

**THE IMPLEMENTATION OF DISCOVERY LEARNING METHOD
IN TEACHING READING AT EIGHTH GRADE OF
MTs BUSTANUL ULUM PANTI JEMBER**

THESIS



**UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R**

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**STATE ISLAMIC UNIVERSITY OF KIAI ACHMAD SIDDIQ JEMBER
FACULTY OF TARBIYAH AND TEACHER TRAINING
ENGLISH EDUCATION DEPARTMENT
DECEMBER 2021**

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THESIS

Presented of State Islamic University of KH Achmad Siddiq Jember
In partial fulfillment of the requirements for Bachelor Degree (S.Pd)
Teacher Training and Education Faculty
English Education Department

By:

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THESIS

It has been examined and approved by the board examiners in partial fulfillments
of requirement for the bachelor degree of education (S.Pd)
Faculty of Tarbiyah and Teacher Training
English Education Department

Day : Tuesday
Date : 09th of November 2021

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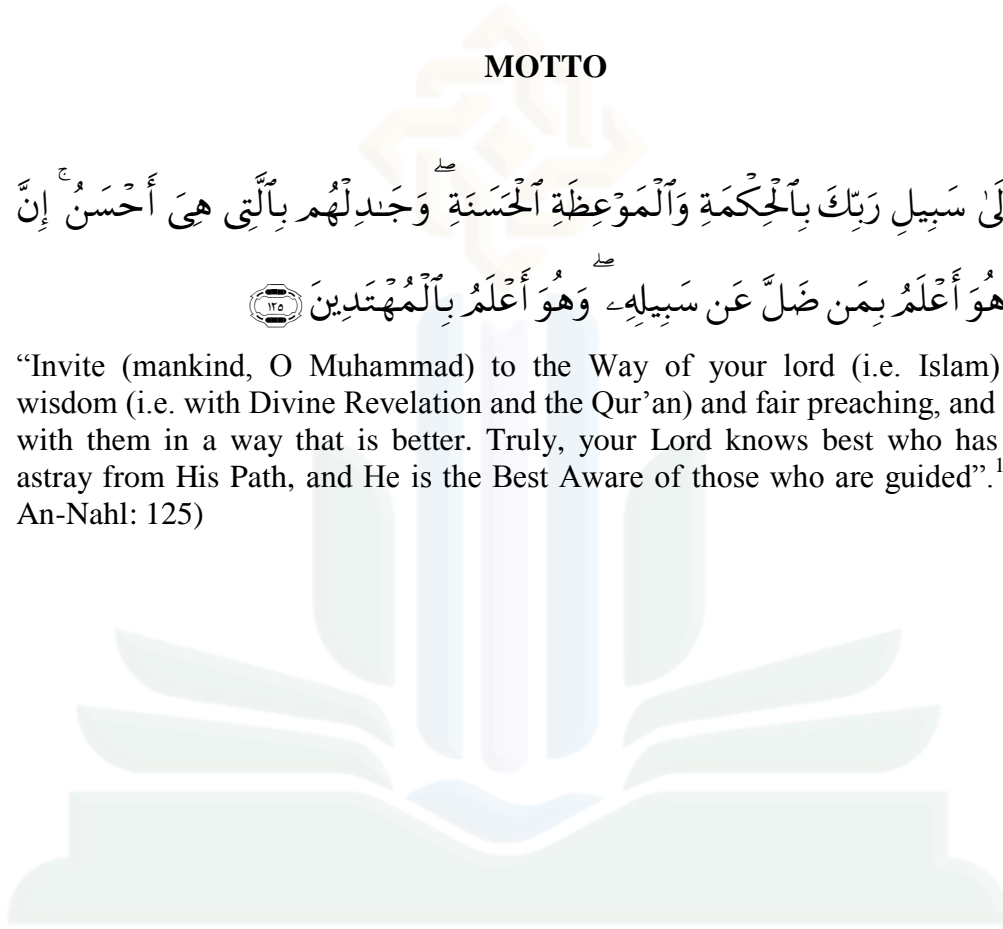


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MOTTO

أَدْعُ إِلَى سَبِيلِ رَبِّكَ بِالْحِكْمَةِ وَالْمَوْعِظَةِ الْحَسَنَةِ وَجَدِّ لَهُم بِآلَتِي هِيَ أَحْسَنُ إِنَّ
رَبَّكَ هُوَ أَعْلَمُ بِمَنْ ضَلَّ عَنْ سَبِيلِهِ ۗ وَهُوَ أَعْلَمُ بِالْمُهْتَدِينَ ﴿١٢٥﴾

“Invite (mankind, O Muhammad) to the Way of your lord (i.e. Islam) with wisdom (i.e. with Divine Revelation and the Qur’an) and fair preaching, and argue with them in a way that is better. Truly, your Lord knows best who has gone astray from His Path, and He is the Best Aware of those who are guided”¹ (QS. An-Nahl: 125)



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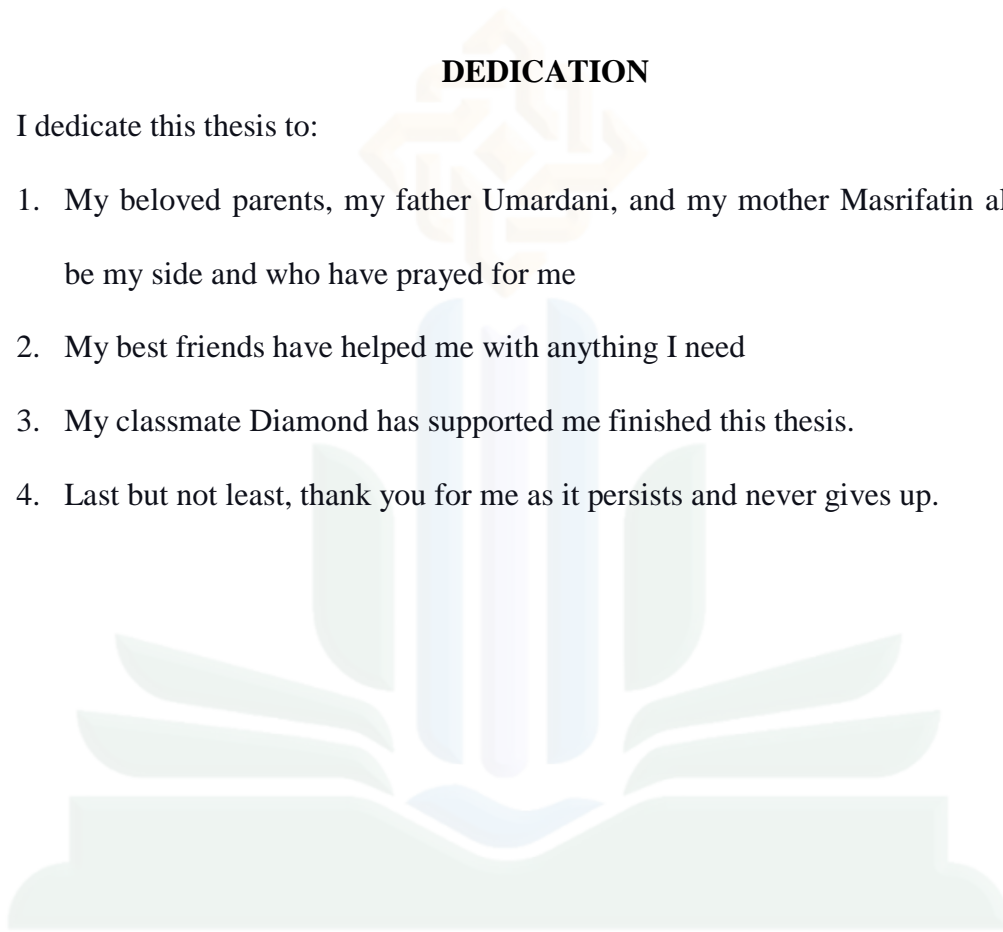
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¹ Muhammad Taqi-ud-Din Al-Hilali and Muhammad Muhsin Khan, *Translation of the Meanings of the Noble Qur’an in the Teaching reading Language* (Madinah, K.S.A: King Fahd Complex for the Printing of the Holy Qur’an, 2017), 367.

DEDICATION

I dedicate this thesis to:

1. My beloved parents, my father Umardani, and my mother Masrifatin always be my side and who have prayed for me
2. My best friends have helped me with anything I need
3. My classmate Diamond has supported me finished this thesis.
4. Last but not least, thank you for me as it persists and never gives up.



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ACKNOWLEDGEMENT

Alhamdulillah Rabbil Alamin. All praise be to Allah SWT the single power, the lord of the universe, master of the Day of Judgment, God all mighty, Peace is upon prophet Muhammad SAW, the super chief and true inspiration of global-wide revolution.

This thesis is for achieving the undergraduate degree of English Education Department, Faculty of Tarbiyah and Teacher Training, State Islamic University of KH Achmad Siddiq Jember. The thesis entitled “The Implementation of Discovery Learning method in Teaching Reading at Eighth grade of MTs Bustanul Ulum Panti Jember”.

The researcher would not complete without help, support, and also a suggestion from the concerned. Therefore, in this opportunity, the writer would like to be thankful for:

1. Prof. Babun Suharto, S.E, M.M as a Rector of State Islamic university of Kiai Achmad Siddiq Jember who has given me opportunity to study in this institute
2. Dr. Hj. Mukni’ah M. Pd. I as the Dean of Faculty of Tarbiyah and Teacher Training who has facilitated me to study in this faculty
3. As’ari, M.Pd.I as the Head of English Education Department who has permitted me to have this research
4. Dewi Nurul Qomariyah as the advisor who has helped me to finish this thesis
5. Mohamad Ali Bahrudin, S.Pd as the English teacher, for his cooperation and help during the research

6. All students of VIII-D MTs Bustanul Ulum Panti Jember for being cooperative to be my research subject
7. My beloved mother and father who never stop praying for me and inspiring me to do my best
8. All beloved friend from Diamond class, thanks for endless support especially Sela and Diyah
9. All of people who have helped me “Thank you very much!”

The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is helpful for the researcher in particular and the readers in general.

Jember, 15th of September 2021
The researcher

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ABSTRACT

Silvy Eka Wulandari, 2021. The Implementation of Discovery Learning Method in teaching reading at Eighth Grade of MTs Bustanul Ulum Pantijember

Key Words: reading skill, discovery learning

Teaching reading is the process of helping, facilitating, guiding students to comprehend the text and providing the students many opportunities to practice it. Yet, the teacher usually used a monotone method in teaching reading, and students did not have a spirit to study English especially reading lessons. Therefore, the teacher used discovery learning method in teaching reading to stimulate students more active reading lessons. So, the researcher was interested in researching MTs Bustanul Ulum Pantijember.

The research questions in this thesis are: 1) How is the implementation of discovery learning method in teaching reading at eighth grade of MTs Bustanul Ulum Pantijember? 2) How is the evaluation of reading skill through discovery learning method at eighth grade of MTs Bustanul Ulum Pantijember?.

To analyze the data, the researcher used Miles, Huberman, and Saldana theory which consists of three steps, such as data condensation, data display, and drawing a conclusion. While for the data collection technique, the researcher used observation, interview, and document review.

The result of the research was 1) the implementation of discovery learning method in teaching reading at eighth grade of MTs Bustanul Ulum Pantijember were as follows: a). Stimulation, the teacher gave question to the students about teenage life song lyrics material b). Problem statements, the teacher gave 2 sheets that were full firework song lyrics and fill-in-the-blank firework song lyrics. c). Data collection, students matched the full song lyric sheet with the lyric video played by the teacher. d). Data processing, students filled in the empty firework song lyrics. e) Verification, the teacher played the firework song lyrics and the students checked their answers. e). Generalization, students read aloud their answer and explained the content. 2) The evaluation of reading skill through discovery learning method at eighth grade of MTs Bustanul Ulum Pantijember was the teacher assessed the students with formative assessments was using gap-filling tasks or fill-in-the-blank to the students and gave feedback or correction about their performance in reading and explaining the content of firework song lyrics.

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CHAPTER I INTRODUCTION

A. Background of the study

Reading involves receiving a message and regarding as a receptive skill. Reading could not separate from daily activities. People read many kinds of written materials such as newspapers, magazines, novels, academic books, etc. Through reading, people can get a lot of information, knowledge, enjoyment, and even problem-solving. Therefore, the ability to read the text in any form will bring good advantages to the readers. All those purposes need reading skills enough. According to Grabe, Reading is an active process of comprehending (where) students need to be through strategies to read more efficiently (guess from context, define expectation, make inference about the text, skim ahead to fill in their context, etc.).² Reading is an important skill; there is a verse of the Quran which states the command according to surah Al-alaq 1-5;

أَقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ﴿١﴾ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ﴿٢﴾ أَقْرَأْ وَرَبُّكَ
الْأَكْرَمُ ﴿٣﴾ الَّذِي عَلَّمَ بِالْقَلَمِ ﴿٤﴾ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ﴿٥﴾

The meaning: (1) Read! In the Name of your Lord Who has created (all that exists) (2) He has created man from a clot (a piece of thick coagulated blood) (3) Read! And your Lord is the most Generous (4) Who has taught (the writing) by the pen (5) He has taught man that which he knew not.³

² William Grabe, *current developments in second language reading research* (TESOL Quarterly, 1991), 337.

³ Muhammad Taqi-ud-Din Al-Hilali and Muhammad Muhsin Khan, *Translation of the Meanings of the Noble Qur'an in The Teaching reading Language* (Madinah, K.S.A: King Fahd Complex for the printing of the Quran, 2017), 842.

In the context of the surah above, Allah ordered Prophet Muhammad SAW to read surah Al-alq. Iqra', this command to read is so necessary that it is repeated twice in the first revelations. This command to read is the most precious commandment given to Muslims because reading is a way that will lead humans to reach the degree of perfect humanity. Thus, not excessive to say that reading is the main requirement for building a noble civilization, which follows human nature.

Reading plays a significant role in our life. Reading is one of the ways to gain information from the written language. The students will also get much knowledge through reading since most of the output has served in written form. Reading is an active process in which people extract ideas thought or imagined from the pattern of the world set forth on the printed page.⁴ This activity gave the meaning of the symbols that are written or printed. Therefore, without reading person will never know what the text tells.

From the explanation above, conclude that reading is a necessary skill. To make reading learning successful, need appropriate strategy or method. The Implementation of the 2013 Curriculum concerning process standards using 3 (three) learning models expected to shape scientific, social behavior and develop a sense of curiosity. The three models are (1) learning model through disclosure/discovery (discovery/inquiry learning) (2) problem-based learning (PBL) model (3) project-based learning model. In MTs

⁴ Callahan, J .F., E.H. *teaching in the middle and secondary school* (New York: Mac Millan Publishing co. inc, 1982), 25.

Bustanul Ulum the English teacher used discovery learning method in teaching English lesson.

Discovery learning model is one of methods in teaching and learning language to achieve the goal of teaching and learning and to solve the problems difficulties in learning language. According to nurdin, the necessity of discovery learning is to solve the problems in our social life. He then argues that students tend to explore what they have got in their real life. In this case, discovery learning consist of preparatory steps and implementation and therefore, discovery learning process can be concluded as the intellectual potential, the values of extrinsic to intrinsic, the long memories, and the heuristic learning.⁵

In implementing discovery learning methods, there are several benefits apart from making students more active. The activities used in discovery context are often more meaningful than typical classroom exercises and textbook studies. Students acquire investigative and reflective skills that can be generalized and applied in another context. New skills and strategies learned in context. The approach builds on students' prior knowledge and experience, independence in learning is encouraged. It claimed that students were easier to remember concepts and information if they found them by themselves.⁶ The English teacher of MTs Bustanul Ulum implemented a discovery learning method in teaching reading to make students more active

⁵ Muliati, Ulfah Syam, “ *Promoting Discovery learning for EFL students in reading comprehension*” Vol 9 No 2 November 2020 , 372-373.

⁶ Dwiningsih Feriyanti, “*Discovery learning as a method to teach descriptive text in building students' character*”. Vol. 5 No. 2, August 2014, 60.

in the learning process. In the teaching process using discovery learning, the student actively asked about the material and discussed it with the other student. Passive students changed become active students and, students have high enthusiasm. Implementing the discovery learning method also made students easier to remember when the teacher has asked about the material on another day.

According to Permendikbud (Ministry of Education and Culture Regulation) No. 65 in 2013, the standard process to realize the skill who had taught a learning model which applies the discovery/inquiry learning model be required.⁷ Discovery learning is perhaps the best-known form of inquiry-based learning. It requires investigating a topic, issue, or problem by active means, obtaining pertinent information, interpreting causes and affects which relevant, and arriving at conclusions or solutions.⁸

MTs Bustanul Ulum is a school under the auspices of the Al-Hasan Islamic boarding school foundation located in the village of Kemiri, Panti sub-district, Jember. Learning at MTs Bustanul Ulum, of course, learning material about religion is very thick but still pays attention to other subjects, such as reading. In the reading learning process, the teacher used discovery learning in teaching reading which has the purpose to stimulate the students to be active. Students can build new knowledge, an understanding based on

⁷ Permendikbud. (2013). *Peraturan Menteri Pendidikan dan Kebudayaan no 65 tahun 2013 tentang Standar Proses*

⁸ P. Westwood, *what the teachers need to know about teaching* (Camberwell: Acer Press, 2008), 29-30.

real experiences, and students also learn to formulate questions and answer strategies.

In this study, the researcher conducted this research at MTs Bustanul Ulum because this school is under the foundation of Al Hasan Islamic Boarding School, and most of the students also live in Islamic boarding schools to study religion. So, the researchers want to know more about general learning that is English, especially in reading. At Mts Bustanul Ulum has used the K-13 curriculum, and the teacher used discovery learning in teaching. Therefore, the researchers researched at MTs Bustanul Ulum to know and observe the implementation of discovery learning methods in teaching reading through teacher activities and student activities in the eighth-grade reading learning process.

B. Research Question

Based on the background above, the statement of the problem is:

1. How is the implementation of discovery learning method in teaching reading at eighth grade of MTs Bustanul Ulum Panti Jember?
2. How is the evaluation of reading skill through discovery learning method in teaching reading at eighth grade of MTs Bustanul Ulum Panti Jember?

C. Objective of Reserach

1. To describe the implementation of discovery learning method in teaching reading at eighth grade of MTs Bustanul Ulum Panti Jember.
2. To describe the evaluation of reading skill through discovery learning method at eighth grade of MTs Bustanul Ulum Panti jember.

D. Research Significances

The result of this research expected to give contributions to the language teaching-learning process as follows:

1. Theoretical significance

The result of this study can provide knowledge about discovery learning method in teaching reading.

2. Practical significance

- a. For other researchers, the result can be used as references for further research about discovery learning method
- b. For the teacher, this research can give an additional contribution to English teacher to develop language teaching by using discovery learning method
- c. For the researcher, this research can add new insight, knowledge, and experience to conduct the research

E. Definition of Key Term

1. Discovery Learning

According to Gunay, discovery learning is a method that encourages students to arrive at a conclusion based on their activities and observations.⁹ It means that discovery learning is one of the learning methods to increase student knowledge. Discovery learning is a learning method used to solve problems when the research is conducted in the teaching-learning process.

2. Reading skill

According to Anderson, reading is the process of constructing meaning from written texts. It is a complex skill requiring the coordination of a number of interrelated sources of information.¹⁰ It was assumed that this process take opportunities, the students use strategy to understand the meaning of the text.

Reading is useful for learning the teaching reading Language. Better if students like to read more they get information. Reading is one of the most important, in many instances around the world; we may argue that reading is the most important language skill.

⁹ A., G. Balim, “*The Effect of Discovery Learning on Students’ Success and Inquiry Learning Skills*”. *Egitim Arastirmalari-Eurasian Journal of Educational Research*, Vol 35. Spring 2009, 2.

¹⁰ Richard C. Anderson, *Becoming a nation of readers* (Washington, D C: The national institute of education, 1985), 7.

CHAPTER II

LITERATURE REVIEW

A. Previous Research

Previous research is important to ensure the original idea of this research by presenting the relevant previous differences, these are;

The first article written by Nadya research written by other researchers which explain the similarities and the differences. dZalvianin and Yetty Zainil (2021) from Faculty of Language and Arts Universitas Negeri Padang, entitled “The implementation of Discovery learning for reading skill in EFL classroom at SMPN 8 Padang”.¹¹ The aim of this research was to describe how the implementation of discovery learning in SMPN 8 Padang. Discovery learning involved two kinds of procedures. There were preparation procedure and implementation procedure had six steps. Steps in implementation procedure can be implemented in some activities. From the researcher’s observation, it was found that there were some activities that the teacher did to implement discovery learning. Meanwhile, there were some activities that the teachers do not do.

The second research was conducted by Muhammad Affandi Arianto and Senorica Yulia Sari (2019) from FBS Universitas Negeri Padang, entitled “Discovery Learning in lesson study”.¹² The implementation of discovery learning in lesson study gives contributions to students and teachers. The elements of teaching discovery learning in lesson study require the teacher

¹¹ Nadya Zalvianin and Yetty Zainil, “The implementation of discovery learning for reading skill in EFL classroom at SMPN 8 Padang”. Vol 10 No. 1, March 2021, 62.

¹² Muhammad affandi Arianto and Senorica Yulia Sari, “Discovery learning in lesson study”. Vol. 276. 2019. 81.

encourage each other when preparing and determining what activities that can help students to achieve learning goals independently. The college students are indeed required to actively creative in finding and formulating knowledge individually and in groups. With lesson learning based on lesson study philosophy and combined with activities included in discovery learning, it will create continuous learning where teachers and colleagues work hand in hand starting from the preparation process, observation, and evaluation the activities that have been done.

The third research was conducted by Laili Rozaq Nurul Huda (2017) from State Institute for Islamic Studies (IAIN) Salatiga, entitled “The use of discovery learning and pictures to improve students’ reading comprehension (a survey at SMP Negeri 01 Suruh)”.¹³ The subject of this research is the first-grade students of (VII A) class SMP Negeri 01 Suruh. There are 35 students, her research aimed to improve reading ability. The researcher used Class Action Research. This research was conducted in three activities involved the activities of pre-cycle, 1st cycle, and 2nd cycle. Based on the result of this research pre-test compare with the post-test there is a score improvement of about 10%. SMP Negeri 01 Suruh determined 75 for minimum score criteria in English. In the pre-test, only one student achieved the required score with the lowest score of 60 and a scoring average of 67. Then the post-test showed that 24 students achieve the required score with the lowest score of 72 and score average of 77.

¹³ Laili Rozaq Nurul Huda, “*The use of discovery learning and pictures to improve students’ reading comprehension at SMP Negeri 01 Suruh*”, (State Institute Islamic Studies (IAIN) Salatiga, 2017), 62.

The last, Article written by Dwiningsih Feriyanti (2014) entitled “*Discovery learning as a method to teach descriptive text in building students’ character: a case of seventh grade students of SMP N 3 Ulujami*”.¹⁴ In her research, the participant was seven grade students of SMP N 3 Ulujami. The research revealed the writer wants to use discovery learning to build students’ character because not only the knowledge but also attitude of the students must be created in learning process. The result of this research that is students’ achievement in writing descriptive text that discovery learning was good. It is proved by mean score of students’ post-test was 76.55.

The similarities as well as the differences between the previous research and this research are presented as follows:

Table 2.1
The Similarities and Differences between previous research and this research

No	Name	Similarities	Differences
1	Muhammad Affandi Arianto and Senorica Yulia Sari (2019) Discovery Learning in lesson study	The similarity between the previous and this reaserch is both discussed about discovery learning	The difference between the previous and this research was the previous research focused on lesson study, while this research focused on teaching reading
2	Nadya Zalvian and Yettey Zainil (2021) The impelemntation of discovery learning for reading skill in EFL Classroom at SMPN 8 Padang	The similarity between the previous and this research was discussed about discovery learning method and reading. Previous and this research	The difference between the previous and this research was the previous focused on implementation also preparation procedure. While this research just focused on implementation

¹⁴ Dwiningsih Feriyanti, “*Discovery learning as a method to teach descriptive text in building students’ character*”. Vol. 5 No. 2, August 2014, 60.

No	Name	Similarities	Differences
		was used qualitative research. The subject of the research both used junior high school	procedure.
3	Laili Rozaq Nurul Huda (2017) The use of discovery learning and pictures to improve students' reading comprehension at SMP Negeri 01 Suruh	The similarity between the previous and this research was both discussed about discovery learning method and reading. The subject of research both used junior high school	The difference between the previous and this research was the previous research used classroom action research (CAR), while this research uses qualitative research. In the previous research also focused on using pictures to improve students' reading comprehension, while this research only focused on discovery learning in Teaching reading. The previous research used questionnaire, observation, and test as the data collection method while the researcher uses observation, interview, and document review.
4	Dwiningsih Feriyanti (2014) Discovery learning as a method to teach descriptive text in building students' character : a case of seventh grade students of SMP N 3 Ulujami	The similarity between the previous and this research is both discussed about discovery learning. In the previous research and this research use subject junior high school.	The difference between the previous and this research is the previous research object is teaching descriptive text, while this research object is Teaching reading. In the previous research used classroom action research, while this research uses qualitative research.

The specialty of this research is focused on the implementation of discovery learning in teaching reading and also discussed about the evaluation of teaching reading used discovery learning method. The researcher used qualitative research and the location of the research is under the auspices of the Al- Hasan Islamic Boarding School. This research was conducted during the COVID-19 pandemic.

B. Theoretical Framework

1. Discovery Learning

a. Definition of Discovery Learning

One of the cognitive instructional models is discovery learning from Jerome Bruner. He regards that discovery learning agrees with searching knowledge actively by a human being and automatically gives the best result.¹⁵ Jerome Bruner states that discovery learning is a learning method that encourages students to ask questions and draw a conclusion from general principles of practical examples of experiences. The basis of Jerome Bruner's idea is Piaget's opinion, which states that children must play an active role in learning in class. For this reason, Bruner uses what he calls discovery learning, where students organize the material in a final form.¹⁶

Discovery learning is perhaps the best-known form of inquiry-based learning. It requires students to investigate a topic, issue, or problem actively, obtain pertinent information, interpret causes and

¹⁵ Trianto, *Model-model pembelajaran inovatif beroerientasi konstruktik* (Jakarta: Prestasi pustaka, 2007), p. 26.

¹⁶ Endang Titik Lestari, *Discovery Learning*. (Sleman: CV BUDI UTAMA, 2020), p .7.

effects where relevant, and arrive at conclusions or solutions (Ormord, 2000). The method is particularly appropriate for achieving important objectives in social studies, science, geography, history, health, environmental education, and mathematics. The consensus regarding discovery learning is that it is most effective when:

- 1) The process is carefully structured
- 2) Students have prerequisite knowledge and skills
- 3) Teachers provide any necessary support during the investigations.

Discovery learning takes many different forms, ranging from open-ended, minimally-guided investigation through to fairly tightly structured 'guided discovery' where the teacher still retains a fair degree of control. In methods involving open-ended discovery, the teacher may provide all necessary resource materials but learners are given little or no direction for carrying out their investigations. They must decide for themselves the most appropriate method for tackling the investigation and must then reach their conclusions from the observations they make.

With this unstructured approach, the outcomes are sometimes not very good, particularly for students with poor study skills and difficulties with inductive reasoning. Guided discovery, on the other hand, has a much tighter structure. The teacher usually explains the lesson objectives to the students, provides initial input or explanation to help students begin the task efficiently, and may offer a suggestion for a step-by-step procedure to find out the target information or to solve the

problem. During the activities, the teacher may make suggestions, raise questions, or provides hints.¹⁷

According to (Ministry of education and culture regulation), Competency characteristics and differences in acquisition trajectory participate influenced the character of the standards process. To make strong the scientific approach (scientific), integrated thematic, and thematic (in a subject). It is necessary to apply disclosure/research-based learning (discovery/inquiry learning).¹⁸

b. Types of Discovery Learning

According to Supihatiningrum, there are two types of discovery learning, as follow;

- 1) Free discovery learning is without any clues or directions
- 2) Guided discovery learning is learning that requires the role of the teacher as a facilitator in the learning process.¹⁹

The English teacher used guided discovery learning in teaching reading and the teacher became facilitator. So, the students undertook the procedure discovery learning method while the teacher guided them in the right direction.

c. The concept of discovery learning

The concept of discovery learning is a learning model and strategy that focuses on students' activity and direct learning experiences

¹⁷ Peter Westwood, *what teacher need to know about teaching methods* (Australia: ACER Press, 2008), p. 28

¹⁸ Permendikbud, no 65 th 2013

¹⁹ Endang Titik Lestari, 9-10.

(Dewey, 1916/1997; Piaget, 1954, 1973). Meanwhile, Bicknell-Holmes, and Hoffman describe discovery learning as follow;

- (1) Exploration and problem-solving by creating, integrating and generalizing knowledge
- (2) Student-centered with fun activities
- (3) Integrating new knowledge based on students' previous knowledge.

