

CHAPTER I

INTRODUCTION

A. Background of the Study

Language is very important for human being in the world to get something by using language. In this modern era, we know that English language is an important language that is used in many events. The examples are magazine, book and newspaper that are published more in English than other languages. It is believed that mastery of a second or foreign language would give a great benefit to one's personal need and professional demand. In this case English is the second or foreign language that one should be able to master. English learners must be familiar to four basic skills. There are: listening, speaking, reading, and writing. Reading is an important skill among other. It has to be practiced by the English learners.

According to Naf'anTarihoran and MiftahulRachmat in their book (Reading Basic Reading Skills), "reading is defined as an individual's total inter-relationship with symbolic information".¹ Reading is a skill that is often used by students to understand the meaning of some texts. It means that they must be able to

¹Naf'anTarihoran and MiftahulRachmat, *Reading1: Intermediate Reading Skill*, (Serang: Loquen Press, 2010), p.3.

comprehend the reading materials which are shown as the written text. In the other case, the students must pass the final examination which the test consists of understanding the text. In order to achieve these important goals, the teacher should be successful enough in making the students to comprehend the text well.

When the researcher observed and taught in eighth grade at SMPI Al-WutsqoSerang, she found that most of the students were failed to comprehend the descriptive text well. They still got difficulties to determine the main idea and answer the questions based on the text. Furthermore, they often opened the dictionary to find the meaning of the words. The researcher thought that this habit can waste the students' time in learning. It is caused of the old technique without collaboration in learning that conducted by the teacher. And it can be proved by their low scores in reading lesson. When the teacher gives a test, many students achieve low scores. Their scores are lower than Standard Score (KKM) that student should get 75 at least. And researcher also found that the students often don't pay attention to teacher's explanation. It is probably caused of reading traditional method which gives static strategy and makes the students bored.

Properly, Junior High School students must be able to determine the simple text meaning without taking any long time.

They must be able to answer the questions based on the text by determining the key word of the text, which can help them to get the answer quickly. The new method must be applied to solve this problem, in order to make the reading descriptive text learning works effectively.

Based on the situation above, the English teacher should choose an appropriate technique or strategy to improve students' reading comprehension and also give them much more motivation in learning process. In fact, when the students learn a second or a foreign language, they will meet a method or an approach that it cannot be separated from their process in learning language. In teaching language, one of the facts which are often faced by people is method. It is successful or not a language instruction is often accessed from the method used because the method determined content and way of teaching language. More techniques that can be used by teacher to increase students' reading ability, one of ways is through Discovery-Inquiry Method that enables teacher to implement teaching English.

To solve this problem, the researcher proposes Discovery-Inquiry Learning as a method in teaching to increase students' reading ability. According to Frank Xin his book *The Science Quest Using Inquiry/Discovery to Enhance Student Learning Grades 7–*

12, “the inquiry/discovery approach develops skills in scientific thinking, reasoning, and practice by encouraging students to take more active and responsible roles in the various phases of science investigations”.² The goal of teaching in Discovery-Inquiry Method is to make students being understand the meaning of the text by analyzing the information in the text deeply and critically. Basically, Discovery-Inquiry Method makes the students use their critical thinking to discover facts and relationships for themselves. In this language teaching methodology, the teacher sets up a situation that makes the students are likely to encourage their active engagements. In addition, this method takes places in problem solving situations where the learner draws on his or her own past experience and existing knowledge to discover facts and relationships and new truths to be learned. Students’ motivation to learn comes from their desire to know the truths well. Models that are based upon Discovery-Inquiry Method include: guided discovery, problem-based learning, simulation-based learning, case-based learning, incidental learning, among others.

Based on the background above the writer tries to make a title that suitable with the real condition above by making the title:

²Frank X. Sutman, Frank X. Joseph S., 2008, *The Science Quest Using Inquiry/Discovery to Enhance Student Learning Grades 7–12*, (San Francisco: Jossey Bass), p. 16.

IMPROVING STUDENTS' READING COMPREHENSION IN DESCRIPTIVE TEXT BY USING DISCOVERY-INQUIRY METHOD.

The writer does this research to get the data that is needed to complete the final project assignment. Based on the problems above, the writer offers the solution to solve the problems by using Discovery-Inquiry Method to improve students' reading ability. The writer used classroom action research (CAR) as her research method, because there are a number of procedures that can be used to improve teaching learning process in the classroom. Usually it is used by teachers because they found some problems in the teaching learning process. The writer hopes that Discovery-Inquiry Method could improve students' reading comprehension in descriptive text because this method has many advantages for both the teacher and the students in the teaching learning process.

B. Identification of the Problem

1. Students get difficulty in understanding descriptive text.
2. Students get difficulty in determining key word in descriptive text.
3. The old method makes the students bored.
4. Students need the method that makes them study comfortably.

C. The Statement of the Problem

Referring to the background of the study previously presented, the researcher formulates the statement of the problem as follow:

1. How is the implementation of Discovery-Inquiry Method in Descriptive Text in eighth grade in SMPI Al-Wutsqo?
2. How is the improvement of students' reading comprehension in descriptive text in eighth grade in SMPI Al-Wutsqo after being taught through using Discovery-Inquiry Method?

D. The Objective of Research

The objectives of the study are:

1. To describe the implementation of Discovery-Inquiry Method in Descriptive Text in eighth grade in SMPI Al-Wutsqo.
2. To identify the improvement of students' reading comprehension in descriptive text by using Discovery-Inquiry Method.

E. Benefits of Research

For Teachers

1. Developing an effective learning model, efficient and fun to involve students actively in the process of learning English to improve their comprehension in reading descriptive text.
2. Improving the processes of learning and teaching.

For Students

1. Improve students' ability to comprehend descriptive text using variety techniques of Discovery-Inquiry Method.
2. Increase the pleasure and motivation to learn.
3. Increase students' confidence in learning.
4. Improve reading comprehension and achieve learning English goal.
5. Improve liveliness, creativity and student learning outcomes are higher.

For School

Discovery-Inquiry Method can improve English learning activity in SMPI Al-Wutsqo.

F. Organization of Paper

The paper consists of five chapters as follow:

The first chapter discusses about introduction which consists of background of the study, identification of the problem, statement of the problem, the objective of the research, benefits of research, and organization of paper.

The second chapter explains about six parts of theoretical foundation. They are learning theory, reading theory, discovery learning, inquiry learning, discovery-inquiry method, and descriptive text.

The third chapter discusses about research methodology. It contains of research step and design, place and time, research subject, technique of data collecting, technique of data analyzing, and procedure of the research

The fourth chapter explains about research finding and discussion. It consists of the implementation of the action, the discussion of the data after classroom action research (CAR), and the interpretation of the result

The fifth chapter explains about conclusion and suggestions

CHAPTER II

THEORITICAL FOUNDATION

A. Learning Theory

Learning is a process that is known by changing of human attitude from bad to be better. The changing as a result of a learning process can be shown by variety types, such as getting more knowledge, understanding, attitude, skill, and other aspects which are existed in every individual.

Jerome S Bruner is a scientist who referred many learning theories. He was influential in defining Discovery Learning. It uses Cognitive psychology as a basic. He did not develop the learning theories systematically. He assumed that the most important thing in learning is how the student chooses and transforms the information actively, and it is the main of learning. Therefore, Bruner focused his theory on “what does the human do with the information?” and “what will he do after getting the information?”

According to Bruner in his book *The Process of Education*, he proposed four themes of education.

1. The important of structure

In this point, Bruner proposed that the structure of the education or called by curriculum is very important in learning process. By the curriculum, the teachers can help the students to see how the different materials can be compounded each other, because there is the connection in its discussions.

As Bruner said in his book, “the approach taken is a practical one. Students, perforce, have a limited exposure to the materials they are to learn”.³ Therefore, the effective curriculum is needed to be applied to make good students’ learning.

2. Readiness for learning

The reader will find the chapter devoted to this theme introduced by the proposition that the foundations of any subject may be taught to anybody at any age in some form. “Though the proposition may seem startling at first, its intent is to underscore an essential point often overlooked in the planning of curricula”.⁴ By readiness for learning, students have preparation to improve their knowledge much more. And they also have the motivation in learning that is very important in its process.

3. Intuitive and analytic thinking

Intuitive as purposed by Bruner “the intellectual technique of arriving at plausible but tentative formulations without going through the analytic steps by which such formulations would be found to be valid or invalid conclusions”.⁵ This theory is such a shrewd guess that can help the students to comprehend their knowledge by doing courageous leap to make them think the material well.

³Jerome Bruner, *The Process of Education*, (Massachusetts: Harvard University Press, 1999), p. 11.

⁴Ibid, p. 12.

⁵Ibid, p. 13.

4. Motives for learning

“Ideally, interest in the material to be learned is the best stimulus to learning, rather than such external goals as grades or later competitive advantage”.⁶ It means that the desire from the students is more effective motivation than the external motivation. The teachers need to grow students’ motivation to make good learning.

So, according to Bruner, the learning activity will be effective if there are variety aspects that support it. The readiness in learning and analytic thinking will help the students be active in learning process. By these themes, they will take the important role in the study. Motives for learning, indeed, are very important, in order to make the students feel comfort during studying. It can be done by stimulating them with interest way.

The learning process will be done effectively through three steps: Enactive, iconic, and symbolic. These three steps are proposed by Bruner in RatnawilisDahar’s book *Teori-teoriBelajardanPembelajaran* and called by three presentation steps.

