CHAPTER IV

RESULT AND DISCUSSION OF RESEARCH

The chapter provides the explanation about the result and discussion of the research. It provides the results for answering questions that have been stated in the research focus that can be found on the first chapter. The results of this research will concentrate on how teachers apply the discovery learning model to teach reading skills as well as the strategies they implement to employ this model. Additionally, this chapter will address the strategies that teachers apply as well as the application of the discovery learning model.

A. **Result**

In this part of research, the researcher described about the strategies used by the teacher in implementing Discovery learning model in teaching reading skill in MTs Mambaul Hikmah Rubaru. Within this case, the researcher did an observations, interviews, and also documentation in grade 7, 8, and 9 of MTs Mambaul Hikmah Rubaru to support the research focus to be answered.

1. **The strategies Used by Teacher in implementing the Discovery Learning Model in Teaching Reading Skills**

    a. **Interview**

    The interview is one of the most widely used and basic methods for obtaining qualitative data. Interviews are used to gather data from people about opinions, beliefs, and feelings about situations in their own word. The interview has already been prepared the list of the questions about the teacher strategies in implementing the discovery learning

model and how do teachers think the discovery learning model helps students at MTs Mambaul Hikmah Rubaru improve their reading skills.

In addition to observation, researchers also used the interview method to obtain the data. Interviews were conducted to the teacher in class to ask several things related to English learning activities. The questions asked to the respondent were about their strategies and the benefits and obstacles they got during the learning process. Researchers also interviewed some students from each class to ask several questions related with their feelings during the learning process in using discovery learning model.

When the researcher identified the research focus, there were interview beside observation in collecting the data. The researcher took the observation on Tuesday, March 5th 2024 in MTs Mambaul Hikmah Rubaru in the morning. The researcher met with English teacher, Mr. Rusdi to help the researcher in doing the research. Besides, the sudents were also help in completing the research data.

The researcher did an interview both to the teacher and student to complete the research data. The researcher conducted an interview with Mr. Rusdi as an English teacher. The researcher took the observation on Tuesday, March 5th 2024 in MTs Mambaul Hikmah Rubaru in the morning. The researcher conducted the interview with some questions that had been prepared. The interview was started when the researcher asked Mr. Rusdi about the teacher's effort in improving

the reading learning process in MTs Mambaul Hikmah Rubaru. He answered:

> "My efforts to improve reading in the Discovery Learning model as an English teacher in reading activity. There are many things that I have done. The most important thing in improving reading activities is by doing a lot of listening activities, I increase the activities in the classroom. The second is that students are asked to read often many articles which in this case are based on English articles. Then the third one might function as a tool, namely, students are advised to use supporting applications."[84]

This answer means that the teacher explains what efforts used to improve reading skills. Then, the researcher asked Mr. Rusdi about what are the strategies used by the teacher in teaching reading skills using the Discovery Learning model. This statement matches the theory expressed by Jerome Bruner's stated by Endang Titik Lestari that Discovery learning is a learning model that emphasizes personal growth, because in this model students are asked to read and asked to analyze something that has been read or known. Because in this model, students have the ability to know the problems they have read or known, so students must be able to find solutions or solve those problems by themselves.[85]

Mr. Rusdi also stated that:

> "There are many choices of strategies that I usually use, but specifically in discovery learning that I use in my learning process that is relevant to the discovery learning model, namely the inquiry learning strategy. With this strategy, students can think critically and analytically in searching for and finding their answers to a problem, and it is very relevant for the discovery learning model."

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[84] Rusdi, The English Teacher of MTs Mambaul Hikmah Rubaru, Direct Interview (5th March 2024)
[85] Endang Titik Lestari, Discovery Learning. (Sleman: CV BUDI UTAMA, 2020), p .7.

The answer from Mr. Rusdi was clear enough in explaining what are the strategies used by him in teaching learning process in classroom. This is also in line with Jerome's explanation. He argues that discovery learning agrees with humans actively seeking knowledge and automatically produces the best results.[86] Jerome Bruner states that discovery learning is a learning method that encourages students to ask questions and draw conclusions from general principles of real-life examples. This means that students are required to actively think critically and find their own answers to existing problems given by the teacher.

However, the researcher still curious about what do the teacher think about the use of discovery learning. Then, Mr. Rusdi answered briefly:

> "In my opinion, discovery learning is a very interesting model for me, especially when applied in class. As explained at the beginning, this is a learning model that has many processes, where students will find the conclusion."