Discovery learning has the same principles as Inquiry and Problem-solving. Discovery Learning, Inquiry, and problem-solving also have differences. Discovery learning emphasized the finding previously unknown concepts or principles with a focus problem engineered by the teacher. Meanwhile, the inquiry focused on the matter do not on the engineer. The students must use all their knowledge and skills to find the thing through the research process. In problem-solving, learning is more emphasizes the ability to solve problems.²⁰

d. The Aim of Discovery Learning

According to Bell states some of the specific objectives of discovery learning are as follows;

- 1) In the discovery, students have the opportunity to be actively involved in learning. The fact shows that the participation of many students in learning increases when discovery learning has used.

²⁰ Endang Titik Lestari, 10-11.

- 2) Through discovery, students learn to find patterns in both concrete and abstract situations, as well as many students, extrapolate the additional information provided.
- 3) Students also learn to formulate question and answer strategies that are not ambiguous and use question and answer to obtain information that helps find.
- 4) Learning by discovery helps students form effective, collective, hard work, share information, and listen to use other people's ideas.
- 5) Several facts show that the skills, concepts, and principles learned through discovery are more meaningful.
- 6) Skills learned in discovery learning situations are, in some cases, more easily transferred to new activities and applied in new learning situations.²¹

e. Characteristic of Discovery Learning

Hosnan states the application of constructivism learning in the classroom as follows;

- 1) Encourage independence and students' initiative in learning.
- 2) The teacher asks open-ended questions and allows students to take some time to respond.
- 3) Encourage students to think in higher order.
- 4) Students are actively involved in dialogues or discussions with teachers or other students.

²¹ Endang Titik Lestari, 12-13.

- 5) Students engage in the knowledge that encourages and challenges discussion.
- 6) The teacher uses raw data, primary sources, and interactive materials. Based on cognitive learning theory and the characteristics and application of constructivism theory, it can give birth to discovery learning.²²

f. Procedure of Discovery Learning

According to Syah procedures in discovery learning include stimulation, problem statement, data collection, data processing, and generalization:

1) Stimulation

The starting activities of the teaching-learning process by asking questions, recommending reading books, and other learning activities that lead to the preparation of problem-solving;

2) Problem statement

Allowing students to identify as many problem agendas as possible that are relevant to the subject matter, then one of them is selected and formulated in the form of a hypothesis (temporary answer to the problem question);

3) Data collection

Allowing students to collect as much relevant information as possible to prove whether the hypothesis is true or not;

²² Endang Titik Lestari, 13-14.

4) Data processing

Processing data and information that has been obtained by students, through reading books, interviews, observations, and so on, then interpreted;

5) Verification

Do a careful examination to prove whether or not the hypothesis that determined, verification related to the results of data processing;

6) Generalization

Draw a conclusion that can be used as a general principle and applies to all events or the same problem, pay attention to the verification results.

The teaching-learning process with the discovery learning method requires the teacher to present the lesson material not in a final form (intact from beginning to end) or in other words. The teacher only makes part of it. The rest is left to the students to find and find themselves.²³

g. The Advantage of Discovery Learning

According to Suherman, mentions that there are several advantages:

- 1) Students are active in learning activities because they think and use their abilities to find final results.

²³ Muhibbin Syah. *Psikologi Pendidikan* (Bandung: PT REMAJA ROSDAKARYA, 2017), 243.

- 2) Students understand the subject matter because they experience the process of finding it themselves. Something obtained this way takes longer to remember. Generating pleasure in students because of the growing sense of investigation and success
- 3) Finding answers on your own can lead to a sense of satisfaction. This inner satisfaction encourages them to make more discoveries. So, their interest in learning increases.
- 4) Students who acquire knowledge by the discovery method will be able to transfer their knowledge to various contexts.
- 5) This method trains students to learn more on their own.

a) The Disadvantage of Discovery Learning

According to Hamalik, the disadvantage of discovery learning:

- 1) This method depends on the assumption that there is a lonely mind to study. For students with less intelligence, they will have difficulty thinking, expressing the relationship between written and oral concepts
- 2) This method had not streamlined for teaching students in large quantities. It takes a long time to help them find theories or other problem-solving
- 3) The expectations contained in this method can fail in dealing with students and teachers who are accustomed to using the old method

- 4) Discovery teaching is more suitable for developing understanding, whereas developing aspects of concepts, skills, and emotions are less of concern²⁴

2. Reading Skill

a. Definition of reading

Reading is an active process that consists of recognition and comprehension skills. Reading is a necessary activity in life with which one can update/her knowledge. Reading skills is an important tool for academic success.

Bacon's dictum stated, "Some books are to taste, others to be swallow and some few to be chewed and diverted" they provider available guidance about the kind of reading habits to develop in our pupils. It implies the pupil should have two types of reading: intensive reading and extensive reading.

Reading is the most helpful and necessary skill for people. This skill is more important than speaking and writing. Reading is a source of joy. Good reading is that which keeps students regular in reading which provides him both pleasure and profit.

Reading is the most necessary activity in any language class. Reading is not only a source of information and pleasurable activity but also a means of consolidating and extending one's knowledge of the language. Reading is fundamental to widen the mind and gain an

²⁴ Endang Titik Lestari, 22-23.

understanding of the foreign culture. Reading is indeed a necessary activity for expanding knowledge of a language. Thus reading and writing reinforce each other and consolidate aural-oral learning. The teaching and speaking provide a greater variety of classroom activities for both teacher and students than a purely aural-oral program.

Reading habits not only help the students to get knowledge and wisdom from the culture of heritage but also very helpful in passing for leisure period. Leisure hours are not only during the active period of life but also, more significantly, during the period when a man has retired from active life. Therefore, the learner of English must know reading English. The education of a child is imperfect unless who supplied with everything needed with the ability of reading. A.S West comments: "Reading is a process of sight-second sense." W.S. Gray noted reading is formed experience reading brings us in contact with the minds of great authors, with the written account of their experience. Their recorded lines and the advancement made by them in various fields.²⁵

b. Micro skills and Macro Skill of Reading

Brown stated lists micro and macro skills of reading as follows:

1) Micro skill

- a) Discriminate among the distinctive graphemes and orthographic patterns of Teaching reading

²⁵ Dr. M.F. Patel and Praveen M. Jain, 114-116.

- b) Retain chunks of the language of different lengths in short-term memory
- c) Process writing at an efficient rate of speed to suit the purpose
- d) Recognize core words, and interpret word order patterns and their significance
- e) Recognize grammatical word classes (nouns, verbs, etc.) systems (e.g., tense, agreement, Pluralization) patterns, rules, and elliptical forms.
- f) Recognize that a particular meaning may be expressed in different grammatical forms
- g) Recognize cohesive devices in written discourse and their role in signaling the relationship between and among clauses

2) Macro skill

- a) Recognize the rhetorical forms of written discourse and their significance for interpretation
- b) Recognize the communicative functions of written text, according to form and purpose
- c) Infer context that is not explicit by using background knowledge
- d) From described events, ideas, etc., infer links and connections between events, deduce, causes and effect, and detect such relations as main
- e) Distinguish between literal and implied meanings

- f) Detect culturally specific references and interpret them in the context of the appropriate cultural schemata
- g) Develop and use a battery of reading strategies, such as scanning and skimming, detecting discourse markers, guessing the meaning of words from context, and activating schemata for the interpretation of a text²⁶

d. Types of reading

As we have seen, different texts may be read in different ways and in order to take account of this, the general term 'reading' is often broken down into sub-categories. The following are frequently used in the literature²⁷:

1) Scanning

Scanning is the very quick processing of text, as we look for a specific detail, such as the price of a product in an advertisement. It is important to note that scanning involves the recognition of form, rather than developing an understanding of the as a whole, and this results in reading speeds of around 600 words per minute, much faster than where meaning is processed.

²⁶ H. Douglas Brown, *Principles and Classroom Practices* (San Francisco: Pearson Longman, 2003), 185.

²⁷ Peter Watkins, *Teaching and Developing Reading Skills* (Inggris: Cambridge University Press, 2017), 17.

2) Skimming

Skimming or gist reading is to read quickly for a general understanding, such as when we look quickly at an old document on our hard drive to see if it can be permanently deleted.

3) Detailed reading

Detailed reading is to read carefully to understand as much of the content as possible, such as when we read instructions on a medicine bottle, or an academic text on which we will later base an argument.

In addition, in second language learning contexts, it is common to talk about a contrast between 'intensive' and 'extensive' reading. Intensive reading is essentially another term for detailed reading as described above, and makes use of relatively short texts that are at the limit of comfortable intelligibility for learners. Extensive reading, on the other hand, is usually associated with the reading of longer texts outside the classroom and is principally for pleasure. The texts used for these purposes are generally within the range of comfortable understanding.

Another potential distinction is between silent reading and reading aloud. Much of the reading we do outside of learning situations is done silently and therefore there is a strong case that reading programmes should focus on this. Reading aloud, on the other hand, is relatively less used but can be effective in teaching situations.

One form of reading aloud is when the teacher reads to the class as a whole. This can be very helpful as a model of fluent reading, showing appropriate pausing and how textx need to be 'chunked'. It also exposes learners to particular genres, which can be helpful in their own reading, and can also aid classroom dynamics by providing a shared positive experience. Reading aloud in this way is most often associated with young learners, but others, particularly L2 beginners, may also benefit. Harmer (2001) points out the dramatic nature of this type of reading and therefore the performance skills required by the teacher.

A second type of reading aloud is when learners themselves read aloud, either on a one-to-one or small group basis, or to the whole class. When done on a one-to-one or small grup basis, this can have good results, particularly when used as a remedial strategy (Geva and Ramirez, 2015). However, in many L2 teaching situations having learners read aloud is often advised against. This is because the mental processing required articulating the text can prejudice understanding. Essentially, there is a focus on form over meaning. Added to this, learners can find it very stressful to read in front of others and also those called on to listen may soon become disengaged if the reading lacks the performance skills referred to by Harmer. Where reading aloud is used, it is probably wise not to allow it to dominate the reading programmed, given that learners will generally

need to use silent reading skills more often outside of class. Also, it can be useful to allow learners to prepare the text silently first, so that they can focus on meaning before reading aloud

k. Teaching reading

There are many reasons why getting students to read teaching reading texts is an important part of teacher's job. In the first place, many of them want to be able to read texts in Teaching reading either for their careers, for study purposes or simply for pleasure. Anything we can do to make reading easier for them must be a good idea.

Reading is helpful for other purposes exposure to teaching reading (provided students understand it more or less) is a good thing for language students. At the very least, some of the languages stick in their minds as part of the process language acquisition engaged the acquisition is likely to be even more successful. Reading texts provided good models for English writing. When we teach writing skills, we will need to show students models of what has encouraged them to do.

Reading texts also provide opportunities to study language: vocabulary, grammar, punctuation, and the way we construct sentences, paragraphs, and text. Lastly, good reading texts can introduce interesting topics, stimulate discussion, excite imaginative responses and be the springboard for well-rounded, fascinating lessons.²⁸

²⁸ Jeremy Harmer, *How to teach English* (England: Pearson Education Limited, 1998), 69.

1) Principles behind teaching reading

a) Reading is not a passive skill

Reading is an incredibly active occupation. To do it successfully, we have to understand what the words mean, see the pictures the word are painting, understand the arguments, and work out if we agree with them. If we do not do these things- and if students do not do this things-then we only scratch the surface of the text, and we quickly forget it.

b) Students need to be engaged with what they are reading

As with everything else in lessons, students who are not engaged with the reading text- not actively interested in what they are doing- are less likely to benefit from it.

c) Students should be encouraged to respond to the content of a reading text, not just to the language.

Of course, it is necessary to study reading texts for the way they use language, the number of paragraphs they contain, and how many times they use relative clauses. But the meaning, message of the text is just as important, and we must give students a chance to respond to that message another way. They must be allowed to express their feelings about the topic- thus provoking personal engagement with it and the language.

d) Prediction is a major factor in reading

When we read texts in our language, we frequently have a good idea of the content before we read. Book covers give us a hint of what's in the book, photographs and headlines hint at what articles are about reports look like reports before we read a single word.

The moment we get this hint- the book cover, the headline, the word-processed page- our brain starts predicting what we have to read. Expectations have sat up, and the active process of reading is ready to begin. Teachers should give students 'hints' so that they can predict what's coming too. It will make them better and more engaged readers.

e) Match the task to the topic

Once a decision had taken about what reading text the students are going to read, we need to choose good reading tasks- the right kind of questions, engaging and helpful puzzles, etc. The most interesting text can be undermined by asking boring and inappropriate questions; the most commonplace passage can be made exciting with imaginative and challenging tasks.

f) Good teachers exploit reading texts to the full.

Any reading text is full of sentences, words, ideas, descriptions etc. it doesn't make sense only to get students to read it and then drop it to move on to something else. Good teachers integrate the reading text

into interesting class sequences, using the topic for discussion and further tasks, using the language for *Study and Later Activation*.²⁹

3. Evaluation

The teacher's activity in this section is to evaluate students' learning. Many points of view regard the evaluation activity performed after the teachers do the teaching and learning process. Besides, evaluation activity also performed during the learning activity was in processing.

Evaluation is a systematic assessment of the usefulness an object. In carrying out the evaluation, there are judgments to determine the value of a program that contains subjective elements.³⁰ The evaluation could be categorized into two namely is formative and summative.³¹ Yet, the researcher tended to focus on formative evaluation.

Formative evaluation is an evaluation conducted of each discussion of the subject or topic and intended to determine the extent to which the learning process has proceeded as planned. The use of tests during the learning process takes place or in the form of giving students comment or a suggestion, or calling attention to an error, that feedback was offered to improve the learner's language ability.³² The formative evaluation aimed to repair the teaching/learning process.

One of the tests which could be used in the formative evaluation and suitable for evaluating the students' reading skills was a gap-filling

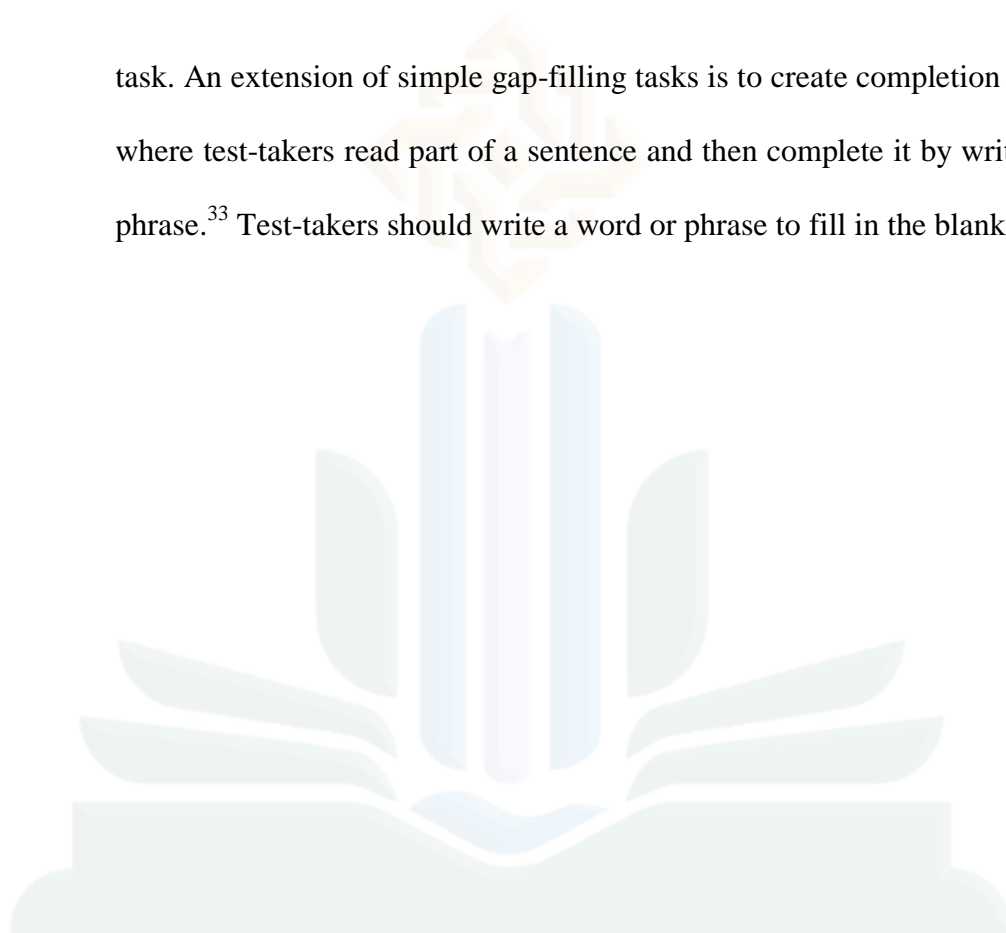
²⁹ Jeremy Harmer, 70.

³⁰ Ismet Basuki and Hariyanto, M.S., *Asesmen Pembelajaran* (Bandung: PT Remaja Rosdakarya, 2014), 9.

³¹ H. Douglas Brown, 6.

³² Douglas Brown, 6.

task. An extension of simple gap-filling tasks is to create completion items where test-takers read part of a sentence and then complete it by writing a phrase.³³ Test-takers should write a word or phrase to fill in the blank.



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³³ Douglas Brown, 200.

CHAPTER III RESEARCH METHODS

A. Research Design

In this research, the researcher used a qualitative approach. Qualitative research seeks to understand a phenomenon by focusing on the total picture rather than breaking it down into variables. The goal is a holistic picture and depth of understanding rather than numeric analysis of data.³⁴ The researcher chose to use qualitative research methods because fact in the field found it is more appropriate to use qualitative methods. The data obtained is in the form of qualitative data, not a mathematical calculation. Thus, the results of research on a phenomenon have expected revealed clearly and deeply.

According to Gay descriptive research, design involves collecting data to test hypotheses or answer question relates to the current status of the object of the study. The descriptive research determines and reports the thing. It means that descriptive research happens naturally; the research has no control over the condition and, the situation can only measure what already exists.³⁵ The researcher chose qualitative descriptive because the researcher described the data taken. It described the implementation of discovery learning method and general concepts of reading at eighth grade of MTs Bustanul Ulum Panti Jember.

³⁴ Lexy J Moleong, *Metode Penelitian Kualitatif* (Bandung: Remaja Rosada Karya, 2017), 6.

³⁵ L.R. Gay. et al, *Educational research competences for analysis and applications*. (USA: Pearson, 2012), 11.

B. Research Location

This research was conducted at Eighth grade of MTs Bustanul Ulum which is located at Kemiri, Panti, Jember. The reason why the researcher chose MTs Bustanul Ulum as the place of the research was that the teacher used discovery learning method in teaching reading. The research was conducted in the VIII-D class because the class consists of the students live in boarding school and it was based on the teacher's recommendation.

C. Research Subject

Research subjects are informants who are used as data sources are related to the research focus. Determination of informants in this study uses the purposive method is a technique of sampling data sources with certain considerations. Certain considerations such as the person who is considered to know the best about what we expect, or maybe he is the ruler so that it will facilitate researcher to explore the object social situation under study.

In this research, the researcher involved school components at MTs Bustanul Ulum Panti Jember. Subjects that used as in informants included

1. The English teacher is Mr. Udin who applied discovery learning method in teaching reading and knew well the method
2. The students of VIII because discovery learning method implemented at eighth grade. The researcher chose VIII-D because it consists of students live in boarding school. Yet, the researcher chose two students based on the teacher's recommendation. They were Siska and Riska

D. Data Collection

The techniques used in collecting data in this research are as follows:

1. Observation

Observation is the process of gathering open-ended, firsthand information by observing people and places at a research site. As a form of data collection, observation has both advantages and disadvantages. Advantages include the opportunity to record information as it occurs in a setting to study actual behavior and to study individuals who have difficulty verbalizing their ideas. Some of disadvantages of observation are that you will be limited to those sites and situations where you can gain access, and in those sites, you may have difficulty developing rapport with individuals. This can occur if the individuals are unaccustomed to formal research.³⁶ The researcher took a note about how the teacher implemented discovery learning method in teaching read at eighth, the location of the research, and the situation in the classroom. The purpose of the observation was to explain the situation in the classroom and figure out how the teacher implemented of teaching reading through discovery learning method and the relation between situation, activity, and individual.

In this research the researcher used participant observation, the researcher just saw, heard and interact with participant about the certain situation without following all activities. In observation to get the data

³⁶ John. W. Creswell, *Educational Research* (USA: Pearson, 2012), 213-214.

about the implementation of discovery learning method in teaching reading at eighth grade of MTs BUstanul Ulum Panti Jember the researcher observed and took notes during teaching and learning process.

The data which was gotten from the observation was:

- a. The setting of the research
- b. Situation and condition of the classroom. It included how the teacher implemented discovery learning method in teaching reading

2. Interview

An interview is a purposeful interaction in which one person obtains information from another. Interview permit researchers to obtain important data they cannot acquire from observation alone, although pairing observations and interviews provides a valuable way to gather complementary data. Interviews can provide information that is inaccessible through observation.³⁷

In this research, the researcher used semi structure Interview. This type of interview is included in the in-depth interview category, in which the implementation is freer when compared to structured interviews. The purpose of this type of interview is to find deeper problems, where the interview is asked for their opinion and ideas. In conducting interviews, researchers need to listen carefully and take notes on what the informants said.³⁸

³⁷ L.R. Gay. et al, *Educational research competences for analysis and applications*. (USA: Pearson, 2012), 386.

³⁸ Prof. Dr. Sugiyono, *Metode Penelitian kualitatif kuantitatif R&D* (Bandung: Alfabeta, 2013), 140.

The data which was gotten from the interview were:

- a. The implementations of discovery learning method in teaching reading
- b. The evaluation of teaching reading through discovery learning method

The process of interview was done face to face, while the question for interview to the students' and the English teacher is presented in Appendix 3 and 4.

3. Document Review

Documents are consist of public and private records that qualitative researchers obtain about a site or participants in a study, and they can include newspapers, minutes of meetings, personal journals, and letters. These sources provide valuable information in helping researchers understand central phenomena in qualitative studies. They represent public and privates documents.³⁹ By the documentation, the researcher has a strong document about the research.

The data that the researcher obtained with documentation techniques are:

- a. History of implementing discovery learning method

The English teacher of MTs Bustanul Ulum implemented a discovery learning method in teaching reading to make students more active in the learning process. The teacher used some of procedure to implement discovery learning method that is stimulation, problem

³⁹ John. W. Creswell, *Educational Research* (USA: Pearson, 2012), 223.

statement, data collection, data processing, verification, and generalization.

b. Profile of MTs Bustanul Ulum Jember

In MTs Bustanul to implement discovery learning method in teaching reading, the teacher use media laptop, audio speaker, and Lcd. The teacher used that media because the materials needed audio-visual media.

c. Teacher and employee data of MTs Bustanul Ulum Jember

3 English teachers at MTs Bustanul Ulum implemented the discovery learning method, but they also used other methods in teaching English.

d. Students data of MTs Bustanul Ulum Jember

The Discovery learning method has implemented in the eighth grade, so the researcher chose VIII-D graders to become a research subject.

e. The implementation of discovery learning method

In implementing discovery learning, the English teacher used some procedures adapted to the student's abilities. The procedures started with stimulation, problem statement, data collection, data processing, verification, and generalization.

E. Data Analysis

In this research, the researcher uses Miles Huberman and Saldana theory to analyze the data. According to Miles Huberman and Saldana, there are

three major phases of data analysis such as data condensation, data display, and conclusion drawing/verification. Those are a clear explanation of the data analysis process of this research:

1. Data Condensation

Data condensation refers to the process of selecting, focusing, simplifying, abstracting, and/or transforming the data that appear in the full corpus (body) of written-up fields' notes, interviews, transcript, documents, and other empirical material.⁴⁰ By condensing, we're making data stronger. Therefore, the researcher used the data condensation by selecting, categorizing, and making abstraction from field notes, interviews, and documentation review.

2. Data Display

The second major flow of analysis activity is data display. Generically, a display is an organized, compressed assembly of information that allows conclusion drawing and action.

A display can be an extended piece of text or diagram, graph, chart, narrative form, table, or matrix that provides a new way of arranging thinking about the more textually data. In this research, the researcher described the data in narrative form to be meaningful. Some tables were used to make the data be more easily understood about discovery learning method in teaching reading.

⁴⁰ Matthew B. Michaels, Huberman, and Saldana. *Qualitative Data Analysis* (USA: Library of Congress Cataloging, 2014), 31.

3. Conclusion Drawing and Verification

The last step is Conclusion drawing and verification. The initial conclusions put forward are still provisional and will change if no strong evidence is found to support them at the next data collection stage. But if the conclusions put forward at an early stage are supported by valid and consistent evidence when the researcher returns to the field to collect data, then the conclusions put forward are credible.⁴¹

In the final step of data analysis, the researcher concluded the data that had answered the research problem formulation, namely how the implementation were used by English teacher to implement discovery learning method in teaching reading and making it easier for researchers to carry out further activities in processing data.

F. Validity of Data

The researcher used triangulation to test the validity of the data. Triangulation is a powerful way of demonstrating concurrent validity, particularly in qualitative research.⁴² There are some types of triangulation; those are Technique Triangulation, Source Triangulation, Time Triangulation, theoretical Triangulation, investigator triangulation, etc.

While in this research, the researcher used source triangulation and technique triangulation. Source triangulation means getting data from different sources with the same technique. The emphasis was on the source of data do not on the data collecting method or others. Technique triangulation

⁴¹ Miles, Huberman, and Saldana, 31.

⁴² Louis Cohen, et al, *Research Methods in Education* (New York: Routledge, 2005), 112.

means that researchers use different data collection techniques to obtain data from the same source. Researchers used participant observation, in-depth interviews, and documentation for the same data source simultaneously.⁴³ The emphasis was on using different data collecting methods to indicate the same source to test data validity.

The steps were four, namely:

1. Comparing observational data with results of interview
2. Comparing observational data with contents of related document
3. Comparing what the English teacher says about the classroom activity with what students say
4. Comparing the results of interviews with the contents of the related document

G. Research Procedures

In this section, the research implementation plan was carried out by researchers, starting from preliminary research, design development, actual research, and report writing. The research stages consisted of pre-field research, fieldwork stages, and data analysis stages.

1. Pre-field stage

There were several stages of activities that the researcher must do.

There was research ethics that should be understood. It would be mentioned as follow:

⁴³ Hardani dkk, *Metode Penelitian Kualitatif & Kuantitatif* (Yogyakarta: CV. Pustaka Ilmu Group, 2020), 155.

- a. Arrange a research design
 - b. Select research location
 - c. Take care of licensing
 - d. Explore and assess the research location
 - e. Select and use information
 - f. Prepare the research instrument
2. Field-work stage
 - a. Apprehend background and objective of the research
 - b. Enter to the research location
 - c. Look for the data source
 - d. Participate while collecting the data
 - e. Complete the data
3. Data analysis phase
 - a. Analyze data
 - b. Take care of licensing complete research
 - c. Arrange or serve the data which formed in report
 - d. Conclusion with drawing
 - e. Revise the refined report

H. Systematic Discussion

The systematic discussion contains a description of the flow of thesis proposal discussion starting from the introductory chapter to the research methodology chapter. The format of systematic writing is a descriptive

narrative, not a table of contents. Systematic discussion in this research as follows:

Chapter I contains the introduction of the thesis proposal, such as the background of the research, the focus of the research, objective of the research, significance of the research, and definition of key terms.

Chapter II contains a review of related literature, such as previous research and theory of research related to the research conducted by the researcher.

Chapter III contains a research method that uses in this research, such as research approach and type of research, the object of the research source of data, data collection, data analysis, the validity of data, and procedures of research.

Chapter IV is a research finding. This chapter consists of the research objective description, data display, data analysis, finding, and discussion.

Chapter V is the conclusion and suggestion. It consists of a conclusion and suggestion.

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CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter covers the research finding and discussion. The finding consists of the data found in the field. Meanwhile, the discussion is the process of making decision or conclusion about the topic of this research. To find the result of research, the data were described the implementation of discovery learning method in Teaching reading at eight grade of MTs Bustanul Ulum Pantj Jember.

A. The Research

1. School Identity

School name	: MTs Bustanul Ulum
School statistic Number	: 212350918046
(NSM) National School Principal Number	: 20581529
(NPSN) Telephone number	: (0331) 413133
Address	: Teropong Bintang streets No. 01-02 Kemiri
Sub-district	: Pantj
District	: Jember
Province	: East Java

2. Vision and Mission of MTs Bustanul Ulum Pantj Jember

a. Vision

The establishment of quality and competitive educational institutions and the printing of a generation of karimah behavior

b. Mission

- 1) Developing Akhlaqul Karimah.
- 2) Creating a clean and conducive environment
- 3) Improving the quality of education in the field of Imtaq and science and technology
- 4) Providing optimal service

B. Data display and analysis

The researcher collected the data using observation, interview, and document review techniques. Based on the result of observation, interview, and document review, the researcher found the data about the implementation of discovery learning method in teaching reading at eighth grade of MTs Bustanul Ulum Pantj Jember.

