

## Developing English Teaching Material of Reading Comprehension For Islamic Students At MTS SKB 3 Menteri Bingkat

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### ABSTRACT

*According to Bryman's model, the research procedure involves several systematic stages: (1) identifying theoretical foundations, (2) formulating hypotheses, (3) designing the research, (4) operationalizing variables, (5) collecting data, (6) quantitatively analyzing data, (7) drawing conclusions, and (8) revising or confirming theoretical implications. These steps guided the development and validation of the discovery-learning model throughout the study. Data were collected through reading comprehension tests, expert validation, and student response questionnaires. The pre-test total score was 1,200, while the post-test total score increased to 2,270, indicating a significant improvement in students' reading comprehension achievement. Statistical analysis confirmed that Discovery Learning significantly improved students' ability to identify main ideas, infer meanings, and comprehend textual details. Validation by material experts indicated that the developed product was valid, effective, and practical for classroom implementation. The students' responses also reflected positive perceptions of the learning process, particularly in terms of motivation and engagement. Based on the findings, it can be concluded that the Discovery Learning-based reading comprehension model developed through the quantitative R Therefore, it is recommended that English teachers apply this model to enhance students' analytical and interpretive reading skills. The researcher used a classroom action research (C.A.R) that was conducted in two cycles in which every cycle consisted of four meetings; this study used a qualitative approach. The location of this research was eighth-grade students of MTs SKB 3 Menteri Bingkat, with a total of 28 students.*

**Keywords:** Research and Development, Quantitative Approach, Bryman (2004), Reading Comprehension

### I. INTRODUCTION

Reading is one way of obtaining information. However, many people, such as children, parents, teachers, politicians, and researchers, have problems reading. Four skills must be considered when learning English: These include listening, speaking, reading, and writing. Reading is a skill that must be possessed when learning English. Reading skills have become very important in the field of education, and students need to be exercised and trained in order to have good reading skills. Reading comprehension is the process of creating meaning in a text. Therefore, the goal is to gain an overall understanding of what is described in the text, rather than to obtain meaning from isolated words or sentences.

Many students in school and in course have difficulties reading English texts, but they will try to comprehend them. This is a problem faced by students because they cannot understand the text or how to answer the question well.

Reading is very important in our lives because by reading what, we can know the world and its contents. Reading interest and reading comprehension are closely related because when one's interest in reading is strong, reading comprehension ability will automatically increase.

The importance of reading for students includes, among other things, being able to broaden insight, increase knowledge, increase vocabulary, and, of course, increase enthusiasm for students to achieve the desired goals by reading books both offline (hardcopy-printed books) and online.

The development of science and technology requires people to have literacy habits. The development of literacy is becoming more important as basic comprehension to prepare knowledge for the future (Hunt et al., 2013). Literacy learning must begin in early childhood to obtain optimal results, usually called early literacy. Reading literacy is a literacy skill that needs to be improved. Reading comprehension plays an important role

in daily life. Reading is an important bridge for students who want to integrate interactive abilities (Springer et al., 2017). Reading is an activity that applies some of the ability to process reading text to understand the content of reading. Therefore, reading can be called an activity to obtain the information or message delivered in written language. A person can read, not only because of coincidence, but also because someone learns and practices to read a text.

The Discovery Learning strategy has great potential to improve students' understanding and develop critical thinking skills (Bruner, 1960). In its implementation, Discovery Learning demands a dynamic interaction between teachers and students.

Teachers no longer act as the sole source of information but rather as facilitators who guide students in the discovery process. This interaction can take the form of questions, feedback, discussions, and collaboration, all of which contribute to the development of student knowledge.

However, the effectiveness of Discovery Learning is highly dependent on how this interaction is established and the social dimensions within it.

Reading plays a crucial role in both personal development and participation in society. Reading opens the door to knowledge, improves critical thinking skills, enriches vocabulary, and helps us understand the world. Reading is a crucial skill for academic and professional success. Reading can also improve students' literacy. With this literacy, we can better adapt to global developments. A lack of literacy makes it extremely difficult to compete in the workforce and survive in today's world.