1. Enactive, a step which the learning is learned actively by using concrete things or events. So in this step, the students know some aspects in the past without using their thinking or words. It is like when the students know how to ride the bicycle.
2. Iconic, a step which everything is represented by using visual picture. Example: triangle shape represents triangle concept.
3. Symbolic, in this step, students begin to know how to represent the object by language and words. This is the last step which the

⁶Ibid, p. 14.

students don't need the object to know something like the first and second steps.⁷

Therefore, according to Bruner theory above, it is very important in learning activity to begin the process by stimulating the students by past experiences in their life. In means there is must be the concrete things or events that represent the material. So, the students will be able to relate it with the learning material and make them get the meaning of the material easily.

From the theory above, it can be concluded that Bruner proposes a cognitive strategy in learning activity. It means that the students' role in learning activity is very important. And the target of the learning is to make the students be active in the process, not just make them get the high score.

B. Reading Theory

There are four skills in English which should be mastered, they are: reading, speaking, listening, and writing. It cannot be denied that reading is one of the most important. Reading is as saying the words from the book or something written loudly or silently. Reading has a positive effect on students' vocabulary knowledge on their spelling and on their writing. Because reading develops students' knowledge, so, they can express what they read and get experience although they don't do anything.

⁷Ratna Wilis Dahar, *Teori-teori Belajar dan Pembelajaran*, (Bandung: PT Gelora Aksara Pratama, 2006), p. 78.

1. Definition of reading

Reading has always been different from writing. Writing prioritizes sound, as the spoken word must be transformed and deconstructed into representative sign. Reading, however, prioritizes meaning. The faculty of reading has, in fact, very little to do with the skill of writing. There are many definitions of reading as follow:

- a. Reading according to Birch and Rumelhart in Kristin is “an interactive process that takes place between the text and the reader’s processing strategies and background knowledge”.⁸
- b. According to Naf’anTarihoran and MiftahulRachmat in their book *Reading: Basic Reading Skills* is defined as “an individual’s total inter-relationship with symbolic information. Reading is a communication process requiring a series of skills”.⁹
- c. According to Andrew P. Johnson, “reading is the practice of using text to create meaning. The two key words here are creating and meaning. If there is no meaning being created, there is no reading taking place”.¹⁰

Therefore, researcher assumes that reading is interaction process between reader and word system to find out the meaning of the text. By reading, the reader gets the information from the text and understands what the text offers. Good

⁸Kristin Lems, *Teaching Reading to English Language Learners*, (New York: The Guilford Press, 2010), p.33.

⁹Naf’anTarihoran and MiftahulRachmat, *Reading I: Basic Reading Skills*, (Serang: Loquen Press, 2012), p. 4.

¹⁰ Andrew P. Johnson, *Teaching Reading and Writing*, (Maryland: Rowman & Littlefield Education, 2008), p. 3.

reading also provides good model of good writing. It means, when a reader has good skill in reading, he has big opportunity to be mastery in writing skill. And it can develop his language's competence and gain his knowledge.

2. Kinds of Reading

a. Intensive reading

The term intensive reading refers to the detailed focus on the construction of reading texts which take place usually (but not always) in classrooms. Teachers may ask students to look at extracts from magazines, poems, internet websites, novels, newspapers, plays and wide range of other text genres. The exact choice of genres and topics may be determined by the specific purposes that students are studying for (such as business, science or nursing).¹¹

According to other book, "intensive reading is used on shorter texts in order to extract specific information".¹²In intensive reading, the students must be focus on what they learn about. It depends on the material that is given by their teacher. They are asked to identify the words and find out the meaning of the text.

b. Extensive Reading

The term extensive reading refers to reading which students do often (but not exclusively) away from the classroom. They may read novels, web pages, newspapers, magazines or any other reference material. Where possible, extensive reading should involve

¹¹ Jeremy Harmer, *How to Teach English*, (Harlow: Ocelot Publishing, 2010), p.99-100.

¹²Naf'anTorihoran, *Reading 1: Intermediate Reading Skill*, Op.Cit, 2010, p.3.

reading for pleasure – what Richard Day calls joyful reading.¹³

What the experts say about extensive reading

"Extensive reading is the most efficient way to help students change old habits and become confident second language readers." Prof. Mary Lee Field, Wayne State University, Michigan

". . . reading for pleasure [extensive reading] is the major source of our reading competence, our vocabulary and our ability to handle complex grammatical constructions." Prof. Stephen Krashen, University of Southern California

"Extensive reading may play a role in developing the capacity for critical thinking so important for success in higher education." Prof. Richard R. Day, University of Hawaii and Prof. Julian Bamford, Bunkyo University, Japan

"It is clear from these studies that extensive reading can be a major factor in success in learning another language." Prof. I. S. P. Nation, Victoria University of Wellington, New Zealand.¹⁴

By extensive reading, the reader develops his skill comfortably, because he does this activity on his amusement. And this activity also can increase his skill automatically.

3. Reading Skills

Students need to be mastery to do a number of things with a reading text. They need to be able to:

¹³ Jeremi Harmer, Op.Cit., 99

¹⁴ Beatrice S. Mikulecky, Linda Jeffries, *Advanced Reading Power: Extensive Reading, Vocabulary Building, Comprehension Skills, Reading Faster*, (New York: Pearson Education, 2007), p.3.

a. Scanning

Scanning is defined as the ability to locate specific information or facts as rapidly as possible. Glancing at a selection for a specific piece of information and stopping when you find it. Scanning is a technique used when locating a word in the dictionary, when seeking a page number in the index or when checking to see what television programs are offered in certain times. Good scanning ability depends on knowing what you want to find and knowing the organization of the material to be read.¹⁵

Scanning can develop students' reading ability. By this skill, they can read many words effectively without taking any long time. This ability is also needed by college students who are often ordered to read many materials. By scanning ability, they can manage their time in reading activity.

b. Skimming

“Skimming is a technique used to find out how a news story, magazine article, or text book chapter is organized and is it generally about without having to read the entire selection. To skim correctly it is necessary to know the various organizational patterns of writing.”¹⁶

“Students need to be able to skim a text (as if they were casting their eyes over its surface) to get a general idea of what it is about”.¹⁷ This activity is different with scanning in its way

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¹⁵Naf'anTarihoran,*Reading 1: Intermediate Reading Skill*,Op.Cit, 2010, p.

¹⁶ Ibid

¹⁷Jeremi Harmer, Op.Cit., 101.

on seeking information. In which scanning is a skill to get specific information, and skimming is the ability to get the clue of the information. It is used when a reader want to search the information about a text, he just need to read a title, first and last paragraph to get the main of the information. It is no need to read all of the text.

4. The Purposes of Reading

Every student has his own purpose to read something. According to Naf'antarihoran in his book (Tarihoran:2012), the purposes of reading are as below:

- a. Reading for pleasure
 - a) To follow a narrative
 - b) To enjoy the sound and the rhythm of a literacy text.
- b. Reading for a general impression
 - a) To gain an idea of the writer's viewpoints
 - b) To gain an overall impression of the tone of the text
 - c) To decide whether or not to read the text
- c. Reading for organizing reading and study
 - a) To gain and understanding of new concepts
 - b) To learn certain facts from a text
 - c) To follow instructions
- d. Reading for learning content or procedure
 - 1) To gain an understanding of new concepts
 - 2) To learn certain facts from a text
 - 3) To follow instructions¹⁸

In sum, the reader has his own purpose in reading a text. It is based on his necessity. The students need reading aloud to gain their knowledge and information. And by reading, the students also can improve their reading skill.

¹⁸Naf'anTarihoran and MiftahulRachmat, Reading I: Basic Reading Skills, (Serang: Loquen Press, 2012), p. 7-8.

C. Discovery Learning

One of cognitive instructional learning models is the learning model from Bruner. It is known by Discovery learning. This learning method is the effective method to be implied to students. This method gives the students some instructions how to solve the problem by critical thinking. So the students understand the material according to the process that they did before.

There are two definitions of Discovery Learning according to ShalinHai-Jew in book *Constructing Self-Discovery Learning Spaces Online*.

1. first definition of Discovery Learning is simply that of a learner exploring and seeking educational opportunities on their own, informally, wherever they might be available (he/she is discovering and in the process learning).
2. A second, more formal description, one which for the purposes of this chapter will be the main operational definition, is that “Discovery Learning is an approach to learning that can be facilitated by particular teaching methods and guided learning strategies through exploring and problem solving, students take on an active role to create, integrate, and generalize knowledge”.¹⁹

From the definitions above, discovery learning is a set of teaching methods that emphasizes students’ critical thinking to solve the problem and relate it to their past experiences. Likewise, discovery learning asks the students to take the active-role in learning process. It is different with other methods which often serve the teacher-center as its learning techniques.

¹⁹ShalinHai-Jew, *Constructing Self-Discovery Learning Spaces Online: Scaffolding and Decision Making Technologies*, (Kansas: Kansas State University, 2012), p.2.

“Emphasis on discovery, indeed, helps the child to learn the variety of problem solving, of transforming information for better use, helps him to learn how to go about the very task of learning”.²⁰

According to Jerome Bruner, he viewed there are four benefits of learning through discoveries: “(1) the increase in intellectual potency, (2) the shift from extrinsic to intrinsic rewards, (3) the learning of the heuristics of discovering, and (4) the aid to conserving memory”.²¹

The weaknesses of discovery method according to Suryosubroto (2009) are: (1) there must be mental preparation to do the learning process, (2) the difficultness of implying this method in a large class, (3) implying this method is a difficult thing, it is caused by the teachers’ habit by using traditional method, (4) this method is believed make the process of getting knowledge is the only important thing without taking care the students’ attitude and skill, (5) in some subjects, there are no facilitations to stimulate the new knowledge, (6) this strategy probably don’t give the students creative thinking if the teacher has selected the important definition before.²²

D. Inquiry Learning

“Inquiry learning implements a constructivist approach so that students interact with the content by asking questions to increase

²⁰ Jerome Bruner, *The Process of Education*, Op.Cit, P. 87.

