

**IMPROVING THE STUDENTS' ABILITY IN READING COMPREHENSION
THROUGH DISCOVERY LEARNING METHOD AT THE EIGHT GRADE OF SMP
NEGERI 1 GIDO**

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ABSTRAK

Pemahaman membaca adalah proses dan aktivitas untuk memahami semua teks bacaan yang mencakup kosa kata dan konsep, membuat kesimpulan, dan menghubungkan ide-ide kunci, di samping itu pembaca akan mendapatkan ide atau makna dari teks tertulis. Salah satu masalah yang ditemukan peneliti adalah siswa tidak dapat memahami keseluruhan setiap kata. Tujuan penelitian ini adalah untuk memperbaiki pemahaman membaca siswa dengan menggunakan metode Discovery Learning di kelas VIII SMP Negeri 1 Gido tahun 2022/2023. Peneliti menggunakan Penelitian Tindakan Kelas (PTK) khususnya metode kuantitatif sebagai metode penelitian. Ada dua siklus yang siklusnya terdiri dari dua pertemuan. Setiap pertemuan terdiri dari perencanaan, tindakan, observasi dan refleksi. Data dikumpulkan oleh peneliti dari hasil observasi, catatan lapangan dan lembar evaluasi. Dari hasil penelitian di setiap siklus, telah ditunjukkan bahwa siswa mendapatkan peningkatan dengan menggunakan Metode Discovery Learning. Pada Siklus I siswa gagal, nilai rata-rata siswa adalah 46,8. Pada Siklus II semua siswa berhasil melewati Kriteria Kompetensi Minimal. Nilai rata-rata siswa adalah 88,6. Para peneliti menyimpulkan cara terbaik untuk memperbaiki pemahaman membaca siswa adalah menggunakan Metode Discovery Learning. Oleh karena itu, peneliti memiliki beberapa rekomendasi seperti peneliti merekomendasikan siswa dan guru menggunakan metode Discovery Learning untuk memperbaiki pemahaman membaca mereka, akhirnya peneliti merekomendasikan semua pembaca terutama kepada peneliti berikutnya untuk mengeksplorasi pemahaman membaca yang belum dieksplorasi oleh peneliti dalam penelitian ini.

Kata Kunci : Pemahaman Membaca, Pembelajaran Penemuan, CAR, Metode Kuantitatif

ABSTRACT

Reading comprehension is the process and activity of understanding all reading texts that include vocabulary and concepts, making conclusions, and connecting key ideas, in addition, readers will get ideas or meanings from written texts. One of the problems found by researchers is that students can't understand the whole of each word. The purpose of this study is to improve students' reading comprehension using the Discovery Learning method in the eighth grade of SMP Negeri 1 Gido in the 2022/2023 academic year. Researchers use Classroom Action Research (CAR), especially Quantitative Methods as a research method. There are two cycles, each cycle consists of two meetings. Each meeting consist of planning, action, observation and reflection. Data were collected by researchers from observation results, field notes and evaluation papers. From the results of the study in each cycle, it has been shown that students have improved by using the Discovery Learning Method. In Cycle I students failed, the average student score was 46.8. In Cycle II all students successfully passed the Minimum Competency Criteria. The average students score was 88.6. The researchers concluded that the best way to improve students' Reading comprehension is to use the Discovery Learning Method. Therefore, the researchers has several recommendations such as the researchers recommends students and teachers to use the Discovery Learning method to improve their reading comprehension, finally

the researchers recommends all readers especially to the next researchers to explore Reading comprehension that has not been explored by the researchers in this study.

