THE IMPLEMENTATION OF DISCOVERY LEARNING MODEL
IN TEACHING ENGLISH
AT ELEVENTH GRADE OF SMK MUHAMMADIYAH 3 PURBALINGGA

AN UNDERGADUATE THESIS
Submitted to Faculty of Tarbiya and Teacher Training of
State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto
as a Partial Fulfillment of Requirements for *Sarjana Pendidikan* (S. Pd.)
Degree

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STATEMENT OF ORIGINALITY

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Declare all the statements, opinion, analyses that I have written in this thesis with the title **"The Implementation of Discovery Learning Model in Teaching English at Eleventh Grade of SMK Muhammadiyah 3 Purbalingga"** are my original work. I optimally conducted my own research with the help of references, cited other sources, and suggestions. If this thesis statement is not true, I am willing to accept the applicable academic sanctions.

Purwokerto, 21 December 2022

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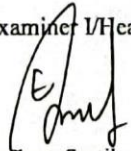# PAGE OF APPROVAL

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THE IMPLEMENTATION OF DISCOVERY LEARNING MODEL IN TEACHING ENGLISH AT ELEVENTH GRADE OF SMK MUHAMMADIYAH 3 PURBALINGGA

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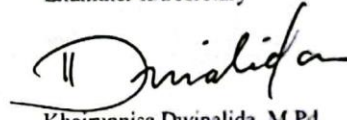
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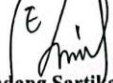Prof. K.H. Saifuddin Zuhri

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Wassalamu'alaikum Wr. Wb.

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MOTTO

There is no matter how slow you walk,

as long as you don't ever stop.

- Confusius -

DEDICATIONS

This thesis is dedicated to:

My beloved father (Bapak Salimin) and my beloved mother (Ibu Tuginem)

My beloved sister (Lisnawati)

My beloved brother (Supriyadi)

My beloved younger sister (Viki Sofiatun Ismi)

My beloved friends

All of people whom always give support and their prayers

My self who has fight so far

And all the readers of this thesis

PREFACE

Alhamdulillahi rabbil'alamin, I give thanks to Allah, the Almighty, who has provided for all of my needs. Because of Him, I can express all my gratitudes and my strengthen to complete this thesis entitled ***"The Implementation of Discovery learning Model in Teaching English at Eleventh Grade of SMK Muhammadiyah 3 Purbalingga".*** Shalawat and Salam always be upon to our beloved prophet Muhammad SAW, his family and his companion who guide the way of this life.

The researcher realized that this thesis would never been accomplished without the guidance and motivation from many people. In this great occasion, the researcher would like to express the deepest thanks to:

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7. Desi Wijayanti Marfu'ah, M. Pd., the Coordinator of English Education Study Program in Faculty Tarbiya and Teacher Training of State Islamic University of Prof. K.H Saifuddin Zuhri Purwokerto..

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Finally, the researcher hopes that this research could give advantages to the reader. The researcher realized that this research is far from being perfect. Therefore, the researcher openly accepts criticism and suggestions of this research for better result.
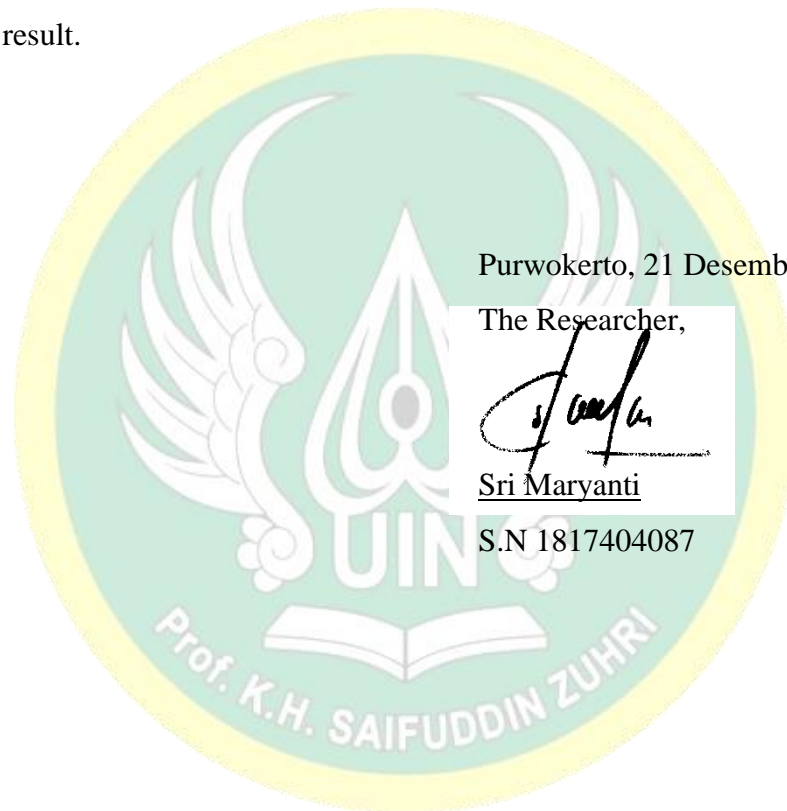
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ABSTRACT

