Journal Homepage: http://journal.ikippgriptk.ac.id/index.php/bahasa
DOI: 10.31571/bahasa.v12i1.7706 Jurnal Pendidikan Bahasa, Vol. 11, No. 1, Juni 2023

THE EFFECT OF DISCOVERY LEARNING TO TEACH STUDENTS' READING COMPREHENSION

Rahayu Meliasari[1], Adek Sunita[2], Sahrawi[3], Maliqul Hafis[4]

[1234]IKIP PGRI Pontianak

Corresponding email: rahayu.meliasari@gmail.com

Received: 19th of July 2022, Accepted: 21st of April 2023, Published: 8th of June 2023

Abstract

This research evaluates the efficacy of the discovery learning method in enhancing reading comprehension for tenth-grade students at SMK Mandiri Pontianak in the academic year 2023/2024. Employing a pre-experimental design, the sample for this study was chosen from the TKJ A class using cluster random sampling. The data collection process included both pre-tests and post-tests. Findings indicated a significant improvement in students' reading comprehension through the implementation of the discovery learning method, evident in the transition from a pre-test score of 61 (averaged) to a post-test score of 83 (excellent Statistical analysis through the t-test validated a noteworthy distinction ($\alpha < 0.05$), affirming the dismissal of the null hypothesis (H_0). This signifies a statistically significant enhancement in reading comprehension following the implementation of the discovery learning method.

Keywords: Discovery Learning Method, Reading Comprehension, Pre-experimental Research.

Abstrak

Penelitian ini mengevaluasi efektivitas metode pembelajaran penemuan dalam meningkatkan pemahaman membaca siswa kelas sepuluh di SMK Mandiri Pontianak pada tahun ajaran 2023/2024. Dengan menggunakan desain pra-eksperimental, sampel untuk penelitian ini dipilih dari kelas TKJ A menggunakan cluster random sampling. Proses pengumpulan data mencakup pre-test dan post-test. Temuan menunjukkan peningkatan yang signifikan dalam pemahaman membaca siswa melalui penerapan metode pembelajaran penemuan, yang terlihat dari peningkatan skor rata-rata pre-test sebesar 61 menjadi skor post-test sebesar 83. Analisis statistik melalui uji t mengkonfirmasi perbedaan yang signifikan (< 0.05), yang menguatkan penolakan hipotesis nol (H0). Hal ini menunjukkan peningkatan pemahaman membaca yang signifikan secara statistik setelah penerapan metode pembelajaran penemuan.

Kata kunci: Metode Pembelajaran Penemuan, Pemahaman Membaca, Penelitian Pra-eksperimental.

INTRODUCTION

In the cultivation of intellectual, social, and emotional capacities among language learners, language itself plays a crucial role, serving as a key driver for success across various academic fields. Learning a language is seen not just as a means to achieve academic excellence but also as a way for students to discover their identities, understand their cultural heritage, and appreciate the diverse cultures around them. Additionally, teaching a new language enables students to express their thoughts and feelings, participate actively in social interactions, and develop their analytical and creative skills. Proficiency in English at the high school level is

anticipated to transcend mere informational comprehension, laying the groundwork for students to pursue further education at the college level (Rahmadani, 2016). Attaining a high level of epistemic literacy is a significant challenge for high school students in Indonesia, where English is taught as a foreign language. The government has undertaken various efforts to improve the quality of national education, including the introduction of a revised curriculum. Despite these efforts, the inherent difficulty of English as a foreign language may still present a barrier to attaining a desired level of epistemic literacy among high school students in Indonesia (Nurlaila, 2021). The 2013 Curriculum upholds the fundamental belief that knowledge cannot be passively transferred from teacher to student. It recognizes students as active agents capable of actively seeking, processing, constructing, and utilizing knowledge. A notable characteristic of education in Indonesia thus far has been the prevalence of teacher-centered learning.