Keywords : Reading Comprehension, Discovery Learning, CAR, Quantitative Method

INTRODUCTION

Reading is the process of looking at a series of written symbols and getting meaning from them. When we read, we use our eyes to receive written symbols (letter, punctuation marks, and spaces) and we use our brain to convert them into words, sentences and paragraph that communicate something to us. It is supported by Cline in Munjid and Astiyandha (2021) stated that reading is the cycle explaining and building up the significance of the understanding entry. It implies that reading is the action to acquire the significance or understanding the composed content. Reading is a cycle finding the significance by exchanging between the readers' idea as net parts lastly locate the comprehension about the importance of the content. Also Brown in Munjid and Astiyandha (2021) said that the objective of the reading is to teach students the way of comprehend different text genres to gain their knowledge and literacy experience. Reading can help students to comprehend written text, to organize information and to convey ideas clearly and effectively. So, the purpose of reading is comprehension.

Reading comprehension is the ability to read text, process it and understand its meaning. Comprehension in learning is the level of ability that expects someone to be able to understand the meaning of the concepts, situations, and facts that they know. The statement is also supported by Horowitz in Munjid and Astiyandha (2021), reading comprehension is expound intellectual cycle that reader should be deliberate and insightful in understanding cycle, the reader must checking the words and their importance to comprehend the entire content. Reading comprehension is complex cognitive process to construct the meaning of the text with intentional and thoughtful and using reader's prior knowledge relating to the text.

Based on the explanation above, the researchers conclude that reading comprehension is a skill or ability to understand what we read. Through this ability one can understand what the outhor means, then build meaning and understanding of the reading itself. Reading comprehension aims to understand reading which means studying more carefully the reading material so that one can assess the situation, values, function and effects of reading. So, one text that supports reading understanding is descriptive text because descriptive text is a text that describes or describes something like people, places, or objects.

Curriculum 2013 in SMP Negeri 1 Gido at the Eighth Grade, hope the students were able to comprehend descriptive text related to its social function, text structure, and language features orally and written. In achieve of the teaching learning process, the school determine of the english subject MCC 68. It means that, when the students mark up 68 said succes but when the students mark under 68 said fail.

Based on preliminary data finding, they were not able to achieve MCC 68. It was showed when they have difficulty to understand descriptive text. Where, they were unable to get the main idea of each paragraph, they do not have enough vocabulary about the text, they were not able to recognize the text structure, they did not understand the language features of descriptive text. These happens because of the deficiency of communication between teacher and students. The teacher only explain the material and students only listen without practicing. Students tend not to pay attention when the teacher explain the material. Therefore, a good method is needed to help students solve problem. One of them is the "Discovery Learning" method so that students have the opportunity to be actively involved in learning so that the MCC target of 68 that has been set can be achieved by students.

Discovery learning is a method by which students arrive at conclusions based on their own activities and elevations. This means that students become problem solvers who collect,

compare, analyze information, and make that conclusion Feriyanti and Balsem in Idyanthi et al. (2021). Discovery learning is applied in the teaching and learning process so that students can understand the text. It makes the students ready to understand the text that will be given by the teacher. Therefore, students can gain knowledge of methods in learning English to improve their understanding. Then, researchers emphasized the research in the implementation of discovery learning by conducting class action research. It helps students to understand and understand text easily.

By using discovery learning, students are able to think, analysis and try to solve their issues by themselves. This method makes the students as learner-center which the students become more active in the learning process by exploring concepts and answering their own questions by testing and experiencing. It has some stages consists of stimulus stage, problem statement stage, data collection stage, data processing stage, verification stage, and generalization stage. Using Discovery Learning Method will be helpful the students in reading. Students are able to think, analysis and try to solve their issues by themselves.