The aim of this research is to describe the implementation of discovery learning model in teaching English at eleventh grade of SMK Muhammadiyah 3 Purbalingga. This research used qualitative research method in which the data were obtained through observation, interview, and documentation. The subject of this research were the English teacher and the students of XI Pharmacy A at SMK Muhammadiyah 3 Purbalingga. The research findings of the observation shows that the teacher implemented the discovery learning model based on the steps of model learning according to the 2013 curriculum. The steps which teacher used were stimulation, problem statement, data collection, data processing, verification, and generalization. Moreover, data collection and data processing were mostly carried out during the teaching and learning process when applying the steps of the discovery learning model. For the last were the advantages and disadvantages of implementing discovery learning in teaching English. The advantages were active engagement, creative and problem solving skills, and foster curiosity. The reality of this model learning helped the students follow the role of the lead to students' frustration. This model learning was taking much time in a few part of the step discovery learning applied because need much time to help and monitor the students problem-solving process. Therefore, the teacher needs to do more preparation before the learning activity begins in order to modify the subject and the objects she would apply. Teacher has to seeking others innovative ways to bring the material with this model learning.

Keywords: *English Language Teaching, Discovery Learning, Learning Model*

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CHAPTER I

INTRODUCTION

A. Background of the Study

The quality of the learning model applied generally to have an impact on learning quality in addition to the teacher's competency.[1] A learning model means the planning of teaching and learning activities by the adoption of a plan or pattern.[2] The learning model is a strategy or a pattern used to organize learning in a classroom.[3] The term "learning model" refers to the method of instruction that will be employed, which will comprise learning environments, phases of learning activities, and classroom management. The qualities of the students, the course materials, and the facilities and services must all be taken into account when selecting a learning model. Teachers needed to gain a better understanding of the positives and negatives of using the learning model in the classroom.

In primary and secondary education, certain models are used. Incorporating inquiry-based learning, discovery learning, problem-based learning, and project-based learning into the curriculum 2013 was advised.[4] The discovery learning model is a style of teaching where students are expected to organize the content on their own rather of being given the finished product. Thus, the 2013 curriculum uses a paradigm that may be used to identify students as learning objects (student-centered) and the teacher as a facilitator of the learning process.

According to Bruner as cited by Ministry of Education, discovery learning is the type of learning that occurs when a learner is asked to

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[1] Dina Amaliyah Mushtoza, 'Discovery learning in Teaching Report Writing for Junior High School Students Based on 2013 Curriculum', *Journal of Emerging Technologies in Learning,* 5.1 (2016), pg. 36.

[2] Nurhadifah A., Waddi Fatimah, Perawati B. A., 'Model Pembelajaran Inovatif Abad 21', (Yogyakarta: Penerbit Samudra Biru), 2019, pg. 54.

[3] Arends. Richard I., '*Learning to Teach 6th ed.*' New York: McGraw Hill. (2004).