Success for an individual is distinguished by a lasting shift in behavior. Hence, successful students exhibit consistent behavioral patterns aligned with their objectives. Conversely, students encountering learning challenges display distinct learning patterns (Muslaini, 2017). Behavior that is not in accordance with learning objectives can hinder students' ability to read, which a main component is in the educational process. The observations conducted by the researcher in the classroom revealed certain student behaviors indicative of this issue. These behaviors encompass a diminished enthusiasm when prompted to read, challenges in comprehending English texts, encompassing pronunciation issues and a restricted vocabulary, as well as a reliance on the teacher's guidance throughout the learning process. Students also face difficulties in understanding the meaning and structure of reading material.

In facing these various challenges, the Discovery Learning Methodis considered as a suitable alternative. The Discovery Learning method is considered the right choice because it is able to train students to solve problems, discover concepts independently according to their level of ability, and develop thinking skills. This learning model helps students gain important knowledge, improve their ability to solve problems, understand concepts, design learning strategies, and foster collaboration skills in group work. Hence, the implementation of the Discovery Learning Model is anticipated to assist students in surmounting the hurdles they encounter in developing their reading skills.

The Discovery Learning model originated from the work of Jerome Bruner, a psychologist born in New York in 1915. Introduced in his 1960 book, "The Process of Education," Bruner's premise is that discovery learning involves an active quest for knowledge.

According to him, students excel in learning through discovery, engaging in problem-solving endeavors to unearth solutions and associated knowledge, consequently constructing meaningful understanding. Bruner (1966) cited in Bambang (2020:178) stated with in the Discovery Learning model, the knowledge acquired by students tends to be deeply ingrained, making it more likely to be retained over the long term. This approach facilitates the application of concepts to novel situations and contributes to the enhancement of students' reading skills. Within the framework of discovery learning, students are prompted to actively engage with concepts and principles. Teachers foster an environment that encourages students to gain hands-on experiences and draw connections between those experiences, allowing them to independently uncover and understand principles. According to Sinambela (2017) cited in Harida (2014:33), Implementing Discovery Learning in the classroom involves a series of stages. The first stage is stimulation, where students are introduced to a problem or challenging situation. At first, students may feel confused, but then they feel interested in investigating further. Moving on to the subsequent phase, the problem statement stage involves the teacher affording students the opportunity to identify issues pertinent to the learning topic. After conducting an investigation, students can choose a problem that they will focus on and formulate it in the form of a hypothesis. The next step is data collection, where students gather information to prove or support the hypothesis they have formulated. They can collect information from various sources, conduct observations, interviews, or self-test. After the data is collected, students carry out data processing, managing the data and information they obtained previously to improve their understanding. Afterthat, students enter the verification stage, where they review and check whether their statements or hypotheses have been proven or not with the data they have collected. The final stage is generalization or conclusion, where students summarize the results of the information they have collected and identify the lessons or understanding they have gained from this learning process. Therefore, the implementation of Discovery Learning fosters an active learning environment, promoting the development of students' critical thinking skills.

Understanding, as delineated by the Oxford Dictionary, entails the aptitude to apprehend and make sense of information or concepts (Darancik, 2018). Besides Muslaini (2017:54) state that Reading comprehension is a process that is more than just taking in information from the text we read. It involves deep understanding, including creating new insights from reading material, interpreting the message behind the words, and summarizing the text into important main ideas. Proficiency in reading comprehension serves as a fundamental cornerstone for

