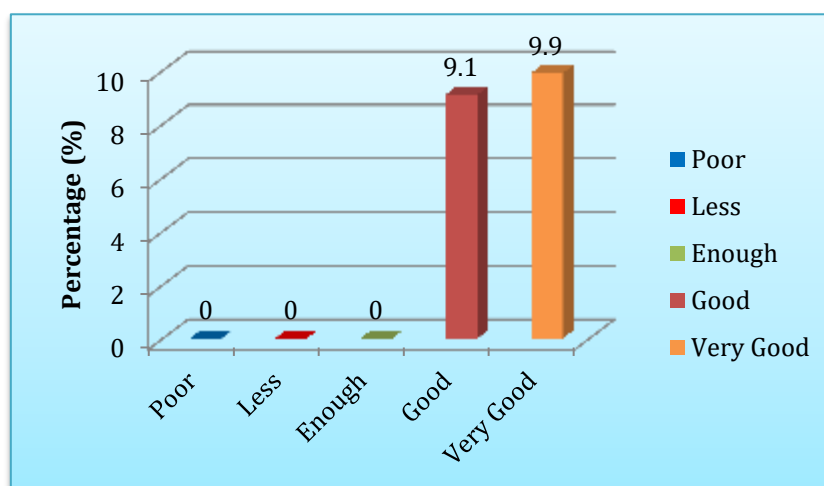
c. Reflection

After implementing the action, the researchers evaluated the result of the students' ability in reading comprehension in descriptive text by using Discovery Learning Strategy. The researchers gave twenty questions in multiple choice questions to the students. The result of their evaluation sheet is seen in the table below:

Table 6 The Students' Ability in Reading Comprehension by Using Discovery Learning of Cycle II

MCC	The students' value	Level	Frequency	Percentage (%)	Classification
70	0-24	Poor	-	-	Successful (100%)
	25-49	Less	-	-	
	50-74	Enough	-	-	
	75-91	Good	30	90.9%	
	92-100	Very Good	3	9.10%	
Total			33	100%	

Based on the table above, was explained that all students were able to reach MCC (Minimum Competence Criterion) categorized good and increasing the reading comprehension. There were 30 students who got "Good level" (80) and 3 students who got "Very good level" (100). All of the students reached Minimum Competence Criterion. It is seen in Graphic 6 below:



Graphic 6 The Students' Ability in Reading Comprehension by Using Discovery Learning of Cycle II

Based on the graphic above explained that in Cycle II no one of the students were categorized into less, poor level, and enough level, but 30 students (90.9%) categorized "Good level", were 3

students (9.10%) categorized “Very good level”. Moreover, the average of their value was 80.15. It showed that the students were successful because the average value was higher than the MCC was 70. So, the researchers states that Discovery Learning Strategy can increase the students’ ability in reading comprehension in descriptive text.

Discussion

In the research, the problem is “how can the students’ reading comprehension ability be increased in descriptive text through Discovery Learning at the eighth grade of SMP Negeri 2 Gido in 2022/2023?”. The common response in the research is Discovery Learning can increase the students’ ability in reading comprehension in descriptive text by implementing the procedures of Discovery Learning.

The research was done in Cycles II. In Cycle I, the average of the students’ ability in reading comprehension in descriptive text especially describing person was 50.91 and in Cycle II was 85.15. From the average of the students’ ability in each cycle, it can be found the increase of the students’ ability in descriptive text through Discovery Learning especially describing person. Furthermore, the average of the students’ value showed that they had passed the Minimum Competence Criterion that had been stated in that school is 70. Therefore, the researchers concluded that Discovery Learning Strategy can increase the students’ ability in reading comprehension in descriptive text especially in describing person.

CONCLUSION

Discovery learning is one of strategies to develop active and creative students learning in the process of learning activities. In this case, the researchers have implemented Discovery Learning but it does not have an impact on the results that have been set before. So that students experience several difficulties including, not able to identify main idea and determine generic structure and lack to get important points when they read the text. The average of the students’ mark in Cycle I, by using Discovery Learning was 50.91 the students score in Cycle I there were 2 students (6%) “Poor level”, 12 students (37%) “Less level”, 14 students (42%) “Enough”, 3 students (9%) “Good level” and 2 students (6%) “Very Good Level”. There were many students in fail and poor levels and it was very necessary to improve to the next cycle.

After knowing the weaknesses above, the researchers continued conducting Discovery Learning so that students could achieve the predetermined results. In fact, all of the students reached Minimum Competence Criterion. There were 30 students (90.9%) categorized “Good level and 3 students (9.10%) categorized “Very good level”. the students’ achievements showed that the higher value is 100 and the lowest value is 80 while the average is 80.15 in Cycle II all the students has been passed on MCC was 70. The students were able to achieve MCC, moreover their score was more than MCC and the researchers stopped and did not continue the research in the next cycle. In other words, Discovery Learning was successful implemented to solve the students’ problem.

Based on the explanation above, it is concluded that Discovery Learning can increase the students' ability in reading comprehension especially in descriptive text at the eighth grade of SMP Negeri 2 Gido in 2022/2023.

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