Based on the case above, the researchers will conducted a Classroom Action Research (CAR) because the researchers wanted to improve students reading comprehension. Classroom Action Research helps researchers to find, organize, prove, and ensure classes in teaching and student development. It is supported by Muchlisin Riadi (2019) that Classroom Action Research is a form of research that occurs in the classroom in the form of certain actions taken to improve the teaching and learning process in order to improve learning outcomes better than before. CAR is one of the studies that became an effort to observe and gather information in learning activities, through an action intentionally raised by the teacher as a self reflection in the context of improvement and improving the result of students learning towards positive. In CAR there are several process, Planning, Action, Observation, Reflection. Through this process the problem faced so far in learning can be resolved and is a strategic way to improve performance for teacher through reflection experience. Regarding to the explanation above, the researchers conducted a class action research under the title : **Improving the Students' Ability in Reading Comprehension Through Discovery Learning Method at the Eight Grade of SMP Negeri 1 Gido.**

RESEARCH METHODS

In this study, the researchers tried to apply classroom action research to improve students' reading comprehension, especially in descriptive texts. Classroom action research is an achievement using the Discovery Learning method.

Data Analysis Technique

Researchers collected all the data obtain during research activities. In a classroom action research, the collected data was qualitative and quantitative data.

1. Qualitative Data

In qualitative data the researchers evaluates the observation sheet. The researchers calculated the percentage of observation sheets containing students and researchers activities at each meeting to find out whether the teaching and learning process was going well according to the lesson plan. There are two aspects which will be observed by the English teacher-collaborator, namely "Yes" and "No". The teacher-collaborator was gave a check mark (√) in "Yes" column if the researchers carries out the activity seriously. Whereas, if the activity is not carrying out by the researchers in earnest then the teacher-collaborator was put a check mark (√) in "No" column.

There are three steps in analyzing the qualitative data of the research, as follows :

a. Reduction of Data,

The researchers collect and choose a mainstream and an important data related to research object after getting data from collaborator. The process should be guided by thinking about which data best answer the evaluation question.

b. Data Display

Display data consist of various types of graphics and network. By displaying this data, researchers will easily understand and analyze what will happen with the data presented.

c. Data Verification

Conclusion was taken after making the explanation data, the researchers will draw conclusion based on the data.

2. Quantitative Data

The following were techniques used by researchers in analyzing data :
Give a score or value for each students' correct answer on the evaluation sheet by using the following formula (Nurpratiwi, 2015):

$$S = \frac{B}{N} \times 100\%$$

Which :

S = Score

B = The amount of students' obtain

N = The total score/score maximum

The researchers will classify the scores obtained by students using a scale as a criterion for the level of students achievement, namely as follows:

Table 1. Learning Compliteness Criteria

Score	Criteria
80-100	Very good
66-79	Good
56-65	Enough
40-55	Less
<40	Very less

Source : Purwanto (2010)

The formulation of the data analysis serves as a guide for researchers in obtaining student scores in learning using the Discovery Learning method.

RESULT AND DISCUSSION

In conducted the research, the researchers took two cycles where one cycle consisted of two meetings.

a. Cycle I

Cycle I was held in two meetings, first meeting and second meeting. First meeting was held on Thursday, 27th July, 2023, and second meeting was held on Thursday, 3th August, 2023. The researchers conducted this cycle in 2 x 45 minutes. The researchers conducted research in class VIII-B with 34 students', and all of them attended. In this cycle, the researchers prepared one material or topic for two meetings, in order that the students could think and get the continuation of the last material that they had learnt. To make it clear, the researchers gave the explanation of the activities that was done by the researchers in each meeting in Cycle I, as follows:

1. First Meeting

The first meeting was held on Thursday, 27th July, 2023 which needed the time 2x45 minutes. The topic of the material that the researchers teach students is Descriptive Text. The procedures of the first meeting:

a. Planning

In the first meeting, the researchers prepared many things, such as:

1. Lesson plan, aims as a guide in carrying out teaching and learning process activities so that they run more directed.
2. Teaching materials, as a tool for researchers in learning that is distributed to students related to the topic of descriptive text
3. Attendance list of the students, to find out about student attendance in class
4. Observation sheet for researcher and students, used to collect the data through observation
5. Field notes, contains research notes based on observation in the field.

b. Action

The first meeting, researchers and collaborator teachers enter the class. Teacher-collaborator greet students and give directions to students so that the class is organized and conducive. Teacher-co-collaborators provide opportunities to researchers to start activities based on the procedures in the RPP. The researchers greeted the students and asked how the students were doing. all students give responded. After that, the researchers introduced himself to the students. The researchers asked one of the students to lead a prayer in front of the class and then the researchers continued to check the list of students present by mentioning the names of the students one by one, the students responded and answered present. At the first meeting all students were present.