The answer from Mr. Rusdi explained that with this model of learning that's very helpful and interesting because it makes students more active in the classroom.

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[86] Rianto, Model-model pembelajaran inovatif beroerientasi konstruktik (Jakarta: Prestasi pustaka, 2007), p. 26

Picture 4.1 Interview with English Teacher

In completing the research data, the researcher also need students' perspective through the implementation of Discovery Learning model, the researcher interviewed some students to know how their opinions about the Discovery Learning model. But before it, the researcher would like to know how far the students' opinion about the use of discovery learning in reading learning.

The student called Muzammil answered:

> "Most students feel more challenged and motivated. This method makes us more involved and not bored because we interact more directly with the learning material, either through discussions or small experiments."

This means that students at MTs Mambaul Hikmah Rubaru feel that with this model, classroom learning does not make them bored or less bored because they are directly involved in finding answers to the tasks given by teacher. Then, the researcher ask any more about is it using the discovery learning model easier to understand reading learning material.

> "Yes, I think it is easier. With this method, I can learn more actively and directly practice what I read. It helps me to understand the text and the context in it more quickly."

With this answer, students at MTs Mambaul Hikmah Rubaru feel that the learning process is easier because students are given a role in deciding and finding their own answers. From the results of the interview, it can also be seen that there is continuity with the benefits of Discovery Learning as stated by Endang that in this way students are trained to learn more on their own.[87]

b. **Observation**

The researcher did an Observation to know the condition of school that related to the teacher strategies in implementing the discovery learning model by looking around MTs Mambaul Hikmah Rubaru. Observations were done in this study in order to obtain the data needed to determine the factual conditions that occurred in the field during the process of teaching and learning activities. Through observation, researchers could find out the implementation of discovery learning model in teaching Reading skills in the classroom. Observations were made from February 11th, 2024 to 13th, 2024 in three classes, namely grades 7, 8 and 9 at MTs Mambaul Hikmah Rubaru with Mr. Rusdi, S. Pd. as the English teacher of those classes.

The research was taken place at MTs Mambaul Hikmah Rubaru in which it was exactly located in JL. Raya Rubaru PP Sabilun Najah Desa Banasare Kecamatan Rubaru, Kabupaten Sumenep, Jawa Timur. This study intends to describe and analyze how the implementation of

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[87] Endang Titik Lestari, Discovery Learning. (Sleman: CV BUDI UTAMA, 2020), p .22-23

the discovery learning model in learning activities for scientific paper materials. The description in this study was guided by the lesson plan (RPP) that had been prepared by the teacher.

Based on the findings of observations that had been done by the researcher held on February 11th – 13th 2024, the Discovery learning model was used in the classroom for English subjects, specifically for descriptive text, which is a text that describes a specific object in detail, recount text, which retells events or experiences from the past, and narrative text, which is a text that tells a series of events sequentially and in relation to one another.

During the first meeting, before the beginning of the class, the teacher prepared the teaching material used such as the teacher's book since the using of other media facilities such as projector in the school was still unavailable or inadequate. So that the teacher still used whiteboard, markers, teacher's handbooks and student's handbooks for class VII, VIII, and IX MTs Mambaul Hikmah Rubaru, as well as student attendance lists, in which this was in accordance with the learning media in the lesson plan that had been made. Not only that,

based on the observations that had been done by the researcher, the English teacher also used printed-out text which is the teacher preparing texts that fit the subject of that time, the descriptive text for class 7, the recount text for class 8, and the narrative text for class 9, as media which was used to provide stimulation questions for the students. Then the teacher started the lesson by praying and checking the student's attendance, from each class namely class 7 consisting of 29 students, class 8 consisting of 28 students, and class 9 consisting of 22 students. After that the teacher gave motivation to the students to start learning, and delivered a brief introduction to the material for 15 minutes according to the material of each class. (See appendix V)

The core activity in learning activities by using DL model was that it contains learning steps, the first was the activity of provide the conditions for interactive learning to develop and to help students explore the material which is Stimulation. During the activity of giving essential questions, suggesting reading, and other learning activities, asked by the teacher were "Have you ever read a story or a text in a book or other media?" Then the students answered it by saying "yes, we have".