Indonesian students often find problems reading English texts because English is a foreign language for them and is different from Indonesian. Problems in understanding English texts also occurred for students in class VIII MTs SKB 3 Menteri Bingkat. Students in this school have low ability to read English texts. All the students can be read, but only a few of them can comprehend or understand what they have read, especially English text. This is because many factors such as students consider English to be a subject that is very difficult, bored, and scared because meaning and letters are different. Another factor is that the teacher always uses the same method as the direct method to teach English subjects. Therefore, the students were not interested in reading. They often waited for the teacher to translate the texts for them or asked for the meaning of difficult words rather than trying to find it by themselves. This is because the student is not interested in reading the English text. Sometimes, students just followed what was spoken by the teacher without seeing the text read. A lack of motivation to read reduces students' ability to read.

This research is expected to contribute significantly to the development of more effective and student-centered Discovery Learning strategies. In addition, this study also pays attention to how the teaching materials make students creative and enthusiastic so that their interest in reading English texts increases, and automatically, the ability to understand and answer questions will be easier.

## II. METHODS

This study employs a quantitative design to answer the proposed research questions. Quantitative research aims to describe, measure, and analyze the current status of an identified variable using numerical data and statistical analysis. In this study, the researcher applied a combination of Research and Development (R&D) and Classroom Action Research (C.A.R) designs to improve students' reading comprehension through the implementation of the discovery learning method.

The R&D approach was used to develop and validate the learning model, whereas the C.A.R design provided a practical framework for testing and refining the model within the classroom setting. Classroom Action Research consists of four major stages: planning, action implementation, observation, and reflection.

In the planning stage, the researcher identified students' problems with reading comprehension, designed lesson plans, and prepared teaching materials based on the discovery learning approach.

During the implementation stage, the researcher carried out planned learning activities in the classroom to engage students in discovering the meaning and structure of texts through guided tasks and discussions.

The observation stage involved collecting data through tests, field notes, and observation sheets to monitor student participation, motivation, and comprehension. Finally, in the reflection stage, the researcher analyzed the data to evaluate the effectiveness of the action and plan necessary improvements for the next cycle.

This study was conducted in two cycles, each consisting of two meetings. The first cycle served as an initial implementation to identify the strengths and weaknesses of the teaching process, whereas the second cycle was designed as a continuation and refinement based on the reflection results from the first cycle. Through this iterative process, the study aimed to systematically and continuously enhance students' reading comprehension performance.

This research will be conducted at MTs SKB 3 Menteri Bingkat, located in Serdang Bedagai Regency, North Sumatra. This institution is a junior high school (Madrasah Tsanawiyah) under the supervision of the Ministry of Religious Affairs. The study will focus on eighth-grade students during the 2024–2025 academic year, with a total of 28 students in one class consisting of eight female students and 20 male students.

This school was selected as the research site for several reasons. First, MTs SKB 3 Menteri Bingkat represents a typical learning environment in which students encounter challenges in reading comprehension, particularly in understanding English texts. Therefore, it provides a representative context for examining how Discovery Learning strategies can be effectively implemented to enhance students' reading comprehension skills.

Second, the school has supportive teachers and an open academic atmosphere, which encourages innovation in teaching and learning. The institution is also equipped with sufficient learning facilities, such as classrooms, libraries, and English learning resources, which support the implementation of the study.

Third, the researcher established good communication and collaboration between the English teacher and school administration. This accessibility and cooperation facilitated the process of data collection, observation, and classroom action implementation. In addition, students' diverse learning abilities and motivation levels make this setting suitable for testing the effectiveness of the Discovery Learning approach in improving reading comprehension.

In conclusion, MTs SKB 3 Menteri Bingkat was chosen because it not only provides a practical and realistic setting for educational research, but also offers an opportunity to contribute to improving English teaching practices within the madrasah context.