The data were displayed and analyzed based on research questions, such as; 1) How is the implementation of discovery learning method in teaching reading at eighth grade of MTs Bustanul Ulum Pantj Jember, 2) How is the evaluation of teaching reading through discovery learning method at eighth grade of MTs Bustanul Ulum Pantj Jember were obtained the data as follow:

1. The implementation of discovery learning method in teaching reading at eighth grade of MTs Bustanul Ulum Pantj Jember

The implementation of discovery learning method in teaching reading at VIII-D grade according to the interview with the teacher as follow:

“In implementing discovery learning in teaching reading, I use the types of guided discovery learning and use existing discovery learning procedures adapted to students' abilities and conditions in the classroom.”⁴⁴

Based on the interview above, Mr.Udin said in implementing the discovery learning method in teaching reading. He used types of guided discovery learning, so Mr.Udin was the facilitator. He used discovery learning method purposed to stimulate students to be more active in the reading activity. In implementing the discovery learning method, Mr. Udin was used some of the procedures but adapted to the students' abilities and conditions in the class. The procedures started with a). Stimulation, the teacher gave question to the students about teenage life song lyrics material b). Problem statements, the teacher gave 2 sheets that were full firework song lyrics and fiil-in-the-blank firework song lyrics. c). Data collection, students matched the full song lyric sheet with the lyric video played by the teacher. d). Data processing, students filled in the empty firework song lyrics. e) Verification, the teacher played the firework song lyrics and the students checked their answers. e). Generalization, students read aloud their answer and explained the content. In practice, the teacher as a facilitator and guided students with the right direction to implement discovery learning method in teaching reading.

It was also supported by the statement of Siska students VIII-D, she stated:

⁴⁴ Mr. Udin, Interview, Jember, 17th of June 2021.

“First, Mr. Udin gave a question about the material. Then, Mr. Udin asked the students to read the firework song lyrics and explained the content.”⁴⁵

And also supported again by the statement of Riska VIII-D about the implementation of procedures discovery learning in teaching reading, she stated:

“Mr. Udin started the lesson with a greeting. He reviewed the previous material. Then, he asked a question about the teenage life song lyrics. After that, Mr. Udin gave two sheets about the firework song lyrics and played the video. We match the full song lyric sheet with the lyric video played by the teacher and fill the empty lyrics. We checked our answers, read the lyrics, and explained the contents.”⁴⁶

According to the interview above, Siska and Riska said that Mr. Udin gave a question about the material teenage life song lyrics (Stimulation). Mr. Udin gave the students 2 sheets firework song full lyrics and fill-in-the-blank lyrics. Then, he played the firework song lyrics (Problem statement). The students matched the full song lyrics sheet with the lyrics video played by the teacher (Data Collection). Students filled in the empty firework song lyrics (Data Processing). Students answered in the missing firework song lyrics (verification). Students read the firework song lyrics aloud and explained the content (Generalization).

⁴⁵ Siska, Interview, Jember, 22nd of June 2021.

⁴⁶ Riska, Interview, Jember, 22nd of June 2021.

The interview above was also supported by the lesson plan part of sintak model pembelajaran used discovery learning method⁴⁷ as follows:

Procedures	Learning Activity	Checklist	
		Yes	No
Stimulation (stimulasi/ pemberian rangsangan)	Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topik materi Fungsi Sosial dengan cara : Melihat, Mengamati, Membaca, Menulis Mendengar, Menyimak materi Unsur Kebahasaan- Kosa kata dan tata bahasa dalam lirik lagu Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan.	✓	
Problem statement (pertanyaan /identifikasi masalah)	Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan gambar yang disajikan dan akan dijawab melalui kegiatan belajar mengenai materi Unsur Kebahasaan- Kosa kata dan tata bahasa dalam lirik lagu Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan.	✓	
Data collection (pengumpulan data)	Peserta didik mengumpulkan informasi yang relevan untuk menjawab pertanyaan yang telah diidentifikasi melalui kegiatan: Mengamati obyek/kejadian, Membaca sumber lain selain buku teks, melakukan aktivitas menarik, Wawancara/ tanya jawab dengan nara sumber tentang materi Unsur Kebahasaan- Kosa kata dan tata bahasa dalam lirik lagu Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan	✓	
Data processing (pengolahan Data)	Peserta didik dalam kelompoknya berdiskusi mengolah data hasil pengamatan dengan cara : Berdiskusi, Mengolah informasi, mengerjakan soal tentang data dari Materi Unsur	✓	

⁴⁷ Lesson Plan, Document Review, Jember 25th of June 2021.

	Kebahasaan- Kosakata dan tata bahasa dalam lirik lagu Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan		
Verification (pembuktian)	Peserta didik mendiskusikan hasil pengamatannya dan memverifikasi hasil pengamatannya dengan data-data atau teori pada buku sumber melalui kegiatan Pengolahan informasi materi Unsur Kebahasaan- Kosakata dan tata bahasa dalam lirik lagu Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan.	✓	
Generalization (menarik kesimpulan)	Peserta didik berdiskusi untuk menyimpulkan Menyampaikan hasil diskusi, Mempresentasikan hasil diskusi, Mengemukakan pendapat, Bertanya atas presentasi tentang materi Unsur Kebahasaan, Kosakata dan tata bahasa dalam lirik lagu. Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan.	✓	

While from the observation in the class, the implementations of discovery learning in teaching reading as follows;

On Tuesday morning at 07.15 in class VII-D, there were 24 students. The teacher came into class and gave greetings also gave motivation. After that, the teacher repeated previous learning material. After the opening was over, the teacher told the students to continue learning the material today. Before starting the lesson, the teacher asked the students to pray together. Then, the teacher asked the students about what subjects they would study today and, all the students answered in unison and enthusiastically the material today about teenage life song lyrics. Then, the teacher gave a question about the material. Some students looked confused and, there was the student who answered the question.

The teacher also invited the students to ask a question. After the question-answer session had finished, the teacher gave an assignment to the students. Then, the teacher gave two sheets were full firework song lyrics and fill-in-the-blank firework song lyrics. The teacher played the firework song lyrics. After that, the student asked, “May I discuss with my seatmate?” Then, the teacher allowed the students discussed with other friends. The students matched the full song lyrics sheet with the lyrics video played by the teacher. Then, students filled the empty lyrics with their answer. After that, the teacher played again the fireworks song and the students checked their answer to make sure it is true or not. Students read aloud their answer and explained the content.

Based on the observation in the classroom, a). Stimulation, the teacher gave question to the students about teenage life song lyrics material b). Problem statements, the teacher gave 2 sheets that were full firework song lyrics and fiil-in-the-blank firework song lyrics. c). Data collection, students matched the full song lyric sheet with the lyric video played by the teacher. d). Data processing, students filled in the empty firework song lyrics. e) Verification, the teacher played the firework song lyrics and the students checked their answers. e). Generalization, students read aloud their answer and explained the content.

Based on the interview, document review, and observation above. In implementing the discovery learning method in teaching reading, the teacher used six procedures that begin with stimulation, problem statement; data

collection, data processing, verification, and generalization were designed in a way to make students more active.

2. The evaluation of teaching reading through discovery learning method at eighth grade of MTs Bustanul Ulum Panti Jember

The evaluation of teaching reading through discovery learning method at eighth grade of MTs Bustanul Ulum Panti Jember based on interview with the English teacher as follows:

“When learning about the teenage life song lyrics giving the full song lyrics is enough, but I also gave an assignment. I told the students to match the full lyrics song with blank lyrics.”⁴⁸

From the interview above, the evaluation used by the teacher was giving an assignment gap-filling task or fill-in-the-blank firework song lyrics. Besides, the teacher also asked the student to read aloud the firework song lyrics and explained the content to know their pronunciation, fluency, and understanding.

It was also supported by Riska, the student of VIII-D graders. She said:

“Mr. Udin gave the task of matching song lyrics. In the end, we asked to read and explain the contents of the song.”⁴⁹

It was also supported again by statement of Siska students of VIII-D, she stated:

⁴⁸ Mr.Udin, Interview, Jember, 17th of June 2021.

⁴⁹ Riska, Interview, Jember, 22nd of June 2021.

“The material is about teenage life song lyrics, so Mr. Udin gave the task of matching full lyrics song with a blank song lyric sheet. Then, we read our answers and explained the contents.”⁵⁰

When students matched the full song lyrics with the empty firework song lyrics through video lyrics song, has played by the teacher. Then, the students read their answers and explained the content is part of the teacher's evaluation.

While the observation in the class VII-D, about the evaluation of teaching reading through discovery learning method.

Based on the observation in the classroom, the teacher gave the right direction to the students. The teacher gave the assignment to the students. Then, the teacher gave 2 sheets were full firework song lyrics and fill-in-the-blank firework song lyrics. After that, the teacher played the firework song lyrics. The students matched the full song lyrics sheet with the lyrics video played by the teacher. Then, students filled the empty lyrics with their answers.

The teacher walked around the class to check or control the students. The teacher approached and asked students whether they understood or not about the assignment. After that, the teacher played the fireworks song and, the students checked their answers to make sure that was true or not. Some of the students read aloud their answers and explained the content. The teacher gave feedback and correction about their performance in reading. He also explained the content of the song.

⁵⁰ Siska, Interview, Jember, 22nd of June 2021.

In the end lesson, the teacher read the firework song lyric by lyric and asked the students to follow it.

Based on interviews and observation above, the teacher assessed the students with formative assessments was using gap-filling tasks or fill-in-the-blank to the students and gave feedback or correction about their performance in reading and explaining the content of firework song lyrics.

Based on the results of the data description presented above, the conclusion of research findings would explain in the following table:

Table 4.1
Results or Research Findings

No	Research Focus	Research Findings
1.	How is the implementation of discovery learning in teaching reading at eighth grade of MTs Bustanul Ulum Jember?	Implementation discovery learning method used procedures carried out by teachers in teaching reading in the classroom, namely stimulation, problem statements, data collection, data processing, verification, and generalization.
2.	How is the evaluation of teaching reading through discovery learning method at eighth grade of MTs Bustanul Ulum Panti Jember?	The evaluation of teaching reading through discovery learning with a formative assessment that was giving feedback and correction to the student and asked student to do gap-filling tasks or fill-in-the-blank

C. Discussion

The researcher used the part of a discussion to analyze the findings. The researcher used the result of analysis as the answer to the research problem. Here is the discussion

1. The implementation of discovery learning method in teaching reading at eighth grade of MTs Bustanul Ulum Panti Jember

English teacher of MTs Bustanul Ulum implemented discovery learning method in teaching reading to stimulate students to be more active in reading activity and make students find the answer and draw a conclusion about the material. This is in accordance with what stated by Jerome Bruner that discovery learning is a learning method that encourages students to be more active in asking a question and drawing a conclusion.⁵¹

The students asked question about the material teenage life song lyrics. Then, the students discussed with the other friend about the material and make a conclusion about the content firework song.

In implementing discovery learning teacher used type guided dicoverly learning. Teaching reading using the discovery learning method distract learning activities that are the beginning dominated by the teacher changed students involved in several learning steps. This is in accordance with what stated by Supihatiningrum Guided discovery learning is learning that requires the role of the teacher as a facilitator in the learning process.⁵² The teacher acts as a facilitator, helping students become easier in learning activities using the discovery learning method in reading lessons.

The teacher implemented the discovery learning method using several stages. This is in accordance with what stated by Syah that learning procedures in discovery learning include stimulation, problem statement,

⁵¹ Endang Titik Lestari, *Discovery Learning* (Sleman: CV BUDI UTAMA, 2020, p.7.

⁵² Endang Titik Lestari, 9.

data collection, data processing, verification, and generalization.⁵³ But the condition in the field, there was some modification in implementing discovery learning procedures because the teacher adapted to students' abilities and condition in the classroom. The resume of procedure discovery learning method in teaching reading using table for easy to understand

Tabel. 4.2
Discussion

Procedure	The implementation of discovery learning in the class
Stimulation	The teacher repeated previous learning material. The teacher gave a question about the material
Problem Statement	The teacher gave 2 sheets that were full firework song lyrics and fill-in-the-blank firework song lyrics. The teacher played the firework song lyrics.
Data Collection	The students matched the full song lyrics sheet with the lyrics video played by the teacher.
Data Processing	The students filled the empty lyrics with their answer.
Verification	the students checked their answer about the firework song lyrics
Generalization	The students read aloud their answer and explained the content

⁵³ Muhibbin Syah. *Psikologi Pendidikan* (Bandung: PT REMAJA ROSDAKARYA, 2017), 243.

2. The evaluation of teaching reading through discovery learning method at eighth grade of MTs Bustanul Ulum Panti Jember

Evaluation is an activity of collecting data about how far the goal has been achieved.⁵⁴ It was to know whether the material has been taught successfully understood by students or not.

The evaluation of teaching reading through discovery learning method at eighth grade of MTs Bustanul Ulum Panti Jember was the teacher gave a formative assessment by giving feedback and correction to the students and asking students to present what they had worked on (gap-filling task). This was in accordance with what stated by Brown that formative assessment could be in the form of giving students comments or a suggestion or calling attention to an error, that feedback was offered to improve the learner's language ability.⁵⁵ The teacher gave feedback, correction, help, gave direction to the students to improve their reading skills.

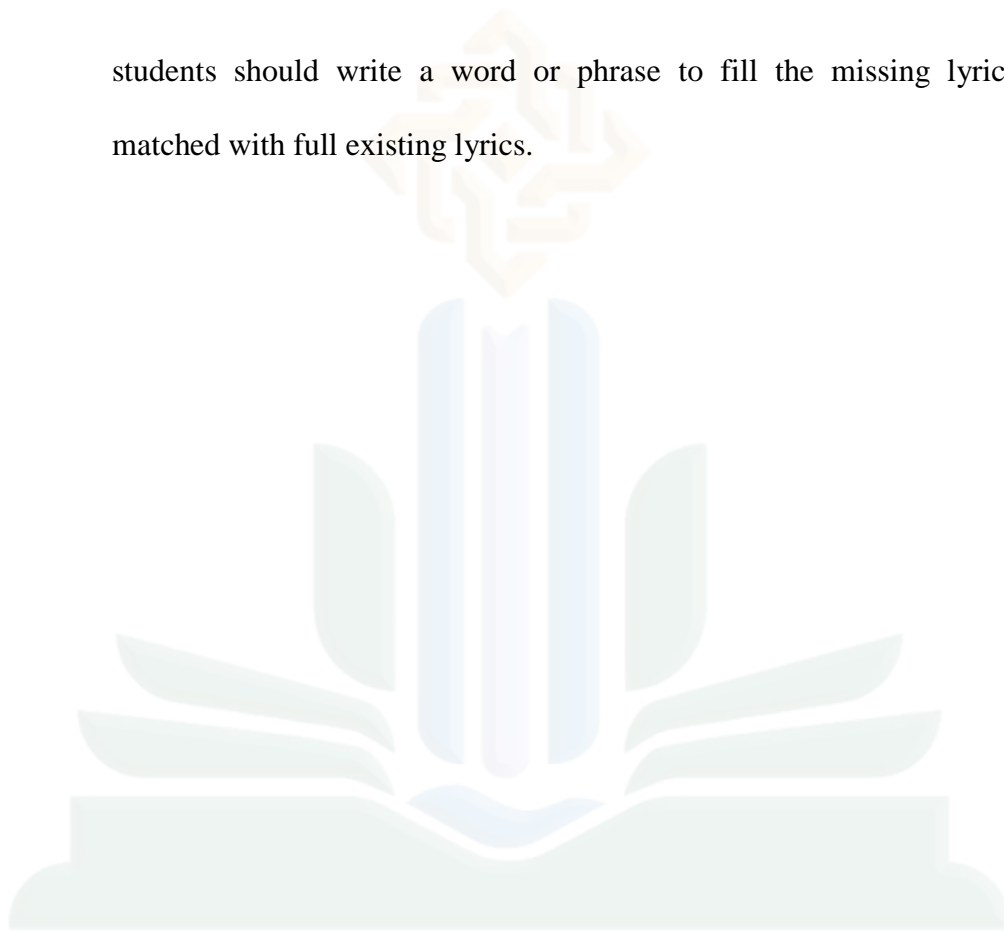
Besides, the teacher also used gap-filling tasks or fill-in-the-blank. It was one of the tests of formative evaluations. It was suitable for evaluating students' reading skill learning through discovery learning method with the material about teenage life song lyrics. An extension of simple gap-filling tasks is to create completion items where test-takers read part of a sentence and then complete it by writing a phrase.⁵⁶ The

⁵⁴ Prof. Dr. M. Zaim, *Evaluasi Pembelajaran Bahasa Inggris* (Jakarta: Kencana, 2003), 12.

⁵⁵ Douglas Brown, 6.

⁵⁶ Douglas Brown, 200.

students should write a word or phrase to fill the missing lyric also matched with full existing lyrics.



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CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

1. The implementation of discovery learning method in teaching reading at eight grade of MTs Bustanul Ulum Pantj Jember

In implementing discovery learning in teaching reading, the teacher used the types of guided discovery learning and used existing discovery learning procedures adapted to students' abilities and conditions in the classroom. The teacher becomes a facilitator directing students to carry out several procedures. The procedures started with stimulation, problem statement, data processing, data collection, verification, and generalization.

2. The evaluation of teaching reading through discovery learning method at eighth grade of MTs Bustanul Ulum Pantj Jember

The teacher assessed the students with formative assessments was used gap-filling tasks or fill-in-the-blank to the students, and gave feedback, comments, or correction about their performance in reading and explaining the content of firework song lyrics.

B. Suggestion

From the conclusion above, the researcher would like to suggest as bellow:

For the teacher

1. The teacher should be able to make students learn actively, especially in reading lesson.

2. The teacher should create situation of teaching reading as comfortably as possible.

For the students

- a. Students should have self-confidence when they read anything in English without worrying about their mistakes.
- b. Students should be more active in reading learning process.
- c. The students should study hard and explore their capable to enrich their vocabulary and increase their knowledge by reading English books.

For the researcher

The researcher recognizes that the end result of these studies continues to be some distance from being perfect. There are nevertheless many components in teachers' strategies, and hopefully this research will be useful as a reference to their research.

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DECLARATION OF AUTHENTICITY

The undersigned below:

Name : Silvy Eka Wulandari

Student's Number : T20176009

Study program : English Department

Institution : UIN KHAS Jember

Declare that this thesis entitled "The Implementation of Discovery Learning in teaching reading at Eighth Grade of MTs Bustanul Ulum Jember" is my original work, gathered and utilized in particular to fulfill the purposes and objectives of this study. This thesis also has not been previously submitted to any other university for a higher degree. I also declare that the publications cited in this work have been previously consulted.

Jember, 15th of September 2021

I declared



Silvy Eka Wulandari
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RESEARCH INSTRUMENT

The interview's guide to English teacher

1. Model apa saja yang digunakan dalam pembelajaran reading?
2. Bagaimana usaha guru dalam meningkatkan proses pembelajaran reading?
3. Apakah ada murid yang merasa kesulitan dalam pembelajaran reading?
4. Apa Bagaimana pendapat atau tanggapan anda tentang penggunaan discovery learning?
5. Apakah dengan menggunakan model discovery learning lebih mudah dalam menyampaikan materi pembelajaran reading?
6. Bagaimana prosedur penggunaan discovery learning dalam pembelajaran reading?
7. Apa saja kendala guru dalam penerapan model discovery learning dalam pembelajaran reading?
8. Bagaimana evaluasi pembelajaran reading melalui discovery learning?

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Research Instrument

The interview's guide to students

1. Model apa saja yang digunakan dalam pembelajaran reading dikelas?
2. Usaha apa yang dilakukan oleh guru untuk meningkatkan pemahaman siswa terhadap pembelajaran reading?
3. Apa kesulitan yang siswa rasakan dalam pembelajaran reading?
4. Apakah dengan menggunakan model discovery learning lebih mudah dalam memahami materi pembelajaran reading?
5. Bagaimana pendapat siswa mengenai penggunaan discovery learning dalam pembelajaran reading?
6. Bagaimana prosedur penggunaan discovery dalam pembelajaran reading dikelas?
7. Apa saja kendala yang siswa hadapi ketika menggunakan discovery learning dalam pembelajaran reading dikelas?
8. Bagaimana cara guru mengevaluasi pembelajaran reading melalui metode dikelas?

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**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

Sekolah : MTs Bustanul Ulum
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VII/Genap
Materi Pokok : Lirik Lagu Terkait Kehidupan Remaja SMP/MTs
Alokasi Waktu : 2 minggu X 30 menit (Pertemuan)

A. Kompetensi Inti

- **KI1 dan KI2:** Menghargai dan menghayati ajaran agama yang dianutnya serta Menghargai dan menghayati perilaku jujur, disiplin, santun, percaya diri, peduli, dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, dan kawasan regional.
- **KI3:** Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.
- **KI4:** Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif, dalam ranah konkret dan ranah abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

B. Kompetensi Dasar Dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator
3.13 Menafsirkan fungsi sosial dan unsur kebahasaan dalam lirik lagu terkait kehidupan remaja SMP/MTs	<ul style="list-style-type: none">• Menirukan lirik lagu terkait kehidupan remaja SMP/MTs secara lisan• Mengidentifikasi fungsi sosial dan unsur kebahasaan dalam lirik lagu terkait kehidupan remaja SMP/MTs
4.13 Menangkap makna secara kontekstual terkait dengan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMP/MTs	<ul style="list-style-type: none">• Menyebutkan pesan yang terkait dengan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMP/MTs

C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Menirukan lirik lagu terkait kehidupan remaja SMP/MTs secara lisan
- Mengidentifikasi fungsi sosial dan unsur kebahasaan dalam lirik lagu terkait kehidupan remaja SMP/MTs
- Menyebutkan pesan yang terkait dengan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMP/MTs

D. Materi Pembelajaran

- Fungsi sosial
Mengembangkan nilai-nilai kehidupan dan karakter yang positif
- Unsur kebahasaan
 - Kosakata dan tata bahasa dalam lirik lagu
 - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan
- Topik
Hal-hal yang dapat memberikan keteladanan dan menumbuhkan perilaku yang termuat di KI.

E. Metode Pembelajaran

Discovery Learning

F. Media Pembelajaran

1. Media

- Worksheet atau lembar kerja (siswa)
- Lembar penilaian

2. Alat/Bahan

- Penggaris, spidol, papan tulis
- Laptop & infocus

G. Langkah-Langkah Pembelajaran

1. Pertemuan Ke-1 (30 Menit)	
Kegiatan Pendahuluan (5 Menit)	
Guru : Orientasi, Apersepsi, Motivasi, Pemberian Acuan	
Kegiatan Inti (20 Menit)	
Sintak Model Pembelajaran	Kegiatan Pembelajaran
Stimulation (stimulasi/ pemberian rangsangan)	<u>KEGIATAN LITERASI</u> Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topik materi dengan cara : Melihat, Mengamati, Membaca, Menulis Mendengar, Menyimak materi <i>Fungsi sosial - Mengembangkan nilai-nilai kehidupan dan karakter yang positif</i>
Problem	<u>CRITICAL THINKING (BERPIKIR KRITIK)</u>

<p>statement (pertanyaan/ identifikasi masalah)</p>	<p>Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan gambar yang disajikan dan akan dijawab melalui kegiatan belajar mengenai materi <i>Fungsi sosial - Mengembangkan nilai-nilai kehidupan dan karakter yang positif</i></p>
<p>Data collection (pengumpulan data)</p>	<p><u>KEGIATAN LITERASI</u></p> <p>Peserta didik mengumpulkan informasi yang relevan untuk menjawab pertanyaan yang telah diidentifikasi melalui kegiatan: Mengamati obyek/kejadian, Membaca sumber lain selain buku teks, melakukan aktivitas menarik, Wawancara/ tanya jawab dengan nara sumber tentang materi <i>Fungsi sosial - Mengembangkan nilai-nilai kehidupan dan karakter yang positif</i></p> <p><u>COLLABORATION (KERJASAMA)</u></p> <p>Peserta didik dibentuk dalam beberapa kelompok untuk Mendiskusikan, Mengumpulkan informasi, Mempresentasikan ulang, Saling tukar informasi mengenai materi <i>Fungsi sosial - Mengembangkan nilai-nilai kehidupan dan karakter yang positif</i></p>
<p>Data processing (pengolahan Data)</p> <p>Verification (pembuktian)</p>	<p><u>COLLABORATION (KERJASAMA) dan CRITICAL THINKING (BERPIKIR KRITIK)</u></p> <p>Peserta didik dalam kelompoknya berdiskusi mengolah data hasil pengamatan dengan cara : Berdiskusi, Mengolah informasi, mengerjakan soal tentang data dari Materi <i>Fungsi sosial - Mengembangkan nilai-nilai kehidupan dan karakter yang positif</i></p> <p><u>CRITICAL THINKING (BERPIKIR KRITIK)</u></p> <p>Peserta didik mendiskusikan hasil pengamatannya dan memverifikasi hasil pengamatannya dengan data-data atau teori pada buku sumber melalui kegiatan Pengolahan informasi materi <i>Fungsi sosial - Mengembangkan nilai-nilai kehidupan dan karakter yang positif</i></p>
<p>Generalization (menarik kesimpulan)</p>	<p><u>COMMUNICATION (BERKOMUNIKASI)</u></p> <p>Peserta didik berdiskusi untuk menyimpulkan Menyampaikan hasil diskusi, Mempresentasikan hasil diskusi, Mengemukakan pendapat, Bertanya atas presentasi tentang materi <i>Fungsi sosial - Mengembangkan nilai-nilai kehidupan dan karakter yang positif</i></p> <p><u>CREATIVITY (KREATIVITAS)</u></p> <p>→ Menyimpulkan tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan berupa : Laporan hasil pengamatan secara tertuli, Menjawab pertanyaan, Bertanya tentang hal yang belum dipahami, Menyelesaikan uji kompetensi untuk materi <i>Fungsi sosial - Mengembangkan nilai-nilai kehidupan dan karakter yang positif</i></p>

Catatan : Selama pembelajaran Fungsi Sosial berlangsung, guru mengamati sikap siswa dalam pembelajaran yang meliputi sikap: nasionalisme, disiplin, rasa percaya diri, berperilaku jujur, tangguh menghadapi masalah tanggungjawab, rasa ingin tahu, peduli lingkungan

Kegiatan Penutup (5 Menit)

Peserta didik :

- Membuat resume (CREATIVITY) dengan bimbingan guru tentang point-point penting yang muncul dalam kegiatan pembelajaran tentang materi Fungsi Sosial yang baru dilakukan.
- Mengagendakan pekerjaan rumah untuk materi pelajaran Fungsi Sosial yang baru diselesaikan.
- Mengagendakan materi atau tugas projek/produk/portofolio/unjuk kerja yang harus mempelajari pada pertemuan berikutnya di luar jam sekolah atau dirumah.

Guru :

- Memeriksa pekerjaan siswa yang selesai langsung diperiksa untuk materi pelajaran Fungsi Sosial
- Peserta didik yang selesai mengerjakan tugas projek/produk/portofolio/unjuk kerja dengan benar diberi paraf serta diberi nomor urut peringkat, untuk penilaian tugas
- Memberikan penghargaan untuk materi pelajaran Fungsi Sosial kepada kelompok yang memiliki kinerja dan kerjasama yang baik.

