

**IMPROVING STUDENTS' READING SKILL BY USING DISCOVERY
LEARNING OF THE TENTH YEAR STUDENTS OF SMA PIRI 1
YOGYAKARTA IN ACADEMIC YEAR 2014/2015**

SI-THESIS

This Thesis is presented as a Partial Fulfilment of the Requirement for Graduate
Degree of Education in English Education Study Program



BY:

NAME : ESTHI PURNAMI

NO : 1011202542

FACULTY OF TEACHER TRAINING AND EDUCATION

KLATEN WIDYA DHARMA UNIVERSITY

KLATEN

2016

APPROVAL

IMPROVING STUDENTS' READING SKILL BY USING DISCOVERY
LEARNING OF THE TENTH YEAR STUDENTS OF SMA PIRI 1
YOGYAKARTA IN ACADEMIC YEAR 2014/2015

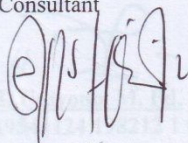
BY :

NAMA : ESTHI PURNAMI

NIM : 1011202542

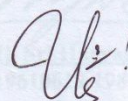
This thesis has been approved by:

First Consultant



Dr. Hj. Hersulastuti, M.Hum
NIP. 19650421 198703 2 002

Second Consultant



Kustinah, S. Pd. M. Hum.
NIK. 690 903 274

RATIFICATION

**IMPROVING STUDENTS' READING SKILL BY USING DISCOVERY
LEARNING OF THE TENTH YEAR STUDENTS OF SMA PIRI 1
YOGYAKARTA IN ACADEMIC YEAR 2014/2015**

BY :

NAME : ESTHI PURNAMI

NIM : 1011202542

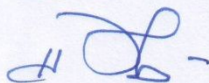
This thesis has been ratified by the Board of Examiners of the Teacher Training and Education Faculty. It is accepted as a partial fulfilment of graduate degree of education in English Education Study Program of Widya Dharma University Klaten on:

Day : Saturday

Date : 16th April 2016

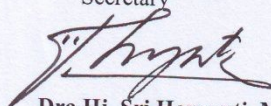
Board of Examiners:

Chairman



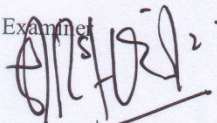
Drs. H. Udiyono, M. Pd.
NIP. 19541124 198212 1 001

Secretary



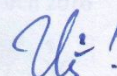
Dra.Hj. Sri Harvanti, M.Hum
NIP. 19610619 198703 2 001

First Examiner

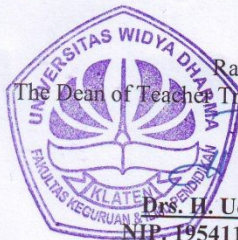


Dr. Hj. Hersulastuti, M.Hum
NIP. 19650421 198703 2 002

Second Examiner



Kustinah, S. Pd. M. Hum.
NIK. 690 903 274



Ratified by
The Dean of Teacher Training and Education Faculty

Drs. H. Udiyono, M. Pd.
NIP. 19541124 198212 1 001

PRONOUNCEMENT

This is to certify that I myself write this thesis entitled **“IMPROVING STUDENTS’ READING SKILL BY USING DISCOVERY LEARNING OF THE TENTH YEAR STUDENTS OF SMA PIRI 1 YOGYAKARTA IN ACADEMIC YEAR 2014/2015”**.

It is not plagiarism or made by others. Anything related to others’ work is written in quotation, the source of which is listed on bibliography.

If then this pronouncement proves incorrect, I am ready to accept academic punishment, including the withdrawal or cancellation of my academic degree.

Klaten, March 2016



Esthi Purnami
1011202542

MOTTO

Sesungguhnya segala urusan itu di tangan Alloh

(QS. Ali Imran : 154)

Kemampuan kita meminta gak bakal setara dengan kemampuan Alloh dengar dan jawab doa kita.

(Ust. Yusuf Mansyur)

Life is strunggle, there is no life without strunggle, strunggle pride.

(The writer)_

PRESENTATION

This thesis is presented to:

1. My beloved husband, thanks for everything, your love, motivation, pray, patience.
2. My beloved parents who give me support, for praying and deep affection.
3. My beloved daughter “Jasmine Aliya Rahesko” I love you
4. All of my friends who have given me some help and support.