Creswell and Plano Clark (2017) define research methods as the specific procedures for data collection, analysis, and interpretation that researchers use in a study. They emphasize that the choice of method should be aligned with the research question and overall research design (Creswell, J. W., & Plano Clark, 2017). In addition, Bryman (2012) described research methods as a technique for collecting data. It can involve specific instruments, such as questionnaires or interview schedules, or a more general approach such as participant observation (Bryman, 2004).

The quantitative research method is often referred to as the traditional method, because it has been used for a long time and has become a well-established tradition in scientific research. This method is also called the positivist method, as it is grounded in the philosophy of positivism, which assumes that reality can be observed, measured, and analyzed objectively through empirical evidence.

Quantitative research is considered a scientific approach because it fulfills the main principles of science, namely, it is empirical, objective, measurable, rational, and systematic. The main purpose of this method is to test theories, verify hypotheses, and examine the relationships among variables using numerical data and statistical analysis.

This method is also sometimes associated with the discovery method because through quantitative analysis, researchers can discover and develop new findings, theories, and innovations in science and technology. In quantitative research, data are collected in a numerical form, and the analysis is conducted using statistical techniques, either descriptive or inferential. These techniques enable researchers to draw conclusions based on measurable evidence.

According to Sugiyono (2019), quantitative research is a method based on the philosophy of positivism, used to study a particular population or sample, where data collection employs research instruments such as tests, questionnaires, or observations. The data were analyzed statistically to determine the significance of the relationships or differences among the variables (Sugiyono, 2019).

In this study, a quantitative method was employed to measure the effectiveness of a Discovery Learning strategy in improving students' reading comprehension. The researcher used pre-test and post-test scores to determine the extent of improvement in students' reading achievement after the implementation of the learning model. The results were then statistically analysed to identify whether there was a significant increase in students' performance from the first to the second cycle.

Through this method, this research aimed to obtain objective and measurable evidence regarding the impact of Discovery Learning on reading comprehension skills. The systematic process of collecting, analyzing, and interpreting numerical data ensured that the findings were reliable, valid, and generalizable to similar educational contexts.

### **III. RESULTS AND DISCUSSION**

### A. Research Result

This study aimed to develop and test the effectiveness of a learning model for improving students' reading comprehension. The participants were 28 eighth-grade students. The primary instruments used in this study were a reading comprehension test and a learning activity observation sheet. Before development, a pre-test was administered to determine students' initial abilities.

This study was accomplished in two cycles. Each cycle consists of four steps of action research (planning, acting, observing, and reflecting). The first meeting, including the pre-test, was intended to measure students' reading comprehension ability, especially in determining the main idea of the paragraph. The first cycle, including post-test I, was conducted at four meetings. The second cycle was conducted in four meetings, and the researcher always gave the test at the end of the learning in every cycle.

Quantitative data were obtained from the results of the test administered to the students. The given test was still relevant to the topic taught and discussed in the classroom in every cycle. There were two cycles consisting of four meetings in this study, and the test was conducted at the end of each cycle.

Results of the pre-test and post-test. In pre-test the pre-test, there was one student with good classification, six students with fair classification, four students with poor classification, and seventeen students with very poor classification. The total score on the pre-test was 1.200, indicating that the students' reading comprehension was very poor. The students were considered to have lacked the ability to comprehend the text because the teacher only used the lecturing method during the learning process.