²¹ Jerome Bruner, *On Knowing Essays for the Left Hand*, (New York: Harvard College, 1997), p. 83.

²² Suryosubroto, *Proses Belajar Mengajar di Sekolah*, (Jakarta: PT Rineka Cipta, 2009), p. 186-187

understanding and comprehension and at the same time construct their own knowledge.”²³

According to Suryosubroto, inquiry method is a wide word from discovery. It means, inquiry process has higher mental processes. Such as problem statement, made experiment, data analysis, and get conclusion.²⁴

In sum, discovery and inquiry have the same meaning except inquiry strategy involves all student skills to seek and analyze the problem critically and systematically. Therefore students confidently will get the answer.

There are two types of inquiry learning according to Teresa Coffman in her book *Engaging Students Through Inquiry-Oriented Learning and Technology*:

1. “Teacher-centered Learning, inquiry learning focuses on you asking questions on a consistent basis to ensure that your students understand the material during a class discussion”.²⁵ It means, this type asks the teacher stimulate his/her students by asking the questions, and then the students will ask the questions to their friends to emphasis their critical thinking.
2. “Student-centered, the focus is on the student, with an emphasis placed on active engagement in the learning process to develop and build on student understanding”.²⁶ In this step, students use their critical thinking and share it to their friends. Despite this

²³Teresa Coffman, *Engaging Students Through Inquiry-Oriented Learning and Technology*, (Maryland: Rowman& Littlefield Education, 2009), p.1.

²⁴Suryosubroto, Op.Cit, p. 179.

²⁵ Teresa Coffman, Op.Cit, p. 5-6.

²⁶ Ibid.

method is focused in students activity, the teacher still has important part as a learning strategy designer. The teacher has to make the students do the activities. Sometimes, student has to explain the lesson, ask the questions, comment the statements and advice the students.

Although inquiry can play a role in instruction across the academic disciplines, the inquiry/discovery process is most effectively introduced and taught in classrooms when teachers call upon materials that students use to carry out investigative activities that lead to the collection of information (data). The process of collecting, observing, and summarizing information, especially numerical data, is effective in stimulating lesson discussions and for developing the desired critical thinking skills. Students need to experience scientific conclusions based on precise observations and collected data, and that these conclusions can have greater accuracy and validity than those based on other types of evidence.²⁷

Teacher uses this method to stimulate the students to use their critical thinking in learning process. By collecting, observing, and summarizing information, students are asked to be active and then they can find their own answer based on the steps that they have done. The steps in inquiry learning make the students realize the important of some knowledge. Therefore, students will satisfy with the result of the learning.

E. Discovery-Inquiry Method

From the definition above, discovery is a method that offers the learners to discover the facts for themselves by their own thinking rather being told. It helps them to participate in learning activity. In

²⁷ Frank X, Sutman, Joseph S, *The Science Quest Using Inquiry/Discovery to Enhance Student Learning Grades 7–12*, (San Fransisco: Jossey Bass, 2008), p. 16.

the other hand, inquiry is a learning method that offers the learners using their critical thinking by asking, observing, and analyzing the data.

In sum, discovery-inquiry method is a combination of two learning models. Which in discovery learning, students are asked to get the new knowledge by relating it to their previous experiences. And by inquiry learning, students are asked to use their critical thinking to analyze the problem.

According to Syamsudin (2012), the learning processes of discovery-inquiry method are: (1) stimulation, (2) problem statement, (3) data collection, (4) data processing, (5) verification, (6) generalization.

1. Stimulation

In this step, teacher stimulates the students by students past experiences. It is may be done by asking them about their experiences, showing the relating pictures, singing the relating song, etc.

2. Problem statement

Teacher gives the students the chance to identify the problem. After that, they are asked to make the hypothesis from the problem as the temporary answer.

3. Data collection

To prove the students temporary answer, they are asked to search the right answer by collecting the data from valid source. It is may be gotten from valid literature, good experiment, and observation.

4. Data processing

All data from the students are processed and checked to know the validity of its answer.

5. Verification

Based on the data that has processed, teacher guides the students to check the students' hypothesis from the first step.

6. Generalization

This is the last step in discovery-inquiry method. In this step teacher guides the students to make the learning conclusion based on the verification that has done in the previous steps.²⁸

The benefits of Discovery-Inquiry Method, according Sudirmanare:

1. Changing learning strategies from giving information to learning that focuses to data processing. Where the students will be more active in collecting the information.
2. The students will know the based concepts or the better concepts.
3. Help the students in using their thought.
4. Motivating the students to think and work based on their own initiative.
5. Make the students to be able to take advantage the variety of sources which don't make the teacher as the only one source.

The disadvantages of Discovery-Inquiry Method, according to Sudirmanare:

²⁸AbinSyamsuddinMakmun, *PsikologiPendidikan*, (Bandung: PT RemajaRosdakarya, 2012), p. 232-233.

1. Need the change of the learning habit which often receives the learning only from the teacher.
2. The teacher is asked to change his/her teaching habit from the information giver to facilitator, motivator and students' guider in learning.
3. This method gives the freedom to students in learning, but don't guarantee them to study actively.
4. The students' activity in this method asks the teacher's guide well. When the students are much, the teachers are limited, this method is difficult to be applied.²⁹

Amien also proposed seven types of discovery-inquiry, they are:

1. Guided Discovery-Inquiry Lab Lesson

In this type, most of the planning is made by the teacher. The teacher serves the students with some guides. In this step, students don't state the problems, and the wide guides are given by the teacher.

2. Modified Discovery Inquiry

Teacher gives the problems and asks the students to solve the problems by observation or doing some research procedures to get the answer. In this step, teacher usually facilitates the students by some properties. Teacher acts as a guide and source to support the learning process.

²⁹Sudirman N. dkk, 1992, *Ilmu Pendidikan*, (Bandung: RemajaRosdakarya)

3. Free Inquiry

Free inquiry is done after the students learned and understood how to solve the problem and got the knowledge that is done in modified discovery-inquiry step. In this step, students identify and state some problem that will be learned.

4. Invitation Into Inquiry

Students are involved in problem solving processes, likewise the steps that are done by most of scientists. An invitation gives the students a problem, and some planned questions invite them to do some activities: design the experiment, state the hypothesis, decide the control, determine the cause-effect, interpret the data, and make the graphic.

5. Inquiry Role Approach

Inquiry role approach is learning process activity which divides the students into several teams, which every team has four members to solve “invitation into inquiry”. Each member is given by different tasks. They are: team coordinator, technique adviser, data annotator, and process evaluator.

6. Pictorial Riddle

The approach by using pictorial riddle is a method to advance students' desired and motivation to make a discussion group in little or bog scale. This method type uses pictures or real situations to advance their critical thinking. A riddle is usually a

picture in the front of the class, and the teacher asks some questions related to the riddle.

7. Synectics Lesson

Synectics lesson centralizes in involving the students to make some metaphors in order to advance their intelligence and creativity. It is may be done because metaphor can help the students to undo the unexpressed words in their mind.³⁰

F. Descriptive Text

1. The Meaning of Description Text

“A descriptive text is a text that describes the features of someone, something, or a certain place”.³¹ In descriptive text, readers are asked to describe the features of someone, something or certain place. In descriptive text, an author usually creates the text based on what he gets through his five senses: seeing, listening, tasting, smelling, and feeling.

The people often find descriptive text in their daily life. Many texts such as magazines, newspapers, and bulletin are served as descriptive text within. It gives the descriptions of information that readers need clearly. Descriptive text serves the reader vivid details of how someone or something looks.

³⁰Amien M. 1987. *Mengajarkan IPA dengan Menggunakan Metode Discovery-Inquiry Bagian I*. Jakarta: Depdikbud.

³¹Artono Wardiman, *English in Focus for Grade VIII Junior High School (SMP/MTs)*, (Jakarta: Departemen Pendidikan Nasional, 2008), p. 16.

In *Genre, Text, Grammar* (Knapp:2005), Peter Knapp viewed that students describe when they are:

- a. Talking or writing about a picture:
‘This is a beach. These are lots of umbrellas on it and boats on the sea
- b. Writing about a character or place in a story:
‘Theo in James Valentine’s book *Jump Man* is an interesting character. He has spiky hair that changes colour all the time and he wears a coat that speaks.’
- c. Reporting on an animal:
‘A platypus is a monotreme. It has a bill and sharp claws. It lives in and near streams and isn’t seen by people very often.’³²

2. The General Structure of Descriptive Text

Descriptive text has the general structure as below:

- a. Introduction : (Mention the special participant) “is the part of the paragraph that introduces the character”.³³
- b. Description : (Mention the part, quality and characteristics of subject being described) “is the part of the paragraph that describes the character”.³⁴

³² Peter Knapp and Megan Watkins, *Genre, Text, Grammar*, (Sydney: Everbest Printing, 2005), p.97-98.

³³ Artono Wardiman, loc. cit.