First step in discovery learning model is statement, during the activity of giving essential questions, the teacher also showed a paper with a text to the students as an example. As previously explained, in grade 7, the material is in the form of description text that discusses animal, and in grade 9, it is recount text that retells the story of going to

Bali. In grade 9, the material is in the form of narrative text that discusses the legend of Lake Toba. Then the teacher provided and conveyed some description about the material, language features, and the storyline that might occur in the text given to students, so that students understand the storyline of the text that was given earlier. The teacher can then ask students to read from a book or other text material-related readings without giving any information about it, but the teacher can give some questions that lead the students to the concept of the material. It aims to make students motivated to explore the topic by themselves. But during the explanation, the teacher could not explain the subject matters completely, so that the teacher might as well continue the discussion on the next meeting (Statement).

The second step in the implementation of DL model is problem statement in which this step was being held on March 5th, 2024. In this step, the students were asked to make a group consist of five or four peoples of each class. In class 7, the students are divided into six groups of five people and one group of four people because the number of students in class 7 is 29. For class 8, the students are divided into seven groups, where there will be groups of four students because the number of students is 28. The 9th grade is divided into five groups, each group having four or five students because of the number of students in each class is 22. But before the students were asked to choose their partner, the teacher continued the subject matters that had been not completed on the previous meeting.

After the activity of pairing with their groups, the students were asked to identify as many agendas of possible issues related to the subject. One of them is then picked and formed into a hypothesis (provisional answer to the question in question), after the hypothesis was done collaboratively between students with the help of the teacher. Thus, students were expected to feel more understanding of the text or assignment given. Problem statement contained about how the student to identify as many agendas of possible issues related to the subject, by integrating various authentic examples, and knowing the value or purpose in the text that could be used to answer or find solutions to problems that have been found. In line with the explanation we can take an example in 7th grade's materials that day which is description about animal entitled "Lion King of the Jungle". (See Appendix V)

The descriptive text explains the lion, the king of the jungle, in the text it describes where lions usually live, and what their characteristics are, it is also mentioned the reason why he is called the lion king compared to other animals that also live in the forest. The hypothetical question that might arise in students' minds is, what is the reason why the lion is called the king of the jungle compared to other animals that also live in the forest? What is the difference between a lion and other animals?

Here, teachers will help students who have difficulty asking questions, and then allows them to write down all the information they have gained during their observations or reporting activities with their

group. Next, the teacher will ask students to discuss the information and choose some of the information that they think is completely true. This information will be used as an interim answer to the (hypothetical) questions (Problem Statement). These activities are in line with the objectives of discovery learning as stated by Balim in his research, that learning using discovery learning models can impact student achievement, which is enhanced because this research model emphasizes the importance of problem-solving and the ability to apply ideas or concepts.[88]

Based on observations during the designing stage of problem statement, the teacher ensured that each student in the group understood the topic that had been determined and knew the procedure for making the hypothesis that would be generated. Then the students discussed in groups to develop an answer in the form of a text, which included determining the solution. This is in line with the benefits of discovery learning as expressed by Endang who stated that this strategy is student-centered and gives student and teachers the opportunity to participate together, for example, in testing ideas. Teachers become learning partners, especially in discovery situations where the answers are not known in advance.[89]

This was supported by the results of interviews with Mr. Rusdi, learning activities were carried out in three meetings.

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[88] Balim, A. G., The Effects of Discovery Learning on Students Success and Inquiry Learning Skills, Journal of Educational Research, 4(2), 2009, p.1-20

[89] Endang Titik Lestari, Discovery Learning. (Sleman: CV BUDI UTAMA, 2020), p .22-23

"The first and the second meeting explained about the introduction of material, giving explanation of the text, making groups, problem statement and assignments, the third and the fourth meeting were working on assignments by collecting the data that already collected followed by the student monitoring stage, then at the fifth and the sixth meeting the assignments were completed and displayed in front of the class."[90]

After the students have gathered and discussed with their groups, at the third and fourth meetings, all information obtained from readings and observations, among other things, is processed, randomized, categorized, tabulated, calculated in a specific way if necessary, and interpreted with a certain level of confidence.

Each group or student will have 30 minutes to collect the problems that each individual in the group found from the text given by the teacher earlier. Here students will gather as much information as possible about the reason why the lion is called the king of the jungle compared to other animals that also live in the forest, and what is the difference between a lion and other animals with the help of teacher. Students can find the answer by reading the text several times to understand it better. Information also can be obtained by reading other sources. The information will later be used to prove the expected answer in the hypothesis is true or false. This is called the Data collection phase (*Data Collection*).