those aspiring to augment their knowledge and deepen their understanding. According to Muslaini, the level of reading comprehension can be grouped into three. The first level is literal understanding, where the main attention lies in what is literally written in the text and the development of the story. This isa very important foundation, because it allows us to understand the contentof the text thoroughly. At this level, we identify key words, follow thestory line, and absorb the overall picture. The second level is inferential understanding, which involves interpreting the deeper meaning of the text. At this level, we try to read between the lines, look for subtle clues, and make inferences about the message and meaning implied in the text. This encourages us to connect disparate information and summarize a more comprehensive understanding. Guiding students in recognizing andunderstanding relationships that are not always clear in the text will help improve their comprehension abilities. Therefore, reading comprehension is not just word for word decoding, but also understanding hidden messages in the text, which ultimately can reduce difficulties in dealing with more complex texts (Qurniawan, 2020). Reading comprehension involves the intricate process of thoroughly grasping the content and meaning conveyed within a text. This is not just limitedto extracting information from the text, but also creates a deeper understanding, interprets the meaning, and summarizes the essence of the text. The ability to understand text is very important in increasing knowledge and understanding. According to Muslaini, there exist three tiers or levels of reading comprehension. The first level is literal understanding, where the main focus is on what is in the text, what is told, and what happens in the story. This includes recognizing words, identifying basic information, and understanding text structure. The second level is inferential understanding, which involves understandingthe deeper meaning of the text. This necessitates engaging in critical thinking regarding the text, establishing connections between pieces of information, and drawing inferences about the author's purpose and message. This level allows readers to see what is implied behind the words. The third level is critical comprehension, where students are able to analyze, synthesize, and apply information from the text to other contexts. At this level, students not only interpret texts, but also develop personal views, formulate new insights, and generate creativethinking. This level involves combining literal and inferential understanding to achieve a deeper understanding of the concepts presentedin the text.

In mastering this level of understanding, it is important to consider various learning strategies, including the application of the DiscoveryLearning Method. This method can help students develop a deep understanding of various concepts and principles contained in the text.

Thus, strong reading comprehension can become the foundation for more advanced and sustainable improvement in comprehension. In research conducted by Tampubolon (2017) regarding the impact of discovery learning on students' success and inquiry learning skills, the study reveals a noteworthy difference favoring the experimental group. The average academic achievement of the experimental group surpasses that of the control group significantly, this encompasses scores related to the retention of learning and assessments of inquiry learning skills, encompassing both cognitive and affective dimensions. Another study conducted by Damayanti et al (2023) Furthermore, the examination delves into the repercussions of Discovery Learning and student evaluation on academic success. The findings reveal a correlation, indicating that a higher utilization of Discovery Learning throughout the course corresponds to lower course grades. Moreover, as the cognitive complexity of learning increases—such as the incorporation of analysis, synthesis, and evaluation by the instructor—the students tend to achieve lower grades in the course. Nevertheless, the research carried out on a national scale by Kurniadi et al (2020) the focus of this research is the application of the Discovery Learning Method in improving students' reading comprehension, especially in answering reading comprehension questions. In conducting this research, researcher used two data analysis approaches, namely quantitative and quantitative approaches. In quantitative data analysis, the collected data is analyzed in depth to gain a comprehensive understanding. Meanwhile, in the realm of quantitative data analysis, the data derived from the reading comprehension test serves as a metric to gauge the percentage of student engagement in the three conducted learning cycles.

Ultimately, the outcomes of this study are anticipated to demonstrate the effectiveness of the Discovery Learning Method in enhancing student involvement in responding to reading comprehension questions. Conclusively, it can be inferred that this method fosters active learning and kindles students' enthusiasm for comprehending the text. Apart from that, this research will also involve analyzing students' perceptions of the use of the Discovery Learning Method. Researcher hope that this research can provide deeper insight into the potential of this learning method in improving students' reading skills at SMK Mandiri Pontianak. Thus, it is hoped that this research can make a positive contribution to the development of education in the school.

METHOD

This study assesses the impact of the discovery learning method on reading comprehension among second-grade students at SMK Mandiri Pontianak, using a pre-

experimental design. Focusing on the TKJ A class, selected through cluster random sampling, the research is conducted at SMK Mandiri Pontianak, a reputable educational institution. The population consists of second-grade students in four classes: TKJ A, TKJ B, Multimedia A, and Multimedia B. Employing cluster random sampling, TKJ A is selected for in-depth analysis. Data collection involves pre-tests and post-tests using multiple-choice reading tests. Six methods, including individual score assessment, average score calculation, standard deviation measurement, t-tests, hypothesis testing, and effect size evaluation, are used for data analysis with SPSS version 16. The research procedure includes obtaining permission, conducting pre-tests, implementing the discovery learning method, conducting post-tests, and analyzing results. The t-test compares mean scores, while effect size gauges treatment impact. The study follows systematic steps for precision and efficiency in achieving research objectives.