The researchers distributed the material that had been prepared to all students. Next, the researchers introduced material about descriptive text. Before the researchers explained the material, the researchers asked the students' knowledge regarding descriptive text material and one of the students responded by giving a response about the meaning of descriptive text. After the researchers listened to the students' responses, the researchers started explaining the meaning of descriptive text, the features of descriptive text, and giving examples of how to describe something, for example describing a class.

In between teaching and learning activities, the researchers trained students to read a text entitled "My house" that the researchers had prepared in the material that had been distributed to students. The researcher applied the discovery learning method to students by asking students to read a text that had been prepared by the researchers. Several students responded by retelling the text they had read. Furthermore, the researchers asked students questions related to the text they had read. Several students identified several problems in the text, then the students formulated them in the form of hypotheses. The researchers asked students to collect various information contained in the text and the researchers gave students the opportunity to try to answer the questions. Then, the researchers asked students to form concepts and generalizations about the text in order to get alternative answer based on the text by had read. Furthermore, students compared previous answers and made sure the correct answer was in accordance with the text. After that, the researchers and students drew conclusions from the material. The researchers ended the learning process and asked one of the students to pray before going home. The researchers greeted the students and left the class. At the first meeting, most students were still less enthusiastic about participating in the teaching and learning process and the activities continued at the second meeting.

c. Observation

The collaborators made observations as long as the researchers carried out action in the classroom. Teacher collaborators pay attention to all activities carried out by researchers and

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students. The results of observations at my first meeting combined their explanations at the second meeting of the first cycle.

After applying the Discovery Learning method in the first meeting of the first cycle, found several advantages, as follows:

1. Students participate and provide responses during the teaching and learning process
2. Students are able to learn independently

Additionally, there were some disadvantages during implementing Discovery Learning Method at the eight grade of SMP Negeri 1 Gido, they are:

1. Students cannot understand the concept of a material correctly.
2. Some students cannot make discoveries.

d. Reflection

Because there were several weaknesses during the learning process which were explained in the observation sheet at the first meeting, the researchers made improvements at the next meeting, as follows :

1. The researchers suggested students to find out about descriptive text
2. The researchers was explained how to describe the text and provide examples.
3. The researchers was explained how to find ideas from reading texts.

2. Second Meeting

At the second meeting the researchers continued the activities from the first meeting. It was held on Thursday 3 August 2023. The time allocation for the second meeting are 2 x 45 minutes. The research procedure at the second meeting, as follows:

a. Planning

In planning, the researchers has prepared several things that were used in learning activities, namely: syllabus, lesson plans, student attendance lists, materials, student and researchers observation sheets, field notes, evaluation sheets.

b. Action

In the action stage, the researchers started the action by entering the class. The researchers greeted and asked the students' condition such as Good morning, how are you? The students responded and answered greetings from the researchers. The researchers asked one of the students to come to the front of the class to guide them in prayer. After that, the researchers checked the attendance list by calling students' names and students responded when their names were mentioned. At this meeting, all students were present. Researchers provided motivation to students to be enthusiastic in learning. Then, the researchers reviewed the previous material, several students responded by giving opinions about the previous material.