When exploration is conducted, teachers also allow students to gather as much relevant information as possible to prove whether their hypothesis is correct. This phase is used to answer questions about

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[90] Rusdi, The English Teacher of MTs Mambaul Hikmah Rubaru, Direct Interview (5th March 2024)

whether the hypothesis is correct or not. The teacher facilitated students in almost every process. In other words, the teacher acted as a facilitator for student activities. The teacher monitored the activity of students while carrying out tasks, monitored their task developments and guided when the students found any difficulties. Based on observations, during monitoring, the teacher facilitated each group that had difficulties in terms of limited vocabulary or difficulties related to the language feature being used, then the teacher also checked the activity and progress of the task by asking each member of the group regarding their duties or responsibilities given to each group member.

This was in accordance with the results of interviews conducted with Mr. Rusdi.

> "There is one group that is constrained by the lack of vocabulary related to the theme in the group, the solution is that the group and I discuss and tell the correct vocabulary or language feature that must be used. Then for monitoring, I monitor each group, cooperation between groups, because each group member must take part in completing the tasks that have been given. However, due to limited time, I can only monitor them during my class hours in one meeting, after that they do group assignments at home and it will be continued on to the next meeting"[91]

The stage of testing the results was carried out to assist teachers in measuring student skills. This stage was carried out at the fifth and the sixth meeting.

After collecting all the problems, each group discusses how to solve and analyze these problems. In this step, students who were still

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[91] Rusdi, The English Teacher of MTs Mambaul Hikmah Rubaru, Direct Interview (5th March 2024)

in the group were asked to identify and process the information obtained in the data collection step. This step is called the data processing step.

Then, based on the interview with the teacher, Mr. Rusdi said during the interview.

> "During the evaluation, their task will be performed in front of other group members, then each group member listens, whether the answer of the questions that has been formulated at the beginning of the meeting is can be answered or not."[92]

At the conclusion of the learning process, teachers and students examine whether the hypotheses made in advance are linked to other findings in light of the results of data processing. The learning reflection process was carried out after all groups had explained their assignments. The purpose of the product presentation, namely to get responses from other groups and reinforcement from the teacher so that students could make improvements according to suggestions given by the teacher or other groups. This step is verification checked to see if they hypothesis can be answered or proven.

Then at generalization stage, students were asked to to present the results of their findings with their group friends in front of the class. While the other groups provide feedback or express their thoughts while completing the tasks that had been given and displayed. In the presentation process, each group explained the results of their work and whether their method of searching and collecting information could answer the previously collected hypothesis questions or not. It turned

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[92] Rusdi, The English Teacher of MTs Mambaul Hikmah Rubaru, Direct Interview (5th March 2024)

out that the presentation results could answer it. Namely, they found answers or reasons for the temporary hypothesis that they had previously seen. Like the example of material in class 7 in the previous meeting, namely the temporary question that arose was what is the reason the lion is called the king of the jungle and what is the difference between the lion and other animals that also live in the forest? The answer found was that the lion was called the king of the jungle because the lion is a very wild and malignant animal. He has a big body and sinister face coupled with a long mane, which makes his enemy fear against them. Their weight can reach 225 kg for males and 150 kg for females.

Based on observations, the teacher supervised the presentation process, responded to the results, and then the teacher and students considered or concluded on the results, assessing the learning experience based on the material of oral and written transactional interaction texts. The results of these observations were supported by the statements from one of the students during the group interview that had been held on March 5th, 2024

Then after the evaluation activity, namely in the closing activity, the teacher concluded the learning material at the meeting, then the class was closed by greeting the teacher.

2. **How do teachers think the Discovery Learning Model helps students at MTs Mambaul Hikmah Rubaru improve their Reading Skills**

   a. **Interview**

   Researchers ask what strategies Mr. Rusdi uses in teaching, especially in teaching Reading Skills. And this is the answer from Mr. Rusdi as the informan:

   > "...actually many strategies that I usually use but especially in discovery learning and relevant to this learning model, the learning strategy inquiry, with this strategy students can think critically and analytically to find their own answers to that problem, especially in reading skill learning according to the text given."[93]

   In the research process, the researcher also asked questions regarding the use of the discovery learning model, namely what efforts the teacher made to increase students' interest in reading, whether there were any difficulties in implementing this model, and if there were any obstacles. The researcher also ask about what the obstacles Mr. Rusdi faced. He answered:

   > "There are obstacles, such as differences in opinions or views from each student or teacher."[94]

   For the obstacles, Mr. Rusdi emphasized that there will be obstacles or challenges in each class that will occur, such as differences of opinion between friends or even differences between teachers and students.