PENILAIAN

Penilaian Sikap,

Penilaian Pengetahuan,

Penilaian Keterampilan

H. Langkah-Langkah Pembelajaran

1. Pertemuan Ke-2 (30 Menit)	
Kegiatan Pendahuluan (5 Menit)	
Guru : Orientasi, Apersepsi, Motivasi, Pemberian Acuan	
Kegiatan Inti (20 Menit)	
Sintak Model Pembelajaran	Kegiatan Pembelajaran
Stimulation (stimulasi/ pemberian rangsangan)	<u>KEGIATAN LITERASI</u> Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topik materi Fungsi Sosial dengan cara : Melihat, Mengamati, Membaca, Menulis Mendengar, Menyimak materi <i>Unsur Kebahasaan- Ø Kosa kata dan tata bahasa dalam lirik lagu Ø Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</i>
Problem	<u>CRITICAL THINKING (BERPIKIR KRITIK)</u>

<p>statemen (pertanyaan/ identifikasi masalah)</p>	<p>Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan gambar yang disajikan dan akan dijawab melalui kegiatan belajar mengenai materi <i>Unsur Kebahasaan- Ø Kosa kata dan tata bahasa dalam lirik lagu Ø Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</i></p>
<p>Data collection (pengumpulan data)</p>	<p><u>KEGIATAN LITERASI</u></p> <p>Peserta didik mengumpulkan informasi yang relevan untuk menjawab pertanyaan yang telah diidentifikasi melalui kegiatan: Mengamati obyek/kejadian, Membaca sumber lain selain buku teks, melakukan aktivitas menarik, Wawancara/ tanya jawab dengan nara sumber tentang materi <i>Unsur Kebahasaan- Ø Kosa kata dan tata bahasa dalam lirik lagu Ø Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</i></p> <p><u>COLLABORATION (KERJASAMA)</u></p> <p>Peserta didik dibentuk dalam beberapa kelompok untuk Mendiskusikan, Mengumpulkan informasi, Mempresentasikan ulang, Saling tukar informasi mengenai materi <i>Unsur Kebahasaan- Ø Kosa kata dan tata bahasa dalam lirik lagu Ø Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</i></p>
<p>Data processing (pengolahan Data)</p> <p>Verification (pembuktian)</p>	<p><u>COLLABORATION (KERJASAMA) dan CRITICAL THINKING (BERPIKIR KRITIK)</u></p> <p>Peserta didik dalam kelompoknya berdiskusi mengolah data hasil pengamatan dengan cara : Berdiskusi, Mengolah informasi, mengerjakan soal tentang data dari Materi <i>Unsur Kebahasaan- Ø Kosa kata dan tata bahasa dalam lirik lagu Ø Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</i></p> <p><u>CRITICAL THINKING (BERPIKIR KRITIK)</u></p> <p>Peserta didik mendiskusikan hasil pengamatannya dan memverifikasi hasil pengamatannya dengan data-data atau teori pada buku sumber melalui kegiatan Pengolahan informasi materi <i>Unsur Kebahasaan- Ø Kosa kata dan tata bahasa dalam lirik lagu Ø Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</i></p>
<p>Generalization (menarik kesimpulan)</p>	<p><u>COMMUNICATION (BERKOMUNIKASI)</u></p> <p>Peserta didik berdiskusi untuk menyimpulkan Menyampaikan hasil diskusi, Mempresentasikan hasil diskusi, Mengemukakan pendapat, Bertanya atas presentasi tentang materi <i>Unsur Kebahasaan- Ø Kosa kata dan tata bahasa dalam lirik lagu Ø Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</i></p> <p><u>CREATIVITY (KREATIVITAS)</u></p> <p>→ Menyimpulkan tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan berupa : Laporan hasil pengamatan secara tertuli, Menjawab pertanyaan, Bertanya tentang hal yang belum dipahami, Menyelesaikan uji kompetensi untuk materi <i>Unsur Kebahasaan- Ø Kosa kata</i></p>

dan tata bahasa dalam lirik lagu Ø Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan

Catatan : Selama pembelajaran Fungsi Sosial berlangsung, guru mengamati sikap siswa dalam pembelajaran yang meliputi sikap: nasionalisme, disiplin, rasa percaya diri, berperilaku jujur, tangguh menghadapi masalah tanggungjawab, rasa ingin tahu, peduli lingkungan

Kegiatan Penutup (5 Menit)

Peserta didik :

- Membuat resume (CREATIVITY) dengan bimbingan guru tentang point-point penting yang muncul dalam kegiatan pembelajaran tentang materi yang baru dilakukan.
- Mengagendakan pekerjaan rumah untuk materi pelajaran *Unsur Kebahasaan- Ø Kosa kata dan tata bahasa dalam lirik lagu Ø Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan* yang baru diselesaikan.
- Mengagendakan materi atau tugas proyek/produk/portofolio/unjuk kerja yang harus mempelajari pada pertemuan berikutnya di luar jam sekolah atau dirumah.

Guru :

- Memeriksa pekerjaan siswa yang selesai langsung diperiksa untuk materi pelajaran *Unsur Kebahasaan- Ø Kosa kata dan tata bahasa dalam lirik lagu Ø Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan*
- Peserta didik yang selesai mengerjakan tugas proyek/produk/portofolio/unjuk kerja dengan benar diberi paraf serta diberi nomor urut peringkat, untuk penilaian tugas
- Memberikan penghargaan untuk materi pelajaran *Unsur Kebahasaan- Ø Kosa kata dan tata bahasa dalam lirik lagu Ø Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan* kepada kelompok yang memiliki kinerja dan kerjasama yang baik.

PENILAIAN

Penilaian Sikap : Observasi selama kegiatan berlangsung

Penilaian Pengetahuan

Penilaian Keterampilan

Penilaian Hasil Pembelajaran

1. Penilaian Sikap

- Penilaian Observasi

Penilaian observasi berdasarkan pengamatan sikap dan perilaku peserta didik sehari-hari, baik terkait dalam proses pembelajaran maupun secara umum. Pengamatan langsung dilakukan oleh guru. Berikut contoh instrumen penilaian sikap

No	Nama Siswa	Aspek Perilaku yang Dinilai				Jumlah Skor	Skor Sikap	Kode Nilai
		BS	JJ	TJ	DS			
1	...	75	75	50	75	275	68,75	C
2

Keterangan :

- BS : Bekerja Sama
- JJ : Jujur
- TJ : Tanggun Jawab
- DS : Disiplin

Catatan :

1. Aspek perilaku dinilai dengan kriteria:
100 = Sangat Baik
75 = Baik
50 = Cukup
25 = Kurang
2. Skor maksimal = jumlah sikap yang dinilai dikalikan jumlah kriteria = $100 \times 4 = 400$
3. Skor sikap = jumlah skor dibagi jumlah sikap yang dinilai = $275 : 4 = 68,75$
4. Kode nilai / predikat :
75,01 – 100,00 = Sangat Baik (SB)
50,01 – 75,00 = Baik (B)
25,01 – 50,00 = Cukup (C)
00,00 – 25,00 = Kurang (K)
5. Format di atas dapat diubah sesuai dengan aspek perilaku yang ingin dinilai

- **Penilaian Diri**

Seiring dengan bergesernya pusat pembelajaran dari guru kepada peserta didik, maka peserta didik diberikan kesempatan untuk menilai kemampuan dirinya sendiri. Namun agar penilaian tetap bersifat objektif, maka guru hendaknya menjelaskan terlebih dahulu tujuan dari penilaian diri ini, menentukan kompetensi yang akan dinilai, kemudian menentukan kriteria penilaian yang akan digunakan, dan merumuskan format penilaiannya. Jadi, singkatnya format penilaiannya disiapkan oleh guru terlebih dahulu. Berikut Contoh format penilaian :

No	Pernyataan	Ya	Tidak	Jumlah Skor	Skor Sikap	Kode Nilai
1	Selama diskusi, saya ikut serta mengusulkan ide/gagasan.	50		250	62,50	C
2	Ketika kami berdiskusi, setiap anggota mendapatkan		50			

	kesempatan untuk berbicara.				
3	Saya ikut serta dalam membuat kesimpulan hasil diskusi kelompok.	50			
4	...	100			

Catatan :

1. Skor penilaian Ya = 100 dan Tidak = 50
2. Skor maksimal = jumlah pernyataan dikalikan jumlah kriteria = $4 \times 100 = 400$
3. Skor sikap = (jumlah skor dibagi skor maksimal dikali 100) = $(250 : 400) \times 100 = 62,50$
4. Kode nilai / predikat :
 - 75,01 – 100,00 = Sangat Baik (SB)
 - 50,01 – 75,00 = Baik (B)
 - 25,01 – 50,00 = Cukup (C)
 - 00,00 – 25,00 = Kurang (K)
5. Format di atas dapat juga digunakan untuk menilai kompetensi pengetahuan dan keterampilan

- **Penilaian Teman Sebaya**

Penilaian ini dilakukan dengan meminta peserta didik untuk menilai temannya sendiri. Sama halnya dengan penilaian hendaknya guru telah menjelaskan maksud dan tujuan penilaian, membuat kriteria penilaian, dan juga menentukan format penilaiannya. Berikut Contoh format penilaian teman sebaya :

Nama yang diamati : ...

Pengamat : ...

No	Pernyataan	Ya	Tidak	Jumlah Skor	Skor Sikap	Kode Nilai
1	Mau menerima pendapat teman.	100		450	90,00	SB
2	Memberikan solusi terhadap permasalahan.	100				
3	Memaksakan pendapat sendiri kepada anggota kelompok.		100			

4	Marah saat diberi kritik.	100			
5	...		50		

Catatan :

1. Skor penilaian Ya = 100 dan Tidak = 50 untuk pernyataan yang positif, sedangkan untuk pernyataan yang negatif, Ya = 50 dan Tidak = 100
2. Skor maksimal = jumlah pernyataan dikalikan jumlah kriteria = $5 \times 100 = 500$
3. Skor sikap = (jumlah skor dibagi skor maksimal dikali 100) = $(450 : 500) \times 100 = 90,00$
4. Kode nilai / predikat :
 - 75,01 – 100,00 = Sangat Baik (SB)
 - 50,01 – 75,00 = Baik (B)
 - 25,01 – 50,00 = Cukup (C)
 - 00,00 – 25,00 = Kurang (K)

- **Penilaian Jurnal** (Lihat lampiran)

2. Penilaian Pengetahuan

Tabel Penilaian Aspek Pengetahuan

No	Aspek yang Dinilai	Kriteria		Skor 1-5	Skor 1-4
1	Tujuan Komunikatif	Sangat memahami		5	4
		Memahami		4	3
		Cukup memahami		3	2
		Kurang memahami	Hampir tidak	2	1
		Tidak memahami	Memahami	1	
2	Keruntutan Teks	Struktur teks yang digunakan sangat Runtut		5	4
		Struktur teks yang digunakan runtut		4	3
		Struktur teks yang digunakan cukup runtut		3	2
		Struktur teks yang digunakan kurang runtut	Struktur teks yang digunakan hampir tidak runtut	2	1

		Struktur teks yang digunakan tidak runtut		1	
3	Pilihan Kosakata	Sangat variatif dan tepat		5	4
		Variatif dan tepat		4	3
		Cukup variatif dan tepat		3	2
		Kurang variatif dan Tepat	Hampir tidak variatif dan tepat	2	1
		Tidak variatif dan Tepat		1	
4	Pilihan Tata Bahasa	Pilihan tata bahasa sangat tepat		5	4
		Pilihan tata bahasa tepat		4	3
		Pilihan tata bahasa cukup tepat		3	2
		Pilihan tata bahasa kurang tepat	Pilihan tata bahasa hampir tidak tepat	2	1
		Pilihan tata bahasa tidak tepat		1	

3. Penilaian Keterampilan

a. Penilaian Presentasi/Monolog

Nama peserta didik: _____

Kelas: _____

No.	Aspek yang Dinilai	Baik	Kurang baik
1.	Organisasi presentasi (pengantar, isi, kesimpulan)		
2.	Isi presentasi (kedalaman, logika)		
3.	Koherensi dan kelancaran berbahasa		
4.	Bahasa: Ucapan Tata bahasa Perbendaharaan kata		
5.	Penyajian (tatapan, ekspresi wajah, bahasa tubuh)		
Skor yang dicapai			
Skor maksimum		10	

Keterangan:

Baik mendapat skor 2

Kurang baik mendapat skor 1

b. Rubrik untuk Penilaian Unjuk Kerja

AKTIVITAS	KRITERIA		
	TERBATAS	MEMUASKAN	MAHIR
Melakukan Observasi	Tidak jelas pelaksanaannya	Beberapa kegiatan jelas dan terperinci	Semua kegiatan jelas dan terperinci
Role Play	Membaca script, kosakata terbatas, dan tidak lancar	Lancar dan kosakata dan kalimat berkembang, serta ada transisi	Lancar mencapai fungsi sosial, struktur lengkap dan unsur kebahasaan sesuai
Simulasi	Fungsi social tidak tercapai, ungkapan dan unsur kebahasaan tidak tepat	Fungsi social kurang tercapai, ungkapan dan unsure kebahasaan kurang tepat	Fungsi social tercapai, ungkapan dan unsure kebahasaan tepat
Presentasi	Tidak lancar, topik kurang jelas, dan tidak menggunakan slide presentasi	Lancar, topik jelas, dan menggunakan slide presentasi tetapi kurang menarik	Sangat lancar, topic jelas, menggunakan slide presentasi yang menarik
Melakukan Monolog	Membaca teks, fungsi social kurang tercapai, ungkapan dan unsur kebahasaan kurang tepat, serta tidak lancar	Kurang lancar, fungsi social tercapai, struktur dan unsure kebahasaan tepat dan kalimat berkembang, serta ada transisi	Lancar mencapai fungsi sosial, struktur lengkap dan unsur kebahasaan sesuai, kalimat berkembang, serta ada transisi

Keterangan:

MAHIR mendapat skor 3

MEMUASKAN mendapat skor 2

TERBATAS mendapat skor 1

c. Penilaian Portofolio

Mata Pelajaran : Bahasa Inggris

Alokasi Waktu : 1 Semester

Sampel yang Dikumpulkan : karangan

Nama Peserta didik : _____

Kelas

: _____

No	Kompetensi Dasar	Periode	Contoh aspek yang dinilai				Catatan pendidik
			Tata bahasa	Perbendaharaan kata	Kelengkapan gagasan	Sistematika	
1.	Menulis karangan deskriptif	30/7					
		10/8					
	 dst					
2.	Membuat Resensi Buku	1/9					
		30/9					
	 dst					

d. Penilaian Kemampuan Menulis

No	Aspek yang Dinilai	Kriteria	Skor 1-5	Skor 1-4	
1	Keaslian Penulisan	Sangat original	5	4	
		Original	4	3	
		Cukup original	3	2	
		Kurang memahami	Hampir tidak	2	1
		Tidak original	Original	1	
2	Kesesuaian isi dengan judul	Isi sangat sesuai dengan judul	5	4	
		Isi sesuai dengan judul	4	3	
		Isi cukup sesuai dengan judul	3	2	
		Isi kurang sesuai dengan judul	Isi hampir tidak sesuai dengan judul	2	1
		Isi tidak sesuai dengan judul	Isi hampir tidak sesuai dengan judul	1	

3	Keruntutan Teks	Keruntutan teks sangat tepat		5	4
		Keruntutan teks tepat		4	3
		Keruntutan teks cukup tepat		3	2
		Keruntutan teks kurang tepat	Isi hampir tidak sesuai dengan judul	2	1
		Keruntutan teks tidak tepat		1	
4	Pilihan Kosakata	Pilihan kosakata sangat tepat		5	4
		Pilihan kosakata tepat		4	3
		Pilihan kosakata cukup tepat		3	2
		Pilihan kosakata kurang tepat	Pilihan kosakata hampir tidak tepat	2	1
		Pilihan kosakata tidak tepat		1	
5	Pilihan tata bahasa	Pilihan tata bahasa sangat tepat		5	4
		Pilihan tata bahasa tepat		4	3
		Pilihan tata bahasa cukup tepat		3	2
		Pilihan tata bahasa kurang tepat	Pilihan tata bahasa hamper tidak tepat	2	1
		Pilihan tata bahasa tidak tepat		1	
6	Penulisan Kosakata	Penulisan kosakata sangat tepat		5	4
		Penulisan kosakata tepat		4	3
		Penulisan kosakata cukup tepat		3	2
		Penulisan kosakata kurang tepat	Penulisan kosakata hampir tidak tepat	2	1
		Penulisan kosakata tidak tepat		1	
		Tulisan rapi dan mudah terbaca		5	4
		Tulisan tidak rapi tetapi mudah terbaca		4	3
7	Kerapihan Tulisan	Tulisan tidak rapi dan tidak mudah terbaca		3	2
		Tulisan tidak rapi dan sulit terbaca	Tulisan rapi dan hamper tidak terbaca	2	1
		Tulisan tidak rapi dan tidak terbaca		1	

e. Penilaian Kemampuan Berbicara (*Speaking Skill*)

No	Aspek yang Dinilai	Kriteria	Skor 1-5	Skor 1-4	
1	Pengucapan (<i>pronunciation</i>)	Hampir sempurna	5	4	
		Ada beberapa kesalahan, tetapi tidak mengganggu makna	4	3	
		Ada beberapa kesalahan dan mengganggu makna	3	2	
		Banyak kesalahan dan mengganggu makna	Hampir semua salah dan mengganggu makna	2	1
		Terlalu banyak kesalahan dan mengganggu makna		1	
2	Intonasi (<i>intonation</i>)	Hampir sempurna	5	4	
		Ada beberapa kesalahan, tetapi tidak mengganggu makna	4	3	
		Ada beberapa kesalahan dan mengganggu makna	3	2	
		Banyak kesalahan dan mengganggu makna	Hampir semua salah dan mengganggu makna	2	1
		Terlalu banyak kesalahan dan mengganggu makna		1	
3	Kelancaran (<i>fluency</i>)	Sangat lancar	5	4	
		Lancar	4	3	
		Cukup lancar	3	2	
		Kurang lancar	Sangat tidak lancar	2	1
		Tidak lancar		1	
4	Ketepatan Makna (<i>accuracy</i>)	Sangat tepat	5	4	
		Tepat	4	3	
		Cukup tepat	3	2	
		Kurang tepat	Hampir tidak tepat	2	1
		Tidak tepat		1	

Skor Penilaian

No.	Huruf	Rentang angka
1.	Sangat Baik (A)	86-100
2.	Baik (B)	71-85
3.	Cukup (C)	56-70
4.	Kurang (D)	≤ 55

4. Pengayaan

Bagi peserta didik yang telah mencapai target pembelajaran sebelum waktu yang telah dialokasikan berakhir, perlu diberikan kegiatan pengayaan.

5. Pengayaan

Bagi peserta didik yang belum mencapai target pembelajaran pada waktu yang telah dialokasikan, perlu diberikan kegiatan remedial

15 Juni 2021

Jember,

Mengetahui
Kepala Sekolah

Guru Mata Pelajaran

.....
NIP/NRK.

.....
NIP/NRK.

UNIVERSITAS ISLAM NEGERI
KH ACHMAD SIDDIQ
JEMBER



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI JEMBER
FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

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Nomor : B. 1593/In.20/3.a/PP.00.9/06/2021 14 Juni 2021
Sifat : Biasa
Lampiran : -
Hal : **Permohonan Ijin Penelitian**

Yth. Kepala MTs Bustanul Ulum
Glengseran, Suci, Panti, Kabupaten Jember, Jawa Timur

Assalamualaikum Wr Wb.

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

Nama : Silvy Eka Wulandari
NIM : T20176009
Semester : 8 (DELAPAN)
Prodi : TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai ***The implementation of discovery learning method in teaching reading of MTs Bustanul Ulum Jember selama 14 (empat belas)*** hari di lingkungan lembaga wewenang Bapak/Ibu Fahrul Abdullah, S.Pd.

Adapun pihak-pihak yang dituju adalah sebagai berikut:

1. Bapak Fahrul Abdullah, S.Pd
2. Bapak Samsul Arifin, S.Pd
3. Bapak Mohamad Ali Bahrudin, S.Pd

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Wassalamualaikum Wr Wb.

Jember, 14 Juni 2021

Dr. Dekan
Wakil Dekan Bidang Akademik,



Mashudi
Mashudi



YAYASAN AL HASAN II MTs. BUSTANUL ULUM

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SURAT KETERANGAN PENELITIAN

Nomor : 119/MTs.13.33.459/VII/2021

Yang bertanda tangan dibawah ini ,

Nama lengkap : **FAHRUL ABDULLAH, S.Pd**
NIP : -
Jabatan : Kepala Madrasah Tsanawiyah Bustanul Ulum
Alamat Madrasah : Jl. Teropong Bintang No. 01-02 - Kemiri - Panti -
Jember 68153
Telepon : (0331) 413133

Dengan ini menerangkan , bahwa :

Nama : **SILVY EKA WULANDARI**
NIM : T201760009
Jurusan : Fakultas Tarbiyah Dan Ilmu Keguruan
Program Studi : Tadris Bahasa Inggris

Bahwa mahasiswa tersebut di atas telah benar – benar melakukan penelitian Skripsi di MTs. Bustanul Ulum Kemiri Panti Jember, yang dilaksanakan pada tanggal 15 Juni 2021 sampai dengan 28 Juni 2021

Demikian surat keterangan ini untuk digunakan sebagaimana mestinya.


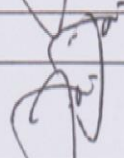
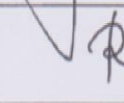

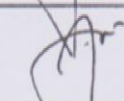

Kemiri, 28 Juli 2021

Kepala
MTs. Bustanul Ulum



Jurnal Penelitian

The Implementation of Discovery Learning in Teaching Reading at Eighth Grade of MTs Bustanul Ulum Panti Jember

No	Hari/Tanggal	Jenis Kegiatan	Tanda Tangan
1	15 Juni 2021	Menyerahkan Surat Penelitian ke MTs Bustanul Ulum Panti Jember	
2	15 Juni 2021	Melakukan observasi dikelas	
3	17 Juni 2021	Melakukan wawancara dengan guru	
4	22 Juni 2021	Melakukan wawancara dengan siswa	
5	25 Juni 2021	Mengambil data tentang Sejarah MTs Bustanul Ulum Jember, Profil, visi dan misi, dll.	
6	28 Juli 2021	Pengambilan surat selesai penelitian	



Jember, 28 Juli 2021
Kepala MTs Bustanul Ulum

Fahri Abdullah, S. Pd


STRUKTUR ORGANISASI MTs. BUSTANUL ULUM PANTI



Keterangan :
 garis Komando : _____
 garis Koordinasi : _____

DATA GURU / PEGAWAI MTs. BUSTANUL ULUM PANTI

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13	SURAJI	Jember, 12 November 1968	MAN / Agama	Guru Tetap Yayasan	01 - 07 - 2004	Suci Panti Jember	085859776272
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16	NOVAN ADI PRATAMA, S.Pd	Jember, 10 November 1990	SMA / IPS	Guru Tetap Yayasan	13 - 07 - 2009	Dusun Krajan, Desa Panti - Jember	085334772985
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18	NANIK CATUR SETIOASIH, S.Pd	Jember, 17 September 1986	S.1 / Pendidikan Fisika	Guru Tetap Yayasan	13 - 07 - 2009	Plalangan Tegal Waru Mayang Jember	081336611871
19	RATNADIATUS SOFIAH, S.Pd.I	Jember, 22 April 1990	S.1 / Pend. Bahasa Arab	Guru Tetap Yayasan	01 - 07 - 2008	Jl. Brawijaya No. 141 Jubung Jember	082335561233
20	ALIYATUR RADIYAH, S.Pd	Jember, 21 Mei 1992	S.1 / Pend. Matematika	Guru Tetap Yayasan	13 - 07 - 2010	Dsn. Delima Kemiri Panti Jember	082311897318
21	DEWI FAIQOTUL FITRIAH, S.Pd.I	Jember, 25 Juni 1987	S.1 / Pend. Agama Islam	Guru Tetap Yayasan	01 - 07 - 2008	Jl. Sentot Prawirodirjo VI/46 Jember	085103794494
22	LUKMAN HAKIM, S.Pd	Jember, 05 Oktober 1988	S.1 / Pendidikan Olahraga	Guru Tetap Yayasan	25 - 11 - 2008	Dsn. Glengseran Suci Panti	085655799844
23	AINY LAILY ZAKIAH	Jember, 24 November 1994	SMA / IPA	Guru Tetap Yayasan	13 - 07 - 2015	Dsn. Gludengan Suci Panti Jember	082143272110
24	KHABIBATUN NASUKHA, S.Pd	Jember, 7 September 1993	S.1 / Pend. Agama Islam	Guru Tetap Yayasan	15 - 07 - 2013	Dsn. Glengseran Suci Panti Jember	085815317514
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28	FELLY NOVITA SARI, S.Pd	Jember, 19 Januari 1986	S.1 / Pend. Bahasa Inggris	Guru Tetap Yayasan	03 - 01 - 2017	Perum Bumi Tegal Besar Bq 14	085236992844
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31	ILHAM FELANI, S.Pd	Jember, 16 Nopember 1996	S.1 / Pend. Bhs & Sastra Indonesia	Guru Tidak Tetap Yayasan	13 - 07 - 2020	Dsn. Kerajan Kemiri Panti Jember	085157257334
32	FAIQURRAHMAN	Jember, 17 Juli 1991	SMA / IPA	Tata Usaha / Bendahara 1	04 - 07 - 2011	Dsn. Delima Kemiri Panti Jember	085645826163
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 Kepala Sekolah

DOCUMENTATION



(The Classroom's condition and situation at VII-D)



(Interview with Mr. Udin)



(Interview with Riska)



(Interview with Siska)

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**THE IMPLEMENTATION OF DISCOVERY LEARNING METHOD
IN TEACHING READING AT EIGHTH GRADE OF
MTs BUSTANUL ULUM PANTI JEMBER**

THESIS



**UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R**

By:

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JEMBER**

**STATE ISLAMIC UNIVERSITY OF KIAI ACHMAD SIDDIQ JEMBER
FACULTY OF TARBIYAH AND TEACHER TRAINING
ENGLISH EDUCATION DEPARTMENT
DECEMBER 2021**

**THE IMPLEMENTATION OF DISCOVERY LEARNING METHOD
IN TEACHING READING AT EIGHTH GRADE OF
MTs BUSTANUL ULUM PANTI JEMBER**

THESIS

Presented of State Islamic University of KH Achmad Siddiq Jember
In partial fulfillment of the requirements for Bachelor Degree (S.Pd)
Teacher Training and Education Faculty
English Education Department

By:

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**THE IMPLEMENTATION OF DISCOVERY LEARNING METHOD
IN TEACHING READING AT EIGHTH GRADE OF
MTs BUSTANUL ULUM PANTI JEMBER**

THESIS

It has been examined and approved by the board examiners in partial fulfillments
of requirement for the bachelor degree of education (S.Pd)
Faculty of Tarbiyah and Teacher Training
English Education Department

Day : Tuesday
Date : 09th of November 2021

The Board of Examiners

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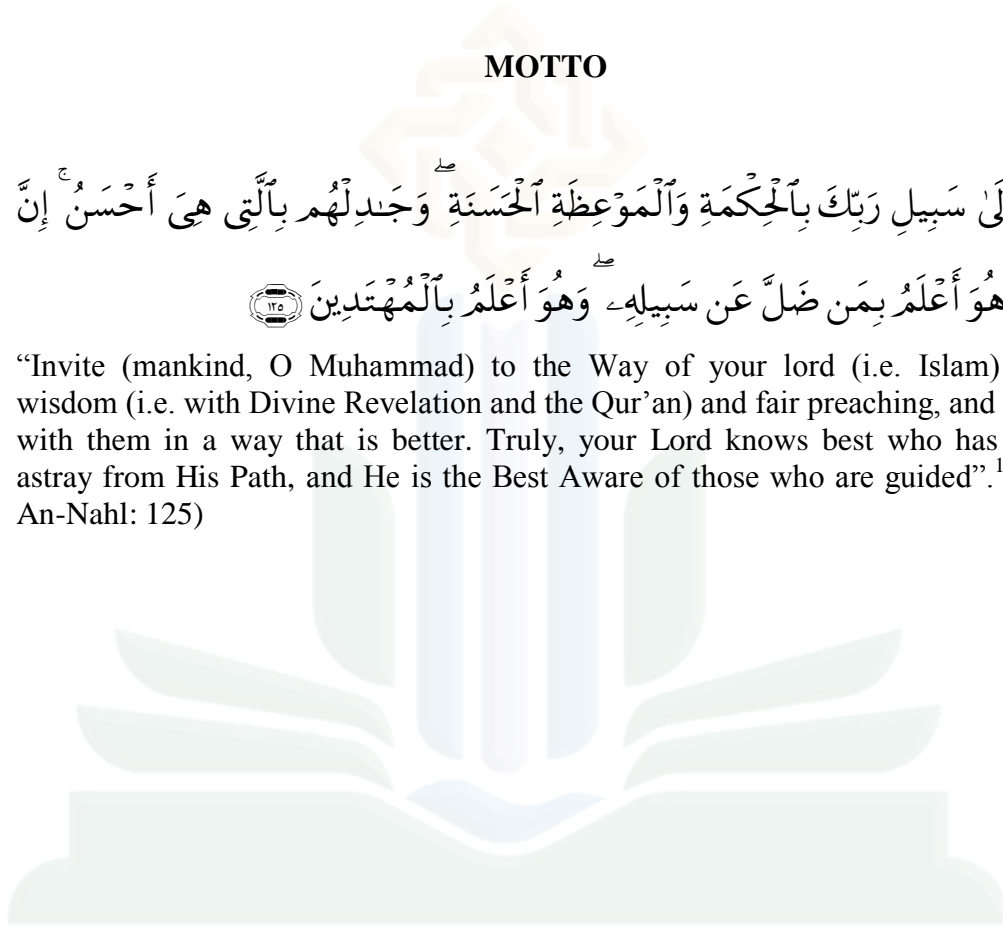


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MOTTO

أَدْعُ إِلَى سَبِيلِ رَبِّكَ بِالْحِكْمَةِ وَالْمَوْعِظَةِ الْحَسَنَةِ وَجَدِّ لَهُم بِآلَتِي هِيَ أَحْسَنُ إِنَّ
رَبَّكَ هُوَ أَعْلَمُ بِمَنْ ضَلَّ عَنْ سَبِيلِهِ ۗ وَهُوَ أَعْلَمُ بِالْمُهْتَدِينَ ﴿١٢٥﴾

“Invite (mankind, O Muhammad) to the Way of your lord (i.e. Islam) with wisdom (i.e. with Divine Revelation and the Qur’an) and fair preaching, and argue with them in a way that is better. Truly, your Lord knows best who has gone astray from His Path, and He is the Best Aware of those who are guided”¹ (QS. An-Nahl: 125)



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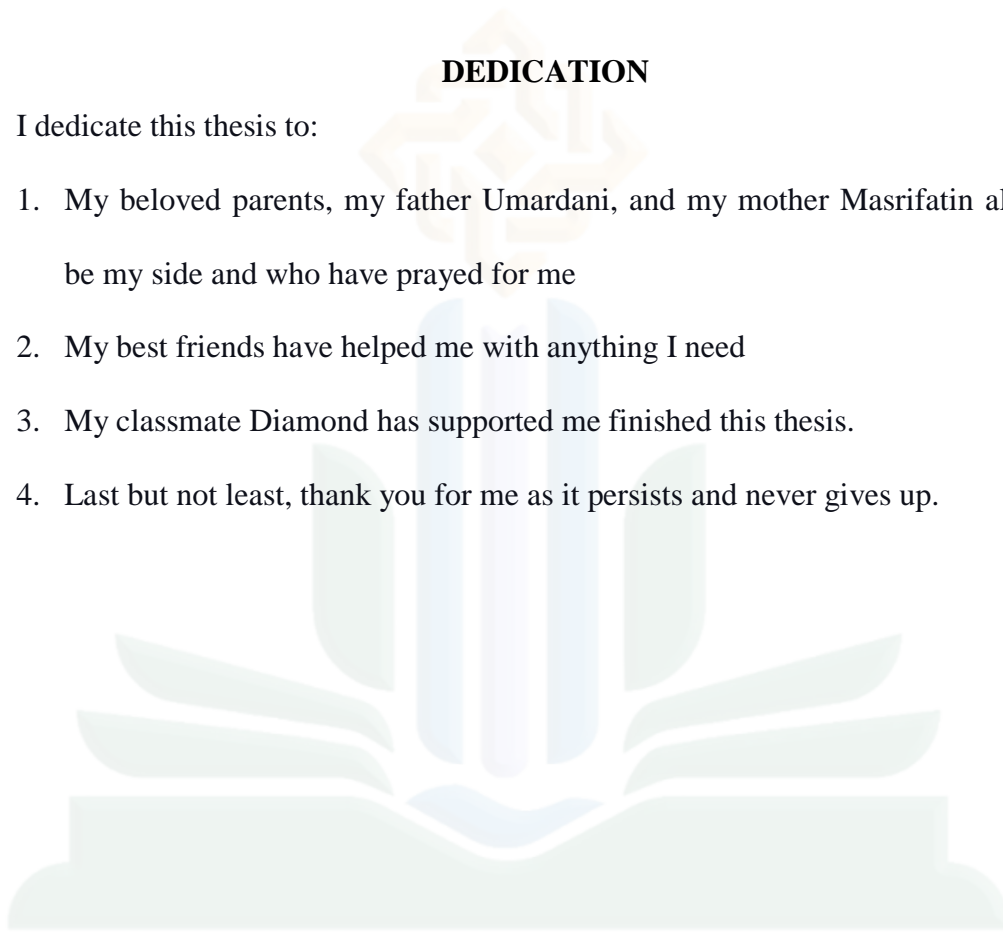
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¹ Muhammad Taqi-ud-Din Al-Hilali and Muhammad Muhsin Khan, *Translation of the Meanings of the Noble Qur’an in the Teaching reading Language* (Madinah, K.S.A: King Fahd Complex for the Printing of the Holy Qur’an, 2017), 367.