[4] Nurhadifah A., Waddi Fatimah, Perawati B. A., 'Model Pembelajaran Inovatif Abad 21', (Yogyakarta: Penerbit Samudra Biru), 2019, pg. 92-99.

organize the material on their own rather than being given it in its finished state. Because students are encouraged to draw conclusions while studying under the teacher's direction, the discovery learning model has increased student engagement and helped students develop their critical thinking skills. There are numerous models and learning approaches that teachers can use to implement the learning model in the 2013 curriculum. In this instance, the teacher continues to play a significant part in the learning process. This type of learning model's core principle is that students can create their own experiments in the field.[5] They can expand their expertise, come to their own domain rules, and improve their knowledge.

In Indonesia, English began to be learned from elementary school, junior high school, and senior high school, as well as universities and other non-formal educational institutions. English learning is expected to help students get to know themselves, their culture, and the culture of others. In learning English, there are four skills that students must master, including speaking, listening, reading, and writing.[6]

The discovery learning model can be used in all lessons, including English language lessons, in accordance with the applicable curriculum. The teacher-prepared formulation of the problem is presented to the students as part of the discovery learning paradigm during the teaching and learning process. The teacher's participation in the learning process is not completely eliminated in this discovery learning approach; the teacher must still assist students in discovering a concept for learning outcomes rather than out of goals to be attained. However, teachers' direction should be lessened to give students the chance to become scientists by discovering information, ideas, or subject matter on their own.

[5] Aris Setiawan, 'Efektifitas Metode Discovery learning dalam Meningkatkan Hasil Belajar Bahasa Inggris Siswa (Eksperimen di Kelas X SMAIT Asy-Syukriyyah Tangerang)', *Jurnal Asy-SYukriyyah,* (2019), 20.2, pg. 3.
[6] Chengyu Nan, ' Implications of Interrationship among Four Language Skills for HighSchool English Teaching', *Journal of Language Teaching and Research*, Vol. 9, No. 2, pg 2.

Based on the preliminary research, a discussion was done with an English teacher in SMK Muhammadiyah 3 Purbalingga. Based on the information, the researcher found that the problem in the eleventh grade of SMK Muhammadiyah 3 Purbalingga is the students are having difficulties learning English material because they feel challenged to know the meaning, understanding the topic, etc. Therefore, the students are lack of learning in English material. To solve the problem, the teacher tried to apply discovery learning because this model of learning can help the students to be brave in understanding the material. Thus, based on the above explanation, discovery learning are considered suitable to use in English teaching because student actively participates in problem solving, the connections made and the organization established are based on his or her own past knowledge rather than that of someone else.

According some of the previous researches, these informed the benefit of using discovery learning model during process of English learning. The implementation of discovery-based learning strengthens the students' cognitive, mastery, and learning outcomes skills. The teacher must prepare thoroughly in order to apply discovery-based learning successfully and produce better results.[7] The advantages of implementing discovery-based learning in the classroom also include the use of a student-centered approach, which will successfully develop students' abilities. During activities that are oriented on exploration learning, students are actively chatting, sharing, and gathering ideas in the classroom.[8] The use of discovery-based learning in the classroom will also actively engage the

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[7] Kadek Wahyu Widana, Made Sonia H., 'The Use of Discovery-Based Learning to Encourage Students' Motivation in Classroom', *The Art of Teaching English as a Foreign Language, (*2022), 3. 1, pg. 59.

[8] Satriani, Yusuf R., Nurhidayanti, Nurul M., 'The Impact of Using Discovery learning on EFL Students' Writing Skill', *Indonesian Journal of Research and Educational Review,* (2022), 3. 1, pg. 395.

students to participate in the learning environment through a variety of enjoyable activities.[9]