ACKNOWLEDGEMENT



All highness, praise and gratitude are to Allah for giving the writer strength and ability to finish this thesis. This thesis is a partial fulfilment of requirement for the graduate degree of education in English Education Study Program. This thesis would be impossibly finished without other people's help. Therefore, the deep gratitude and appreciation are presented to:

1. Prof. Dr.H. Triyono, M.Pd., as the Rector of Widya Dharma University.
2. Drs. H. Udiyono, M.Pd., as the Dean of Teacher Training and Education Faculty.
3. Dra. Hj. Sri Haryanti, M. Hum., as the Head of English Education Study Program of Widya Dharma University.
4. Dr. Hj. Hersulastuti, M.Hum., as the first consultant, who has given her guidance, advice, suggestion and information from beginning to completion of this thesis.
5. Kustinah, S. Pd. M. Hum., as the second consultant for her guidance, advice, and suggestion in writing the thesis.
6. Herni Candraningsih, S.Pd, as the English teacher of SMA PIRI 1 Yogyakarta, thanks for helping and giving information in writing this thesis.
7. The tenth year students of SMA PIRI 1 Yogyakarta, especially class XB who have participated enthusiastically during the teaching and learning process.

Nothing is perfect. The writer realizes that this thesis is far from being perfect. Therefore, she would like to accept suggestion, criticisms from the reader in order to make this thesis perfect.

Finally, the writer hopes that this thesis will be useful for especially the English students and readers in general.

Klaten, April 2016

The writer

TABLE OF CONTENT

| | |
|--|------------|
| TITLE | i |
| APPROVAL | ii |
| RATIFICATION | iii |
| MOTTO | iv |
| PRONOUNCEMENT..... | v |
| PRESENTATION | vi |
| ACKNOWLEDGEMENT..... | vii |
| TABLE OF CONTENT | ix |
| ABSTRACT | xi |
| CHAPTER I. INTRODUCTION | |
| A. The Background of the Study | 1 |
| B. The Reason for Choosing the Topic | 4 |
| C. The Limitation of the Study | 5 |
| D. The Problem of the Study | 5 |
| E. The Aim of the Study | 6 |
| F. The Use of the Study | 6 |
| G. The Clarification of the Key Terms | 6 |
| H. The Organization of the Study | 7 |
| CHAPTER II. REVIEW OF RELATED LITERATURE | |
| A. A Brief View of Reading..... | 9 |
| B. Teaching and Learning English in Junior High School | 21 |

| | |
|---|----|
| C. Material of Teaching and Learning Reading..... | 24 |
| D. Discovery Learning..... | 45 |
| E. Classroom Action Research | 49 |
| F. Treatment Hypothesis | 53 |
| CHAPTER III. THE RESEARCH METHOD | |
| A. The Meaning of Research Method | 56 |
| B. The Data and Sources of Data | 57 |
| C. The Technique of collecting the Data | 57 |
| D. Research Procedures | 61 |
| E. The Technique of Analyzing the Data | 63 |
| CHAPTER IV. THE RESULT OF THE STUDY | |
| A. The Analysis of The Data | 64 |
| B. The Discussion of the Finding | 78 |
| CHAPTER V. CONCLUSION AND SUGGESTION | |
| A. Conclusion | 83 |
| B. Suggestion | 83 |
| BIBLIOGRAPHY | 85 |
| APPENDIX | 87 |

ABSTRACT

Esthi Purnami, No. 1011202542, English Education Study Program, Teacher Training and Education Faculty, Widya Dharma University, Klaten. 2016. Thesis: *Improving Students' Reading Skill by Using Discovery Learning of the Tenth Year Students of SMA PIRI 1 Yogyakarta in Academic Year 2014/2015*.

This study was carried out to reveal the students' on reading skill of the tenth year students of SMA PIRI 1 Yogyakarta in Academic Year 2014/2015. The problem of the study is: "Can discovery learning improve the reading skill for the tenth year students of SMA PIRI 1 Yogyakarta in Academic Year 2014/2015?". Then the aims of this study are meant: 1) In this study, the writer wants to improve the reading skills by discovery learning for the tenth year students of SMA PIRI 1 Yogyakarta in Academic Year 2014/2015. 2) To give additional reference and to describe the teacher's and students' motivation in teaching and learning process and discovery learning for the students of SMA PIRI 1 Yogyakarta in Academic Year 2014/2015.

In this research, the writer uses the classroom action research. In classroom action research, the researcher presents the result of the study which consists of two parts namely: Cycle 1 and Cycle 2. Each cycle consisted of planning the action, doing the action, observation and reflecting. The subject of this action research is the students of class XB of SMA PIRI 1 YOGYAKARTA in 2015. The data were collected through the test, observation and interview.