DEDICATION

I dedicate this thesis to:

1. My beloved parents, my father Umardani, and my mother Masrifatin always be my side and who have prayed for me
2. My best friends have helped me with anything I need
3. My classmate Diamond has supported me finished this thesis.
4. Last but not least, thank you for me as it persists and never gives up.



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ACKNOWLEDGEMENT

Alhamdulillah Rabbil Alamin. All praise be to Allah SWT the single power, the lord of the universe, master of the Day of Judgment, God all mighty, Peace is upon prophet Muhammad SAW, the super chief and true inspiration of global-wide revolution.

This thesis is for achieving the undergraduate degree of English Education Department, Faculty of Tarbiyah and Teacher Training, State Islamic University of KH Achmad Siddiq Jember. The thesis entitled “The Implementation of Discovery Learning method in Teaching Reading at Eighth grade of MTs Bustanul Ulum Panti Jember”.

The researcher would not complete without help, support, and also a suggestion from the concerned. Therefore, in this opportunity, the writer would like to be thankful for:

1. Prof. Babun Suharto, S.E, M.M as a Rector of State Islamic university of Kiai Achmad Siddiq Jember who has given me opportunity to study in this institute
2. Dr. Hj. Mukni’ah M. Pd. I as the Dean of Faculty of Tarbiyah and Teacher Training who has facilitated me to study in this faculty
3. As’ari, M.Pd.I as the Head of English Education Department who has permitted me to have this research
4. Dewi Nurul Qomariyah as the advisor who has helped me to finish this thesis
5. Mohamad Ali Bahrudin, S.Pd as the English teacher, for his cooperation and help during the research

6. All students of VIII-D MTs Bustanul Ulum Panti Jember for being cooperative to be my research subject
7. My beloved mother and father who never stop praying for me and inspiring me to do my best
8. All beloved friend from Diamond class, thanks for endless support especially Sela and Diyah
9. All of people who have helped me “Thank you very much!”

The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is helpful for the researcher in particular and the readers in general.

Jember, 15th of September 2021
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ABSTRACT

Silvy Eka Wulandari, 2021. The Implementation of Discovery Learning Method in teaching reading at Eighth Grade of MTs Bustanul Ulum Pantijember

Key Words: reading skill, discovery learning

Teaching reading is the process of helping, facilitating, guiding students to comprehend the text and providing the students many opportunities to practice it. Yet, the teacher usually used a monotone method in teaching reading, and students did not have a spirit to study English especially reading lessons. Therefore, the teacher used discovery learning method in teaching reading to stimulate students more active reading lessons. So, the researcher was interested in researching MTs Bustanul Ulum Pantijember.

The research questions in this thesis are: 1) How is the implementation of discovery learning method in teaching reading at eighth grade of MTs Bustanul Ulum Pantijember? 2) How is the evaluation of reading skill through discovery learning method at eighth grade of MTs Bustanul Ulum Pantijember?.

To analyze the data, the researcher used Miles, Huberman, and Saldana theory which consists of three steps, such as data condensation, data display, and drawing a conclusion. While for the data collection technique, the researcher used observation, interview, and document review.

The result of the research was 1) the implementation of discovery learning method in teaching reading at eighth grade of MTs Bustanul Ulum Pantijember were as follows: a). Stimulation, the teacher gave question to the students about teenage life song lyrics material b). Problem statements, the teacher gave 2 sheets that were full firework song lyrics and fill-in-the-blank firework song lyrics. c). Data collection, students matched the full song lyric sheet with the lyric video played by the teacher. d). Data processing, students filled in the empty firework song lyrics. e) Verification, the teacher played the firework song lyrics and the students checked their answers. e). Generalization, students read aloud their answer and explained the content. 2) The evaluation of reading skill through discovery learning method at eighth grade of MTs Bustanul Ulum Pantijember was the teacher assessed the students with formative assessments was using gap-filling tasks or fill-in-the-blank to the students and gave feedback or correction about their performance in reading and explaining the content of firework song lyrics.

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CHAPTER I INTRODUCTION

A. Background of the study

Reading involves receiving a message and regarding as a receptive skill. Reading could not separate from daily activities. People read many kinds of written materials such as newspapers, magazines, novels, academic books, etc. Through reading, people can get a lot of information, knowledge, enjoyment, and even problem-solving. Therefore, the ability to read the text in any form will bring good advantages to the readers. All those purposes need reading skills enough. According to Grabe, Reading is an active process of comprehending (where) students need to be through strategies to read more efficiently (guess from context, define expectation, make inference about the text, skim ahead to fill in their context, etc.).² Reading is an important skill; there is a verse of the Quran which states the command according to surah Al-alaq 1-5;

أَقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ﴿١﴾ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ﴿٢﴾ أَقْرَأْ وَرَبُّكَ
الْأَكْرَمُ ﴿٣﴾ الَّذِي عَلَّمَ بِالْقَلَمِ ﴿٤﴾ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ﴿٥﴾

The meaning: (1) Read! In the Name of your Lord Who has created (all that exists) (2) He has created man from a clot (a piece of thick coagulated blood) (3) Read! And your Lord is the most Generous (4) Who has taught (the writing) by the pen (5) He has taught man that which he knew not.³

² William Grabe, *current developments in second language reading research* (TESOL Quarterly, 1991), 337.

³ Muhammad Taqi-ud-Din Al-Hilali and Muhammad Muhsin Khan, *Translation of the Meanings of the Noble Qur'an in The Teaching reading Language* (Madinah, K.S.A: King Fahd Complex for the printing of the Quran, 2017), 842.

In the context of the surah above, Allah ordered Prophet Muhammad SAW to read surah Al-alq. Iqra', this command to read is so necessary that it is repeated twice in the first revelations. This command to read is the most precious commandment given to Muslims because reading is a way that will lead humans to reach the degree of perfect humanity. Thus, not excessive to say that reading is the main requirement for building a noble civilization, which follows human nature.

Reading plays a significant role in our life. Reading is one of the ways to gain information from the written language. The students will also get much knowledge through reading since most of the output has served in written form. Reading is an active process in which people extract ideas thought or imagined from the pattern of the world set forth on the printed page.⁴ This activity gave the meaning of the symbols that are written or printed. Therefore, without reading person will never know what the text tells.

From the explanation above, conclude that reading is a necessary skill. To make reading learning successful, need appropriate strategy or method. The Implementation of the 2013 Curriculum concerning process standards using 3 (three) learning models expected to shape scientific, social behavior and develop a sense of curiosity. The three models are (1) learning model through disclosure/discovery (discovery/inquiry learning) (2) problem-based learning (PBL) model (3) project-based learning model. In MTs

⁴ Callahan, J .F., E.H. *teaching in the middle and secondary school* (New York: Mac Millan Publishing co. inc, 1982), 25.

Bustanul Ulum the English teacher used discovery learning method in teaching English lesson.

Discovery learning model is one of methods in teaching and learning language to achieve the goal of teaching and learning and to solve the problems difficulties in learning language. According to nurdin, the necessity of discovery learning is to solve the problems in our social life. He then argues that students tend to explore what they have got in their real life. In this case, discovery learning consist of preparatory steps and implementation and therefore, discovery learning process can be concluded as the intellectual potential, the values of extrinsic to instrinsic, the long memories, and the heuristic learning.⁵

In implementing discovery learning methods, there are several benefits apart from making students more active. The activities used in discovery context are often more meaningful than typical classroom exercises and textbook studies. Students acquire investigative and reflective skills that can be generalized and applied in another context. New skills and strategies learned in context. The approach builds on students' prior knowledge and experience, independence in learning is encouraged. It claimed that students were easier to remember concepts and information if they found them by themselves.⁶ The English teacher of MTs Bustanul Ulum implemented a discovery learning method in teaching reading to make students more active

⁵ Muliati, Ulfah Syam, “ *Promoting Discovery learning for EFL students in reading comprehension*” Vol 9 No 2 November 2020 , 372-373.

⁶ Dwiningsih Feriyanti, “*Discovery learning as a method to teach descriptive text in building students' character*”. Vol. 5 No. 2, August 2014, 60.

in the learning process. In the teaching process using discovery learning, the student actively asked about the material and discussed it with the other student. Passive students changed become active students and, students have high enthusiasm. Implementing the discovery learning method also made students easier to remember when the teacher has asked about the material on another day.

According to Permendikbud (Ministry of Education and Culture Regulation) No. 65 in 2013, the standard process to realize the skill who had taught a learning model which applies the discovery/inquiry learning model be required.⁷ Discovery learning is perhaps the best-known form of inquiry-based learning. It requires investigating a topic, issue, or problem by active means, obtaining pertinent information, interpreting causes and affects which relevant, and arriving at conclusions or solutions.⁸

MTs Bustanul Ulum is a school under the auspices of the Al-Hasan Islamic boarding school foundation located in the village of Kemiri, Panti sub-district, Jember. Learning at MTs Bustanul Ulum, of course, learning material about religion is very thick but still pays attention to other subjects, such as reading. In the reading learning process, the teacher used discovery learning in teaching reading which has the purpose to stimulate the students to be active. Students can build new knowledge, an understanding based on

⁷ Permendikbud. (2013). *Peraturan Menteri Pendidikan dan Kebudayaan no 65 tahun 2013 tentang Standar Proses*

⁸ P. Westwood, *what the teachers need to know about teaching* (Camberwell: Acer Press, 2008), 29-30.

real experiences, and students also learn to formulate questions and answer strategies.

In this study, the researcher conducted this research at MTs Bustanul Ulum because this school is under the foundation of Al Hasan Islamic Boarding School, and most of the students also live in Islamic boarding schools to study religion. So, the researchers want to know more about general learning that is English, especially in reading. At Mts Bustanul Ulum has used the K-13 curriculum, and the teacher used discovery learning in teaching. Therefore, the researchers researched at MTs Bustanul Ulum to know and observe the implementation of discovery learning methods in teaching reading through teacher activities and student activities in the eighth-grade reading learning process.

B. Research Question

Based on the background above, the statement of the problem is:

1. How is the implementation of discovery learning method in teaching reading at eighth grade of MTs Bustanul Ulum Panti Jember?
2. How is the evaluation of reading skill through discovery learning method in teaching reading at eighth grade of MTs Bustanul Ulum Panti Jember?

C. Objective of Reserach

1. To describe the implementation of discovery learning method in teaching reading at eighth grade of MTs Bustanul Ulum Panti Jember.
2. To describe the evaluation of reading skill through discovery learning method at eighth grade of MTs Bustanul Ulum Panti jember.

D. Research Significances

The result of this research expected to give contributions to the language teaching-learning process as follows:

1. Theoretical significance

The result of this study can provide knowledge about discovery learning method in teaching reading.

2. Practical significance

- a. For other researchers, the result can be used as references for further research about discovery learning method
- b. For the teacher, this research can give an additional contribution to English teacher to develop language teaching by using discovery learning method
- c. For the researcher, this research can add new insight, knowledge, and experience to conduct the research

E. Definition of Key Term

1. Discovery Learning

According to Gunay, discovery learning is a method that encourages students to arrive at a conclusion based on their activities and observations.⁹ It means that discovery learning is one of the learning methods to increase student knowledge. Discovery learning is a learning method used to solve problems when the research is conducted in the teaching-learning process.

2. Reading skill

According to Anderson, reading is the process of constructing meaning from written texts. It is a complex skill requiring the coordination of a number of interrelated sources of information.¹⁰ It was assumed that this process take opportunities, the students use strategy to understand the meaning of the text.

Reading is useful for learning the teaching reading Language. Better if students like to read more they get information. Reading is one of the most important, in many instances around the world; we may argue that reading is the most important language skill.

⁹ A., G. Balim, "The Effect of Discovery Learning on Students' Success and Inquiry Learning Skills". *Egitim Arastirmalari-Eurasian Journal of Educational Research*, Vol 35. Spring 2009, 2.

¹⁰ Richard C. Anderson, *Becoming a nation of readers* (Washington, D C: The national institute of education, 1985), 7.

CHAPTER II

LITERATURE REVIEW

A. Previous Research

Previous research is important to ensure the original idea of this research by presenting the relevant previous differences, these are;

The first article written by Nadya research written by other researchers which explain the similarities and the differences. Zalvanian and Yetty Zainil (2021) from Faculty of Language and Arts Universitas Negeri Padang, entitled “The implementation of Discovery learning for reading skill in EFL classroom at SMPN 8 Padang”.¹¹ The aim of this research was to describe how the implementation of discovery learning in SMPN 8 Padang. Discovery learning involved two kinds of procedures. There were preparation procedure and implementation procedure had six steps. Steps in implementation procedure can be implemented in some activities. From the researcher’s observation, it was found that there were some activities that the teacher did to implement discovery learning. Meanwhile, there were some activities that the teachers do not do.

The second research was conducted by Muhammad Affandi Arianto and Senorica Yulia Sari (2019) from FBS Universitas Negeri Padang, entitled “Discovery Learning in lesson study”.¹² The implementation of discovery learning in lesson study gives contributions to students and teachers. The elements of teaching discovery learning in lesson study require the teacher

¹¹ Nadya Zalvanian and Yetty Zainil, “The implementation of discovery learning for reading skill in EFL classroom at SMPN 8 Padang”. Vol 10 No. 1, March 2021, 62.

¹² Muhammad affandi Arianto and Senorica Yulia Sari, “Discovery learning in lesson study”. Vol. 276. 2019. 81.

encourage each other when preparing and determining what activities that can help students to achieve learning goals independently. The college students are indeed required to actively creative in finding and formulating knowledge individually and in groups. With lesson learning based on lesson study philosophy and combined with activities included in discovery learning, it will create continuous learning where teachers and colleagues work hand in hand starting from the preparation process, observation, and evaluation the activities that have been done.

The third research was conducted by Laili Rozaq Nurul Huda (2017) from State Institute for Islamic Studies (IAIN) Salatiga, entitled “The use of discovery learning and pictures to improve students’ reading comprehension (a survey at SMP Negeri 01 Suruh)”.¹³ The subject of this research is the first-grade students of (VII A) class SMP Negeri 01 Suruh. There are 35 students, her research aimed to improve reading ability. The researcher used Class Action Research. This research was conducted in three activities involved the activities of pre-cycle, 1st cycle, and 2nd cycle. Based on the result of this research pre-test compare with the post-test there is a score improvement of about 10%. SMP Negeri 01 Suruh determined 75 for minimum score criteria in English. In the pre-test, only one student achieved the required score with the lowest score of 60 and a scoring average of 67. Then the post-test showed that 24 students achieve the required score with the lowest score of 72 and score average of 77.

¹³ Laili Rozaq Nurul Huda, “*The use of discovery learning and pictures to improve students’ reading comprehension at SMP Negeri 01 Suruh*”, (State Institute Islamic Studies (IAIN) Salatiga, 2017), 62.

The last, Article written by Dwiningsih Feriyanti (2014) entitled “*Discovery learning as a method to teach descriptive text in building students’ character: a case of seventh grade students of SMP N 3 Ulujami*”.¹⁴ In her research, the participant was seven grade students of SMP N 3 Ulujami. The research revealed the writer wants to use discovery learning to build students’ character because not only the knowledge but also attitude of the students must be created in learning process. The result of this research that is students’ achievement in writing descriptive text that discovery learning was good. It is proved by mean score of students’ post-test was 76.55.

The similarities as well as the differences between the previous research and this research are presented as follows:

Table 2.1
The Similarities and Differences between previous research and this research

No	Name	Similarities	Differences
1	Muhammad Affandi Arianto and Senorica Yulia Sari (2019) Discovery Learning in lesson study	The similarity between the previous and this reaserch is both discussed about discovery learning	The difference between the previous and this research was the previous research focused on lesson study, while this research focused on teaching reading
2	Nadya Zalvian and Yettey Zainil (2021) The impelemntation of discovery learning for reading skill in EFL Classroom at SMPN 8 Padang	The similarity between the previous and this research was discussed about discovery learning method and reading. Previous and this research	The difference between the previous and this research was the previous focused on implementation also preparation procedure. While this research just focused on implementation

¹⁴ Dwiningsih Feriyanti, “*Discovery learning as a method to teach descriptive text in building students’ character*”. Vol. 5 No. 2, August 2014, 60.

No	Name	Similarities	Differences
		was used qualitative research. The subject of the research both used junior high school	procedure.
3	Laili Rozaq Nurul Huda (2017) The use of discovery learning and pictures to improve students' reading comprehension at SMP Negeri 01 Suruh	The similarity between the previous and this research was both discussed about discovery learning method and reading. The subject of research both used junior high school	The difference between the previous and this research was the previous research used classroom action research (CAR), while this research uses qualitative research. In the previous research also focused on using pictures to improve students' reading comprehension, while this research only focused on discovery learning in Teaching reading. The previous research used questionnaire, observation, and test as the data collection method while the researcher uses observation, interview, and document review.
4	Dwiningsih Feriyanti (2014) Discovery learning as a method to teach descriptive text in building students' character : a case of seventh grade students of SMP N 3 Ulujami	The similarity between the previous and this research is both discussed about discovery learning. In the previous research and this research use subject junior high school.	The difference between the previous and this research is the previous research object is teaching descriptive text, while this research object is Teaching reading. In the previous research used classroom action research, while this research uses qualitative research.

The specialty of this research is focused on the implementation of discovery learning in teaching reading and also discussed about the evaluation of teaching reading used discovery learning method. The researcher used qualitative research and the location of the research is under the auspices of the Al- Hasan Islamic Boarding School. This research was conducted during the COVID-19 pandemic.

B. Theoretical Framework

1. Discovery Learning

a. Definition of Discovery Learning

One of the cognitive instructional models is discovery learning from Jerome Bruner. He regards that discovery learning agrees with searching knowledge actively by a human being and automatically gives the best result.¹⁵ Jerome Bruner states that discovery learning is a learning method that encourages students to ask questions and draw a conclusion from general principles of practical examples of experiences. The basis of Jerome Bruner's idea is Piaget's opinion, which states that children must play an active role in learning in class. For this reason, Bruner uses what he calls discovery learning, where students organize the material in a final form.¹⁶

Discovery learning is perhaps the best-known form of inquiry-based learning. It requires students to investigate a topic, issue, or problem actively, obtain pertinent information, interpret causes and

¹⁵ Trianto, *Model-model pembelajaran inovatif beroorientasi konstruktik* (Jakarta: Prestasi pustaka, 2007), p. 26.

¹⁶ Endang Titik Lestari, *Discovery Learning*. (Sleman: CV BUDI UTAMA, 2020), p .7.

effects where relevant, and arrive at conclusions or solutions (Ormord, 2000). The method is particularly appropriate for achieving important objectives in social studies, science, geography, history, health, environmental education, and mathematics. The consensus regarding discovery learning is that it is most effective when:

- 1) The process is carefully structured
- 2) Students have prerequisite knowledge and skills
- 3) Teachers provide any necessary support during the investigations.

Discovery learning takes many different forms, ranging from open-ended, minimally-guided investigation through to fairly tightly structured 'guided discovery' where the teacher still retains a fair degree of control. In methods involving open-ended discovery, the teacher may provide all necessary resource materials but learners are given little or no direction for carrying out their investigations. They must decide for themselves the most appropriate method for tackling the investigation and must then reach their conclusions from the observations they make.

With this unstructured approach, the outcomes are sometimes not very good, particularly for students with poor study skills and difficulties with inductive reasoning. Guided discovery, on the other hand, has a much tighter structure. The teacher usually explains the lesson objectives to the students, provides initial input or explanation to help students begin the task efficiently, and may offer a suggestion for a step-by-step procedure to find out the target information or to solve the

problem. During the activities, the teacher may make suggestions, raise questions, or provides hints.¹⁷

According to (Ministry of education and culture regulation), Competency characteristics and differences in acquisition trajectory participate influenced the character of the standards process. To make strong the scientific approach (scientific), integrated thematic, and thematic (in a subject). It is necessary to apply disclosure/research-based learning (discovery/inquiry learning).¹⁸

b. Types of Discovery Learning

According to Supihatiningrum, there are two types of discovery learning, as follow;

- 1) Free discovery learning is without any clues or directions
- 2) Guided discovery learning is learning that requires the role of the teacher as a facilitator in the learning process.¹⁹

The English teacher used guided discovery learning in teaching reading and the teacher became facilitator. So, the students undertook the procedure discovery learning method while the teacher guided them in the right direction.

c. The concept of discovery learning

The concept of discovery learning is a learning model and strategy that focuses on students' activity and direct learning experiences

¹⁷ Peter Westwood, *what teacher need to know about teaching methods* (Australia: ACER Press, 2008), p. 28

¹⁸ Permendikbud, no 65 th 2013

¹⁹ Endang Titik Lestari, 9-10.

(Dewey, 1916/1997; Piaget, 1954, 1973). Meanwhile, Bicknell-Holmes, and Hoffman describe discovery learning as follow;

- (1) Exploration and problem-solving by creating, integrating and generalizing knowledge
- (2) Student-centered with fun activities
- (3) Integrating new knowledge based on students' previous knowledge.

Discovery learning has the same principles as Inquiry and Problem-solving. Discovery Learning, Inquiry, and problem-solving also have differences. Discovery learning emphasized the finding previously unknown concepts or principles with a focus problem engineered by the teacher. Meanwhile, the inquiry focused on the matter do not on the engineer. The students must use all their knowledge and skills to find the thing through the research process. In problem-solving, learning is more emphasizes the ability to solve problems.²⁰

d. The Aim of Discovery Learning

According to Bell states some of the specific objectives of discovery learning are as follows;

- 1) In the discovery, students have the opportunity to be actively involved in learning. The fact shows that the participation of many students in learning increases when discovery learning has used.

²⁰ Endang Titik Lestari, 10-11.

- 2) Through discovery, students learn to find patterns in both concrete and abstract situations, as well as many students, extrapolate the additional information provided.
- 3) Students also learn to formulate question and answer strategies that are not ambiguous and use question and answer to obtain information that helps find.
- 4) Learning by discovery helps students form effective, collective, hard work, share information, and listen to use other people's ideas.
- 5) Several facts show that the skills, concepts, and principles learned through discovery are more meaningful.
- 6) Skills learned in discovery learning situations are, in some cases, more easily transferred to new activities and applied in new learning situations.²¹

e. Characteristic of Discovery Learning

Hosnan states the application of constructivism learning in the classroom as follows;

- 1) Encourage independence and students' initiative in learning.
- 2) The teacher asks open-ended questions and allows students to take some time to respond.
- 3) Encourage students to think in higher order.
- 4) Students are actively involved in dialogues or discussions with teachers or other students.

²¹ Endang Titik Lestari, 12-13.

- 5) Students engage in the knowledge that encourages and challenges discussion.
- 6) The teacher uses raw data, primary sources, and interactive materials. Based on cognitive learning theory and the characteristics and application of constructivism theory, it can give birth to discovery learning.²²

f. Procedure of Discovery Learning

According to Syah procedures in discovery learning include stimulation, problem statement, data collection, data processing, and generalization:

1) Stimulation

The starting activities of the teaching-learning process by asking questions, recommending reading books, and other learning activities that lead to the preparation of problem-solving;

2) Problem statement

Allowing students to identify as many problem agendas as possible that are relevant to the subject matter, then one of them is selected and formulated in the form of a hypothesis (temporary answer to the problem question);

3) Data collection

Allowing students to collect as much relevant information as possible to prove whether the hypothesis is true or not;

²² Endang Titik Lestari, 13-14.

4) Data processing

Processing data and information that has been obtained by students, through reading books, interviews, observations, and so on, then interpreted;

5) Verification

Do a careful examination to prove whether or not the hypothesis that determined, verification related to the results of data processing;

6) Generalization

Draw a conclusion that can be used as a general principle and applies to all events or the same problem, pay attention to the verification results.

The teaching-learning process with the discovery learning method requires the teacher to present the lesson material not in a final form (intact from beginning to end) or in other words. The teacher only makes part of it. The rest is left to the students to find and find themselves.²³

g. The Advantage of Discovery Learning

According to Suherman, mentions that there are several advantages:

- 1) Students are active in learning activities because they think and use their abilities to find final results.

²³ Muhibbin Syah. *Psikologi Pendidikan* (Bandung: PT REMAJA ROSDAKARYA, 2017), 243.