FINDINGS AND DISCUSSION

This part explains the findings and the research question of the research, the collected since 6 January 2024 and 8 January 2024 Students of SMK Mandiri Pontianak, The researcher the treatment on 9 and 10 January 2024. The researcher computed the scores for both pre-test and post-test, encompassing individual scores and the overall test outcomes to assess students' reading proficiency. Additionally, the effect size was calculated. SPSS (Statistical Product and Service Solution) 16.0 for Windows was employed to analyze the data, as illustrated in the representation below:

The Analysis of Student’s Pre-test

In the course of this research, prior to implementing the treatment stage, the researcher initially conducted the pre-test on January 6, 2024. Sixteen tenth-grade students from SMK Mandiri Pontianak participated in this pre-test. Then, the researcher administered the pre-test on 8 January 2024. The pre-test instrument was comprised of a single question instructing students to practice reading a passage. To evaluate the students' pre-test scores, the researcher aggregated the scores from three aspects of reading comprehension, which include identifying the main idea, extracting specific information, and drawing conclusions.

The mean score that obtained from the students” individual score was 61 which can be categorized in average level of achievement. The standard deviation score was 7. The researcher analyzed the score of pre-tests by computing the data into computer software name SPSS version 16.0 and the result can see on the table below:

Table 4.1
Descriptive Statistics for Pre-test

Descriptive Statistics							
	N	Range	Minimum	Maximum	Sum	Mean	Std. Deviation
Pre-test	16	27	46	73	975	61	7

The Analysis of Student's Post-test

After researcher had done the treatment, the last stage in the experimental research was giving post-test. It administered 9 and 10 January 2024 and the participants were 16 students of tenth-grade in SMK Mandiri Pontianak. Post-test is consideration the final evaluation of the treatment that the researcher has been done.

The post-test yielded a mean score of 83, indicating that the level of achievement after the administered treatment reached an excellent standard. The standard deviation score for the post-tests was 4. Refer to the following table for a detailed presentation of the scores:

Table 4.2
Descriptive Statistics for Post-test

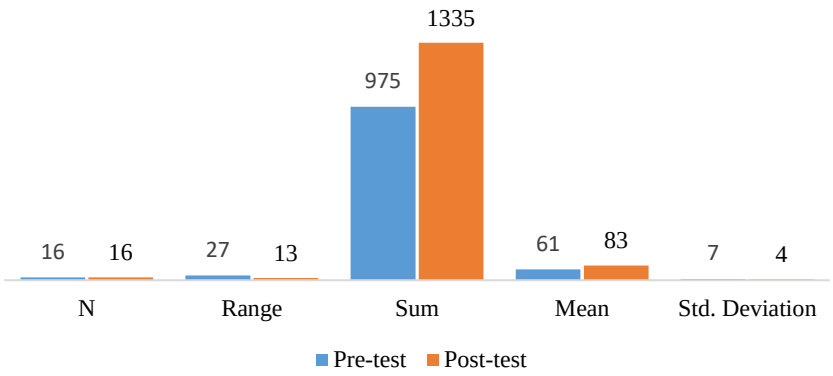
Descriptive Statistics							
	N	Range	Minimum	Maximum	Sum	Mean	Std. Deviation
Post-test	16	13	78	91	1335	83	4

By this finding, the range score of the students only 27, by means there was a raising compared to 13 in the pre-test. The mean score exhibited a rise from 61 to 83, signifying an improvement. Furthermore, the standard deviation for the post-test was observed to be lower (4) compared to the pre-test (7), indicating the treatment's success in narrowing the gap in student scores within the class. The detailed comparison of pre-test and post-test scores is presented in the table below:

Table 4.3
Descriptive Statistics for Pre-test and Post-test

Descriptive Statistics					
	N	Range	Sum	Mean	Std. Deviation
Pre-test	16	27	975	61	7
Post-test	16	13	1335	83	4

Figure 4.1
The Comparison of Pre and Post test



The Analysis of Students' Mean Score in Pre-test and Post-test

As indicated in the table, the pre-test mean score was 61, whereas the post-test mean score reached 83. Consequently, the student scores in the pre-test were lower than those in the post-test, highlighting a notable difference between the two sets of scores. The classification of the scores is detailed as follows:

Table 4.4
Mean Score Classification

Test Score	Classification
80.0 - 100.0	Excellent
70.0 - 79.0	Good
60.0 - 69.0	Average
50.0 - 59.0	Poor
0.0 - 49.0	Very Poor

Adopted from Sugiyono (2017)

The conclusion drawn from the mean score classification table is that the pre-test score (61) falls within the very average level, while the post-test score (83) reaches an excellent level.
Analysis of Student's Interval Score of Pre-test and Post-test

The analysis of interval score used to know the distance between the result score. The interval of the result can see as follow:

$$\overline{D} = \overline{X_2} - \overline{X_1}$$

$$\overline{D} = 83 - 61$$

$$\overline{D} = 22$$

This interval score analysis reveals the difference or distance between two sets of scores, measured by the formula $\bar{D} = (X_2)\bar{} - (X_1)\bar{}$. In this context, $(X_2)\bar{}$ represents the average score after implementing the Discovery Learning Method, which is 83, while $(X_1)\bar{}$ is the average score before the intervention, which is 61. The calculation results in an interval score (\ ($\bar{D}$\)) of 22. This indicates a substantial enhancement in the average scores of students following the utilization of the method. With a favorable interval score of 22, it reflects a robust positive influence on students' reading comprehension, illustrating a tangible advancement in their academic performance subsequent to the incorporation of the Discovery Learning Method.

The Analysis of Normality Test

The normality test was utilized to ascertain whether the data from both the pre-test and post-test exhibited a normal distribution or deviated from normality. Establishing normality was crucial for the research as it informed the distribution pattern of the data, guiding the researcher in determining the appropriate statistical test, such as choosing between the t-test and u-test. Opting for the Kolmogorov-Smirnov test available in SPSS statistics 16, as recommended by Sugiyono (2017:257), the analysis involved comparing the p-value (p) with the alpha value (a). If $p < a$ (0.05), this suggested that the data deviated from a normal distribution, given that when $p \neq \alpha$ (0.05), the data was deemed not to be normally distributed. Therefore, the interpretation of the results is as follows:

Table 4.5
One-Sample Kolmogorov-Smirnov Test

One-Sample Kolmogorov-Smirnov Test			
		Pre-test	Pos-ttest
N		16	16
Normal Parameters[a]	Mean	61	83
	Std. Deviation	7	4
Most Extreme Differences	Absolute	.169	.189
	Positive	.121	.189
	Negative	-.169	-.165
Kolmogorov-Smirnov Z		.942	1.055
Asymp. Sig. (2-tailed)		.338	.216
a. Test distribution is Normal.			

The results derived from the computation in Table 4.5 indicate that the significance for the pre-test was 0.338, and for the post-test, it was 0.216. As both scores exceed 0.05, it signifies that both sets of data were normally distributed. Given the normal distribution of pre-

test and post-test scores, it can be inferred that the researcher employed the t-test to test the hypothesis.