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[93] Rusdi, The English Teacher of MTs Mambaul Hikmah Rubaru, Direct Interview (5th March 2024)
[94] Rusdi, The English Teacher of MTs Mambaul Hikmah Rubaru, Direct Interview (5th March 2024)

b. Observation

This research focuses on using and implementing the strategy given by teacher as the English teacher to their students in MTs Mambaul Hikmah Rubaru, the use of the strategy is how the way to teach their students using the strategy explained before, such as that had been done by one of the teachers giving and asking students to read an English article or English story and this focuses on the way to use the strategy for their students.

The researcher explains about how the observation that had been taken before found what the teachers' strategies in teaching their students to learn reading skill.

The observation that have been done at Tuesday, March 5th 2024 around 08.00, the researcher visited Mr. Rusdi at MTs Mambaul Hikmah Rubaru, and the researcher found that Mr. Rusdi used some books/LKS that use English language.

Here Mr. Rusdi clarifies that in teaching English within the seventh, eighth, or ninth grade his strategy may be similar, the strategy utilized too favors the student's common sense to effectively ask and experiment independently during the learning process during the course within the classroom. It's also very appropriate and relevant to the Discovery learning model that pushes the student center where students are charged with actively asking questions or answering and looking for answers to the problems they're facing.

B. Discussion

In this section, the researcher would explain the answers and gave some points about the focus of the research based on the research findings that had been obtained by the researcher. The focuses consist of the implementation of discovery learning model used by teacher in teaching Reading skills. In describing, the researcher wanted to give understanding to the reader about the English teachers' strategies to teach their students at MTs Mambaul Hikmah Rubaru.

1. **What Strategies do Teachers employ when implementing the Discovery Learning Model for teaching Reading Skills at MTs Mambaul Hikmah Rubaru**

    The results showed that the discovery learning model in learning reading skills in MTs Mambaul Hikmah Rubaru was implemented to complete the task of reading and solving a problem in the text. The assignment of this task was a plan carried out by the teacher before learning activities.

    The strategy is what the teacher used to achieve a particular purpose for the students in the learning process. And the strategy also can be called a style of teacher that was used in the learning process to make the student understand the material or make a difference in the learning process.[95]

    Based on the procedure or steps in discovery learning model by Syah, the discovery learning model consisted of six steps, namely

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[95] Abdul Majid, Strategi Pembelajaran. (Bandung: PT. Remaja Rosdakarya, 2014), page. 3-4.

stimulus, problem statement, data collection, data processing, and generalization.[96] Discovery learning is a learning model that emphasizes student-centered rather than teacher-centered, in which students must be able to find solutions to problems given and can express his own opinions and figure out his concepts. Students can absorb previously unknown knowledge, not information directly from the teacher. However, some or all of the knowledge is found alone with the help of the teacher.

In accordance with what Mr. Rusdi said, it was a strategy that was used to support learning in the classroom so that the model of discovery learning was successfully realized, so the strategy that Mr. Rusdi used is as follows:

a. **Read lots of Article in English**

Mr. Rusdi said that reading more articles in English can truly offer assistance to students improve their reading skills, since by practicing reading these articles they can get utilized to reading and get parts of benefits, such as: Finding new vocabulary, making interest in reading, and also being able to assist improve pronunciation in English. Mr. Rusdi requires students to get used to reading, to begin with, so that they are fluent in reading skills.

This can indirectly stimulate children's ability to better understand sentences or words in English if they are accustomed to reading English literature. Initially, students will find it difficult, but as they continue to be trained, students will gradually get used to

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[96] Muhibbin Syah. Psikologi Pendidikan (Bandung: PT REMAJA ROSDAKARYA, 2017), p.243.

reading articles or texts in English and will understand the content of the reading.

Reading is one of the most important skills taught within the English education and learning process in Indonesia. Anderson and Nunan cited in Masrojatud & Ika, advance expressed that reading could be a process where the reader combines data from the reading text with the information the reader must construct meaning.[97] Understanding the meaning of reading text is the objective of reading.