- 2) Students understand the subject matter because they experience the process of finding it themselves. Something obtained this way takes longer to remember. Generating pleasure in students because of the growing sense of investigation and success
- 3) Finding answers on your own can lead to a sense of satisfaction. This inner satisfaction encourages them to make more discoveries. So, their interest in learning increases.
- 4) Students who acquire knowledge by the discovery method will be able to transfer their knowledge to various contexts.
- 5) This method trains students to learn more on their own.

a) The Disadvantage of Discovery Learning

According to Hamalik, the disadvantage of discovery learning:

- 1) This method depends on the assumption that there is a lonely mind to study. For students with less intelligence, they will have difficulty thinking, expressing the relationship between written and oral concepts
- 2) This method had not streamlined for teaching students in large quantities. It takes a long time to help them find theories or other problem-solving
- 3) The expectations contained in this method can fail in dealing with students and teachers who are accustomed to using the old method

- 4) Discovery teaching is more suitable for developing understanding, whereas developing aspects of concepts, skills, and emotions are less of concern²⁴

2. Reading Skill

a. Definition of reading

Reading is an active process that consists of recognition and comprehension skills. Reading is a necessary activity in life with which one can update/her knowledge. Reading skills is an important tool for academic success.

Bacon's dictum stated, "Some books are to taste, others to be swallow and some few to be chewed and diverted" they provider available guidance about the kind of reading habits to develop in our pupils. It implies the pupil should have two types of reading: intensive reading and extensive reading.

Reading is the most helpful and necessary skill for people. This skill is more important than speaking and writing. Reading is a source of joy. Good reading is that which keeps students regular in reading which provides him both pleasure and profit.

Reading is the most necessary activity in any language class. Reading is not only a source of information and pleasurable activity but also a means of consolidating and extending one's knowledge of the language. Reading is fundamental to widen the mind and gain an

²⁴ Endang Titik Lestari, 22-23.

understanding of the foreign culture. Reading is indeed a necessary activity for expanding knowledge of a language. Thus reading and writing reinforce each other and consolidate aural-oral learning. The teaching and speaking provide a greater variety of classroom activities for both teacher and students than a purely aural-oral program.

Reading habits not only help the students to get knowledge and wisdom from the culture of heritage but also very helpful in passing for leisure period. Leisure hours are not only during the active period of life but also, more significantly, during the period when a man has retired from active life. Therefore, the learner of English must know reading English. The education of a child is imperfect unless who supplied with everything needed with the ability of reading. A.S West comments: "Reading is a process of sight-second sense." W.S. Gray noted reading is formed experience reading brings us in contact with the minds of great authors, with the written account of their experience. Their recorded lines and the advancement made by them in various fields.²⁵

b. Micro skills and Macro Skill of Reading

Brown stated lists micro and macro skills of reading as follows:

1) Micro skill

- a) Discriminate among the distinctive graphemes and orthographic patterns of Teaching reading

²⁵ Dr. M.F. Patel and Praveen M. Jain, 114-116.

- b) Retain chunks of the language of different lengths in short-term memory
- c) Process writing at an efficient rate of speed to suit the purpose
- d) Recognize core words, and interpret word order patterns and their significance
- e) Recognize grammatical word classes (nouns, verbs, etc.) systems (e.g., tense, agreement, Pluralization) patterns, rules, and elliptical forms.
- f) Recognize that a particular meaning may be expressed in different grammatical forms
- g) Recognize cohesive devices in written discourse and their role in signaling the relationship between and among clauses

2) Macro skill

- a) Recognize the rhetorical forms of written discourse and their significance for interpretation
- b) Recognize the communicative functions of written text, according to form and purpose
- c) Infer context that is not explicit by using background knowledge
- d) From described events, ideas, etc., infer links and connections between events, deduce, causes and effect, and detect such relations as main
- e) Distinguish between literal and implied meanings

- f) Detect culturally specific references and interpret them in the context of the appropriate cultural schemata
- g) Develop and use a battery of reading strategies, such as scanning and skimming, detecting discourse markers, guessing the meaning of words from context, and activating schemata for the interpretation of a text²⁶

d. Types of reading

As we have seen, different texts may be read in different ways and in order to take account of this, the general term 'reading' is often broken down into sub-categories. The following are frequently used in the literature²⁷:

1) Scanning

Scanning is the very quick processing of text, as we look for a specific detail, such as the price of a product in an advertisement. It is important to note that scanning involves the recognition of form, rather than developing an understanding of the as a whole, and this results in reading speeds of around 600 words per minute, much faster than where meaning is processed.

²⁶ H. Douglas Brown, *Principles and Classroom Practices* (San Francisco: Pearson Longman, 2003), 185.

²⁷ Peter Watkins, *Teaching and Developing Reading Skills* (Inggris: Cambridge University Press, 2017), 17.

2) Skimming

Skimming or gist reading is to read quickly for a general understanding, such as when we look quickly at an old document on our hard drive to see if it can be permanently deleted.

3) Detailed reading

Detailed reading is to read carefully to understand as much of the content as possible, such as when we read instructions on a medicine bottle, or an academic text on which we will later base an argument.

In addition, in second language learning contexts, it is common to talk about a contrast between 'intensive' and 'extensive' reading. Intensive reading is essentially another term for detailed reading as described above, and makes use of relatively short texts that are at the limit of comfortable intelligibility for learners. Extensive reading, on the other hand, is usually associated with the reading of longer texts outside the classroom and is principally for pleasure. The texts used for these purposes are generally within the range of comfortable understanding.

Another potential distinction is between silent reading and reading aloud. Much of the reading we do outside of learning situations is done silently and therefore there is a strong case that reading programmes should focus on this. Reading aloud, on the other hand, is relatively less used but can be effective in teaching situations.

One form of reading aloud is when the teacher reads to the class as a whole. This can be very helpful as a model of fluent reading, showing appropriate pausing and how textx need to be 'chunked'. It also exposes learners to particular genres, which can be helpful in their own reading, and can also aid classroom dynamics by providing a shared positive experience. Reading aloud in this way is most often associated with young learners, but others, particularly L2 beginners, may also benefit. Harmer (2001) points out the dramatic nature of this type of reading and therefore the performance skills required by the teacher.

A second type of reading aloud is when learners themselves read aloud, either on a one-to-one or small group basis, or to the whole class. When done on a one-to-one or small grup basis, this can have good results, particularly when used as a remedial strategy (Geva and Ramirez, 2015). However, in many L2 teaching situations having learners read aloud is often advised against. This is because the mental processing required articulating the text can prejudice understanding. Essentially, there is a focus on form over meaning. Added to this, learners can find it very stressful to read in front of others and also those called on to listen may soon become disengaged if the reading lacks the performance skills referred to by Harmer. Where reading aloud is used, it is probably wise not to allow it to dominate the reading programmed, given that learners will generally

need to use silent reading skills more often outside of class. Also, it can be useful to allow learners to prepare the text silently first, so that they can focus on meaning before reading aloud

k. Teaching reading

There are many reasons why getting students to read teaching reading texts is an important part of teacher's job. In the first place, many of them want to be able to read texts in Teaching reading either for their careers, for study purposes or simply for pleasure. Anything we can do to make reading easier for them must be a good idea.

Reading is helpful for other purposes exposure to teaching reading (provided students understand it more or less) is a good thing for language students. At the very least, some of the languages stick in their minds as part of the process language acquisition engaged the acquisition is likely to be even more successful. Reading texts provided good models for English writing. When we teach writing skills, we will need to show students models of what has encouraged them to do.

Reading texts also provide opportunities to study language: vocabulary, grammar, punctuation, and the way we construct sentences, paragraphs, and text. Lastly, good reading texts can introduce interesting topics, stimulate discussion, excite imaginative responses and be the springboard for well-rounded, fascinating lessons.²⁸

²⁸ Jeremy Harmer, *How to teach English* (England: Pearson Education Limited, 1998), 69.

1) Principles behind teaching reading

a) Reading is not a passive skill

Reading is an incredibly active occupation. To do it successfully, we have to understand what the words mean, see the pictures the word are painting, understand the arguments, and work out if we agree with them. If we do not do these things- and if students do not do this things-then we only scratch the surface of the text, and we quickly forget it.

b) Students need to be engaged with what they are reading

As with everything else in lessons, students who are not engaged with the reading text- not actively interested in what they are doing- are less likely to benefit from it.

c) Students should be encouraged to respond to the content of a reading text, not just to the language.

Of course, it is necessary to study reading texts for the way they use language, the number of paragraphs they contain, and how many times they use relative clauses. But the meaning, message of the text is just as important, and we must give students a chance to respond to that message another way. They must be allowed to express their feelings about the topic- thus provoking personal engagement with it and the language.

d) Prediction is a major factor in reading

When we read texts in our language, we frequently have a good idea of the content before we read. Book covers give us a hint of what's in the book, photographs and headlines hint at what articles are about reports look like reports before we read a single word.

The moment we get this hint- the book cover, the headline, the word-processed page- our brain starts predicting what we have to read. Expectations have sat up, and the active process of reading is ready to begin. Teachers should give students 'hints' so that they can predict what's coming too. It will make them better and more engaged readers.

e) Match the task to the topic

Once a decision had taken about what reading text the students are going to read, we need to choose good reading tasks- the right kind of questions, engaging and helpful puzzles, etc. The most interesting text can be undermined by asking boring and inappropriate questions; the most commonplace passage can be made exciting with imaginative and challenging tasks.

f) Good teachers exploit reading texts to the full.

Any reading text is full of sentences, words, ideas, descriptions etc. it doesn't make sense only to get students to read it and then drop it to move on to something else. Good teachers integrate the reading text

into interesting class sequences, using the topic for discussion and further tasks, using the language for *Study and Later Activation*.²⁹

3. Evaluation

The teacher's activity in this section is to evaluate students' learning. Many points of view regard the evaluation activity performed after the teachers do the teaching and learning process. Besides, evaluation activity also performed during the learning activity was in processing.

Evaluation is a systematic assessment of the usefulness an object. In carrying out the evaluation, there are judgments to determine the value of a program that contains subjective elements.³⁰ The evaluation could be categorized into two namely is formative and summative.³¹ Yet, the researcher tended to focus on formative evaluation.

Formative evaluation is an evaluation conducted of each discussion of the subject or topic and intended to determine the extent to which the learning process has proceeded as planned. The use of tests during the learning process takes place or in the form of giving students comment or a suggestion, or calling attention to an error, that feedback was offered to improve the learner's language ability.³² The formative evaluation aimed to repair the teaching/learning process.

One of the tests which could be used in the formative evaluation and suitable for evaluating the students' reading skills was a gap-filling

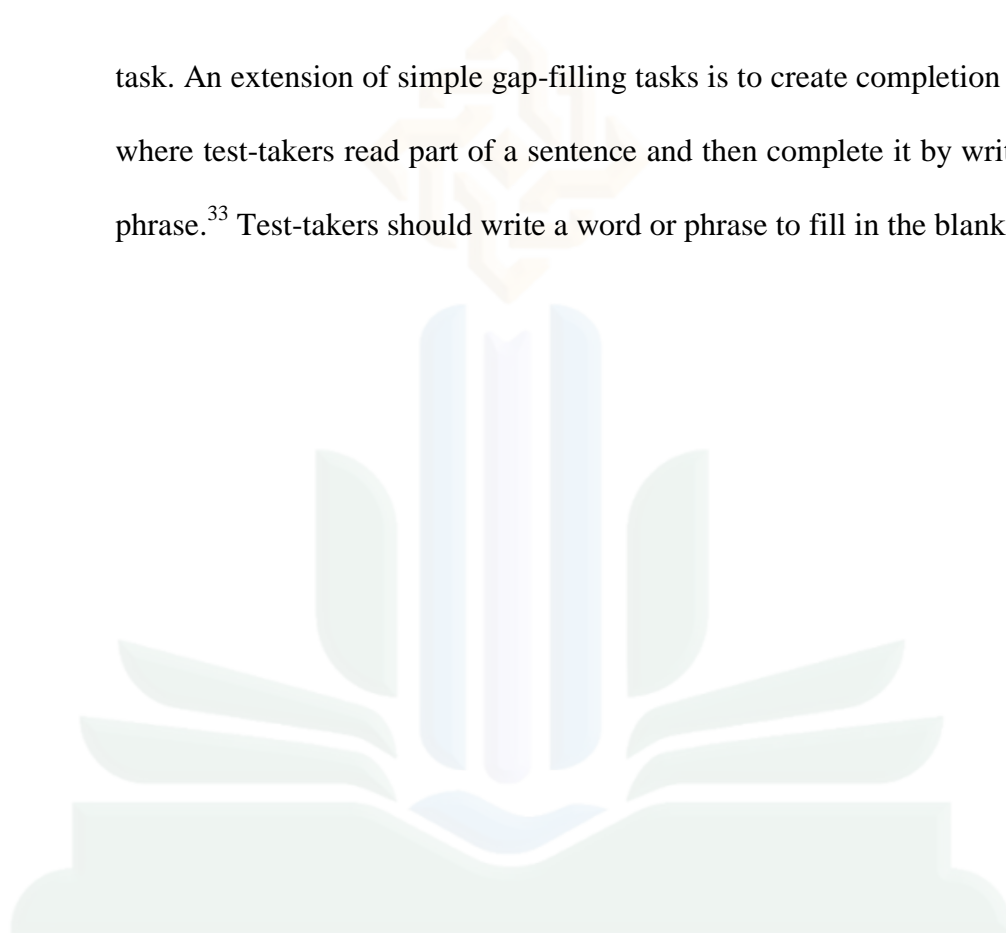
²⁹ Jeremy Harmer, 70.

³⁰ Ismet Basuki and Hariyanto, M.S., *Asesmen Pembelajaran* (Bandung: PT Remaja Rosdakarya, 2014), 9.

³¹ H. Douglas Brown, 6.

³² Douglas Brown, 6.

task. An extension of simple gap-filling tasks is to create completion items where test-takers read part of a sentence and then complete it by writing a phrase.³³ Test-takers should write a word or phrase to fill in the blank.



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³³ Douglas Brown, 200.

CHAPTER III RESEARCH METHODS

A. Research Design

In this research, the researcher used a qualitative approach. Qualitative research seeks to understand a phenomenon by focusing on the total picture rather than breaking it down into variables. The goal is a holistic picture and depth of understanding rather than numeric analysis of data.³⁴ The researcher chose to use qualitative research methods because fact in the field found it is more appropriate to use qualitative methods. The data obtained is in the form of qualitative data, not a mathematical calculation. Thus, the results of research on a phenomenon have expected revealed clearly and deeply.

According to Gay descriptive research, design involves collecting data to test hypotheses or answer question relates to the current status of the object of the study. The descriptive research determines and reports the thing. It means that descriptive research happens naturally; the research has no control over the condition and, the situation can only measure what already exists.³⁵ The researcher chose qualitative descriptive because the researcher described the data taken. It described the implementation of discovery learning method and general concepts of reading at eighth grade of MTs Bustanul Ulum Panti Jember.

³⁴ Lexy J Moleong, *Metode Penelitian Kualitatif* (Bandung: Remaja Rosada Karya, 2017), 6.

³⁵ L.R. Gay. et al, *Educational research competences for analysis and applications*. (USA: Pearson, 2012), 11.

B. Research Location

This research was conducted at Eighth grade of MTs Bustanul Ulum which is located at Kemiri, Panti, Jember. The reason why the researcher chose MTs Bustanul Ulum as the place of the research was that the teacher used discovery learning method in teaching reading. The research was conducted in the VIII-D class because the class consists of the students live in boarding school and it was based on the teacher's recommendation.

C. Research Subject

Research subjects are informants who are used as data sources are related to the research focus. Determination of informants in this study uses the purposive method is a technique of sampling data sources with certain considerations. Certain considerations such as the person who is considered to know the best about what we expect, or maybe he is the ruler so that it will facilitate researcher to explore the object social situation under study.

In this research, the researcher involved school components at MTs Bustanul Ulum Panti Jember. Subjects that used as in informants included

1. The English teacher is Mr. Udin who applied discovery learning method in teaching reading and knew well the method
2. The students of VIII because discovery learning method implemented at eighth grade. The researcher chose VIII-D because it consists of students live in boarding school. Yet, the researcher chose two students based on the teacher's recommendation. They were Siska and Riska

D. Data Collection

The techniques used in collecting data in this research are as follows:

1. Observation

Observation is the process of gathering open-ended, firsthand information by observing people and places at a research site. As a form of data collection, observation has both advantages and disadvantages. Advantages include the opportunity to record information as it occurs in a setting to study actual behavior and to study individuals who have difficulty verbalizing their ideas. Some of disadvantages of observation are that you will be limited to those sites and situations where you can gain access, and in those sites, you may have difficulty developing rapport with individuals. This can occur if the individuals are unaccustomed to formal research.³⁶ The researcher took a note about how the teacher implemented discovery learning method in teaching read at eighth, the location of the research, and the situation in the classroom. The purpose of the observation was to explain the situation in the classroom and figure out how the teacher implemented of teaching reading through discovery learning method and the relation between situation, activity, and individual.

In this research the researcher used participant observation, the researcher just saw, heard and interact with participant about the certain situation without following all activities. In observation to get the data

³⁶ John. W. Creswell, *Educational Research* (USA: Pearson, 2012), 213-214.

about the implementation of discovery learning method in teaching reading at eighth grade of MTs BUstanul Ulum Panti Jember the researcher observed and took notes during teaching and learning process.

The data which was gotten from the observation was:

- a. The setting of the research
- b. Situation and condition of the classroom. It included how the teacher implemented discovery learning method in teaching reading

2. Interview

An interview is a purposeful interaction in which one person obtains information from another. Interview permit researchers to obtain important data they cannot acquire from observation alone, although pairing observations and interviews provides a valuable way to gather complementary data. Interviews can provide information that is inaccessible through observation.³⁷

In this research, the researcher used semi structure Interview. This type of interview is included in the in-depth interview category, in which the implementation is freer when compared to structured interviews. The purpose of this type of interview is to find deeper problems, where the interview is asked for their opinion and ideas. In conducting interviews, researchers need to listen carefully and take notes on what the informants said.³⁸

³⁷ L.R. Gay. et al, *Educational research competences for analysis and applications*. (USA: Pearson, 2012), 386.

³⁸ Prof. Dr. Sugiyono, *Metode Penelitian kualitatif kuantitatif R&D* (Bandung: Alfabeta, 2013), 140.

The data which was gotten from the interview were:

- a. The implementations of discovery learning method in teaching reading
- b. The evaluation of teaching reading through discovery learning method

The process of interview was done face to face, while the question for interview to the students' and the English teacher is presented in Appendix 3 and 4.

3. Document Review

Documents are consist of public and private records that qualitative researchers obtain about a site or participants in a study, and they can include newspapers, minutes of meetings, personal journals, and letters. These sources provide valuable information in helping researchers understand central phenomena in qualitative studies. They represent public and privates documents.³⁹ By the documentation, the researcher has a strong document about the research.

The data that the researcher obtained with documentation techniques are:

- a. History of implementing discovery learning method

The English teacher of MTs Bustanul Ulum implemented a discovery learning method in teaching reading to make students more active in the learning process. The teacher used some of procedure to implement discovery learning method that is stimulation, problem

³⁹ John. W. Creswell, *Educational Research* (USA: Pearson, 2012), 223.

statement, data collection, data processing, verification, and generalization.

b. Profile of MTs Bustanul Ulum Jember

In MTs Bustanul to implement discovery learning method in teaching reading, the teacher use media laptop, audio speaker, and Lcd. The teacher used that media because the materials needed audio-visual media.

c. Teacher and employee data of MTs Bustanul Ulum Jember

3 English teachers at MTs Bustanul Ulum implemented the discovery learning method, but they also used other methods in teaching English.

d. Students data of MTs Bustanul Ulum Jember

The Discovery learning method has implemented in the eighth grade, so the researcher chose VIII-D graders to become a research subject.

e. The implementation of discovery learning method

In implementing discovery learning, the English teacher used some procedures adapted to the student's abilities. The procedures started with stimulation, problem statement, data collection, data processing, verification, and generalization.

E. Data Analysis

In this research, the researcher uses Miles Huberman and Saldana theory to analyze the data. According to Miles Huberman and Saldana, there are

three major phases of data analysis such as data condensation, data display, and conclusion drawing/verification. Those are a clear explanation of the data analysis process of this research:

1. Data Condensation

Data condensation refers to the process of selecting, focusing, simplifying, abstracting, and/or transforming the data that appear in the full corpus (body) of written-up fields' notes, interviews, transcript, documents, and other empirical material.⁴⁰ By condensing, we're making data stronger. Therefore, the researcher used the data condensation by selecting, categorizing, and making abstraction from field notes, interviews, and documentation review.

2. Data Display

The second major flow of analysis activity is data display. Generically, a display is an organized, compressed assembly of information that allows conclusion drawing and action.

A display can be an extended piece of text or diagram, graph, chart, narrative form, table, or matrix that provides a new way of arranging thinking about the more textually data. In this research, the researcher described the data in narrative form to be meaningful. Some tables were used to make the data be more easily understood about discovery learning method in teaching reading.

⁴⁰ Matthew B. Michaels, Huberman, and Saldana. *Qualitative Data Analysis* (USA: Library of Congress Cataloging, 2014), 31.

3. Conclusion Drawing and Verification

The last step is Conclusion drawing and verification. The initial conclusions put forward are still provisional and will change if no strong evidence is found to support them at the next data collection stage. But if the conclusions put forward at an early stage are supported by valid and consistent evidence when the researcher returns to the field to collect data, then the conclusions put forward are credible.⁴¹

In the final step of data analysis, the researcher concluded the data that had answered the research problem formulation, namely how the implementation were used by English teacher to implement discovery learning method in teaching reading and making it easier for researchers to carry out further activities in processing data.

F. Validity of Data

The researcher used triangulation to test the validity of the data. Triangulation is a powerful way of demonstrating concurrent validity, particularly in qualitative research.⁴² There are some types of triangulation; those are Technique Triangulation, Source Triangulation, Time Triangulation, theoretical Triangulation, investigator triangulation, etc.

While in this research, the researcher used source triangulation and technique triangulation. Source triangulation means getting data from different sources with the same technique. The emphasis was on the source of data do not on the data collecting method or others. Technique triangulation

⁴¹ Miles, Huberman, and Saldana, 31.

⁴² Louis Cohen, et al, *Research Methods in Education* (New York: Routledge, 2005), 112.

means that researchers use different data collection techniques to obtain data from the same source. Researchers used participant observation, in-depth interviews, and documentation for the same data source simultaneously.⁴³ The emphasis was on using different data collecting methods to indicate the same source to test data validity.

The steps were four, namely:

1. Comparing observational data with results of interview
2. Comparing observational data with contents of related document
3. Comparing what the English teacher says about the classroom activity with what students say
4. Comparing the results of interviews with the contents of the related document

G. Research Procedures

In this section, the research implementation plan was carried out by researchers, starting from preliminary research, design development, actual research, and report writing. The research stages consisted of pre-field research, fieldwork stages, and data analysis stages.

1. Pre-field stage

There were several stages of activities that the researcher must do.

There was research ethics that should be understood. It would be mentioned as follow:

⁴³ Hardani dkk, *Metode Penelitian Kualitatif & Kuantitatif* (Yogyakarta: CV. Pustaka Ilmu Group, 2020), 155.

- a. Arrange a research design
 - b. Select research location
 - c. Take care of licensing
 - d. Explore and assess the research location
 - e. Select and use information
 - f. Prepare the research instrument
2. Field-work stage
- a. Apprehend background and objective of the research
 - b. Enter to the research location
 - c. Look for the data source
 - d. Participate while collecting the data
 - e. Complete the data
3. Data analysis phase
- a. Analyze data
 - b. Take care of licensing complete research
 - c. Arrange or serve the data which formed in report
 - d. Conclusion with drawing
 - e. Revise the refined report

H. Systematic Discussion

The systematic discussion contains a description of the flow of thesis proposal discussion starting from the introductory chapter to the research methodology chapter. The format of systematic writing is a descriptive

narrative, not a table of contents. Systematic discussion in this research as follows:

Chapter I contains the introduction of the thesis proposal, such as the background of the research, the focus of the research, objective of the research, significance of the research, and definition of key terms.

Chapter II contains a review of related literature, such as previous research and theory of research related to the research conducted by the researcher.

Chapter III contains a research method that uses in this research, such as research approach and type of research, the object of the research source of data, data collection, data analysis, the validity of data, and procedures of research.

Chapter IV is a research finding. This chapter consists of the research objective description, data display, data analysis, finding, and discussion.

Chapter V is the conclusion and suggestion. It consists of a conclusion and suggestion.

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CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter covers the research finding and discussion. The finding consists of the data found in the field. Meanwhile, the discussion is the process of making decision or conclusion about the topic of this research. To find the result of research, the data were described the implementation of discovery learning method in Teaching reading at eight grade of MTs Bustanul Ulum Pantj Jember.

A. The Research

1. School Identity

School name	: MTs Bustanul Ulum
School statistic Number	: 212350918046
(NSM) National School Principal Number	: 20581529
(NPSN) Telephone number	: (0331) 413133
Address	: Teropong Bintang streets No. 01-02 Kemiri
Sub-district	: Pantj
District	: Jember
Province	: East Java

2. Vision and Mission of MTs Bustanul Ulum Pantj Jember

a. Vision

The establishment of quality and competitive educational institutions and the printing of a generation of karimah behavior

b. Mission

- 1) Developing Akhlaqul Karimah.
- 2) Creating a clean and conducive environment
- 3) Improving the quality of education in the field of Imtaq and science and technology
- 4) Providing optimal service

B. Data display and analysis

The researcher collected the data using observation, interview, and document review techniques. Based on the result of observation, interview, and document review, the researcher found the data about the implementation of discovery learning method in teaching reading at eighth grade of MTs Bustanul Ulum Pantj Jember.

The data were displayed and analyzed based on research questions, such as; 1) How is the implementation of discovery learning method in teaching reading at eighth grade of MTs Bustanul Ulum Pantj Jember, 2) How is the evaluation of teaching reading through discovery learning method at eighth grade of MTs Bustanul Ulum Pantj Jember were obtained the data as follow:

1. The implementation of discovery learning method in teaching reading at eighth grade of MTs Bustanul Ulum Pantj Jember

The implementation of discovery learning method in teaching reading at VIII-D grade according to the interview with the teacher as follow:

“In implementing discovery learning in teaching reading, I use the types of guided discovery learning and use existing discovery learning procedures adapted to students' abilities and conditions in the classroom.”⁴⁴

Based on the interview above, Mr.Udin said in implementing the discovery learning method in teaching reading. He used types of guided discovery learning, so Mr.Udin was the facilitator. He used discovery learning method purposed to stimulate students to be more active in the reading activity. In implementing the discovery learning method, Mr. Udin was used some of the procedures but adapted to the students' abilities and conditions in the class. The procedures started with a). Stimulation, the teacher gave question to the students about teenage life song lyrics material b). Problem statements, the teacher gave 2 sheets that were full firework song lyrics and fiil-in-the-blank firework song lyrics. c). Data collection, students matched the full song lyric sheet with the lyric video played by the teacher. d). Data processing, students filled in the empty firework song lyrics. e) Verification, the teacher played the firework song lyrics and the students checked their answers. e). Generalization, students read aloud their answer and explained the content. In practice, the teacher as a facilitator and guided students with the right direction to implement discovery learning method in teaching reading.

It was also supported by the statement of Siska students VIII-D, she stated:

⁴⁴ Mr. Udin, Interview, Jember, 17th of June 2021.

“First, Mr. Udin gave a question about the material. Then, Mr. Udin asked the students to read the firework song lyrics and explained the content.”⁴⁵

And also supported again by the statement of Riska VIII-D about the implementation of procedures discovery learning in teaching reading, she stated:

“Mr. Udin started the lesson with a greeting. He reviewed the previous material. Then, he asked a question about the teenage life song lyrics. After that, Mr. Udin gave two sheets about the firework song lyrics and played the video. We match the full song lyric sheet with the lyric video played by the teacher and fill the empty lyrics. We checked our answers, read the lyrics, and explained the contents.”⁴⁶

According to the interview above, Siska and Riska said that Mr. Udin gave a question about the material teenage life song lyrics (Stimulation). Mr. Udin gave the students 2 sheets firework song full lyrics and fill-in-the-blank lyrics. Then, he played the firework song lyrics (Problem statement). The students matched the full song lyrics sheet with the lyrics video played by the teacher (Data Collection). Students filled in the empty firework song lyrics (Data Processing). Students answered in the missing firework song lyrics (verification). Students read the firework song lyrics aloud and explained the content (Generalization).

⁴⁵ Siska, Interview, Jember, 22nd of June 2021.

⁴⁶ Riska, Interview, Jember, 22nd of June 2021.