The findings showed that there was improvement of students' achievement in reading skill. Most of the students gradually gained good scores at the end of each cycle. The minimal passing grade of English lesson was 75. The mean score of the first cycle was 62.36. Then, the mean score in the second cycle was 74.36. Based on observation in second cycle, the performance indicator target of Classroom Action Research (CAR) was successful. The score of reading test achieved more than 70% of the minimal passing grade. And the writer didn't continue to the next cycle. So, the Discovery Learning could improve the students mastery on reading skill.

Key words: Improving, Reading Skill, Discovery Learning

CHAPTER I

INTRODUCTION

A. The Background of Study

Language is a system of sounds, words, etc used by human to communicate thoughts and feelings (Hornby, 1955: 233). Human beings as social creatures who have thought and feeling need to communicate to each other. By communication, they express their idea and feeling. In communicating to each other, they use a medium that is called a language.

English is compulsory subject in Senior High School. This condition demands the teacher to really provide learning atmosphere to help the students learning the language well. The mastery of English will make students ready to face the globalization era. Therefore, it should be good participation among teachers and students to make the learning process becomes meaningful significance. In the learning process, there are four major skills of language, and they are reading, listening, writing and speaking. They must properly be introduced to the students to reach the goal of language.

Among the four majors that have been mentioned above, reading is the most important skill. Reading is important to be learned and mastered by every individual. Reading is not an isolated process. Four language processes cannot be separated. Listening and reading are receptive processes (taking in information), and speaking and writing are the productive processes (giving out information). This may include fifth language process: thinking (language

that takes place in the brain) which is represented to be able to comprehend something, in this case is reading (Johnson, 2008:7). Reading difficulties can interfere at each step of the comprehension process. Constructing meaning from text or spoken language is not a separate literacy skill, but a merging of all acquired prior knowledge, personal experience, and vocabulary with the strategies of deductive and inductive reasoning and making connections. To be successful at reading comprehension, students need to actively process what they read (Willis, 2008:128).

Ismawati, (2014: 4) stated that students usually disliked and avoided reading. When the researcher conducted the interviews, students did not pay attention. Especially when reading, students were very bored to read. For the students, reading is boring pointless activity because they feel that reading is difficult. Texts which are available for them in English books are often unimaginative and were not conducive to encourage them to read for pleasure. This condition is caused by the student's limited vocabulary. They do not have enough vocabulary to understand the text, so it makes reading as an uninteresting activity. It is supported by Zakiah (2011:3) who stated that the problems faced by students in understanding the text in reading can be caused by many factors. One of them is the learning strategy in teaching and learning process is ineffective in the classroom. Generally, the students only read the text but they do not understand its meaning and identification. It indicates that they do not get information from the text. If they don't understand the meaningful text, they can't answer the question and can't identify the text

well. The preliminary research which is done in the XB class shows the mean score of reading comprehension is only 50.78. These scores are far below the standard of mastery learning decided by the headmaster of SMA PIRI 1 Yogyakarta that is 75. Most students in other classes or schools are also in a similar condition. This condition shows the problems in the process of teaching and learning English.

To accommodate those things above, it is needed an appropriate strategy, approach, method, and technique. To help students solving their problems, they need another technique which is more scientific and more interesting in teaching reading. There are a lot of methods in teaching reading. Generally, the English teaching-learning process is conducted as student-centered learning and contextual learning (Ministry of Education and Culture, 2012:25). This method is the most essential point to apply appropriately while teaching and learning is conducted. So, English teaching-learning materials of the '2013 curriculum' should be relevant to competencies needed by the learners. Essential teaching-learning materials have to contain the appropriate materials which are suitable with the learner's backgrounds and needs. Based on the statement above, the researcher conducted the effort to solve the problem by conducting classroom action research. The researcher carried out to propose methods which are discovery learning to become one of the applicable methods in teaching and learning English especially in reading.

Inquiry discovery processes differ from other methods of professional development in one significant way (Travalin, 2002:17). Inquiry requires

more than simply answering questions or getting a right answer. It espouses investigation, exploration, search, and study. It is enhanced with a community of learners, each learning from the other in social interaction.

Discovery learning encompasses an instructional model and strategies that focus on active, hands-on learning opportunities for students. The three main attributes of discovery learning as: exploring and problem solving to create, integrate, and generalize knowledge; student driven, interest-based activities in which the student determines the sequence and frequency; activities to encourage integration of new knowledge into the learner's existing knowledge base. In solving their problems; because this is a constructivist, students use their previous experience in solving problems. Activities they do with interacting to explore, question for experimenting with trial and error techniques. In accordance with the explanation above, the researcher intends to conduct classroom action research entitled improving reading skill by using discovery learning of the tenth year students of SMA PIRI 1 Yogyakarta in Academic Year 2014/2015.