From the findings of the interview above, there is a continuity between the reading learning strategies used by Mr. Rusdi with the theory conveyed by Jerome Bruner's stated by Endang Titik Lestari that Discovery learning is a learning model that emphasizes personal growth, because in this model students are asked to read and asked to analyze something that has been read or known. Because in this model, students have the ability to know the problems they have read or known, so students must be able to find solutions or solve those problems by themselves.[98]

This is also in line with what was stated by Rahman where in his research he stated that The Discovery learning model is organized in such a way that students can acquire previously unknown knowledge without having to go through direct

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[97] Masrojatud Diniya, Ika Puspitasari, Strategi Membaca Pembelajar Bahasa Inggris SMA, Jurnal Gama Societa, Vol. 3 No. 1, Mei 2019, 1-8, p. 1-2
[98] Endang Titik Lestari, Discovery Learning. (Sleman: CV BUDI UTAMA, 2020), p .7.

information from the teacher. However, some or all of the knowledge is found alone with the help of the teacher.[99]

b. **Use Supporting Platforms**

Learning media can quicken student learning creativity and offer assistance to students to understand the concepts and substance of learning material broadly. Learning media could be a tool within the teaching and learning process that's utilized to communicate learning material from teachers to students so that it is compelling.[100]

Also, the strategy used by Mr. Rusdi is a support platform where not only students are required to be creative but teachers also have to be more creative in delivering material to make it easier for students to understand it. This strategy is also very helpful because students in teaching and learning activities are more comfortable and their learning is supported so that the support of the media used, can create enthusiasm, comfort, and pleasure in learning. So this will make students more active in studying because the atmosphere is not boring.

Hence, there's a requirement for interesting learning media that can move forward student learning accomplishment. Since media makes a difference clarify, encourages, and makes curiously

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[99] Rahman, R., & Maarif, S., Pengaruh Penggunaan Metode Discovery terhadap Kemampuan Analogis Matematis Siswa SMK Al-Ikhsan Pamarican Kabupaten Ciamis Jawa Barat, Jurnal Ilmiah Program Studi Matematika STKIP Siliwangi, 3(1), 33-58, 2014. https://doi.org/10.22460/infinity.v3i1.p33-58.

[100] Anak Agung Istri Yudhi PramawatiI & Gusti Agung Putri Wirastuti, PEMBELAJARAN BAHASA INGGRIS DENGAN MEDIA KREATIF CRAFTING PADA ANAK USIA DINI, Jurnal Santiaji Pendidikan, Volume 11, Nomor 2, Juli 2021

the learning messages that will be passed on by teachers to students so that they can motivate learning and the learning process gets to be more proficient.

The use of media used by Mr. Rusdi as a learning strategy in discovery leraning is a strategy that utilizes technological developments in teaching, this relates to what Tamurun stated that Discovery learning is one of the learning models that require active students. The discovery learning model emphasizes student-centered learning, making students more engaged in learning and searching for more meaningful material than conventional learning models.[101]

c. **Inquiry learning**

According to Mr. Rusdi, who also uses an inquiry learning strategy, which is a strategy that is very helpful for the discovery learning model because students are required to be more creative and students are also taught how to explore a problem. This strategy is very helpful for the model used by the teacher because this model also focuses on students. So this strategy is very relevant to the model used by Mr. Rusdi is a discovery learning model.

By and large, learning with Inquiry-based learning incorporates clarifying phenomena, carrying out perceptions,

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[101] Tumurun, S. W., Gusrayani, D., & Jayadinata, A. K., Pengaruh Model Pembelajaran Discovery Learning terhadap Keterampilan Berpikir Kreatif Siswa pada Materi Sifat-Sifat Cahaya, Jurnal Pena Ilmiah, 1(1), 101-110, 2016. https://doi.org/10.23819/pi.v1i1.2936.

describing issues, proposing theories, collecting information, analyzing information, and drawing conclusions.

This was also conveyed by Priansa cited in Achmad (2022)[102], Inquiry-based learning could be a learning demonstration of learning that motivates students to formulate questions and make inferences from shared concepts gained from real-world experiences and hands-on activities. Inquiry-based learning may be a learning strategy that places students (children) as the most on-screen characters within the learning process. With the inquiry-based learning strategy, children can be more free and dynamic in asking questions, passing on their thoughts, giving conclusions, and watching.