The interview above was also supported by the lesson plan part of sintak model pembelajaran used discovery learning method⁴⁷ as follows:

Procedures	Learning Activity	Checklist	
		Yes	No
Stimulation (stimulasi/ pemberian rangsangan)	Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topik materi Fungsi Sosial dengan cara : Melihat, Mengamati, Membaca, Menulis Mendengar, Menyimak materi Unsur Kebahasaan- Kosa kata dan tata bahasa dalam lirik lagu Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan.	✓	
Problem statement (pertanyaan /identifikasi masalah)	Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan gambar yang disajikan dan akan dijawab melalui kegiatan belajar mengenai materi Unsur Kebahasaan- Kosa kata dan tata bahasa dalam lirik lagu Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan.	✓	
Data collection (pengumpulan data)	Peserta didik mengumpulkan informasi yang relevan untuk menjawab pertanyaan yang telah diidentifikasi melalui kegiatan: Mengamati obyek/kejadian, Membaca sumber lain selain buku teks, melakukan aktivitas menarik, Wawancara/ tanya jawab dengan nara sumber tentang materi Unsur Kebahasaan- Kosa kata dan tata bahasa dalam lirik lagu Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan	✓	
Data processing (pengolahan Data)	Peserta didik dalam kelompoknya berdiskusi mengolah data hasil pengamatan dengan cara : Berdiskusi, Mengolah informasi, mengerjakan soal tentang data dari Materi Unsur	✓	

⁴⁷ Lesson Plan, Document Review, Jember 25th of June 2021.

	Kebahasaan- Kosakata dan tata bahasa dalam lirik lagu Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan		
Verification (pembuktian)	Peserta didik mendiskusikan hasil pengamatannya dan memverifikasi hasil pengamatannya dengan data-data atau teori pada buku sumber melalui kegiatan Pengolahan informasi materi Unsur Kebahasaan- Kosakata dan tata bahasa dalam lirik lagu Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan.	✓	
Generalization (menarik kesimpulan)	Peserta didik berdiskusi untuk menyimpulkan Menyampaikan hasil diskusi, Mempresentasikan hasil diskusi, Mengemukakan pendapat, Bertanya atas presentasi tentang materi Unsur Kebahasaan, Kosakata dan tata bahasa dalam lirik lagu. Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan.	✓	

While from the observation in the class, the implementations of discovery learning in teaching reading as follows;

On Tuesday morning at 07.15 in class VII-D, there were 24 students. The teacher came into class and gave greetings also gave motivation. After that, the teacher repeated previous learning material. After the opening was over, the teacher told the students to continue learning the material today. Before starting the lesson, the teacher asked the students to pray together. Then, the teacher asked the students about what subjects they would study today and, all the students answered in unison and enthusiastically the material today about teenage life song lyrics. Then, the teacher gave a question about the material. Some students looked confused and, there was the student who answered the question.

The teacher also invited the students to ask a question. After the question-answer session had finished, the teacher gave an assignment to the students. Then, the teacher gave two sheets were full firework song lyrics and fill-in-the-blank firework song lyrics. The teacher played the firework song lyrics. After that, the student asked, “May I discuss with my seatmate?” Then, the teacher allowed the students discussed with other friends. The students matched the full song lyrics sheet with the lyrics video played by the teacher. Then, students filled the empty lyrics with their answer. After that, the teacher played again the fireworks song and the students checked their answer to make sure it is true or not. Students read aloud their answer and explained the content.

Based on the observation in the classroom, a). Stimulation, the teacher gave question to the students about teenage life song lyrics material b). Problem statements, the teacher gave 2 sheets that were full firework song lyrics and fiil-in-the-blank firework song lyrics. c). Data collection, students matched the full song lyric sheet with the lyric video played by the teacher. d). Data processing, students filled in the empty firework song lyrics. e) Verification, the teacher played the firework song lyrics and the students checked their answers. e). Generalization, students read aloud their answer and explained the content.

Based on the interview, document review, and observation above. In implementing the discovery learning method in teaching reading, the teacher used six procedures that begin with stimulation, problem statement; data

collection, data processing, verification, and generalization were designed in a way to make students more active.

2. The evaluation of teaching reading through discovery learning method at eighth grade of MTs Bustanul Ulum Panti Jember

The evaluation of teaching reading through discovery learning method at eighth grade of MTs Bustanul Ulum Panti Jember based on interview with the English teacher as follows:

“When learning about the teenage life song lyrics giving the full song lyrics is enough, but I also gave an assignment. I told the students to match the full lyrics song with blank lyrics.”⁴⁸

From the interview above, the evaluation used by the teacher was giving an assignment gap-filling task or fill-in-the-blank firework song lyrics. Besides, the teacher also asked the student to read aloud the firework song lyrics and explained the content to know their pronunciation, fluency, and understanding.

It was also supported by Riska, the student of VIII-D graders. She said:

“Mr. Udin gave the task of matching song lyrics. In the end, we asked to read and explain the contents of the song.”⁴⁹

It was also supported again by statement of Siska students of VIII-D, she stated:

⁴⁸ Mr. Udin, Interview, Jember, 17th of June 2021.

⁴⁹ Riska, Interview, Jember, 22nd of June 2021.

“The material is about teenage life song lyrics, so Mr. Udin gave the task of matching full lyrics song with a blank song lyric sheet. Then, we read our answers and explained the contents.”⁵⁰

When students matched the full song lyrics with the empty firework song lyrics through video lyrics song, has played by the teacher. Then, the students read their answers and explained the content is part of the teacher's evaluation.

While the observation in the class VII-D, about the evaluation of teaching reading through discovery learning method.

Based on the observation in the classroom, the teacher gave the right direction to the students. The teacher gave the assignment to the students. Then, the teacher gave 2 sheets were full firework song lyrics and fill-in-the-blank firework song lyrics. After that, the teacher played the firework song lyrics. The students matched the full song lyrics sheet with the lyrics video played by the teacher. Then, students filled the empty lyrics with their answers.

The teacher walked around the class to check or control the students. The teacher approached and asked students whether they understood or not about the assignment. After that, the teacher played the fireworks song and, the students checked their answers to make sure that was true or not. Some of the students read aloud their answers and explained the content. The teacher gave feedback and correction about their performance in reading. He also explained the content of the song.

⁵⁰ Siska, Interview, Jember, 22nd of June 2021.

In the end lesson, the teacher read the firework song lyric by lyric and asked the students to follow it.

Based on interviews and observation above, the teacher assessed the students with formative assessments was using gap-filling tasks or fill-in-the-blank to the students and gave feedback or correction about their performance in reading and explaining the content of firework song lyrics.

Based on the results of the data description presented above, the conclusion of research findings would explain in the following table:

Table 4.1
Results or Research Findings

No	Research Focus	Research Findings
1.	How is the implementation of discovery learning in teaching reading at eighth grade of MTs Bustanul Ulum Jember?	Implementation discovery learning method used procedures carried out by teachers in teaching reading in the classroom, namely stimulation, problem statements, data collection, data processing, verification, and generalization.
2.	How is the evaluation of teaching reading through discovery learning method at eighth grade of MTs Bustanul Ulum Panti Jember?	The evaluation of teaching reading through discovery learning with a formative assessment that was giving feedback and correction to the student and asked student to do gap-filling tasks or fill-in-the-blank

C. Discussion

The researcher used the part of a discussion to analyze the findings. The researcher used the result of analysis as the answer to the research problem. Here is the discussion

1. The implementation of discovery learning method in teaching reading at eighth grade of MTs Bustanul Ulum Panti Jember

English teacher of MTs Bustanul Ulum implemented discovery learning method in teaching reading to stimulate students to be more active in reading activity and make students find the answer and draw a conclusion about the material. This is in accordance with what stated by Jerome Bruner that discovery learning is a learning method that encourages students to be more active in asking a question and drawing a conclusion.⁵¹

The students asked question about the material teenage life song lyrics. Then, the students discussed with the other friend about the material and make a conclusion about the content firework song.

In implementing discovery learning teacher used type guided dicoverly learning. Teaching reading using the discovery learning method distract learning activities that are the beginning dominated by the teacher changed students involved in several learning steps. This is in accordance with what stated by Supihatiningrum Guided discovery learning is learning that requires the role of the teacher as a facilitator in the learning process.⁵² The teacher acts as a facilitator, helping students become easier in learning activities using the discovery learning method in reading lessons.

The teacher implemented the discovery learning method using several stages. This is in accordance with what stated by Syah that learning procedures in discovery learning include stimulation, problem statement,

⁵¹ Endang Titik Lestari, *Discovery Learning* (Sleman: CV BUDI UTAMA, 2020, p.7.

⁵² Endang Titik Lestari, 9.

data collection, data processing, verification, and generalization.⁵³ But the condition in the field, there was some modification in implementing discovery learning procedures because the teacher adapted to students' abilities and condition in the classroom. The resume of procedure discovery learning method in teaching reading using table for easy to understand

Tabel. 4.2
Discussion

Procedure	The implementation of discovery learning in the class
Stimulation	The teacher repeated previous learning material. The teacher gave a question about the material
Problem Statement	The teacher gave 2 sheets that were full firework song lyrics and fill-in-the-blank firework song lyrics. The teacher played the firework song lyrics.
Data Collection	The students matched the full song lyrics sheet with the lyrics video played by the teacher.
Data Processing	The students filled the empty lyrics with their answer.
Verification	the students checked their answer about the firework song lyrics
Generalization	The students read aloud their answer and explained the content

⁵³ Muhibbin Syah. *Psikologi Pendidikan* (Bandung: PT REMAJA ROSDAKARYA, 2017), 243.

2. The evaluation of teaching reading through discovery learning method at eighth grade of MTs Bustanul Ulum Pantj Jember

Evaluation is an activity of collecting data about how far the goal has been achieved.⁵⁴ It was to know whether the material has been taught successfully understood by students or not.

The evaluation of teaching reading through discovery learning method at eighth grade of MTs Bustanul Ulum Pantj Jember was the teacher gave a formative assessment by giving feedback and correction to the students and asking students to present what they had worked on (gap-filling task). This was in accordance with what stated by Brown that formative assessment could be in the form of giving students comments or a suggestion or calling attention to an error, that feedback was offered to improve the learner's language ability.⁵⁵ The teacher gave feedback, correction, help, gave direction to the students to improve their reading skills.

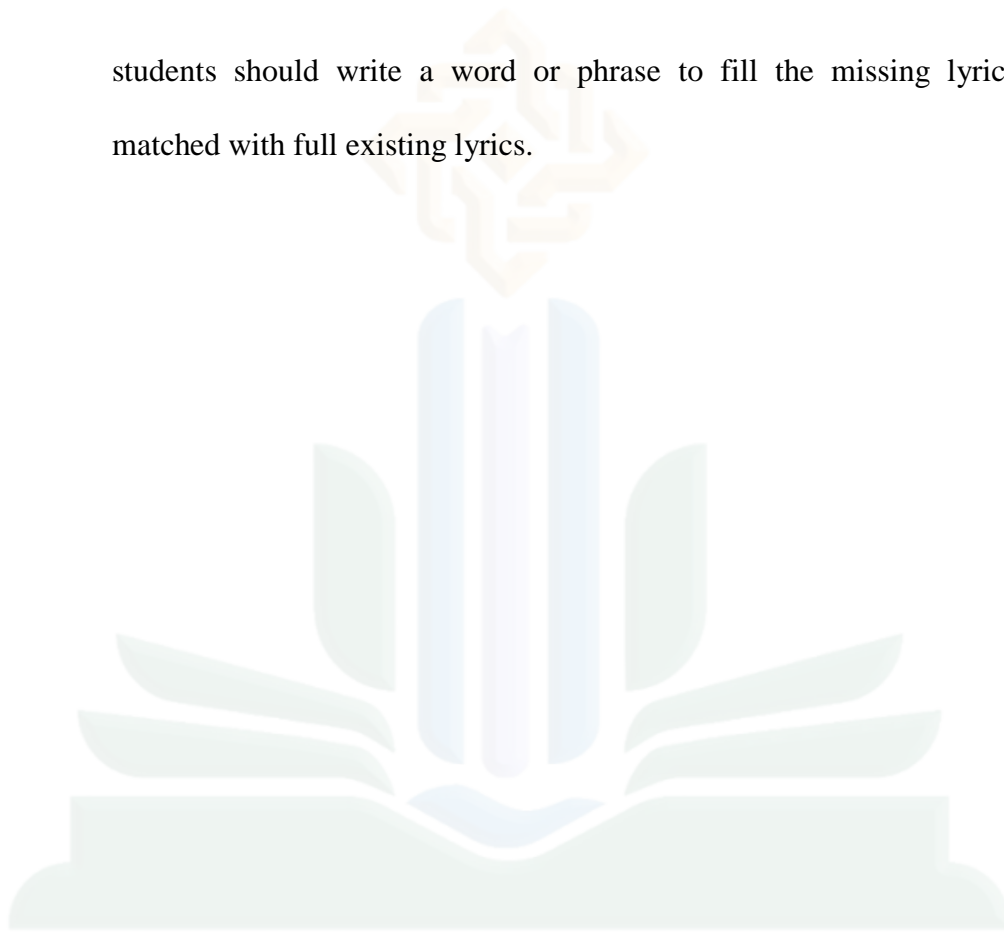
Besides, the teacher also used gap-filling tasks or fill-in-the-blank. It was one of the tests of formative evaluations. It was suitable for evaluating students' reading skill learning through discovery learning method with the material about teenage life song lyrics. An extension of simple gap-filling tasks is to create completion items where test-takers read part of a sentence and then complete it by writing a phrase.⁵⁶ The

⁵⁴ Prof. Dr. M. Zaim, *Evaluasi Pembelajaran Bahasa Inggris* (Jakarta: Kencana, 2003), 12.

⁵⁵ Douglas Brown, 6.

⁵⁶ Douglas Brown, 200.

students should write a word or phrase to fill the missing lyric also matched with full existing lyrics.



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CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

1. The implementation of discovery learning method in teaching reading at eight grade of MTs Bustanul Ulum Pantj Jember

In implementing discovery learning in teaching reading, the teacher used the types of guided discovery learning and used existing discovery learning procedures adapted to students' abilities and conditions in the classroom. The teacher becomes a facilitator directing students to carry out several procedures. The procedures started with stimulation, problem statement, data processing, data collection, verification, and generalization.

2. The evaluation of teaching reading through discovery learning method at eighth grade of MTs Bustanul Ulum Pantj Jember

The teacher assessed the students with formative assessments was used gap-filling tasks or fill-in-the-blank to the students, and gave feedback, comments, or correction about their performance in reading and explaining the content of firework song lyrics.

B. Suggestion

From the conclusion above, the researcher would like to suggest as bellow:

For the teacher

1. The teacher should be able to make students learn actively, especially in reading lesson.

2. The teacher should create situation of teaching reading as comfortably as possible.

For the students

- a. Students should have self-confidence when they read anything in English without worrying about their mistakes.
- b. Students should be more active in reading learning process.
- c. The students should study hard and explore their capable to enrich their vocabulary and increase their knowledge by reading English books.

For the researcher

The researcher recognizes that the end result of these studies continues to be some distance from being perfect. There are nevertheless many components in teachers' strategies, and hopefully this research will be useful as a reference to their research.

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DECLARATION OF AUTHENTICITY

The undersigned below:

Name : Silvy Eka Wulandari

Student's Number : T20176009

Study program : English Department

Institution : UIN KHAS Jember

Declare that this thesis entitled "The Implementation of Discovery Learning in teaching reading at Eighth Grade of MTs Bustanul Ulum Jember" is my original work, gathered and utilized in particular to fulfill the purposes and objectives of this study. This thesis also has not been previously submitted to any other university for a higher degree. I also declare that the publications cited in this work have been previously consulted.

Jember, 15th of September 2021

I declared



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UNIVERSITAS ISLAM NEGERI

KH ACHMAD SIDDIQ
JEMBER

RESEARCH MATRIX

Title	Variable	Sub Variable	Indicators	Data Collection	Research Methods	Research Problem
The Implementation of Discovery Learning method in teaching reading at eighth grade of MTs Bustanul Ulum Pant Jember	<ol style="list-style-type: none"> 1. Discovery learning 2. teaching reading 	<ol style="list-style-type: none"> 1. The implementation of discovery learning 2. The evaluation of teaching reading 	<ol style="list-style-type: none"> 1. Definition of discovery learning 2. The types of discovery learning 3. The characteristic of discovery learning 4. Definition of reading 5. Micro skills and Macro skill of Reading 6. Teaching reading 7. Evaluation 	Primary: The Students of MTs Bustanul Ulum Pant Jember	<ol style="list-style-type: none"> 1. Research Approach <ul style="list-style-type: none"> • Qualitative 2. Type of Research <ul style="list-style-type: none"> • Descriptive 3. Data Collection <ul style="list-style-type: none"> • Observation • Interview • Document Review 4. Data analysis: <ul style="list-style-type: none"> • Data Condensation • Data Display • Drawing conclusion/verification 5. Data validity: source and technique Triangulation 	<ol style="list-style-type: none"> 1. How is the implementations of discovery learning method in teaching reading at eighth grade of MTs Bustanul Ulum Pant Jember ? 2. How is the evaluation of reading skill through discovery learning method at eighth grade of MTs Bustanul Ulum Pant Jember?

RESEARCH INSTRUMENT

The interview's guide to English teacher

1. Model apa saja yang digunakan dalam pembelajaran reading?
2. Bagaimana usaha guru dalam meningkatkan proses pembelajaran reading?
3. Apakah ada murid yang merasa kesulitan dalam pembelajaran reading?
4. Apa Bagaimana pendapat atau tanggapan anda tentang penggunaan discovery learning?
5. Apakah dengan menggunakan model discovery learning lebih mudah dalam menyampaikan materi pembelajaran reading?
6. Bagaimana prosedur penggunaan discovery learning dalam pembelajaran reading?
7. Apa saja kendala guru dalam penerapan model discovery learning dalam pembelajaran reading?
8. Bagaimana evaluasi pembelajaran reading melalui discovery learning?

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Research Instrument

The interview's guide to students

1. Model apa saja yang digunakan dalam pembelajaran reading dikelas?
2. Usaha apa yang dilakukan oleh guru untuk meningkatkan pemahaman siswa terhadap pembelajaran reading?
3. Apa kesulitan yang siswa rasakan dalam pembelajaran reading?
4. Apakah dengan menggunakan model discovery learning lebih mudah dalam memahami materi pembelajaran reading?
5. Bagaimana pendapat siswa mengenai penggunaan discovery learning dalam pembelajaran reading?
6. Bagaimana prosedur penggunaan discovery dalam pembelajaran reading dikelas?
7. Apa saja kendala yang siswa hadapi ketika menggunakan discovery learning dalam pembelajaran reading dikelas?
8. Bagaimana cara guru mengevaluasi pembelajaran reading melalui metode dikelas?

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**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

Sekolah : MTs Bustanul Ulum
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VII/Genap
Materi Pokok : Lirik Lagu Terkait Kehidupan Remaja SMP/MTs
Alokasi Waktu : 2 minggu X 30 menit (Pertemuan)

A. Kompetensi Inti

- **KI1 dan KI2:** Menghargai dan menghayati ajaran agama yang dianutnya serta Menghargai dan menghayati perilaku jujur, disiplin, santun, percaya diri, peduli, dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, dan kawasan regional.
- **KI3:** Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.
- **KI4:** Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif, dalam ranah konkret dan ranah abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

B. Kompetensi Dasar Dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator
3.13 Menafsirkan fungsi sosial dan unsur kebahasaan dalam lirik lagu terkait kehidupan remaja SMP/MTs	<ul style="list-style-type: none">• Menirukan lirik lagu terkait kehidupan remaja SMP/MTs secara lisan• Mengidentifikasi fungsi sosial dan unsur kebahasaan dalam lirik lagu terkait kehidupan remaja SMP/MTs
4.13 Menangkap makna secara kontekstual terkait dengan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMP/MTs	<ul style="list-style-type: none">• Menyebutkan pesan yang terkait dengan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMP/MTs

C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Menirukan lirik lagu terkait kehidupan remaja SMP/MTs secara lisan
- Mengidentifikasi fungsi sosial dan unsur kebahasaan dalam lirik lagu terkait kehidupan remaja SMP/MTs
- Menyebutkan pesan yang terkait dengan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMP/MTs

D. Materi Pembelajaran

- Fungsi sosial
Mengembangkan nilai-nilai kehidupan dan karakter yang positif
- Unsur kebahasaan
 - Kosakata dan tata bahasa dalam lirik lagu
 - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan
- Topik
Hal-hal yang dapat memberikan keteladanan dan menumbuhkan perilaku yang termuat di KI.

E. Metode Pembelajaran

Discovery Learning

F. Media Pembelajaran

1. Media

- Worksheet atau lembar kerja (siswa)
- Lembar penilaian

2. Alat/Bahan

- Penggaris, spidol, papan tulis
- Laptop & infocus

G. Langkah-Langkah Pembelajaran

1. Pertemuan Ke-1 (30 Menit)	
Kegiatan Pendahuluan (5 Menit)	
Guru : Orientasi, Apersepsi, Motivasi, Pemberian Acuan	
Kegiatan Inti (20 Menit)	
Sintak Model Pembelajaran	Kegiatan Pembelajaran
Stimulation (stimulasi/ pemberian rangsangan)	<u>KEGIATAN LITERASI</u> Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topik materi dengan cara : Melihat, Mengamati, Membaca, Menulis Mendengar, Menyimak materi <i>Fungsi sosial - Mengembangkan nilai-nilai kehidupan dan karakter yang positif</i>
Problem	<u>CRITICAL THINKING (BERPIKIR KRITIK)</u>

<p>statement (pertanyaan/ identifikasi masalah)</p>	<p>Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan gambar yang disajikan dan akan dijawab melalui kegiatan belajar mengenai materi <i>Fungsi sosial - Mengembangkan nilai-nilai kehidupan dan karakter yang positif</i></p>
<p>Data collection (pengumpulan data)</p>	<p><u>KEGIATAN LITERASI</u></p> <p>Peserta didik mengumpulkan informasi yang relevan untuk menjawab pertanyaan yang telah diidentifikasi melalui kegiatan: Mengamati obyek/kejadian, Membaca sumber lain selain buku teks, melakukan aktivitas menarik, Wawancara/ tanya jawab dengan nara sumber tentang materi <i>Fungsi sosial - Mengembangkan nilai-nilai kehidupan dan karakter yang positif</i></p> <p><u>COLLABORATION (KERJASAMA)</u></p> <p>Peserta didik dibentuk dalam beberapa kelompok untuk Mendiskusikan, Mengumpulkan informasi, Mempresentasikan ulang, Saling tukar informasi mengenai materi <i>Fungsi sosial - Mengembangkan nilai-nilai kehidupan dan karakter yang positif</i></p>
<p>Data processing (pengolahan Data)</p> <p>Verification (pembuktian)</p>	<p><u>COLLABORATION (KERJASAMA) dan CRITICAL THINKING (BERPIKIR KRITIK)</u></p> <p>Peserta didik dalam kelompoknya berdiskusi mengolah data hasil pengamatan dengan cara : Berdiskusi, Mengolah informasi, mengerjakan soal tentang data dari Materi <i>Fungsi sosial - Mengembangkan nilai-nilai kehidupan dan karakter yang positif</i></p> <p><u>CRITICAL THINKING (BERPIKIR KRITIK)</u></p> <p>Peserta didik mendiskusikan hasil pengamatannya dan memverifikasi hasil pengamatannya dengan data-data atau teori pada buku sumber melalui kegiatan Pengolahan informasi materi <i>Fungsi sosial - Mengembangkan nilai-nilai kehidupan dan karakter yang positif</i></p>
<p>Generalization (menarik kesimpulan)</p>	<p><u>COMMUNICATION (BERKOMUNIKASI)</u></p> <p>Peserta didik berdiskusi untuk menyimpulkan Menyampaikan hasil diskusi, Mempresentasikan hasil diskusi, Mengemukakan pendapat, Bertanya atas presentasi tentang materi <i>Fungsi sosial - Mengembangkan nilai-nilai kehidupan dan karakter yang positif</i></p> <p><u>CREATIVITY (KREATIVITAS)</u></p> <p>→ Menyimpulkan tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan berupa : Laporan hasil pengamatan secara tertuli, Menjawab pertanyaan, Bertanya tentang hal yang belum dipahami, Menyelesaikan uji kompetensi untuk materi <i>Fungsi sosial - Mengembangkan nilai-nilai kehidupan dan karakter yang positif</i></p>

Catatan : Selama pembelajaran Fungsi Sosial berlangsung, guru mengamati sikap siswa dalam pembelajaran yang meliputi sikap: nasionalisme, disiplin, rasa percaya diri, berperilaku jujur, tangguh menghadapi masalah tanggungjawab, rasa ingin tahu, peduli lingkungan

Kegiatan Penutup (5 Menit)

Peserta didik :

- Membuat resume (CREATIVITY) dengan bimbingan guru tentang point-point penting yang muncul dalam kegiatan pembelajaran tentang materi Fungsi Sosial yang baru dilakukan.
- Mengagendakan pekerjaan rumah untuk materi pelajaran Fungsi Sosial yang baru diselesaikan.
- Mengagendakan materi atau tugas projek/produk/portofolio/unjuk kerja yang harus mempelajari pada pertemuan berikutnya di luar jam sekolah atau dirumah.

Guru :

- Memeriksa pekerjaan siswa yang selesai langsung diperiksa untuk materi pelajaran Fungsi Sosial
- Peserta didik yang selesai mengerjakan tugas projek/produk/portofolio/unjuk kerja dengan benar diberi paraf serta diberi nomor urut peringkat, untuk penilaian tugas
- Memberikan penghargaan untuk materi pelajaran Fungsi Sosial kepada kelompok yang memiliki kinerja dan kerjasama yang baik.

PENILAIAN

Penilaian Sikap,

Penilaian Pengetahuan,

Penilaian Keterampilan

H. Langkah-Langkah Pembelajaran

1. Pertemuan Ke-2 (30 Menit)	
Kegiatan Pendahuluan (5 Menit)	
Guru : Orientasi, Apersepsi, Motivasi, Pemberian Acuan	
Kegiatan Inti (20 Menit)	
Sintak Model Pembelajaran	Kegiatan Pembelajaran
Stimulation (stimulasi/ pemberian rangsangan)	<u>KEGIATAN LITERASI</u> Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topik materi Fungsi Sosial dengan cara : Melihat, Mengamati, Membaca, Menulis Mendengar, Menyimak materi <i>Unsur Kebahasaan- Ø Kosa kata dan tata bahasa dalam lirik lagu Ø Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</i>
Problem	<u>CRITICAL THINKING (BERPIKIR KRITIK)</u>

<p>statemen (pertanyaan/ identifikasi masalah)</p>	<p>Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan gambar yang disajikan dan akan dijawab melalui kegiatan belajar mengenai materi <i>Unsur Kebahasaan- Ø Kosa kata dan tata bahasa dalam lirik lagu Ø Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</i></p>
<p>Data collection (pengumpulan data)</p>	<p><u>KEGIATAN LITERASI</u></p> <p>Peserta didik mengumpulkan informasi yang relevan untuk menjawab pertanyaan yang telah diidentifikasi melalui kegiatan: Mengamati obyek/kejadian, Membaca sumber lain selain buku teks, melakukan aktivitas menarik, Wawancara/ tanya jawab dengan nara sumber tentang materi <i>Unsur Kebahasaan- Ø Kosa kata dan tata bahasa dalam lirik lagu Ø Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</i></p> <p><u>COLLABORATION (KERJASAMA)</u></p> <p>Peserta didik dibentuk dalam beberapa kelompok untuk Mendiskusikan, Mengumpulkan informasi, Mempresentasikan ulang, Saling tukar informasi mengenai materi <i>Unsur Kebahasaan- Ø Kosa kata dan tata bahasa dalam lirik lagu Ø Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</i></p>
<p>Data processing (pengolahan Data)</p> <p>Verification (pembuktian)</p>	<p><u>COLLABORATION (KERJASAMA) dan CRITICAL THINKING (BERPIKIR KRITIK)</u></p> <p>Peserta didik dalam kelompoknya berdiskusi mengolah data hasil pengamatan dengan cara : Berdiskusi, Mengolah informasi, mengerjakan soal tentang data dari Materi <i>Unsur Kebahasaan- Ø Kosa kata dan tata bahasa dalam lirik lagu Ø Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</i></p> <p><u>CRITICAL THINKING (BERPIKIR KRITIK)</u></p> <p>Peserta didik mendiskusikan hasil pengamatannya dan memverifikasi hasil pengamatannya dengan data-data atau teori pada buku sumber melalui kegiatan Pengolahan informasi materi <i>Unsur Kebahasaan- Ø Kosa kata dan tata bahasa dalam lirik lagu Ø Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</i></p>
<p>Generalization (menarik kesimpulan)</p>	<p><u>COMMUNICATION (BERKOMUNIKASI)</u></p> <p>Peserta didik berdiskusi untuk menyimpulkan Menyampaikan hasil diskusi, Mempresentasikan hasil diskusi, Mengemukakan pendapat, Bertanya atas presentasi tentang materi <i>Unsur Kebahasaan- Ø Kosa kata dan tata bahasa dalam lirik lagu Ø Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</i></p> <p><u>CREATIVITY (KREATIVITAS)</u></p> <p>→ Menyimpulkan tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan berupa : Laporan hasil pengamatan secara tertuli, Menjawab pertanyaan, Bertanya tentang hal yang belum dipahami, Menyelesaikan uji kompetensi untuk materi <i>Unsur Kebahasaan- Ø Kosa kata</i></p>

dan tata bahasa dalam lirik lagu Ø Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan

Catatan : Selama pembelajaran Fungsi Sosial berlangsung, guru mengamati sikap siswa dalam pembelajaran yang meliputi sikap: nasionalisme, disiplin, rasa percaya diri, berperilaku jujur, tangguh menghadapi masalah tanggungjawab, rasa ingin tahu, peduli lingkungan

Kegiatan Penutup (5 Menit)

Peserta didik :

- Membuat resume (CREATIVITY) dengan bimbingan guru tentang point-point penting yang muncul dalam kegiatan pembelajaran tentang materi yang baru dilakukan.
- Mengagendakan pekerjaan rumah untuk materi pelajaran *Unsur Kebahasaan- Ø Kosa kata dan tata bahasa dalam lirik lagu Ø Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan* yang baru diselesaikan.
- Mengagendakan materi atau tugas proyek/produk/portofolio/unjuk kerja yang harus mempelajari pada pertemuan berikutnya di luar jam sekolah atau dirumah.