The Analysis of T-Test

The researcher employed the Statistical Package for the Social Sciences (SPSS) version 16.0 software to execute the paired sample test, comparing the mean scores of pre-test and post-test results. This was done with the aim of addressing the initial research question, which focused on evaluating the impact of the discovery learning method on students' reading comprehension. The outcomes of the paired sample test are presented in the subsequent table:

Table 4.6
Paired Sample Test Result

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest - Posttest	-40.258	7	1.350	-43.014	-37.502	-29.829	30	.000

From the results presented in the table of paired samples tests, it is observed that the t-value amounted to -29.829. In comparison, the critical t-value at a 5% significance level and with 16 degrees of freedom was identified as 1.69552. This indicates that the t-value exceeded the critical t-table value necessary for rejecting the null hypothesis at the α level of 0.05, signifying a significant difference. Consequently, the alternative hypothesis (Ha) was accepted as the significance value (sig) fell below α ($0.000 < 0.05$). In essence, a statistically significant difference was observed between the mean scores of the pre-test and post-test in reading after the implementation of the discovery learning method.

The Analysis of Testing Hypothesis

After utilizing SPSS (Statistical Product and Service Solution) 16.0 for data analysis through t-test calculations, the researcher identified a notable distinction in the scores between the pre-test and post-test of the students. This is evident from the contrast between the pre-test and post-test scores, where the post-test scores surpassed the pre-test scores by 22 points. The

t-test calculation resulted in a significant outcome, with a significance level of .000 (below 0.05), affirming the existence of a statistically significant difference. As a result, these conclusions fulfilled the conditions to reject the null hypothesis (Ho), confirming a statistically significant difference between the means of pre-test and post-test scores in reading comprehension.

The Analysis of Effect Size

In the final analysis, the researcher evaluated the treatment's effect using the effect size formula. The researcher manually calculated the effect size of the treatment, and the resulting calculation is as follows:

$$d = X2 - X1$$

$$d = \frac{83 - 61}{4 + 7}$$

$$d = \frac{22}{11}$$

$$d = 2$$

Derived from the effect size calculation, the value obtained was 2. According to the effect size category table, this calculation falls within the category of a strong effect. This outcome indicates that the application of the discovery learning method in teaching reading comprehension had a substantial effect. This is affirmed by Cohen's guidelines, where the effect size can range between 0 to, and in this case, it falls within a strong effect category:

0 – 0.20 = *Weak Effect*
0.21 – 0.50 = *Modest Effect*
0.51 – 1.00 = *Moderate Effect*
> 1.00 = *Strong Effect*

Which means the treatment was well implemented and successful in teaching reading comprehension.

Ultimately, the evaluation of the effectiveness of the Discovery Learning Method in enhancing reading comprehension for tenth-grade students at SMK Mandiri Pontianak was conducted. The study aimed to determine the efficacy of this method in teaching reading comprehension, and through thorough experiments, the researcher noted a noteworthy improvement in performance. The mean score witnessed an ascent from 61 to 83 following the implementation of the Discovery Learning Method, confirming its effectiveness in improving reading comprehension skills. This finding is consistent with similar research conducted by Nofianti et al (2020) and Dwijayanti et al (2020), both indicating the positive impact of the

Discovery Learning Method on students' reading In summary, the empirical evidence strongly supports the assertion that the Discovery Learning Method is highly effective in enhancing reading comprehension among tenth-grade students at SMK Mandiri Pontianak. These findings contribute valuable insights to the ongoing discourse on innovative teaching methods and their impact on academic achievements.

CONCLUSION

Based on the research findings and discussions, the calculations indicate the effectiveness of the discovery learning method in teaching students' reading comprehension. This is evident in the shift from a pre-test score of 61, categorized as a very average level, to a post-test score of 83, placing it in an excellent level. Students instructed through the discovery learning method demonstrated superior performance compared to those who did not receive this instruction. This is substantiated by the significant results obtained from the t-test calculation, where the significance value was recorded as .000 (below 0.05), indicating the presence of a statistically significant difference. Hence, this discovery satisfies the conditions for rejecting the null hypothesis (Ho), suggesting a statistically significant difference between the means of pre-test and post-test scores in reading after applying the discovery learning method.