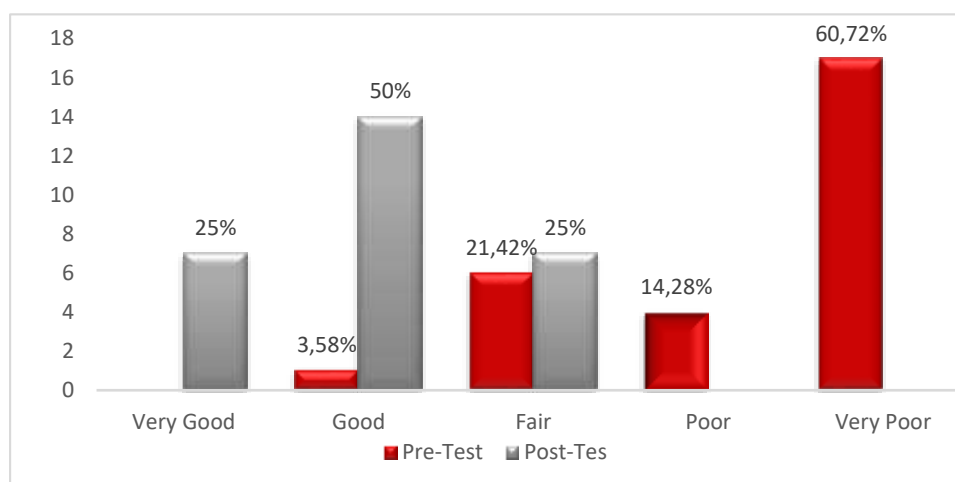
Meanwhile, on the post-test, the students' scores improved after receiving treatment using the discovery learning reading method. Seven students were in very good classification, 14 in good classification, seven student in fair classification; there were no students in poor and very poor classification. This means that students' reading comprehension improved after using the discovery learning reading method. The total score on the post-test was 2.270.

This proved that there was an improvement in the students' scores in the post-test. This shows that most of them got very good and good scores, because in the process of the Discover learning method, students are pushed to comprehend the text on their own, so they get an increase in their reading comprehension.

Table 1. The Classification students' score, and percentage of the frequency in pretest and post-test

No	Classification	Score	Frequency		Percentage (%)	
			Pre-test	Post-test	Pre-test	Post-test
1	Very Good	86-100	0	7	0%	25%
2	Good	71-85	1	14	3,58%	50%
3	Fair	56-70	6	7	21,42%	25%
4	Poor	41-55	4	0	14,28%	0%
5	Very Poor	<40	17	0	60,72%	0%
Total			28	28	100%	100%

Figure 1. The Classification students' score, and percentage of the frequency in pretest and post-test



The data in the table above indicate that for the classification students' score and percentage of the pre-test frequency, one student got good (3,58%), six (21,42%) students got fair scores, four (14,28%) students got poor scores, and seventeen (60,72%) students got very poor scores. Regarding the rate percentage of the post-



test, seven (25%) students got very good scores, fourteen (50%) students got good scores, seven (25%) students got fair scores, and no students got poor or very poor scores. This means that the percentage of students in post-test the students score was higher than that in the pretest. This shows that the discovery learning reading method could improve students' vocabulary.

The standard deviation was 16.21 means that students' reading comprehension scores in the pre-test varied widely from the mean (42.85). This shows that before the Discovery Learning treatment, students' reading comprehension ability was still inconsistent and widespread. The standard deviation of 10.06 indicates that students' scores after being taught using the Discovery Learning strategy were more consistent and closer to the mean (81.07). This smaller SD compared with the pre-test (16.21) shows the following:

- Students' reading comprehension improved overall.
- The performance gap between high and low achievers decreases.
- Discovery Learning made class achievement more uniform and balanced.

### B. Discussion

The results indicated a notable improvement in reading comprehension among students following the implementation of Discovery Learning. Prior to the intervention, many students struggled to pinpoint their main ideas, draw inferences, and grasp details within a text. However, after engaging in several Discovery Learning sessions, the students displayed increased independence and confidence in deciphering text meanings.

The Discovery Learning approach encourages students to observe, question, hypothesize, experiment, and ultimately reach conclusions, as highlighted by (Bruner, 1961). Active engagement fosters a deeper level of cognitive involvement, which is crucial for comprehending reading materials. When students uncover information on their own, they are more likely to retain it and effectively utilize it in various situations.