Guru :

- Memeriksa pekerjaan siswa yang selesai langsung diperiksa untuk materi pelajaran *Unsur Kebahasaan- Ø Kosa kata dan tata bahasa dalam lirik lagu Ø Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan*
- Peserta didik yang selesai mengerjakan tugas proyek/produk/portofolio/unjuk kerja dengan benar diberi paraf serta diberi nomor urut peringkat, untuk penilaian tugas
- Memberikan penghargaan untuk materi pelajaran *Unsur Kebahasaan- Ø Kosa kata dan tata bahasa dalam lirik lagu Ø Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan* kepada kelompok yang memiliki kinerja dan kerjasama yang baik.

PENILAIAN

Penilaian Sikap : Observasi selama kegiatan berlangsung

Penilaian Pengetahuan

Penilaian Keterampilan

Penilaian Hasil Pembelajaran

1. Penilaian Sikap

- Penilaian Observasi

Penilaian observasi berdasarkan pengamatan sikap dan perilaku peserta didik sehari-hari, baik terkait dalam proses pembelajaran maupun secara umum. Pengamatan langsung dilakukan oleh guru. Berikut contoh instrumen penilaian sikap

No	Nama Siswa	Aspek Perilaku yang Dinilai				Jumlah Skor	Skor Sikap	Kode Nilai
		BS	JJ	TJ	DS			
1	...	75	75	50	75	275	68,75	C
2

Keterangan :

- BS : Bekerja Sama
- JJ : Jujur
- TJ : Tanggun Jawab
- DS : Disiplin

Catatan :

1. Aspek perilaku dinilai dengan kriteria:
100 = Sangat Baik
75 = Baik
50 = Cukup
25 = Kurang
2. Skor maksimal = jumlah sikap yang dinilai dikalikan jumlah kriteria = $100 \times 4 = 400$
3. Skor sikap = jumlah skor dibagi jumlah sikap yang dinilai = $275 : 4 = 68,75$
4. Kode nilai / predikat :
75,01 – 100,00 = Sangat Baik (SB)
50,01 – 75,00 = Baik (B)
25,01 – 50,00 = Cukup (C)
00,00 – 25,00 = Kurang (K)
5. Format di atas dapat diubah sesuai dengan aspek perilaku yang ingin dinilai

- **Penilaian Diri**

Seiring dengan bergesernya pusat pembelajaran dari guru kepada peserta didik, maka peserta didik diberikan kesempatan untuk menilai kemampuan dirinya sendiri. Namun agar penilaian tetap bersifat objektif, maka guru hendaknya menjelaskan terlebih dahulu tujuan dari penilaian diri ini, menentukan kompetensi yang akan dinilai, kemudian menentukan kriteria penilaian yang akan digunakan, dan merumuskan format penilaiannya. Jadi, singkatnya format penilaiannya disiapkan oleh guru terlebih dahulu. Berikut Contoh format penilaian :

No	Pernyataan	Ya	Tidak	Jumlah Skor	Skor Sikap	Kode Nilai
1	Selama diskusi, saya ikut serta mengusulkan ide/gagasan.	50		250	62,50	C
2	Ketika kami berdiskusi, setiap anggota mendapatkan		50			

	kesempatan untuk berbicara.				
3	Saya ikut serta dalam membuat kesimpulan hasil diskusi kelompok.	50			
4	...	100			

Catatan :

1. Skor penilaian Ya = 100 dan Tidak = 50
2. Skor maksimal = jumlah pernyataan dikalikan jumlah kriteria = $4 \times 100 = 400$
3. Skor sikap = (jumlah skor dibagi skor maksimal dikali 100) = $(250 : 400) \times 100 = 62,50$
4. Kode nilai / predikat :
 - 75,01 – 100,00 = Sangat Baik (SB)
 - 50,01 – 75,00 = Baik (B)
 - 25,01 – 50,00 = Cukup (C)
 - 00,00 – 25,00 = Kurang (K)
5. Format di atas dapat juga digunakan untuk menilai kompetensi pengetahuan dan keterampilan

- **Penilaian Teman Sebaya**

Penilaian ini dilakukan dengan meminta peserta didik untuk menilai temannya sendiri. Sama halnya dengan penilaian hendaknya guru telah menjelaskan maksud dan tujuan penilaian, membuat kriteria penilaian, dan juga menentukan format penilaiannya. Berikut Contoh format penilaian teman sebaya :

Nama yang diamati : ...

Pengamat : ...

No	Pernyataan	Ya	Tidak	Jumlah Skor	Skor Sikap	Kode Nilai
1	Mau menerima pendapat teman.	100		450	90,00	SB
2	Memberikan solusi terhadap permasalahan.	100				
3	Memaksakan pendapat sendiri kepada anggota kelompok.		100			

4	Marah saat diberi kritik.	100			
5	...		50		

Catatan :

1. Skor penilaian Ya = 100 dan Tidak = 50 untuk pernyataan yang positif, sedangkan untuk pernyataan yang negatif, Ya = 50 dan Tidak = 100
2. Skor maksimal = jumlah pernyataan dikalikan jumlah kriteria = 5 x 100 = 500
3. Skor sikap = (jumlah skor dibagi skor maksimal dikali 100) = (450 : 500) x 100 = 90,00
4. Kode nilai / predikat :
 - 75,01 – 100,00 = Sangat Baik (SB)
 - 50,01 – 75,00 = Baik (B)
 - 25,01 – 50,00 = Cukup (C)
 - 00,00 – 25,00 = Kurang (K)

- **Penilaian Jurnal** (Lihat lampiran)

2. Penilaian Pengetahuan

Tabel Penilaian Aspek Pengetahuan

No	Aspek yang Dinilai	Kriteria		Skor 1-5	Skor 1-4
1	Tujuan Komunikatif	Sangat memahami		5	4
		Memahami		4	3
		Cukup memahami		3	2
		Kurang memahami	Hampir tidak	2	1
		Tidak memahami	Memahami	1	
2	Keruntutan Teks	Struktur teks yang digunakan sangat Runtut		5	4
		Struktur teks yang digunakan runtut		4	3
		Struktur teks yang digunakan cukup runtut		3	2
		Struktur teks yang digunakan kurang runtut	Struktur teks yang digunakan hampir tidak runtut	2	1

		Struktur teks yang digunakan tidak runtut		1	
3	Pilihan Kosakata	Sangat variatif dan tepat		5	4
		Variatif dan tepat		4	3
		Cukup variatif dan tepat		3	2
		Kurang variatif dan Tepat	Hampir tidak variatif dan tepat	2	1
		Tidak variatif dan Tepat		1	
4	Pilihan Tata Bahasa	Pilihan tata bahasa sangat tepat		5	4
		Pilihan tata bahasa tepat		4	3
		Pilihan tata bahasa cukup tepat		3	2
		Pilihan tata bahasa kurang tepat	Pilihan tata bahasa hampir tidak tepat	2	1
		Pilihan tata bahasa tidak tepat		1	

3. Penilaian Keterampilan

a. Penilaian Presentasi/Monolog

Nama peserta didik: _____

Kelas: _____

No.	Aspek yang Dinilai	Baik	Kurang baik
1.	Organisasi presentasi (pengantar, isi, kesimpulan)		
2.	Isi presentasi (kedalaman, logika)		
3.	Koherensi dan kelancaran berbahasa		
4.	Bahasa: Ucapan Tata bahasa Perbendaharaan kata		
5.	Penyajian (tatapan, ekspresi wajah, bahasa tubuh)		
Skor yang dicapai			
Skor maksimum		10	

Keterangan:

Baik mendapat skor 2

Kurang baik mendapat skor 1

b. Rubrik untuk Penilaian Unjuk Kerja

AKTIVITAS	KRITERIA		
	TERBATAS	MEMUASKAN	MAHIR
Melakukan Observasi	Tidak jelas pelaksanaannya	Beberapa kegiatan jelas dan terperinci	Semua kegiatan jelas dan terperinci
Role Play	Membaca script, kosakata terbatas, dan tidak lancar	Lancar dan kosakata dan kalimat berkembang, serta ada transisi	Lancar mencapai fungsi sosial, struktur lengkap dan unsur kebahasaan sesuai
Simulasi	Fungsi social tidak tercapai, ungkapan dan unsur kebahasaan tidak tepat	Fungsi social kurang tercapai, ungkapan dan unsure kebahasaan kurang tepat	Fungsi social tercapai, ungkapan dan unsure kebahasaan tepat
Presentasi	Tidak lancar, topik kurang jelas, dan tidak menggunakan slide presentasi	Lancar, topik jelas, dan menggunakan slide presentasi tetapi kurang menarik	Sangat lancar, topic jelas, menggunakan slide presentasi yang menarik
Melakukan Monolog	Membaca teks, fungsi social kurang tercapai, ungkapan dan unsur kebahasaan kurang tepat, serta tidak lancar	Kurang lancar, fungsi social tercapai, struktur dan unsure kebahasaan tepat dan kalimat berkembang, serta ada transisi	Lancar mencapai fungsi sosial, struktur lengkap dan unsur kebahasaan sesuai, kalimat berkembang, serta ada transisi

Keterangan:

MAHIR mendapat skor 3

MEMUASKAN mendapat skor 2

TERBATAS mendapat skor 1

c. Penilaian Portofolio

Mata Pelajaran : Bahasa Inggris

Alokasi Waktu : 1 Semester

Sampel yang Dikumpulkan : karangan

Nama Peserta didik : _____

Kelas

: _____

No	Kompetensi Dasar	Periode	Contoh aspek yang dinilai				Catatan pendidik
			Tata bahasa	Perbendaharaan kata	Kelengkapan gagasan	Sistematika	
1.	Menulis karangan deskriptif	30/7					
		10/8					
	 dst					
2.	Membuat Resensi Buku	1/9					
		30/9					
	 dst					

d. Penilaian Kemampuan Menulis

No	Aspek yang Dinilai	Kriteria	Skor 1-5	Skor 1-4	
1	Keaslian Penulisan	Sangat original	5	4	
		Original	4	3	
		Cukup original	3	2	
		Kurang memahami	Hampir tidak	2	1
		Tidak original	Original	1	
2	Kesesuaian isi dengan judul	Isi sangat sesuai dengan judul	5	4	
		Isi sesuai dengan judul	4	3	
		Isi cukup sesuai dengan judul	3	2	
		Isi kurang sesuai dengan judul	Isi hampir tidak sesuai dengan judul	2	1
		Isi tidak sesuai dengan judul	Isi hampir tidak sesuai dengan judul	1	

3	Keruntutan Teks	Keruntutan teks sangat tepat		5	4
		Keruntutan teks tepat		4	3
		Keruntutan teks cukup tepat		3	2
		Keruntutan teks kurang tepat	Isi hampir tidak sesuai dengan judul	2	1
		Keruntutan teks tidak tepat		1	
4	Pilihan Kosakata	Pilihan kosakata sangat tepat		5	4
		Pilihan kosakata tepat		4	3
		Pilihan kosakata cukup tepat		3	2
		Pilihan kosakata kurang tepat	Pilihan kosakata hampir tidak tepat	2	1
		Pilihan kosakata tidak tepat		1	
5	Pilihan tata bahasa	Pilihan tata bahasa sangat tepat		5	4
		Pilihan tata bahasa tepat		4	3
		Pilihan tata bahasa cukup tepat		3	2
		Pilihan tata bahasa kurang tepat	Pilihan tata bahasa hamper tidak tepat	2	1
		Pilihan tata bahasa tidak tepat		1	
6	Penulisan Kosakata	Penulisan kosakata sangat tepat		5	4
		Penulisan kosakata tepat		4	3
		Penulisan kosakata cukup tepat		3	2
		Penulisan kosakata kurang tepat	Penulisan kosakata hampir tidak tepat	2	1
		Penulisan kosakata tidak tepat		1	
		Tulisan rapi dan mudah terbaca		5	4
		Tulisan tidak rapi tetapi mudah terbaca		4	3
7	Kerapihan Tulisan	Tulisan tidak rapi dan tidak mudah terbaca		3	2
		Tulisan tidak rapi dan sulit terbaca	Tulisan rapi dan hamper tidak terbaca	2	1
		Tulisan tidak rapi dan tidak terbaca		1	

e. Penilaian Kemampuan Berbicara (*Speaking Skill*)

No	Aspek yang Dinilai	Kriteria	Skor 1-5	Skor 1-4	
1	Pengucapan (<i>pronunciation</i>)	Hampir sempurna	5	4	
		Ada beberapa kesalahan, tetapi tidak mengganggu makna	4	3	
		Ada beberapa kesalahan dan mengganggu makna	3	2	
		Banyak kesalahan dan mengganggu makna	Hampir semua salah dan mengganggu makna	2	1
		Terlalu banyak kesalahan dan mengganggu makna		1	
2	Intonasi (<i>intonation</i>)	Hampir sempurna	5	4	
		Ada beberapa kesalahan, tetapi tidak mengganggu makna	4	3	
		Ada beberapa kesalahan dan mengganggu makna	3	2	
		Banyak kesalahan dan mengganggu makna	Hampir semua salah dan mengganggu makna	2	1
		Terlalu banyak kesalahan dan mengganggu makna		1	
3	Kelancaran (<i>fluency</i>)	Sangat lancar	5	4	
		Lancar	4	3	
		Cukup lancar	3	2	
		Kurang lancar	Sangat tidak lancar	2	1
		Tidak lancar		1	
4	Ketepatan Makna (<i>accuracy</i>)	Sangat tepat	5	4	
		Tepat	4	3	
		Cukup tepat	3	2	
		Kurang tepat	Hampir tidak tepat	2	1
		Tidak tepat		1	

Skor Penilaian

No.	Huruf	Rentang angka
1.	Sangat Baik (A)	86-100
2.	Baik (B)	71-85
3.	Cukup (C)	56-70
4.	Kurang (D)	≤ 55

4. Pengayaan

Bagi peserta didik yang telah mencapai target pembelajaran sebelum waktu yang telah dialokasikan berakhir, perlu diberikan kegiatan pengayaan.

5. Pengayaan

Bagi peserta didik yang belum mencapai target pembelajaran pada waktu yang telah dialokasikan, perlu diberikan kegiatan remedial

15 Juni 2021

Jember,

Mengetahui
Kepala Sekolah

Guru Mata Pelajaran

.....
NIP/NRK.

.....
NIP/NRK.

UNIVERSITAS ISLAM NEGERI
KH ACHMAD SIDDIQ
JEMBER



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI JEMBER
FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

Jl. Mataram No.1 Mangli, Telp. (0331) 487550 Fax. (0331) 472005, Kode Pos : 68136
Website : [www.http://ftik.iain-jember.ac.id](http://ftik.iain-jember.ac.id) e-mail : tarbiyah.iainjember@gmail.com

Nomor : B. 1593/In.20/3.a/PP.00.9/06/2021 14 Juni 2021
Sifat : Biasa
Lampiran : -
Hal : **Permohonan Ijin Penelitian**

Yth. Kepala MTs Bustanul Ulum
Glengseran, Suci, Panti, Kabupaten Jember, Jawa Timur

Assalamualaikum Wr Wb.

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

Nama : Silvy Eka Wulandari
NIM : T20176009
Semester : 8 (DELAPAN)
Prodi : TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai ***The implementation of discovery learning method in teaching reading of MTs Bustanul Ulum Jember selama 14 (empat belas)*** hari di lingkungan lembaga wewenang Bapak/Ibu Fahrul Abdullah, S.Pd.

Adapun pihak-pihak yang dituju adalah sebagai berikut:

1. Bapak Fahrul Abdullah, S.Pd
2. Bapak Samsul Arifin, S.Pd
3. Bapak Mohamad Ali Bahrudin, S.Pd

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Wassalamualaikum Wr Wb.

Jember, 14 Juni 2021

an. Dekan
Wakil Dekan Bidang Akademik,



Mashudi



YAYASAN AL HASAN II MTs. BUSTANUL ULUM

NSM : 121235090089 NPSN : 20581529

e-mail : mts_bu@yahoo.com website: mtsbustanululum-panti-jember.sch.id

Jl. Teropong Bintang No. 01-02 Kemiri Telp (0331) 413133 Panti - Jember ☎ 68153

SURAT KETERANGAN PENELITIAN

Nomor : 119/MTs.13.33.459/VII/2021

Yang bertanda tangan dibawah ini ,

Nama lengkap : **FAHRUL ABDULLAH, S.Pd**
NIP : -
Jabatan : Kepala Madrasah Tsanawiyah Bustanul Ulum
Alamat Madrasah : Jl. Teropong Bintang No. 01-02 - Kemiri - Panti -
Jember 68153
Telepon : (0331) 413133

Dengan ini menerangkan , bahwa :

Nama : **SILVY EKA WULANDARI**
NIM : T201760009
Jurusan : Fakultas Tarbiyah Dan Ilmu Keguruan
Program Studi : Tadris Bahasa Inggris

Bahwa mahasiswa tersebut di atas telah benar – benar melakukan penelitian Skripsi di MTs. Bustanul Ulum Kemiri Panti Jember, yang dilaksanakan pada tanggal 15 Juni 2021 sampai dengan 28 Juni 2021

Demikian surat keterangan ini untuk digunakan sebagaimana mestinya.


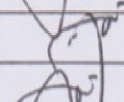

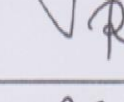
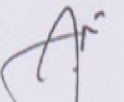
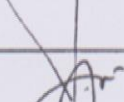
Kemiri, 28 Juli 2021

Kepala
MTs. Bustanul Ulum



Jurnal Penelitian

The Implementation of Discovery Learning in Teaching Reading at Eighth Grade of MTs Bustanul Ulum Panti Jember

No	Hari/Tanggal	Jenis Kegiatan	Tanda Tangan
1	15 Juni 2021	Menyerahkan Surat Penelitian ke MTs Bustanul Ulum Panti Jember	
2	15 Juni 2021	Melakukan observasi dikelas	
3	17 Juni 2021	Melakukan wawancara dengan guru	
4	22 Juni 2021	Melakukan wawancara dengan siswa	
5	25 Juni 2021	Mengambil data tentang Sejarah MTs Bustanul Ulum Jember, Profil, visi dan misi, dll.	
6	28 Juli 2021	Pengambilan surat selesai penelitian	



Jember, 28 Juli 2021
Kepala MTs Bustanul Ulum

Fahri Abdullah, S. Pd

STRUKTUR ORGANISASI MTs. BUSTANUL ULUM PANTI



Keterangan :
 garis Komando : _____
 garis Koordinasi : _____

DATA GURU / PEGAWAI MTs. BUSTANUL ULUM PANTI

NO	NAMA	TEMPAT, TANGGAL LAHIR	PENDIDIKAN TERAKHIR	DITETAPKAN SEBAGAI	TMT SK AWAL	ALAMAT	NO. HP
1	FAHRUL ABDULLAH, S.Pd	Jember, 20 Desember 1987	S.1 / Bimbingan Konseling	Kepala Sekolah	16 - 07 - 2006	Dsn. Sodong Kemiri Panti Jember	082232116486
2	FEBI ANGGRAENI, S.Si	Jember, 10 Februari 1980	S.1 / MIPA	Waka Kurikulum	07 - 01 - 2001	Glagahwero Krajan Panti Jember	085859935345
3	SAMSUL ARIFIN, S.Pd	Jember, 07 Juni 1986	S.1 / Pend. Bahasa Inggris	Waka Kesiswaan	16 - 07 - 2006	Dsn. Sodong Kemiri Panti	081259918234
4	MUKHAMMAD DAKIR	Jember, 08 Juli 1972	SMA / IPS	Waka Humas	01 - 08 - 2008	Dsn. Payung Suci	081330219240
5	FATHONI	Jember, 10 September 1984	MAN / IPS	Waka Sarpras	13 - 07 - 2009	Jl. Sentot Prawirodirjo VI/46 Jember	085105808498
6	USRIATIN, S.TP	Bangkalan, 10 Februari 1979	S.1 / Teknologi Pertanian	Guru Tetap Yayasan	17 - 07 - 2001	Jl. Irian Glengseran Panti Jember	081336579130
7	WAHYU EKO SULISTYOWATI, S.E	Jember, 26 Mei 1978	S.1 / Akuntansi	Guru Tetap Yayasan	07 - 01 - 2004	Dsn. Gaplek Desa Suci Panti	085745633131
8	USWATUN KHANIFIAH, S.Pd.I	Banyuwangi, 03 Maret 1983	S.1 / Pend. Agama Islam	Guru Tetap Yayasan	16 - 07 - 2005	Dsn. Delima Kemiri Panti Jember	081358604148
9	IKA SRI NURHAYATI, S.Pd.I	Jember, 19 Mei 1984	S.1 / Pend. Bahasa Arab	Guru Tetap Yayasan	07 - 01 - 2003	Dsn. Krajan Kemiri Panti Jember	085735035891
10	INDAYANI, S.Pd.I	Jember, 02 Maret 1980	S.1 / Pend. Bahasa Arab	Guru Tetap Yayasan	17 - 07 - 2000	Dsn. Krajan Kemiri Panti Jember	085228142406
11	Dra. DWI WAHYUNINGSIH	Jember, 10 November 1966	S.1 / FISIP/Kesejahteraan Sosial	Guru Tetap Yayasan	01 - 07 - 2004	Dusun Darungan, Desa Panti Jember	082142791319
12	MOHAMAD ALI BAHRUDIN, S.Pd	Jember, 12 April 1989	S.1 / Pend. Bhs Inggris	Guru Tetap Yayasan	01 - 07 - 2008	Jl. Candradimuka No. 49 Sumberan	082134003892
13	SURAJI	Jember, 12 November 1968	MAN / Agama	Guru Tetap Yayasan	01 - 07 - 2004	Suci Panti Jember	085859776272
14	SULISTIORINI, S.Pd	Jember, 06 Februari 1986	S.1 / Pend. Matematika	Guru Tetap Yayasan	16 - 07 - 2006	Jl. Basuki Rahmat Gg V No. 23 Jember	085746626885
15	YULIATI HANDAYANI, S. Pd	Jember, 18 Juli 1985	S.1 / Pend. Ekonomi	Guru Tetap Yayasan	01 - 07 - 2008	Dsn. Glengseran Suci Panti Jember	085259314119
16	NOVAN ADI PRATAMA, S.Pd	Jember, 10 November 1990	SMA / IPS	Guru Tetap Yayasan	13 - 07 - 2009	Dusun Krajan, Desa Panti - Jember	085334772985
17	SUPAIDI	Jember, 12 Februari 1961	S.1 / Pendidikan Olahraga	Guru Tetap Yayasan	17 - 07 - 2001	Jl. Sentot Prawirodirjo VI/46 Jember	085102438442
18	NANIK CATUR SETIOASIH, S.Pd	Jember, 17 September 1986	S.1 / Pendidikan Fisika	Guru Tetap Yayasan	13 - 07 - 2009	Pialangan Tegal Waru Mayang Jember	081336611871
19	RATNADIATUS SOFIAH, S.Pd.I	Jember, 22 April 1990	S.1 / Pend. Bahasa Arab	Guru Tetap Yayasan	01 - 07 - 2008	Jl. Brawijaya No. 141 Jubung Jember	082335561233
20	ALIYATUR RADIYAH, S.Pd	Jember, 21 Mei 1992	S.1 / Pend. Matematika	Guru Tetap Yayasan	13 - 07 - 2010	Dsn. Delima Kemiri Panti Jember	082311897318
21	DEWI FAIQOTUL FITRIAH, S.Pd.I	Jember, 25 Juni 1987	S.1 / Pend. Agama Islam	Guru Tetap Yayasan	01 - 07 - 2008	Jl. Sentot Prawirodirjo VI/46 Jember	085231794494
22	LUKMAN HAKIM, S.Pd	Jember, 05 Oktober 1988	S.1 / Pendidikan Olahraga	Guru Tetap Yayasan	25 - 11 - 2008	Dsn. Glengseran Suci Panti	085655799844
23	AINY LAILY ZAKIAH	Jember, 24 November 1994	SMA / IPA	Guru Tetap Yayasan	13 - 07 - 2015	Dsn. Gludengan Suci Panti Jember	082143272110
24	KHABIBATUN NASUKHA, S.Pd	Jember, 7 September 1993	S.1 / Pend. Agama Islam	Guru Tetap Yayasan	15 - 07 - 2013	Dsn. Glengseran Suci Panti Jember	085815317514
25	EDI SETIAWAN, S.Pd.I	Bondowoso, 14 Agustus 1986	S.1 / Kependidikan Islam	Guru Tetap Yayasan	18 - 07 - 2016	Dsn. Gumuk Kerang Ajung Jember	082336414622
26	RIZKI SUBBEH, S.S	Surabaya, 05 Juli 1992	S.1 / Bhs & Sastra Indonesia	Guru Tetap Yayasan	28 - 07 - 2016	Jl. Bedadung gg. Buntu, 45 Rambipuji	082172533781
27	SITI NUR FAIDAH, S.Si	Jember, 24 Agustus 1995	S.1 / MIPA	Guru Tetap Yayasan	03 - 01 - 2017	Perum Bumi Tegal Besar Bq 14	085707940047
28	FELLY NOVITA SARI, S.Pd	Jember, 19 Januari 1986	S.1 / Pend. Bahasa Inggris	Guru Tidak Tetap Yayasan	03 - 01 - 2017	Dsn. Delima, Kemiri Panti Jember	085236992844
29	LUTFAH ROSALINA, S.Pd	Jember, 14 Februari 1997	S.1 / Bimbingan Konseling	Guru Tidak Tetap Yayasan	03 - 01 - 2017	Sentol Suci Jember	085812109045
30	HINDUN IMAMAH, S.Pd	Jember, 14 September 1996	S.1 / Pend. Agama Islam	Guru Tidak Tetap Yayasan	02 - 01 - 2020	Dsn. Kerajan Kemiri Panti Jember	085229964612
31	ILHAM FELANI, S.Pd	Jember, 16 Nopember 1996	S.1 / Pend. Bhs & Sastra Indonesia	Guru Tidak Tetap Yayasan	13 - 07 - 2020	Dsn. Kerajan Kemiri Panti Jember	085157257734
32	FAIQURRAHMAN	Jember, 17 Juli 1991	SMA / IPA	Tata Usaha / Bendahara 1	04 - 07 - 2011	Dsn. Delima Kemiri Panti Jember	085645826163
33	FAUZIYAH JAZILAH	Jember, 15 Juni 1994	SMA / IPA	Bendahara 2	15 - 07 - 2013	Dsn. Kerajan Kemiri Panti Jember	081235783247
34	HASANATUL LAELY	Jember, 07 Mei 1996	SMA / IPA	Pengurus Koperasi	14 - 07 - 2014	Dsn. Delima, Kemiri Panti Jember	082333960228
35	KUSMAN	Jember, 01 Januari 1963	SD	Petugas Kebersihan	02 - 07 - 2007	Dusun Gaplek, Suci Panti Jember	085648886907
36	MUHAMMAD ZAINAL ARIFIN	Jember, 19 Oktober 1995	SMK / Marketing	Security	26 - 08 - 2019	Karang Anom, Serut Panti Jember	

Kepala Sekolah

DOCUMENTATION



(The Classroom's condition and situation at VII-D)



(Interview with Mr. Udin)



(Interview with Riska)



(Interview with Siska)

UNIVERSITAS ISLAM NEGERI
KH ACHMAD SIDDIQ
JEMBER

BIODATA



Name : Silvy Eka Wulandari
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Religion : Islam
Nationality : Indonesian
Phone : 085726133349
Email : Silvywulan75@gmail.com

EDUCATION DETAILS

2008-2013 : MI Tarbiyatul Athfal
2013-2015 : MTs Ma'arif 22
2015-2017 : MAN 1 Lamongan
2017-Nowaday : English Education Department, UIN KHAS
Jember