So, from the strategy that has been used by Mr. Rusdi, this strategy is also in line with Jerome's opinion, that children should play an active role in classroom learning. For this reason, Bruner uses what he calls discovery learning, in which students organize material into its final form.[103] What is meant by active here is, students are required to be active in class, especially actively reading many books or articles in English. This opinion is also in accordance with one of the strategies used by Mr. Rusdi, namely students are encouraged to read many articles in English.

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[102] Achmad Kholili, Upaya Meningkatkan Pemahaman Membaca Bahasa Inggris melalui Pembelajaran Berbasis Inkuiri (Inquiry-Based Learning), Jurnal Pengabdian pada Masyarakat: Volume 2 Nomor 2 Agustus 2022

[103] Endang Titik Lestari, Discovery Learning, (Sleman: CV BUDI UTAMA, 2020), p .7.

Then, from Jerome's opinion about the strategy in Discovery Learning quoted in Rina Rahmawati's journal that in learning process using the Discovery learning model, teachers must prepare other learning media, namely the internet and websites, each student uses it to explore their knowledge.[104] So, this is very related to the strategy used by Mr. Rusdi in learning to read using the Discovery learning model, namely using supporting platforms.

Also, the strategy used by Mr. Rusdi is a support platform where not only students are required to be creative but teachers also have to be more creative in delivering material to make it easier for students to understand it. This strategy is also very helpful because students in teaching and learning activities are more comfortable and their learning is supported so that the support of the media used, can create enthusiasm, comfort, and pleasure in learning. So this will make students more active in studying because the atmosphere is not boring.

2. **How do Teachers Think the Discovery Learning Model helps Students at MTs Mambaul Hikmah Rubaru improve their Reading Skill**

When the researchers conducted interviews with teacher of students of MTs Mambaul Hikmah Rubaru, the researchers found that

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[104] Rina Rahmawati, Pembelajaran Membaca Pemahaman Dengan Menggunakan Model Discovery Learning Dan Dampaknya Terhadap Peningkatan Berpikir Kritis Pada Siswa Kelas XII SMK Al Falah Dago Bandung, Jurnal Wistara, Vol. I, No. 2, Agustus 2018

there were several opinion of teacher in implementing Discovery Learning model in teaching Reading skills.

Based on the findings of an interview with one of the teachers who teach at MTs Mambaul Hikmah Rubaru, namely Mr. Rusdi, he stated that the Discovery Learning model is very suitable to be implemented because it helps students in the learning process, especially in Reading skills.

In the research process, the researcher also asked questions regarding how the teacher think about Discovery learning model can helps students to increase students' interest in reading, whether there were any difficulties in implementing this model, there any students who have difficulties, and if there were any obstacles, what solutions could be implemented by the teacher so that these obstacles could be overcome.

Researchers conducted this interview with Mr. Rusdi as an English teacher at MTs Mambaul Hikmah Rubaru in grades seventh, eight, and ninth. Mr. Rusdi explained that some students experience difficulties either in terms of listening to the teacher's explanation or even difficulty in doing assignments, but the way he overcomes this is by being guided and explained in more detail by going to the student's desk or calling him to the front of the teacher's desk and asking what which is still not understood, because even though this discovery learning model places more emphasis on the student center, teacher assistance and guidance is still needed.

The use of this discovery learning model is also very helpful in terms of students being able to think critically and independently, Mr. Rusdi also feels that this learning model can help students express their thoughts on the problems given by providing conclusions from the results of their searches.

Mr. Rusdi's opinion in reading material using this discovery learning model is very helpful because with this model many allow students to actively learn non-passively in the sense that students can learn, and find their answers to the problems that are given. Students can change their minds with their group friends discussing answers. Certainly, the role of teachers is also very important in driving the discussion process.

In implementing this model, of course, some obstacles occur in the classroom, such as differences of opinion between teachers and students or even students and fellow students. Meanwhile, the benefits of using this learning model are that it can create a feeling of joy in students because curiosity grow, both students can utilize various kinds of learning resources such as books, and other media, next is to improve students' reasoning and students' ability to think logically free, which means without any limits to thinking about something.

The solution to overcoming these difficulties is to review the explanation or material that has been given and listen more to the students' opinions about it, whether their thinking is correct or not. Here students are given full rights to actively express their opinions. Therefore, to reduce differences of opinion, teachers can invite students to explain their

opinions with reasons, if the opinion is felt to be incorrect then the teacher also has the right to correct and justify the student's opinion. Apart from that, students must also understand the material presented.