Finally, based on the explanation above, it can be seen that discovery learning used by the English teacher of SMK Muhammadiyah 3 Purbalingga helped find ideas since it was real and could be sensed by the students. Thus, it is presented in English learning that requires to actively seek out information about themselves and conduct their own research. For that reason, this research is needed to be conducted to analyze how the teacher of SMK Muhammadiyah 3 Purbalingga implemented discovery learning in English teaching Therefore, this research is intended to explore how using discovery learning in English teaching. Hence, this research entitled ***"The Implementation of Discovery Learning Model in Teaching English at Eleventh Grade of SMK Muhammadiyah 3 Purbalingga".***

B.   Conceptual Definitions

There are some terms used in this research that have three important terms in order to avoid misunderstanding and to ensure that the readers have the same understanding and impression of this research. These terms are:

1.   Discovery Learning Model

One of the model learning in the 2013 Curriculum is discovery learning. With this approach, the students must actively participate in conducting experiments, gathering data, and conducting data analysis. These pursuits are appropriate for the adoption of student-centered learning, which reduces teachers to a supporting role facilitator the students must be able to solve problems or identify the challenges that the teacher is presenting.

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[9] Muliyati, Ulfah Syam, 'Promoting Discovery learning for EFL Students in Reading Comprehension', *Jurnal Pendidikan Bahasa Inggris,* (2020), 9. 2, pg. 380.

2. Teaching English Using Discovery Learning

Teaching English through discovery learning means that the teacher applies discovery learning method to teach English lesson conducted the step of discovery learning. This model learning applied by some of steps, such as stimulation, Problem Statement, Data Processing, Data Collection, Verification, and Generalization.

C. **Research Questions**

Based on the background of the study above, the research questions are formulated as:

1. How is the implementation of discovery learning model in teaching English at eleventh grade of SMK Muhammadiyah 3 Purbalingga?

2. What are the advantages and disadvantages of using discovery learning model in teaching English at eleventh grade of SMK Muhammadiyah 3 Purbalingga?

D. **Objectives and Significances of the Research**

1. The Objectives of the Research

   a. To describe the reasons of using discovery learning model in teaching English at eleventh grade of SMK Muhammadiyah 3 Purbalingga.

   b. To describe the advantages and disadvantages of using discovery learning model in teaching English at eleventh grade of SMK Muhammadiyah 3 Purbalingga.

2. The Significances

   This study's significance can be divided into two categories. Both theoretical and practical significances:

   a. Theoretical significances

      1) The research can provide more knowledge about using discovery learning method in teaching English.

      2) The research can be improving the quality of using discovery learning method in teaching English.

b. Practical significances

1) For the researcher

This research can be give more experience and knowledge about using discovery learning model in teaching English that will be useful in the learning process.

2) For the English teacher

The findings of this study should benefit the teacher by providing new information and enhancing the learning process, especially in teaching English.

3) For the other researchers

This studies can be used for other researcher as an example or reference to make similarly research in relevant research. The researcher indicates similarly researchers explore on more specific attention dealing with teaching method or teachingstrategy through engaging in a studies on more specific attention,it can be analyzed more deeply.

E. **Structure of the Research**

To make the systematic research, it is necessary to classify the structure of the research. The structure of the research will explain as follow:

Chapter I presents an introduction which consist of the background of the study, operational definition, research questions, objective, significances of the research, and structure of the research.

Chapter II consist the theories of using discovery learning model in teaching English, literature review, and review of relevant studies.

Chapter III presents of research methods. This chapter deals with the research design, source of the data, technique for obtaining data, and technique for data analyzing.

Chapter IV presents of the finding discussion. It presents the result of the research.

Chapter V presents the conclusion and suggestion of the research. In this chapter, the data will be concluded and suggestion is given regarding the research.

CHAPTER II

THEORETICAL REVIEW

A. Discovery learning

1. Definition of Discovery Learning

Discovery learning is about exploring and learning on your own. Burner argues that discovery learning, students are able to utilize their cognitive ability to gain new knowledge. In other words, students may not all be at the same level of learning, each students can gain a different level of knowledge on a topic in his/own way and still reach the intended outcome set by the teacher. In this model of teaching and learning, the teacher provides lesson material that isn't final, but students are given the chance to look for answers on their own by employing a problem-solving strategy.[10] According to Hosnan as cited in Aris Setiawan, discovery learning is one of the models for encouraging students to actively seek out information about themselves and conduct their own research. Students will be more likely to retain the information they learn through discovery learning since it leaves a lasting impression on their memories.[11] These lessons are appropriate for implementing student-centered learning, which reduces teachers to the role of facilitator or presenter. According to the definition, it is clear that students must be able to seek out or solve the problems that are presented.