B. The Reason Choosing the Topic

The reason and consideration why the writer has chosen the topic are as follow:

- A. Reading is one of the four language skills that the Senior High School students have to master. By reading, they will get knowledge especially in reading skills such as skimming, scanning, reading for detail information, reading between the line, deducing

meaning from context and detecting reference skills.

B. Improving students' reading skill will cause positive effect on the result of learning. Better reading skill will ease students to understand the subject they learn or they read.

C. Discovery learning is one of models learning in 2013 curriculum. The application of Discovery learning can help students to improve and enhance the skills and cognitive processes.

C. The Limitation of the Study

In order to make the problem in this study clear, the writer wants to clarify them by limiting the study. This study is limited as follows:

1. This study focuses on developing the reading skill, such as skimming, scanning, reading for detail information, reading between the line, deducing meaning from context and detecting reference skills by discovery learning technique.
2. The study is limited to the tenth year students of SMA PIRI 1 Yogyakarta in Academic Year 2014/2015.
3. The texts as the learning material are limited to the texts which are prepared by the English teacher in SMA PIRI 1 Yogyakarta in Academic Year 2014/2015.

D. The Problem of the Study

In this research, the writer formulates the statement of the problem as follows: "Can discovery learning improve the reading skill for the tenth year students of SMA PIRI 1 Yogyakarta in Academic Year 2014/2015?"

E. The Aim of the Study

The aims of the research are as follow:

1. In this study, the writer wants to improve the reading skills by discovery learning for the tenth year students of SMA PIRI 1 Yogyakarta in Academic Year 2014/2015.
2. To give additional reference and to describe the teacher's and students' motivation in teaching and learning process and discovery learning for the tenth students of SMA PIRI 1 Yogyakarta in Academic Year 2014/2015.

F. The Use of the Study

The result of the study is expected:

1. To give more information about discovery learning method to the teaching reading.
2. To give positive contribution to the English teaching process especially the teaching and learning of reading in SMA PIRI 1 Yogyakarta.
3. The English teacher of SMA PIRI 1 Yogyakarta courageous to create the appropriate technique that can be used to improve the students' mastery on reading skill.

G. The Clarification of the Key Terms

To clarify the meaning of the title, the writer would like to describe the terms as follow:

1. Improving

According to Hornby (1987:427), improving is to make something better. Related to the improving of reading skill, the writer defines it to make the reading skill better.

2. Reading Skill

According to Goodman and Smith in Kustaryo (1988: 2) reading is instantaneous acquisition of various symbols, simultaneous association of these symbols with the existing knowledge and comprehension of the information and ideas communicated. Grallet (1981: 8) states that reading is an active skill that constantly involves guessing, predicting.

3. Discovery Learning

According to Alma (2010: 59) Discovery learning is model learning which also referred to as the starting point of inquiry approach to a conviction in the framework of the development of pupils independently. In this thesis the writer using discovery learning basic strategy. It can be classified into four learning strategies, namely: problem determination, formulation of hypotheses, collection and processing of data and formulate conclusions. This model requires active participation in scientific investigation.

H. The Organization of the Thesis

This organization is presented in order to give the direction of the thesis arrangement. It is also meant to give description to the readers.

Chapter I is Introduction. It consists of the background of the study, the reason for choosing topic, the problem of the study, the limitation of the study, the aim of the study, the use of the study, the clarification of the key terms and the organization of the thesis.

Chapter II talks about review of related literature. This chapter discuss about a brief view of reading, a brief view of discovery learning, action classroom research and hypothesis.

Chapter III is research method. It deals the meaning of research method, the data and source of the data, the technique of collecting the data, research procedures and the technique of analyzing data.

Chapter IV is the result of the study. It consists of implementation and discussion of findings.

Finally in chapter V, the writer would come to the conclusion and suggestion.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The implementation of Discovery Learning in the tenth year of SMA PIRI 1 Yogyakarta in Academic Year 2014/2015 can be concluded that Discovery Learning can improve students' mastery of reading skill. It can be showed from the score of reading test achieved more than 70% of the minimal passing grade. Beside that, the class condition during teaching learning process make the positive atmosphere. And also makes students creative in finding the ideas and answering the question logically and completed with good argument based on the observation. Moreover, Discovery Learning would be alternative strategy especially in teaching reading skill.