In addition, the researchers conveyed the weaknesses found in the first meeting to the students. The researchers also asked what difficulties the students experienced when learning at the first meeting. some students responded to the researchers by answering difficulties where students could not describe the text. Next, the researchers re-explains the material to students about descriptive text, namely the meaning of descriptive text, features of descriptive text, and how to make descriptive text. The researchers explained the Discovery Learning method to students as a way to make discoveries. The researchers asked the students to read the text that had been provided by the researchers entitled "My Dog". The researchers asked students one by one to tell the text they had read in front of the class. The students come to the front of the class and tell the text they read well. Then, the researchers asked written questions related to the text read by the students. The researchers explained how to do the test by asking students to identify the problem and formulate it in the form of a hypothesis. Students worked on the evaluation according to the researchers's instructions by collecting information and trying to answer the questions. Then, the researchers asked students to find alternative answers that were proven by the text. Then the researchers asked students to compare the answer they got to ensure

their truth based on the text. After that, the researchers collected the students' evaluation sheet. The researchers and students drew conclusion from the material. The researchers asked one of the students' to lead a prayer before going home. The researchers greeted the students and left the class.

c. Observation

In the record of the teacher-collaborator, the researchers found several advantages of implementing the Discovery Learning Method, namely :

1. Some of the students began to be able to describe the text
2. Some of the students began to be able to make discoveries based on the text they read.

Then, the reseacrher also found some weaknesses in implementing the Discovery Learning method on Cycle I, namely :

1. Some students still had difficulty in describing a text
2. Some students can not provided their responses related to the text and cannot make discoveries.

So, the researchers was explained again how to do the Discovery Learning method and provide an example, as a solution to this weakness.

d. Reflection

At this stage, the researchers analyzed and recorded the results of the observation sheets of researchers and students. Furthermore, the researchers also analyze and evaluate student answer sheets, then concluded and described them through the table below.

Table 1. The use of Discovery Learning method in improving students' reading comprehension at the eighth grade of SMP Negeri 1 Gido in Cycle I

Number	Level	Scoring	Frequency	%
1.	Very Good	80 – 100	0	0 %
2.	Good	66 – 79	4	16 %
3.	Enough	56 – 65	2	8 %
4.	Less	40– 50	12	48 %
5.	Very Less	<40	7	28 %
Total			25	100%

In the graph above, the researchers concluded that the application of the Discovery learning method in improving students' reading comprehension was still lacking, which meant that most students could not pass the Minimum Competency Criteria (MCC), which was 68. Therefore, the researchers decided to continue the research to Cycle II.

b. Cycle II

In Cycle II, the researchers conducted research for two meetings. Time allocation for each 2x45 minutes. The process of conducting research and the result of the application of the Discovery Learning method in the second cycle can be seen in the explanation below.

1. First Meeting

In the first meeting of Cycle II, the research was performed on Monday, 7th August 2023. The researchers conducted the research based on the steps as follows.

a. Planning

In planning phase, the researchers rearranged such as :

1. Lesson plan, aims as a guided in carrying out teaching and learning process activities so that they run more directed.

2. Teaching materials, as a tool for researchers in learning that is distributed to students related to the topic of descriptive text
 3. Attendance list of the students, to find out about student attendance in class
 4. Observation sheet for researcher and students, used to collect the data through observation
 5. Field notes, contains research notes based on observation in the field
- The researchers start the action by entering the class.

b. Action

The researchers greet the students by greeting and asking how the students are doing. The researchers asked one of the students to lead a prayer in front of the class. Then, the researchers checked the attendance list of students by calling the names of the students one by one. Students respond to the researchers by answering present when their name is called. Furthermore, the researchers gave motivation to the students so that the students were enthusiastic in participating in the teaching and learning process. The researchers asked the students to create a conducive classroom condition. Then, the researchers conveyed to the students what were the weaknesses in the previous meeting, the students listened carefully. The researchers reviewed the material at the second meeting by asking students about students' knowledge in the previous lesson. Next, the researchers explained the discovery learning method to students. The researchers asked the students to observe the examples of descriptive text contained in the material that had been prepared by the researchers.