³⁴ Ibid

Table 2.1 Example of Descriptive Text

Title	Tiger
Introduction	Tiger is a wild animal. They are the biggest cat of their species. Male tiger can have weight at least 180-320 kilos and the female is 120-180. So the female is thinner than the male.
Description	<p>They live in the jungle. They can run faster than a lion but they still slower than a cheetah. Tigers are carnivore. They usually hunt in the daylight. Their targets are deers, hogs, antelopes and mouse deers. The different between tiger and with other cats is their signature fur. They have stripes in their body. These stripes naturally are used as camouflage to hunt in the jungle. Their stripes also have the same function as a finger print in human body.</p> <p>If you want to see a tiger, you have to go to the zoo. Because they are very dangerous in the wild life.</p>

3. Grammatical Features of Describing

- a. Using simple present tense. Example: eats, sleeps, walks, etc. But according to Peter Knapp in his book states. Although present tense may be used in literary descriptions, it is past tense that tends to dominate. Example: had, was, enjoyed, seemed, sparkled
- b. Using adjectives in nominal group. Example: grey, hard, cool, etc.

- c. Adverbs are used to add extra information to verbs to provide more detailed description. Example: slowly, always, clearly, etc.

4. The Function and Purpose of Description Text

There are many purposes of descriptive text which can help the writers how to make good descriptive text. The purposes are as follow:

- a. To entertain.
- b. To express feelings.
- c. To relate experience.
- d. To inform (for reader unfamiliar with the subject)
- e. To inform (to create a fresh appreciation for familiar)
- f. To persuade (to convince the reader that some music videos degrade women).³⁵

5. Teaching Reading Descriptive Text by Using Discovery-Inquiry Method

John T. Guthrie in his book *Motivating Reading Comprehension* proposed about five strategies to improve reading skill. “We include developmental benchmarks for the following five strategies: activating background knowledge;

³⁵ Barbara Fine Clouse, *The Student Writer Editor and Critic*, (New York: Macgraw-Hill Companies, 2004), p. 143)

searching; summarizing; organizing graphically; and questioning”.³⁶

Emilia SukmaDaraDamanik stated about definition of activating background knowledge as: “Activating background knowledge is the process of thinking about what you already know about the topic, author, or the title”.³⁷

From the opinions above, it can be concluded that the background knowledge is very important to stimulate students’ reading comprehension. Students who are proficient in this strategy will be able to relate their past experience to get the main of the text. Especially in descriptive text which describes something in detail. Activating their background knowledge can help them to understand the text easily. They have the illustration of the text. So, they can guess whether the descriptive mostly talking about. It makes the learning process works effectively.

The second strategy is searching for information. By searching information, students will be able to answer important questions by looking the information from some books or resources.

³⁶John T. Guthrie, *Motivating Reading Comprehension*, (London: Lawrence Erlbaum Associates, Inc, 2004),p. 277.

³⁷ Emilia SukmaDaradamanik, EulisRahmawati, IlaAmalia, *Reading*, (Serang: FakultasTarbiyahdanKeguruan IAIN Sultan MaulanaHasanuddinBanten, 2015), p. 69.

The third strategy is summarizing. Summarizing based on Guthrie's statement in his book is "Summarizing refers to students forming an accurate abstract representation (summary) of text after reading all, or a substantial portion, of text material".³⁸ Students who are proficient in summarizing skill will be able to distinguish the information within different text. They, indeed, will be able to recognize which is the identification of descriptive text and which is the description.

The third strategy is organizing graphically which makes the students be active during learning activity by linking among the elements in the text.

And the last one is questioning which can emphasize students' focus in reading descriptive text. When the students ask their own questions that are related to the text, their critical thinking will improve as well. According to Emilia SukmaDaraDamanik in her book, she stated that questioning has several benefits:

Why ask questions?

- Asking questions helps keep you focused on the text.
- If your mind wanders, you will not understand. Then you will be bored.

³⁸ John T. Guthrie, Op.Cit, p. 283.

- If you run into problems, things you just don't understand, then you can check yourself with a question.³⁹

From the explanation above, it can be concluded that the cognitive strategy can improve students' reading comprehension, in reading descriptive text especially. Those five strategies make them be active during the study. It proves that students' role is very important to increase their reading comprehension. Therefore, discovery-inquiry method which uses those strategies in its implementation can help the students to improve their reading descriptive text comprehension.

³⁹ Emilia SukmaDaradamanik, Op.Cit, p. 113

CHAPTER III

RESEARCH METHODOLOGY

A. Research Step and Design

In this research, the writer determined the kind of the research as classroom action research. According to Louis Cohen in his book:

Kemmis and McTaggart (1992) suggest that:
Action research is concerned equally with changing individuals, on the one hand, and, on the other, the culture of the groups, institutions and societies to which they belong. The culture of a group can be defined in terms of the characteristic substance and forms of the language and discourses, activities and practices, and social relationships and organization which constitute the interactions of the group. (Kemmis and McTaggart 1992: 16)⁴⁰

In other references the writer find the other meaning in Anne Burns' book, According Anne Burns, "Action Research (AR) is something that many language teachers seem to have heard about, but often they have only a hazy idea of what it actually is and what doing it involves".⁴¹

Classroom Action Research tends to be directly linked to achieve result in the classroom setting. The researcher changes one thing and observes the effects of change. These should lead to improvements in practice. Classroom Action Research is combination between action and research. Action is a conscious

⁴⁰ Louis Cohen, Laurence Manion, and Keith Morrison, *Research Methods in Education*, (New York: Routledge, 2007), p. 298.

⁴¹ Anne Burns, *Doing Action Research in English Language Teaching: A Guide for Practitioners*, (New York: Routledge, 2010), p.1.

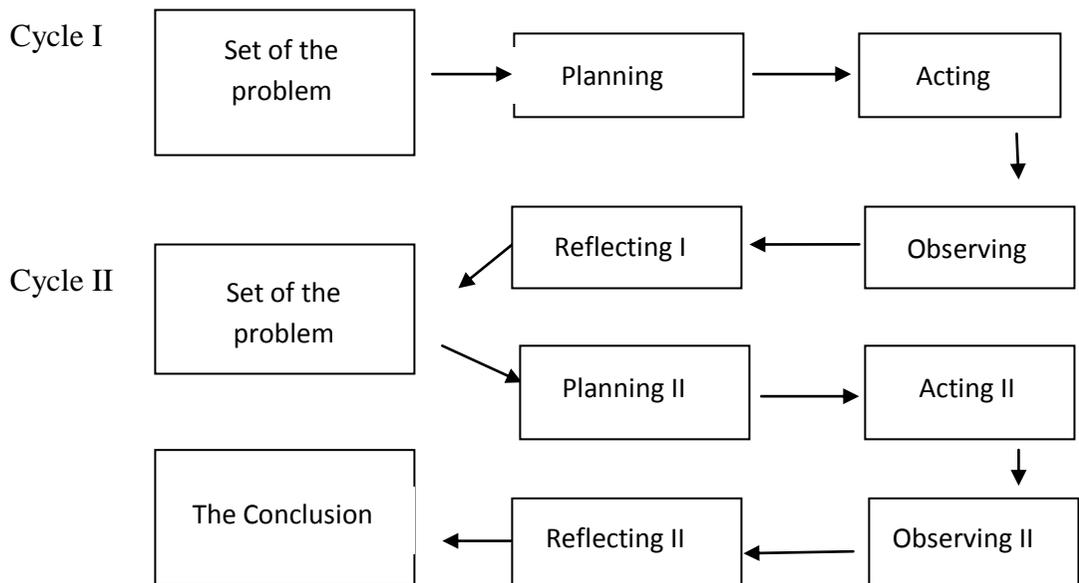
activity to certain aim in order to solve the problem or improve the teaching learning process. Research is an observing activity through scientific method by collecting and analyzing the important data to solve the problem. Therefore, Classroom Action Research is an appropriate method to cover the research.

According to Kemmis and Mc Taggart cited by Nunan argue that “the three defining characteristics of action research are: it is carried out by practitioners (for our purpose classroom teachers) rather than outside researchers. Secondly that it is collaborative. Thirdly that it is aimed at changing things”.⁴² In conducting this research, the researcher made collaborative research. The researcher was helped by the teacher in order to reach the goal of the research which is aimed to improve teaching method.

The classroom action research model which can be adopted and implemented in educational world is a lot. In short, there are four procedures to conduct the action research. They are as follows: the planning, action, observation and reflection.

⁴² David Nunan, *Research Method in Language Learning*, (New York: Cambridge University Press, 1992), p. 1

This is the procedure of research:



1. Planning

Planning action is arranged based on the identification of problem planning. This stage includes action relating to learning processes and to plan and execute behavioral changes in the client organization. Planning action snap at all of procedures of action, begin prepare material lesson, lesson plan, teaching technique until observation technique. As part of planning process, participants must collaborate in this describing both theoretical and practical discourse to build a language by which they must analyze and improve their understandings and action in the situation.

2. Action

This cycle is implementation of all planning. It takes place in the classroom. Action is guided by planning in the sence that

it looks back to planning for its rationale. As a result, plans for action must always have a tentative provisional quality; they must be flexible and open to change in the light of circumstances.

3. Observation

The observation is done simultaneously with action. The data is collected in this cycle. Observation has the function of documenting the effects of critically informed action. It looks forward, providing the basis for reflection now, but more so in the immediate future as the present cycle runs its course.

4. Reflecting

This cycle has purpose to analyze generally. Reflection in classroom action research consists of analyses, synthesis and evaluation toward the result of action. Reflection seeks to make sense process, problems, issues and constraints made manifest in strategic action. Reflection is usually aided by discussion among participants.