In this study, the substantial rise from 1,200 to 2,270 clearly illustrates an improvement in learning outcomes following the application of Discovery Learning. This observation corroborates the findings of earlier studies by (Hosnan, 2014) and (Suryani, 2018), who concluded that Discovery Learning enhances students' higher-order thinking skills, which are closely tied to reading comprehension.

From observations and interviews conducted in the classroom, it was evident that most students had a favorable view of discovery learning in their reading classes. They noted that this approach made learning more enjoyable, challenging, and significant than traditional lecturing methods (Slavin, 2019).

Students felt more inspired to engage in discussions, ask questions, and seek answers within texts. This transition from passive to active learning enhanced their sense of ownership in the learning journey and fortified their critical reading ability.

Additionally, the collaborative components of discovery learning foster improved interactions among peers. Students collaborated in groups to decode challenging words, analyze the main ideas, and derive meanings from the texts. These exchanges promote cooperative learning and bolster students' confidence in articulating their viewpoints on reading materials (Yasim, 2024).

In traditional teaching, instructors typically present the material directly while students listen and respond to comprehension questions in a passive manner. This teacher-centered model often curtails students' critical thinking and curiosity. On the other hand, Discovery Learning places a spotlight on students. In this model, the teacher serves as a facilitator, rather than merely a provider of information. Students engage with texts, form hypotheses about their meaning, and confirm their understanding through dialogue and guidance. This method not only enhances reading comprehension but also fosters other vital skills, such as communication, collaboration, and metacognitive awareness, which are all crucial elements for success in the 21st century (Ramadan, 2024).

These results align with Bruner's constructivist theory, which asserts that learning is an engaging process in which individuals build new concepts based on their existing knowledge. When students actively seek to uncover meanings in the realm of reading, their insights become deeper and more enduring (Bruner, 1960).

Additionally, the research bolsters schema theory, indicating that understanding occurs when readers tap into their prior knowledge and relate it to new information in the text. Discovery Learning effectively encourages schema activation, as it prompts students to connect their experiences with the material they are reading.

Based on the research, the researcher give some suggestion as follow:

Teachers are encouraged to incorporate Discovery Learning into their reading classes to enhance student engagement. By creating activities that foster prediction, exploration, and reflection, educators can help students gain a deeper understanding of the texts. The teacher should be able to involve all students in the

reading process. One of the many ways to make the students involved in the teaching reading process is to use the start simple stories extensive reading method (Nuttall, 2018).

The researcher expected the students to develop their reading skills. They have to practice more, not only in class, so they can solve their problems in understanding the English text. Students should be encouraged to engage in the independent exploration of information, ask questions, and seek out their own meanings. This level of autonomy will not only boost reading comprehension, but also foster essential lifelong learning skills (Harmer, 2020).

Curriculum developers should weave the principles of Discovery Learning into reading comprehension lessons, focusing on process-based learning rather than solely on the end results.

Future research could explore the integration of Discovery Learning with digital or cooperative learning strategies to further enhance both reading skills and student motivation. To the other researchers, this research was expected to provide useful information to other researchers about starting simple stories using extensive reading methods that are used to improve students' reading ability. It can be used as a reference for research related to this title (Arnawati, 2025).

## IV.CONCLUSIONS

The goal of this research was to enhance students' reading comprehension skills through the application of a Discovery Learning method. To evaluate its effectiveness, we conducted a pre-test and post-test for students before and after the treatment. The quantitative results showed a notable increase in the students' reading comprehension scores. The total score on the pre-test was 1,200, while the total score on the post-test rose to 2,270. This demonstrates a significant enhancement in students' reading abilities after they engaged in the Discovery Learning approach. In terms of average scores, if we consider that 28 students participated in the study, the mean pre-test score would be 42.75, while the mean post-test score would jump to 81.07. This 38.32-point increase highlights a considerable improvement in students' ability to comprehend the reading materials. This advancement can be interpreted as a reflection of the benefits of the Discovery Learning method, which promotes a more active, analytical, and reflective learning approach.

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