This method serves as an alternative approach for instructing students in reading classes. Ultimately, the application of the discovery learning method proved to be impactful in enhancing students' reading comprehension Especially in practical application, the efficacy of the discovery learning method is evident and substantiated by the high effect size categorization, signifying significance (effect size score of 2). Thus, the implementation of the discovery learning method has proven to be effective and significant in enhancing students' reading comprehension among tenth-grade students at SMK Mandiri Pontianak in the academic year 2023/2024.

REFERENCES

Bambang, A. N. (2020). Discovery Learning. *JEELS (Journal of English Education and Linguistics Studies)*, *5*(4), 45–90.

Damayanti, T., Baa, S., Amin, F. H., Pendidikan, J., Inggris, B., Pascasarjana, P., Makassar, U. N., & Selatan, S. (2023). Implementing Discovery Learning in Teaching Reading Comprehension at Senior High School. *Journal of Language Teaching and Learning, Linguistics and Literature, 4778*(2), 77–91. https://doi.org/10.24256/ideas.v11i1.3817

Darancik, Y. (2018). Students' Views on Language Skills in Foreign Language Teaching.

International Education Studies, *11*(7), 166. https://doi.org/10.5539/ies.v11n7p166

Dwijayanti, L. M., Na'Im, M., & Soepeno, B. (2020). The Effect of Discovery Learning under Mind Mapping on Students' Results of History Learning at SMAN 1 Tenggarang. *IOP Conference Series: Earth and Environmental Science*, *485*(1), 1–7. https://doi.org/10.1088/1755-1315/485/1/012003

Hafis, M. (2019). Students' Perceptions of The Use of PowerPoint Slide Show for Teaching English Subject. *Jurnal Pendidikan Bahasa*, *2*(2), 203–218. https://journal.ikippgriptk.ac.id/index.php/bahasa/article/download/244/242

Harida, E. S. (2014). Students' Ability and Difficulties in Understanding English Text (A Study at English Program IAIN Padangsidimpuan). *Al-Ta Lim Journal*, *21*(3), 183–188. https://doi.org/10.15548/jt.v21i3.102

Kurniadi, P., Regina, R., & Rezeki, Y. S. (2020). The Use of Discovery Method in Teaching Reading Comprehension on Narrative Text. *Journal of English Education Program*, *1*(1), 37–49. https://doi.org/10.26418/jeep.v1i1.40024

Muslaini. (2017). Strategies For Teaching Reading Comprehension. *English Educational Jurnal*, *8*(1), 66–77.

Nofianti, N., Helendra, H., Rahmi, Y. L., & Ristiono, R. (2020). The Effect of Discovery Learning Model on Students' Learning Competencies At Grade VII In Junior High School 16 Padang. *Jurnal Atrium Pendidikan Biologi*, *5*(2), 9–16. https://doi.org/10.24036/apb.v5i2.7011

Nurlaila. (2021). An Analysis of Students' Motivation in Learning English at MTSN 5 Sarolangun. *UIN Sulthan Thaha Saifuddin Jambi*, *6*(1), 1–93. https://scholar.google.com/citations?view_op=view_citation&hl=en&user=MJCWfJsAAAAJ&pagesize=100&citation_for_view=MJCWfJsAAAAJ:_5tno0g5mFcC

Qurniawan, M. A. (2020). *Students' Difficulties On Reading Comprehension At The Eight Grade Of Smpn 6 Sarolangun*.

Rahmadani, D. (2016). Students' perception of English as a medium of instruction (EMI) in English classroom. *Journal on English as a Foreign Language*, *6*(2), 131. https://doi.org/10.23971/jefl.v6i2.432

Sahrawi. (2017). Students' and Teacher' S Perception of Task - Based Language Teaching and

the Implementation in Listening Class. *Jurnal Pendidikan Bahasa*, *6*(2), 169–178.

Sugiyono. (2017). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D* (Sugiyono (ed.); 3rd ed.). Alfabeta.

Tampubolon, D. (2017). Students' Perception on the Discovery Learning Strategy on Learning Reading Comprehension at the English Teaching Study. *JET: Journal of English Teaching*, *3*(1987), 43–54.