The term is an approach to collect and interpret data that involves a clear, repeated cycle of procedures. The researcher begins by planning an action to address a problem, issue, or question in his or her own context. This action is then carried out. The next step is the systematic observation of the out-comes of the action. After observing the apparent result of the action, the researcher reflects on the outcome and plans a subsequent action, after which the cycle begins again.

B. Place and Time

The research takes place in SMPI Al-Wutsqo in Jln. Raya Cilegon Km 4. Kec.Taktakan, Kota Serang 42162. The research held from 16th of August 2016 – 8th of September 2016.

C. Research Subject

The subjects of this research is the eighth grade students of SMP Swasta Al-Wutsqo in the academic year 2016/2017 which consists of 10 girls and 5 boys.

D. Technique of Data Collecting

The instruments used to support the research by collecting the data from teacher, student, and teaching learning process. The partners or observers helped the researcher in collecting the data. There are three instruments in this Classroom Action Research. They are:

1. Observation

Observation is a technique for collecting data about students' activity in teaching and learning process.

Sometimes you need detailed observational data that you can't obtain yourself. This is often the case when you want to observe what is happening while you are teaching. Unless you have eyes in the back of your head, this presents numerous challenges. A good solution is to use the services of a colleague who is able and willing to spend an instructional period observing in your classroom. Observational data are usually taken and shared in the form of a checklist⁴³

⁴³ Richard Sagor, *Action Research*, (Virginia: Association for Supervision and Curriculum Development, 2000), p. 81.

In this activity, the researcher asked the English teacher for helping her to observe the activity in the classroom. The observation activity used observation sheet to guide the rules.

2. Test

Test is used for getting data of study result and students activity in teaching and learning. “Test results tell us what individual students know and don’t know how to do. Aggregating the scores allows us to see which elements of our teaching were successful for most of the students and which elements were unsuccessful for some”.⁴⁴

E. Technique of Data Analyzing

1. Method of Analyzing Observation Sheet

The observation in this research will be conducted about four times, two meetings in cycle I and two meetings in cycle II. The observer will give check in the observation checklist, and then it will be analyzed by calculating the percentage from the checklist as the pattern below:

$$\frac{\textit{Total score}}{\textit{Maximal score}} \times 100$$

It is very important to count the effectiveness of learning activity in every meeting. The target of the research will be reached if there is an improvement in every cycle.

⁴⁴Ibid,p. 104.

2. Method of Analyzing Test

After data is collected, the data is processed, analyzed, interpretation and finally concluded. The writer will apply the following techniques:

1. Preparing the key
2. Correcting and scoring the students' answer sheet
3. Computing the students' correct answer on the test
4. Computing the percentage of the correct answer on the test
5. The students' score is used to determine the level of their skill in writing English in particular. To score the right answer of the students, the researcher used this formula:

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

S = students' score

R = the sum of the right answer

N = the sum of the item

To interpret the students' score, the writer should firstly determine whether she will use ration scale, ordinal scale or nominal scale. For secondary students, it will be better if we use ordinal scale. For this reason the writer will use it as the measurement tool to determine the students' comprehension in reading. The level to group the students' score are as follow:

Letter	Value	Description
A	75 - 100	Success
B	0 - 74	Fail

To find the mean score, the researcher used the formula as follows:

$$Mx = \frac{\sum fx}{\sum f}$$

Mx = mean score

\sum = the sum of score

Fx = the students' score

F = the number of students

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. The Implementation Of The Action

This study is classroom action research on the use Discovery-Inquiry Method in teaching reading descriptive text. In this chapter, the researcher wanted to describe the use of discovery-inquiry method and analyze the result that was conducted in two cycles. Those were explained as follows:

1. Cycle I

This research was conducted on Tuesday and Thursday, August 16th and 25th, 2016. Based of the students' lower scores in English subject, the researcher and English teacher collaborated in improving their reading comprehension in reading descriptive text by using "Discovery-Inquiry Method". The average score of the students was only 50, Whereas the standard score (KKM) was 75. This cycle was held in two meetings. Therefore, the researcher divided her explanation into two meetings in acting and observing. In this activity, the researcher became a teacher and she would like to represent herself by "teacher" in the explanation. This research was classroom action research there were four steps; planning, acting, observing and reflecting. The activities were:

a. Planning

- 1) The teacher made lesson plan as a guide how to teach students in the first cycle.
- 2) The teacher made observation sheet to observe the students during teaching learning process.
- 3) The researcher prepared the instruments test to check students understanding.
- 4) The teacher prepared several media to teach reading descriptive text

b. Acting

In this step, the teacher applied discovery-inquiry method to teach reading descriptive text. The first meeting was held on Tuesday, August 16th 2016. In this meeting, teacher started by greeting the students and checked the attendance list. She called students' name one by one. There were six students that did not enter classroom. It is probably caused by raining in that day. Discovery-inquiry method has six steps as below:

- 1) Stimulation, in this step, teacher stimulated students' background knowledge by asking them some questions, such as *What do you know about Sea Eagle? And What is the different between Sea Eagle and the other birds?.* The students answered the questions by Indonesia language, it was caused of their lack in English language.
- 2) Problem statement, teacher gave problem statement by giving a question to students *What is the Sea Eagle and*

what are its characteristics? Then, students were decided into some groups to discuss it. Each group consisted of two members.

- 3) Data collection, every group had to list the idea from each member, each member shared his/her knowledge about Sea Eagle in this activity. The teacher helped the students during this activity by collaborating with them in discussion.
- 4) Data processing, teacher gave descriptive text script to every group and they were asked to process the data from the text by answering the essay questions based on the text. After 20 minutes, the teacher took back the students' task and checked the validity of their answers. The teacher collaborated with the students in checking the answers.
- 5) Verification, during checking the validity of the students' task, teacher verified the right answers and proved them. Students made several mistakes in this activity. Most of them were still lack in identifying pronouns. And the teacher verified their mistakes by reminding them about pronouns. They also didn't know some common vocabulary and made mistakes in understanding the questions. Therefore, the teacher gave them the meaning of the vocabulary and corrected the right answers.

- 6) Generalization, teacher guided the students to make the conclusion of the learning. She and the students made the summary of Sea Eagle based on the text.

The second meeting was held on Augustus 25th, 2016. Teacher started the meeting by greeting the students and checked the attendance list. Almost all of the students were available. There was just a student who absented. In this term, the teacher still used the same way in teaching reading descriptive text. The different was just in the reading text which discussed about "*Bongo the Orangutan*". The teacher used the other animal to identify the students' ability in reading descriptive text. The activity was as below:

- 1) Stimulation, teacher stimulated the students' background knowledge by asking them *What do you know about Orangutan? and How do its hands and legs look like?*. The students still answered the teacher's questions by Indonesia language. And the activity worked more pleasant than previous meeting, because the students felt funny in discussing about primate like Monkey and Orangutan.
- 2) Problem statement, the teacher divided the students into some groups. Each group consisted of two members and gave them the problem statement *What are the characteristics of Orangutan and its food?*.
- 3) Data collection, the students began the discussion with their member to get the answer of the problem statement.

- 4) Data processing, like the first meeting, the teacher gave the students five multiple choice questions. She gave the students 20 minutes to do the tasks and asked the students choose the right answers based on the text.
- 5) Verification, the teacher took back the students' task and checked them with the students together.
- 6) Generalization, the teacher and students made the summary of "Bongo the Orangutan".

c. Observing

In observation step, the researcher and teacher observed the events that happened during teaching learning process. The English Teacher, an observer in this activity used the observation sheet as a guide to do this activity. It was used to find out to what extent the action result reached the objective. The steps were as follow:

- 1) Interested activation and students' motivation. In this step, observer observed the students interest during the study. Do they feel enjoy or no in learning activity. Based on the observation in the first meeting, observer found that seemed enjoying the teaching using discovery-inquiry method, but they were still didn't interest the material about *Sea Eagle*. But in the second meeting, they seemed enjoy the material about *Bongo the Orangutan*.
- 2) Learning process. In learning process, the observer observed the students' activity during the study whether they do the instructions from the teacher. In the first

meeting, observer pointed that some students were still lack in responding the teacher's questions. It is caused of teacher's questions using English language. They also were not active in responding the teacher's instruction. They didn't confident to themselves and were afraid to make the mistakes. In the second meeting, some of them didn't do discussion seriously with their member in group. Most of them discussed their own businesses.

- 3) Teacher's competence. In this term, observer identified the teacher's activity during the study, including her competence. Observer found that the teacher had lack competence in giving brainstorming to the students. The stimulation from the teacher didn't improve students' skill effectively. Students still needed more brainstorming. It is caused of their weakness in vocabulary mastery which are needed mostly in understanding reading descriptive text.

The result of the observation in the first and second cycle can be seen at these following observation sheets. From the first meeting, the percentage of the result is 62.85% and in the second one is 80%. In could be concluded that the effectiveness of learning activity had improved.