Discovery learning is more meaningful because it uses your own personal associations as a foundation for knowledge.[12] When a student actively participates in problem solving, the connections made and the organization established are based on his or her own past knowledge rather than that of someone else. The connections already have more

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[10] Djamarah, S. B., 'Strategi Belajar Mengaja*r*', *(*Bandung: Rineka Cipta, 2008), pg. 98.

[11] Aris Setiawan, 'Efektifitas Metode Discovery learning dalam Meningkatkan Hasil Belajar Bahasa Inggris Siswa', *Jurnal Asy-Syukriyyah,* 20.2, (2019), pg. 3.

[12] Marilla D. Svinicki, 'A Theoretical Foundation of Discovery learning', *Advanced in Physicology Education,* 20.1 (1998), pg. 4.

significance than a connection that was forcefully imposed because they were made by the learner. Discovery learning is also can be mentioned as active learning. Students are able to concentrate on lessons, actively ask questions and take notes, including paying attention to the teacher's explanation, if students are told beforehand that at the end of each lesson, they will be given an assignment where the value of the assignment is one of the considerations in determining the value.[13] With this method, teachers mainly provide guidance and instructions; students are left to discover or experience mental processes on their own. One of the aim of the discovery learning model is to develop students' independence and creativity while also assessing their comprehension of the subject matter.

2. The Steps of Discovery Learning Implementing in the Classroom

The steps for implementing the discovery learning approach in the classroom are as follows. Several procedures must be followed in regular teaching and learning activities as follows:[14]

a) Stimulation

The stimulation at this stage creates the framework for educational exchanges that can foster student development and support their exploration of the content. When students experience something confusing at this point, the teacher chooses not to make any generalizations, which stimulates the students to want to conduct independent research. Additionally, the teacher can start the activity by putting up questions, reading a book, etc. That will provide guidance for how to approach a problem.

b) Problem Statement

The next step is problem statement. In this step, students are given the opportunity by the teacher to list as many agendas of issues

[13] Edewale Ayende, Edenkelu Bleza, 'Discovery learning in English Language Teaching', *Educia Journal,* 1.1, (2022), pg. 5.
[14] Jerome S. Burner, "The Process of Education", London: Harvard University, (1961).

as they can that are connected to the subject matter. One of these issues is then picked and arranged as a hypothesis.

c) Data Collection

When the exploration is continuing, the teacher also offers the students the opportunity to gather as much data as they can to support or refute the hypothesis. The purpose of this step is to provide answers or to establish whether the hypothesis is true or not, giving students the opportunity to gather a wealth of pertinent data, read relevant literature, examine objects, conduct interviews, and conduct experiments.

d) Data Processing

Data processing is the action of processing data and information that have been obtained from students through questioning, observing, etc. All of the information gleaned from reading, interviews, observations, etc. All of them are processed, categorized, tabulated, if necessary, calculated in a specific manner, as well as understood level, interpreted.

e) Verification

All students conduct thorough research at this point to demonstrate the validity of the conclusion made with the hypothesis. Alternative discovery combined directly with data processing outcome. The objective of verification, in Bruner's opinion, is to establish if teachers provided a chance for students to learn a new idea, theory, or comprehension with an illustration from their regular activities.

f) Generalization

Generalization is the process of arriving at a conclusion that can be a universal principle and apply to all instances with the same issues after considering the evidence. On the basis of the verification outcome, generalization concepts have been developed.