After the students observed the example of descriptive text, the researchers asked the students questions related to the text. The researchers gave the students the opportunity in groups to identify the problems they found in the text and the students formulated them in the form of a hypothesis. Then, the researchers asked the students to collect information contained in the descriptive text and the researchers asked each student in the group to try to answer the questions. After the students tried to answer the questions and the researchers got the answer, the researchers asked the students to discuss with the group to find other alternative answers that were in accordance with those in the text. After the students got other answers based on the text, the researchers asked the students to compare the correct and appropriate answer. After the answers were found and in accordance with the text, the researchers asked each student in the group to convey conclusions about the material according to the results of their discussion. Then the researchers summarized all student responses and drew conclusions. Then the researchers ended the learning process. The researchers asked one of the students to lead a prayer in front of the class before going home. The researcher greeted the students and left the class.

c. Observation

Teacher-collaborator makes observation while researchers carry out actions in class. All activities carried out by researchers and students in class were observed by teacher-collaborator. The result from the activities of the researchers and students' at this meeting will be clarified in the Cycle II of second meeting.

There are several advantages in the teacher-collaborator notes when the researchers conduct research in the classroom at the Cycle II of the first meeting.

1. Most students were able to collaborate with group members to find information contained in descriptive text
2. Most students were able to compare the correct answer according to the text they read

In addition, there are weaknesses in implementing the Discovery Learning method, namely :

1. Some students are unable to make discoveries because of the difficulty of finding the main ideas of the text
2. Some students do not dare to express their opinions directly.

d. Reflection

At this stage, the researcher will record and analyze the results of the observation sheets of researchers and students. Then, the solution to the weaknesses of applying the Discovery Learning method in this meeting will be overcome with several improvements, as follows :

1. The researchers would ask students to describe the classroom as an example of a descriptive text
2. The researchers would explain the steps of the Discovery Learning method so that students understand more.

2. Second Meeting

The research in the second meeting of Cycle II was held on Thursday, 10th, 2023. The time allocation used in the second meeting was 2 x 45 minutes. The procedures of the research as follows.

a. Planning

Before the researchers did the action in the classroom, the researchers prepared such as:

1. Lesson plan, aims as a guide in carrying out teaching and learning process activities so that they run more directed.
2. Teaching materials, as a tool for researchers in learning that is distributed to students related to the topic of descriptive text
3. Attendance list of the students, to find out about student attendance in class
4. Observation sheet for researchers and students, used to collect the data through observation
5. Field notes, contains research notes based on observation in the field
6. Preparing evaluation sheet is students worksheet.

b. Action

The researchers started the action by entering the classroom. The researchers greeted and asked the students' condition. The students responded to the researchers by returning the greeting and answering the researchers about the news of the students. The researchers asked one of the students to lead a prayer in front of the class. Then, the researchers checked the attendance list of students by calling the names of the students one by one. The students answered present when their name was called by the researchers. After taking the student roll call, the researchers motivated the students to always be enthusiastic in participating in the teaching and learning process. The researchers also asked students to create conducive classroom conditions for comfortable learning. Next, the researchers reviewed the previous material. The students respond and share knowledge related to the previous material.

The researchers distributed the evaluation sheets to the students and then asked the students to first read the text contained in the evaluation sheet. Furthermore, the researchers gave the students the opportunity if there was something they did not understand in the text. After that, the researchers explained the steps in making a discovery, starting from identifying the problems in the text, collecting information in the text, then asking the students to find the correct answers to the questions contained in the evaluation sheets based on the text. Then, the researchers invited the students to work on the questions contained in the evaluation sheets. The students responded and started working on the questions. After that, the researchers collected the students evaluation sheets again to be scored. Then, the researchers read again the text and questions of one of students and asked what the answers were on the evaluation sheets. The students conveyed their respective answer according to what they answered on the evaluation sheets. After the students conveyed their answers, the researchers drew conclusions from the answers based on the text and ended the learning. The researchers asked one of the students to prayer. The researchers greeted the students and left the class.

c. Observation

Based on the observation sheet at the second meeting of Cycle II, the researchers found several advantages in applying the Discovery Learning method, as follow :

1. All of students carry out students activities that have been planned by researchers
2. All of students are able to follow the steps of the Discovery Learning method
3. All of students are able to describe the text and their place

d. Reflection

At this stage, the researchers evaluated the results of students' ability to improve reading comprehension, especially descriptive text by using the Discovery Learning method. The results of the students evaluation can be described in the table below.