Table 4.1
Observation Sheet from the first cycle in the first meeting

No	Observation Category	Score					Total Score
		5	4	3	2	1	
1	Interest Activation and Students' Motivation						
	a. Students look enthusiastic in learning process		√				4
	b. Students have big interest in learning by using Discovery-Inquiry Method		√				4
	c. Students look enjoying the material			√			3
2	Learning Process						
	a. Students follow the teacher's instruction			√			3
	b. Students listen the material			√			3
	c. Students do the task which is given by the teacher		√				4
	d. Students pay attention to teacher's question personally				√		2
	e. Students discuss the material with their partner			√			3
	f. Students be active in responding the teacher's instruction				√		2
3	Teacher's Competence						
	a. Teacher explains the material clearly			√			3
	b. Teacher gives brainstorming				√		2
	c. Teacher gives the instruction effectively		√				4
	d. Teacher gives a positive feedback		√				4
	e. Teacher makes an interesting learning process in the classroom			√			3
Total Score		0	20	18	6	0	44
Percentage		62.85%					

$$\begin{aligned} \text{Score} &= \frac{\text{TotalScore}}{\text{Maximal Score}} \times 100\% \\ &= \frac{44}{70} \times 100\% \\ &= 62,85\% \end{aligned}$$

Table 4.2
Observation Sheet from the second cycle in the first meeting

No	Observation Category	Score					Total Score
		5	4	3	2	1	
1	Interest Activation and Students' Motivation						
	a. Students look enthusiastic in learning process	√					5
	Students have big interest in learning by using Discovery-Inquiry Method	√					5
	b. Students look enjoying the material		√				4
2	Learning Process						
	a. Students follow the teacher's instruction	√					5
	b. Students listen the material		√				4
	c. Students do the task which is given by the teacher	√					5
	d. Students pay attention to teacher's question personally	√					5
	e. Students discuss the material with their partner		√				4
	f. Students be active in responding the teacher's instruction	√					5
3	Teacher's Competence						
	a. Teacher explains the material clearly	√					5
	b. Teacher gives brainstorming		√				4
	c. Teacher gives the instruction effectively		√				4
	d. Teacher gives a positive feedback			√			3
	e. Teacher makes an interesting learning	√					5

	process in the classroom						
	Total Score	40	20	3	0	0	63
	Percentage	90%					

$$\text{Score} = \frac{\text{TotalScore}}{\text{Maximal Score}} \times 100\%$$

$$= \frac{56}{70} \times 100\%$$

$$= 80 \%$$

d. Reflecting

For the reflection on the activity during cycle 1, the researcher and the teacher noted that there were some problems should be solved in the next cycle, the problems were as follow:

- 1) During the activity, it was found that some students were passive, they were not fully joining the discussion in reading activity, although they were separated into groups. It was caused of less stimulation that was just done by asking some questions. Students in this case need more stimulation.
- 2) Some students were still didn't do the teacher's instruction immediately when she asked them to make some groups. They were still confused in finding their member, because the teacher divided the groups randomly.

- 3) There were five students who didn't able read the text fluently. Their pronunciations were weak if it is compared to the other students in their age.
- 4) Most of the students didn't have self-confidence to express their opinions. It is caused of teacher's communication that used English language mostly.

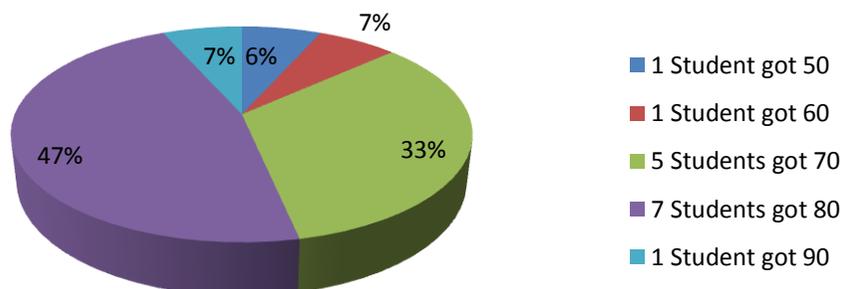
After gave treatment through discovery-inquiry method, the teacher gave reading test using multiple choices on Thursday, September 1st 2016 to measure students' score. From the test, the teacher got the students' score as below:

Table 4.3

Students' Scores in Cycle I

No	Name	Cycle 1
1	AidilEka Putra	70
2	Akbaruddin	60
3	Andi	50
4	Fitri Fatimah	80
5	Kartika Sari	80
6	Khosah	80
7	Latifah	80
8	LiaAmalia	90
9	Mafroh	80
10	Mahfudin	70
11	Nurafikoh	70
12	SantiMuanah	70
13	TatiMulyati	80
14	RatuRahmaFauziah	80
15	WisnuWidianto	70
Total Score		1110
Mean Score		74

Picture 4.1
The Result of Test in Cycle I



From the result above which the students' average was 74, the researcher and the teacher wanted to do the second cycle to make students' reading of descriptive text better.

2. Cycle II

The second cycle was held on Tuesday and Thursday, September 6th and 8th, 2016. In this cycle the researcher tried to handle the weakness in the first cycle. The teacher gave new descriptive text. It was *My Father* and *My Mother*, but she still used discovery-inquiry method to teach it. The steps were as follow:

a. Planning

- 1) The teacher made lesson plan as a guide how to teach students in the first cycle. In this cycle, the teacher prepared different material for the students.
- 2) The teacher made observation sheet to observe the students during teaching learning process.

- 3) The researcher prepared the instruments test to check students understanding.
- 4) The teacher prepared the media to improve students' reading descriptive skill by a song.

b. Acting

In this step, the teacher applied discovery-inquiry method to teach reading descriptive text. The first meeting was held on Tuesday, September 6th, 2016. In this meeting, teacher started by greeting the students and checked the attendance list. She called students' name one by one. The steps in teacher were as below

- 1) Stimulation, in this step, teacher stimulated students' background knowledge by turning the song about human's body. After that, teacher asked the students to stand up and imitate the teacher's move in representing the song lyric. Students felt enthusiast in this activity. The stimulation was continued by giving them some vocabulary that related to the lesson. In this step, teacher also asked the students to read the text aloud together with her and one by one.
- 2) Problem statement, teacher gave problem statement by giving a question to students *How does your father look like?*. Then students were decided into some groups to discuss it. Each group was consisted of three members.
- 3) Data collection, every group had to list the idea from each member, each member shared his/her knowledge about human's characteristic. The teacher helped the students during this activity by collaborating with them

in discussion. Teacher also helped them by telling the story about father.

- 4) Data processing, teacher gave descriptive text script to every group and they were asked to process the data from the text by answering the essay questions based on the text. After 20 minutes, the teacher took back the students' task and checked the validity of their answers. The teacher collaborated with the students in checking the answers.
- 5) Verification, teacher checked the right answers collaborated with the students. Teacher also gave the students a chance to criticize the teacher's answers if they had different options and they might give the reasons of their choices. No one of them criticized the key answers from teacher, even though they made the mistakes.
- 6) Generalization, teacher guided the students to make the conclusion of the learning. Firstly, she asked them made the conclusion one by one, after that, she and the students made it together.

The second meeting was held on September 8th, 2016. Teacher started the meeting by greeting the students and checked the attendance list. Almost all of the students were available. There was just a student who absented because she was sick. In this term, the teacher still used the same way in teaching reading descriptive text. The different was just in the reading text which discussed about "*my Mother*".

The teacher used the other family member to identify the students' ability in reading descriptive text better. The activity was as below:

- 1) Stimulation, teacher stimulated the students' background knowledge by turning the song again and asked them to remember the vocabulary from the song by asking them to guess the vocabulary that related to which part of body that was pointed by the teacher. When the teacher pointed her nose, she asked one of the students to guess whether the English language of it. This activity made the students paid the teacher's attention very well. They were enthusiast in this activity, because they were afraid to make the mistakes in guessing.
- 2) Problem statement, the teacher divided the students into some groups. Each group consisted of three members and gave them the problem statement *What do you think about your mother?*.
- 3) Data collection, the students began the discussion with their member to get the answer of the problem statement. Teacher helped them during discussion and also asked them about the characteristics of their mothers.
- 4) Data processing, like the first meeting, the teacher gave the students five multiple choice questions. She gave the students 20 minutes to do the tasks and asked the students choose the right answers based on the text.

- 5) Verification, the teacher took back the students' task and checked them with the students together.
- 6) Generalization, the teacher and students made the summary of "My Mother" text.

c. Observing

The observer assumed that in this second cycle, the teacher/ researcher got many advances in her teaching. It was be seen by the students' enthusiast during the learning. They felt comfort with the song's stimulation and remembered the vocabulary quickly, because they often sang it.

The learning activity also had advanced. Students did the teacher's instructions, because they began to do it often and they didn't feel confused anymore. From the training to read the text aloud in first, second, and third meeting. Students didn't feel afraid again to read the text in front of their friends. Even though, some of them still had bad pronunciation. The teacher also used Indonesia language mostly in her communication to ease the students in understanding the meaning. But, still she used English language in asking some short instructions. Such as: *Stand up, please* and *Please, read the text.*

The observer found that the teacher's competence in this study worked very well. She had given the students good brainstorming by singing a song a giving the needed vocabulary. The material was also explained clearly, because the teacher had managed the time. Although in the

first meeting, teacher didn't give good positive feedback - because the new material was new in students' experiences-, but in the second meeting, she could solve the problem by repeating the difficult in learning.