B. Suggestion

Seeing the problem, the writer wants to give some suggestions to the teachers, students and other researcher, in the following:

1. To the teacher

English teacher are recommended in order to be able to use Discovery Learning as one of the foundation to design the learning activity, conduct the process of meaningful and fun learning English as well as to emerge learning independence. But in order to be able to conduct Discovery Learning well, the teacher not only masters the syntax of Discovery Learning well but also has creativity, especially dealing with

the teaching material development in choosing appropriate media in order the students are able to do discovery process optimally. After conducting this study, the researcher knows that action research can be used to solve the problem related to reading skill by discovery learning. So, the researcher suggests that the learning activities which are done in this research can be applied in the teaching and learning process in order to improve the students' reading skill by discovery learning.

2. To the students

The results of the study enable the students to get significant experience on how to enlarge their knowledge of reading skill by discovery learning. The students do the task which make them got more knowledge about the material they face.

3. To the English learning researcher

This research is mainly focused on how to improve the students' reading skills. There are still many problems in the field, which are not yet solved such as how to make the students aware to study actively, what the teacher must do to make the students interested in following teaching and learning process. The result of the study can be used as additional reference for further research with the different sample and occasions.

BIBLIOGRAPHY

- Arikunto, Suharsimi. 1996. *Prosedur Penelitian Suatu Pendekatan Praktek*. Jakarta : Rineka Cipta.
- Benson, P. 2001. *Teaching and Researching Autonomy in Language Learning*. London: Pearson Education Ltd.
- Brown, H. Douglas. 1994. *Teaching by Principles. An Interactive Approach to Language Pedagogy*. New York: San Francicco State University: Prentice- Hall, Inc
- Brown, Dauglas. 1995. *Teaching by Principles*. New York: San Francisco State University.
- Brown, H. Douglas. 2004. *Language Assesment*. London: Longman.
- Corder. 1973. *Introducing Applied Linguistics*. New York: San Fransisco State University.
- Depdiknas. 2005. *Materi Pelatihan Terintegrasi, Bahasa Inggris*. Jakarta: Depdiknas.
- E. Mulyasa. 2008. *Kurikulum Berbasis Kompetensi*. Bandung: PT. Remaja Rosdakarya
- Fauziati, Endang. 2005. *Teaching of English as a Foreign Language*. Surakarta: Muhammadiyah University Press.
- Hadi, Sutrisno, 2000. *Methodology Research I*. Yogyakarta: Yayasan Penerbitan Fakultas psikologi UGM.
- Hornby, A.S. 1987. *Oxford Advanced Learner's Dictionary of Current English*. Oxford: Oxford University Press.
- Jatmiko, Eko Wahyu. 2001. *Writing II*. Klaten: Widya Dharma University.
- Johnson P, Andrew.2008. *Teaching Reading & Writing*. Mary land : The Rowman & Littlefield Publishing Group. Inc
- Kemmis, S. and R. Mc Taggart. 1988. *Action Research Planner 3rd Edition*. Melbourne: Deakin University Press.
- Moleong, Lexy. J. 1995. *Metodologi Penelitian Kualitatif*. Bandung: Remaja Rosda Karya Offset.
- Nuttal.N. 1992. *Teaching Reading Skill in Foreign Language*. Oxford : Heinerran International Publishing Company

- Richards C. Jack. and Nunan David. 1990. *Second Language Teaching Education*. New York: Cambridge University Press.
- Syamsudin. 2001. *Developing Students' Reading Skills Through Self Access Learning for the Third Year students of SLTP 2 Mojosongo, Boyolali in 2000*. (Thesis) Klaten: Widya Dharma University.
- Sutopo. 1998. *Metode Penelitian Kualitatif*. Surakarta: Sebelas Maret University Press.
- Travalin, Fern.2002. *A Guide to InquiryBased Study Groups*. Vermont Institute of Science, Math & Technology(VISMT).
- William. 1984. *The Technique of the Teaching Reading*. Oxford: Oxford University Press.
- Willis, M.D, Juddy.2008. *Teaching the Brain to Read: Strategies for Improving Fluency, Vocabulary, and Comprehension*. Alexandria : Assosiation for Supervision and Curriculum Development.
- Zakiya , Siti. 2011. *Improving Student's Reading Comprehension of Descriptive Text through Contextual Teaching Learning (CTL) (Action Researchat Second Grade of Bakti Mulya 400 Junior High Scholl Jakarta)*. Jakarta: Universitas Islam negri Syarif Hidayatullah