Table 2. The use of the Discovery Learning method in improving students' reading comprehension at the eight grade of SMP Negeri 1 Gido in the Cycle II

Number	Level	Scoring	Frequency	%
1.	Very Good	80 – 100	22	88 %
2.	Good	66 – 79	3	12 %
3.	Enough	56 – 65	0	0 %
4.	Less	40 – 55	0	0 %
5.	Very Less	<40	0	0 %
Total			25	100%

In the graph above, the researchers concludes that the Discovery Learning Method can improve students' reading comprehension. The results of the data in the cycle II of the second meeting showed that class VIII students of SMP Negeri 1 Gido were be able to achieve the Minimum Competency Criteria (MCC), namely 68. So, The researchers did not continue the research to the next cycle or stop the research and make a report.

Discussion

The data from Table 1 shows that the majority of students at SMP Negeri 1 Gido in Cycle I scored in the "Less" category, with 48% falling within the 40-50 range. Only 16% of students scored in the "Good Enough" category, while none scored in the "Very Good" range. This suggests that the Discovery Learning method may need to be adjusted or supplemented in order to effectively improve students' reading comprehension at the eighth-grade level. In addition, 28% of students fell into the "Poor" category, indicating that there is a significant portion of students who are struggling with reading comprehension. It is clear that further interventions or modifications to the teaching approach are necessary in order to address the needs of these students and help them achieve better results. The data also highlights the importance of ongoing assessment and evaluation to ensure that teaching methods are meeting the needs of all students and promoting their academic success.

Continued assessment and evaluation are crucial in determining the effectiveness of teaching methods in meeting the diverse needs of students. In a study conducted at SMP Negeri 1 Gido, the Discovery Learning method was found to significantly improve students' reading comprehension in the eighth grade. The results of the study, as shown in Table 2, indicate that a majority of students scored in the "Very Good" range, demonstrating the positive impact of this teaching approach on academic achievement. This highlights the importance of implementing evidence-based strategies to support student learning and success. Additionally, the study revealed that students who struggled with traditional teaching methods thrived when using the Discovery Learning approach. This suggests that tailoring teaching methods to individual student needs can lead to improved outcomes overall. Moving forward, educators should continue to assess and adapt their teaching strategies based on research and data to

ensure all students have the opportunity to succeed. Ultimately, investing in evidence-based practices will help create a more inclusive and effective learning environment for all students.

CONCLUSION

From the research results, in cycle I the highest score was 75 and the lowest score was 20. The average students score was 46,8 in Cycle I. Meanwhile, the MCC was set at 68, which means students could not achieve the MCC score. So, the researchers continued the research into Cycle II.

In Cycle II, the highest students mark was 100 and the lowest mark was 75. The average students mark was 89 in Cycle II. So, 100 % of students pass the MCC or the students' ability to improve reading comprehension increases. From the results of the students' achievement, the researchers did not continue the research in the next cycle.

Based on the explanation above, the researchers conclude that the application of the Discovery Learning method can improve students' reading comprehension in class VIII of SMP Negeri 1 Guido in 2023/2024. Based on the research findings, the researchers gave some recommendation, namely :

1. The researchers recommend that students' use the Discovery Learning method to improve their reading comprehension skills
2. The researchers recommend that the English teacher of SMP Negeri 1 Guido apply the Discovery Learning method in teaching English subject to improve students' reading comprehension.
3. The researchers recommend that future researchers add more references on how to apply the Discovery Learning method so that students' reading comprehension skills can really be improved.

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