The result of the observation could be seen as following:

Table 4.4
Observation Sheet from the second cycle in the first meeting

No	Observation Category	Score					Total Score
		5	4	3	2	1	
1	Interest Activation and Students' Motivation						
	a. Students look enthusiastic in learning process			√			3
	b. Students have big interest in learning by using Discovery-Inquiry Method		√				4
	c. Students look enjoying the material		√				4
2	Learning Process						
	a. Students follow the teacher's instruction		√				4
	b. Students listen the material		√				4
	c. Students do the task which is given by the teacher	√					5
	d. Students pay attention to teacher's question personally		√				4
	e. Students discuss the material with their partner			√			3
	f. Students be active in responding the teacher's instruction		√				4
3	Teacher's Competence						
	a. Teacher explains the material clearly	√					5
	b. Teacher gives brainstorming			√			3
	c. Teacher gives the instruction effectively		√				4
	d. Teacher gives a positive feedback	√					5

e. Teacher makes an interesting learning process in the classroom		√				4
Total Score	15	32	9	0	0	56
Percentage						

$$\begin{aligned} \text{Score} &= \frac{\text{TotalScore}}{\text{Maximal Score}} \times 100\% \\ &= \frac{63}{70} \times 100\% \\ &= 90\% \end{aligned}$$

Table 4.5
Observation Sheet from the second cycle in the second meeting

No	Observation Category	Score					Total Score
		5	4	3	2	1	
1	Interest Activation and Students' Motivation						
	a. Students look enthusiastic in learning process	√					5
	b. Students have big interest in learning by using Discovery-Inquiry Method	√					5
	c. Students look enjoying the material	√					5
2	Learning Process						
	a. Students follow the teacher's instruction	√					5
	b. Students listen the material		√				4
	c. Students do the task which is given by the teacher	√					5
	d. Students pay attention to teacher's question personally		√				4
	e. Students discuss the material with their partner		√				4
	f. Students be active in responding the teacher's instruction	√					5

3	Teacher's Competence						
	a. Teacher explains the material clearly	√					5
	b. Teacher gives brainstorming		√				4
	c. Teacher gives the instruction effectively	√					5
	d. Teacher gives a positive feedback		√				4
	e. Teacher makes an interesting learning process in the classroom	√					5
Total Score		45	20	0	0	0	65
Percentage		92.85%					

$$\text{Score} = \frac{\text{TotalScore}}{\text{Maximal Score}} \times 100\%$$

$$= \frac{65}{70} \times 100\%$$

$$= 92.85 \%$$

d. Reflecting

For the reflection on the activity during cycle 2, the researcher and the teacher noted some statements as follow:

- 1) In the learning process, most of the students didn't pay attention to the teacher's instruction. It was can be solved by giving the students the attractive stimulation that didn't make them bored during the study.
- 2) By training the students often, the teacher could improve students' confidence to express their opinions in front of the class. It could help them to be active during the study, although some students still made mistakes. But it was the teacher's role to correct their mistakes.

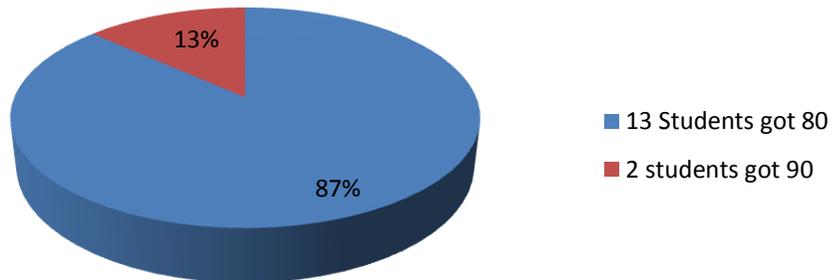
- 3) Teacher used Indonesia language in communication mostly to ease the students in understanding the teacher's instruction.

After gave treatment through discovery learning model in the second cycle, the teacher gave reading test using multiple choices on Thursday, September 13st 2016 to measure students' score. From the test, the teacher got the students' score as below:

Table 4.6
Students' Scores in Cycle II

No	Name	Cycle 2
1	AidilEka Putra	80
2	Akbaruddin	80
3	Andi	80
4	Fitri Fatimah	80
5	Kartika Sari	80
6	Khosah	80
7	Latifah	80
8	LiaAmalia	80
9	Mafroh	80
10	Mahfudin	80
11	Nurafikoh	80
12	SantiMuanah	80
13	TatiMulyati	90
14	RatuRahmaFauziah	90
15	WisnuWidianto	80
Total Score		1220
Mean Score		81.33

Table 4.2
The Result of Test in Cycle II



From the result above which the students' average was 81.33, the researcher and the teacher concluded that this method can improve students' reading skill in descriptive text. It was seen by their enthusiastic in learning process, they were serious in paying attention when the teacher explained the material. Students' confidence also increased. The teacher and researcher decided to stop in this cycle, because they concluded that there was an improvement when the study held from the first cycle until the second cycle.

B. The Discussion of The Data After Classroom Action Research (CAR)

After the researcher implemented discovery-inquiry method in teaching reading descriptive text, the researcher got the data and the researcher got the result of Classroom Action Research as follow:

Table 4.7
The Comparison Between Cycle I and Cycle II

No	Name	Cycle 1	Cycle 2
1	AidilEka Putra	70	80
2	Akbaruiddin	60	80
3	Andi	50	80
4	Fitri Fatimah	80	80
5	Kartika Sari	80	80
6	Khosah	80	80
7	Latifah	80	80
8	LiaAmalia	90	80
9	Mafroh	80	80
10	Mahfudin	70	80
11	Nurafikoh	70	80
12	SantiMuanah	70	80
13	TatiMulyati	80	90
14	RatuRahmaFauziah	80	90
15	WisnuWidianto	70	80
<i>Mx</i>		74	81.33

In analyzing quantitative data, the researcher compared the result between first and second cycle. From the data, the researcher got that there was an significant improvement in students' reading skill in descriptive text. Therefore, the researcher viewed the result of both tests.

From the evaluation in the first cycle, the researcher got the data as below:

$$Mx = \frac{\sum fx}{\sum f}$$

$$= \frac{1110}{15} = 74$$

Based on the calculation's test in the first cycle, the researcher found that the students' mean score was 74. It means that their main score were still less than standardized score (KKM) in the school. And there were seven students who did not pass KKM. Their percentage was as following:

$$\begin{aligned} P &= \frac{f}{n} \times 100\% \\ &= \frac{7}{15} \times 100\% = 46.66\% \end{aligned}$$

From the calculation above, the researcher found that there were 46.66% students still did not pass KKM. Therefore, the teacher and researcher wanted to implement the technique better in the second cycle.

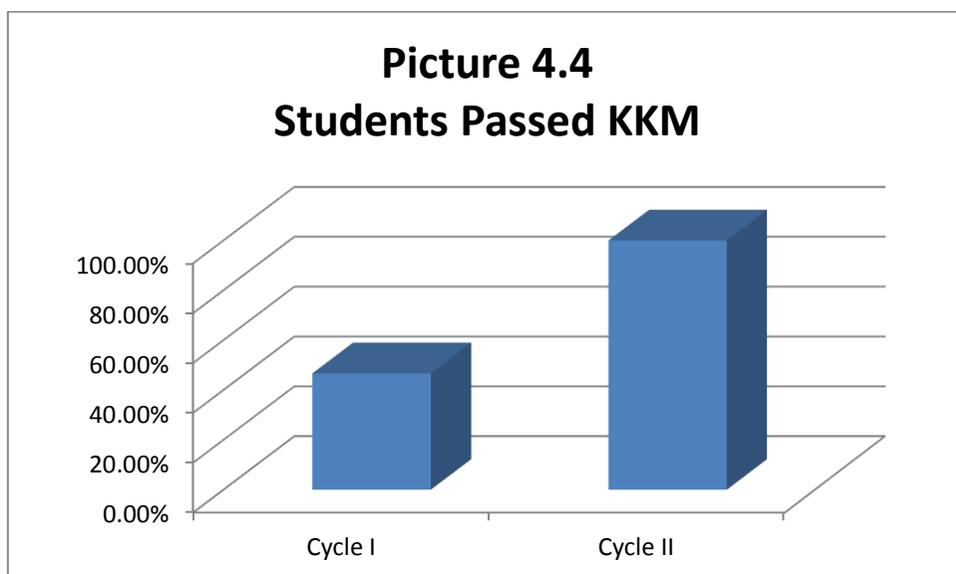
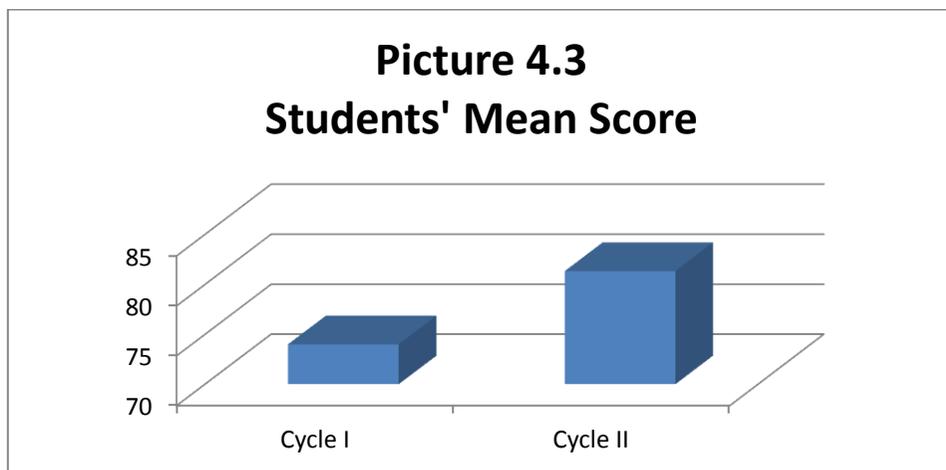
After the researcher did the second cycle, she found the students' mean score as below:

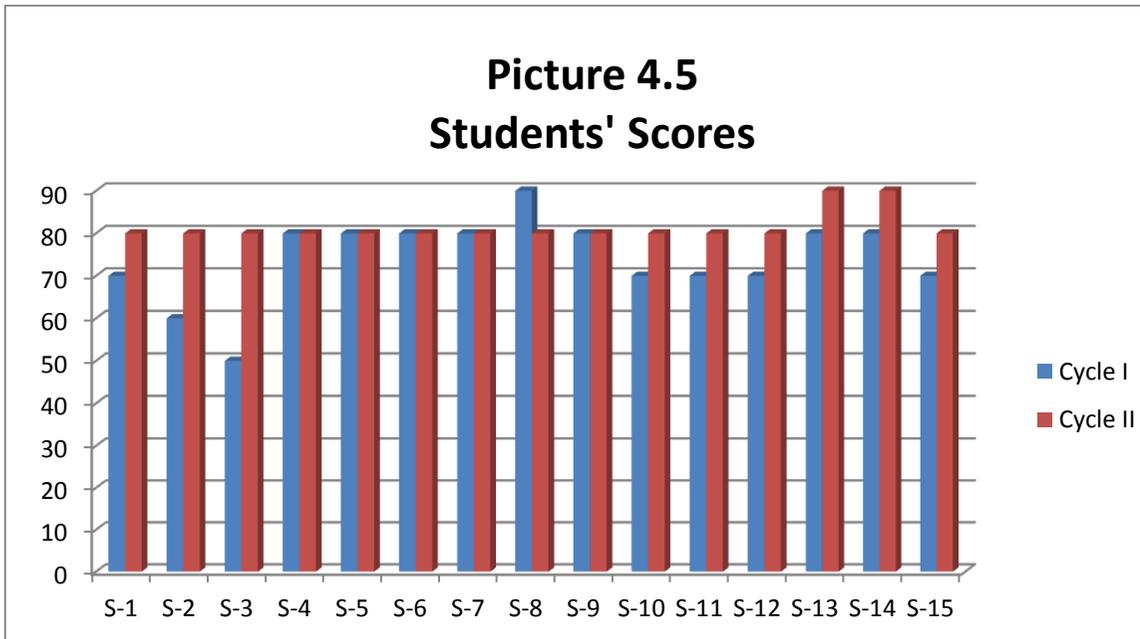
$$\begin{aligned} Mx &= \frac{\sum fx}{\sum f} \\ &= \frac{1220}{15} = 81.33 \end{aligned}$$

In this cycle, the researcher found that all of students did pass KKM. The percentage was:

$$\begin{aligned} P &= \frac{f}{n} \times 100 \\ &= \frac{15}{15} \times 100 \\ &= 100\% \end{aligned}$$

In this second cycle, the students' mean score was 81.33. Their scores increased and passed the KKM in the school. The percentage of students who passed KKM was 100%. Therefore, the researcher got her purpose in the research and decided to stop the research. The result of each test would like be viewed as follow:



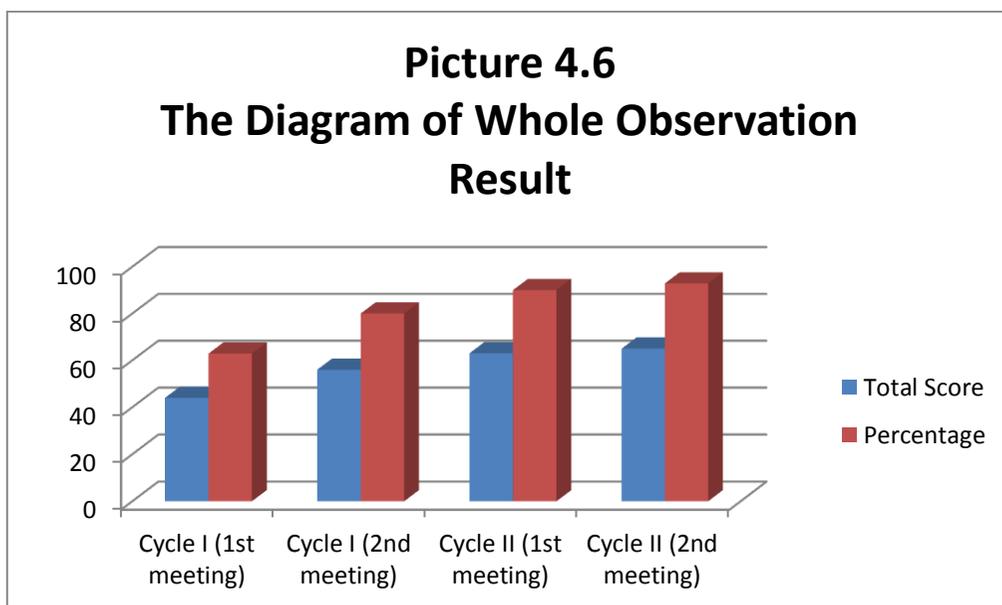


From the data above, it can be concluded that there was an improvement in students' reading descriptive text comprehension after implementing discovery-inquiry method. In observation result, the researcher also got that there was an improvement in its effectiveness of implementing discovery-inquiry method in every meeting. From observation result, the researcher also found there was an improving in every meeting:

Table 4.8

The Scores From Observation Sheets

No	Cycle	Total Score	Percentage
1	Cycle I (1 st meeting)	44	62.85
2	Cycle I (2 nd meeting)	56	80
3	Cycle II (1 st meeting)	63	90
4	Cycle II (2 nd meeting)	65	92.85



C. The Interpretation Of The Result

From the calculation above, the researcher would like to view the interpretation of the whole data as following:

The researcher implemented discovery-inquiry method to increase students' reading descriptive text comprehension. From the first cycle, the researcher found that the students' ability increased. Even though there were seven students still had not passed KKM yet. And the researcher also still found that the students still did not do teacher's instruction immediately. These troubles might be caused by:

1. Students' less experience used cognitive learning as their method.
2. Students' less vocabulary mastery that is used in the learning

3. Less stimulation from the teacher that just used asking some questions based on the learning.

After the researcher found these troubles, she discussed it with the English teacher, and planned the next cycle to make the teaching activity better and how to improve students' score -that was just 74 in average- to be better in the next cycle. From the discussion, they planned to make the vocabulary list to ease the students in learning. And they added the stimulation by serving the song to make the students remember the material by repeating the song and also to make them focused in learning activity.

When the second cycle was done, the researcher and English teacher found that the students' increasing was improved and their scores passed KKM in the school. They also felt interest in teaching activity by using discovery-inquiry method. In this second cycle, teacher made the students feel interest in teaching activity by singing a song together. This song made them focused on learning, so they did not make a crowded during teaching activity.

By this method, students' reading descriptive text ability increased in each cycle. Based on this discovery, the researcher concluded that her target in implementing discovery-inquiry method had achieved and stopped the next cycle.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The research conclusion is viewed to make the readers know the implementation and the effectiveness of discovery inquiry method in teaching reading descriptive text. From research's result it can be concluded that:

1. The implementation of discovery-inquiry method

The implementation of discovery-inquiry method to improve students' reading comprehension was done in two cycles. In every cycle, there were two meetings. In every meeting, the teacher served different text, but still in one theme. In first cycle, she taught descriptive text about *The Sea Eagle* in the first meeting and text about *Bongo the Orangutan* in the second. In the second cycle, she made different descriptive text theme, it was about family. She taught descriptive text about *My Father* in the first meeting and *My Mother* in the second.

Discovery-inquiry method had six steps in its implementation. There were stimulation, problem statement, data processing, data analyzing, verification, and generalization. The observer, an English teacher from the school observed the teacher's and students' activity during learning and checked whether the teacher applied those six steps in teaching by using discovery-inquiry method.

2. Students' Improvement After Discovery-Inquiry Method

This research shows that the use of discovery-inquiry method can improve students' descriptive text reading comprehension. The students can solve the problem in reading descriptive text by analyzing the content based on their past experience and some strategies in the method.

The improvement of students' achievement in descriptive text reading after being taught by using discovery learning can be seen from the students' average score in every cycle. It improved in every cycle until in the end of cycle, all of students' score achieved KKM (75). In the first cycle, the students' average score was 74. There were 7 students who got required mark from KKM (The low score was 50 and the high score was 90). In the second cycle, the average of students' scores increased, it was 81.33. All of students' score were required from KKM. Students reading increased as well as their understanding in reading descriptive text.

B. Suggestions

This research is very useful to be applied in learning reading descriptive text. However, there are many methods to be used in teaching reading descriptive text process. But, discovery-inquiry method is one alternative method of teaching reading descriptive text that uses cognitive learning. Having finished conducting this research, the researcher considers some suggestions in order to improve motivation in reading skill, for the teacher, students, and the school as well. The researchers' suggestions areas follow:

1. For the teacher
 - a. Teacher should motivate students' reading ability by interest stimulation that can make them to be focus in learning activity.
 - b. Teacher should manage the time effectively. So, he/ she can do all of the steps in discovery-inquiry method.
 - c. The same teaching method in every meeting in the class will make the students feel bored. Teacher should apply variety methods in teaching activity. One of them is discovery-inquiry method that serves cognitive learning as its way to make the students be active in learning activity.
2. For the students
 - a. Students had better be brave in expressing their opinions to increase their critical thinking in reading descriptive text.
 - b. Students should read many books or other sources to enrich their knowledge which is very important to improve their reading skills.
3. For the school
 - a. The school should serve the library with many English books which can help the students to enrich their knowledge with many kinds of English book materials.
 - b. The school should complete the facilities which can improve English learning activity. Such as pictures with English vocabularies indeed and the projector which can help the students' learning by watching some videos.