3. Advantages and Disadvantages of Discovery Learning

  Learning models undoubtedly have advantages and disadvantages. However, because discovery learning involves students actively in their learning and encourages independent learning, it can help students' problem-solving skills. The advantages and disadvantages of discovery learning model as follow:[15]

  a) Advantages of discovery learning

   1) Active engagement

   2) Creativity and problem solving skills

   3) Forster Curiosity

  b) Disadvantages of discovery learning

   1) Time consuming at a few part of the step-applied

   2) Leads to students frustration

4. The Ways of Discovery Learning at the Classroom[16]

  a) Encourage a responsive environment among the students.

  b) Find issues.

  c) Asking students' questions.

  d) Find the theory that provides the solution to the problem.

  e) The teacher offers questions that seek information to support the claim.

  f) Teachers and students both reach conclusions.

B. Learning Model

  One of the primary issues with teaching and learning in schools is that the knowledge of the students is still not effectively understood. According to the research, the traditional teaching and learning method was to blame. As a result, students would be passive because the environment's

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[15] Jerome S. Burner, "The Process of Education", London: Harvard University, (1961).

[16] Nurhadifah A., Waddi Fatimah, Perawati B. A., 'Model Pembelajaran Inovatif Abad 21', (Yogyakarta: Penerbit Samudra Biru), 2019, pg. 99-100.

teaching and learning process tended to be teacher-centered.[17] Because of this, teachers should utilize learning models in their lessons. Socrates claimed that learning models offer a teacher having a strategy in place for coming up with the right arranging the instructional activities and the learning environment.[18]

A learning model is a design or pattern that is used to design learning in a classroom or tutorial and to select instructional aids like books, movies, computers, and curriculum, among other things. While Soekamto explained that a learning model is a "skeleton of ideas" that implies a systematic method for structuring study time to meet learning objectives, it also serves as a guide for teachers and learning designers as they coordinate teaching and learning activities.

The learning model mentioned in the Government of the Minister of Education and Culture Number 103 of 2014 and the Government of the Minister of Education and Culture Number 22 of 2016 is a model of learning that emphasizes activity and creativity, inspires, has fun, and encourages initiative.[19] It is also student-centered, authentic, relevant, and useful for students' daily lives, such as: *Discovery Learning, Inquiry Learning, Problem Based Learning, Project Based Learning, Contextual and Teaching Learning, Cooperative Learning, Direct Learning.*[20]

1. Discovery learning

Discovery learning is one of the models for encouraging students to actively seek out information about themselves and conduct their own research. Students will be more likely to retain the information they learn through discovery learning since it leaves a lasting impression on their memories. These lessons are

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[17] Trianto, 'Model-Model Pembelajaran Inovatif Berorientasi Konstruktik', (Jakarta: Prestasi pustaka, 2007), pg. 2.

[18] Socrates, 'Foundation for Success pdf', (accessed on 19-02-2015 at 12:32), pg. 37.

[19] M. Afandi, Evi C., Oktaria Puspita W., 'Model dan Metode Pembelajaran Di Sekolah', (Semarang: Unissula Press, 2013), pg. 16.

[20] Nurhadifah A., Waddi Fatimah, Perawati B. A., 'Model Pembelajaran Inovatif Abad 21', (Yogyakarta: Penerbit Samudra Biru), 2019, pg. 92.

appropriate for implementing student-centered learning, which reduces teachers to the role of facilitator or presenter.

2. Inquiry Learning

    Inquiry-Based Learning or often abbreviated as IBL is a learning process which designed according to the early abilities and the students' curiosity. Inquiry-Based learning which students is centered approach focusing on the asking of questions, critical thinking, and problem solving enables students to develop skill needed throughout their whole live. Inquiry-Based Learning is the learning which is question based, where learning is designed according to the students' questions or interest in the learning process.

3. Problem Based Learning

    Teaching problem-based learning is a method of instruction in which students solve real-world issues with the goal of creating their own knowledge, developing higher-order thinking abilities, gaining independence, and increasing personality. According to its review, this learning model started to be employed. In general, problem-based learning involves presenting students with real-world problem scenarios and their implications so they may conduct investigations and enquiries more easily.

4. Project Based Learning

    Project-based learning (PjBL) emphasizes the learning process, which has a concrete final result in the form of a product, and makes students the subject or center of learning. In other words, students are free to choose their own learning activities and to collaborate with others on learning projects until they produce a final output. Because of this, student engagement in this learning has a significant impact on its success.

5. Cooperative Learning

Cooperative learning is an approach for learning that involves cooperative cooperation, and it is conceptually very similar to group learning. Comparing cooperative learning to group learning is different. Cooperative learning differs from learning in a random group in that it has a particular component at its base. Teachers will be able to better supervise courses if the cooperative learning system's key concepts are correctly implemented. With cooperative learning, students can learn without having to receive instruction from the teacher.

6. Contextual Learning

Contextual Learning, also known as CTL or contextual teaching and learning, is a concept in education that stresses the connection between the learning content and the students' real-world experiences, allowing them to link and apply their knowledge in a practical setting. CTL is a model of learning that places an emphasis on the process of actively engaging students in order to learn the content being studied and connect it to real-world situations.

7. Direct Learning

A model of learning known as "direct learning" refers to instruction that is goal-oriented and structured by the teacher and involves the teacher directly transforming knowledge or skills for the students. Direct learning refers to a variety of expository learning techniques that include the entire class and involve the direct transfer of knowledge from teachers to students, as in lectures, presentations, and questions and answers

According to Arends, the word "learning model" refers to a certain method of instruction that encompasses its objectives, syntax, setting, and management structure. In contrast to strategy, method, or procedure, the

term "learning model" has a broader meaning.[21] The four unique characteristics of the learning model were not derived from strategy, technique, or procedure. These are them:[22]

1) A logical idea that was put together by the creator or developer
2) An understanding of the students' studies (the learning objective).
3) Developing the teaching methods required to use the model effectively.
4) The learning environment that is required for the achievement of the learning objective.

C. Teaching English as a Foreign Language

Language theories and the learning environments that lead to language acquisition both have an impact on language instruction (learning theories). The choice of teaching resources may be impacted by differences in linguistic theories, and the methods of instruction may be impacted by differences in learning theories.[23] It may be claimed that the way in which English is really taught in Indonesia is different from the way in which it is taught in Malaysia or the United States of America, where students are taught the language in settings where it is used for communication on a daily. English is only taught in schools in Indonesia, and it is not widely spoken there. In fact, English is a foreign language to Indonesian language students.[24] In Indonesia, English is taught through discussing its grammatical rules, and mistakes are constantly corrected. Accuracy is definitely the main focus of learning English for language learners in Indonesia, because English is not widely spoken. Thus, it should be known to the skills of English language, such as:[25]

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[21] Arends. Richard I., '*Learning to Teach 6th ed.*' New York: McGraw Hill, (2004)
[22] Trianto,' Model-Model Pembelajaran Inovatif Berorientasi Konstruktik', (Jakarta: Prestasi pustaka, 2007), pg. 5-6.
[23] Ag. Bambang Setiyadi, 'Teaching English as A Foreign Language', Second Edition, pg. 16.
[24] Ag. Bambang Setiyadi, 'Teaching English as A Foreign Language', Second Edition, pg. 18.
[25] Jeremi Harmer, 'The Practice of English Language Teaching', Fourth Edition, (Pearson: Longman), pg. 265

1. Listening

    Learning a foreign language requires a lot of skill. It started by enjoying some enjoyable audio, such as viewing a movie and listening to English songs, to better understand the information from your listening abilities. Greetings and instruction in class should be given in English to help students become more accustomed to the language. A teacher can also show videos and play music to help pupils become more interested in learning a foreign language. The worth of the culture they are in and the culture in the audio can both be discussed by the teacher in this part.

2. Speaking

    The effective ability is speaking. It was inextricably linked to listening. We create language when we talk, and that text should have purpose. The speaker, the listener, the message, and the response can all be found in the nature of communication. Pronunciation and speaking go hand in hand since speaking helps students learn the English sounds.

3. Reading

    Reading is the key to learning. There are numerous vocabulary in English texts that make it simple to understand the meaning of a foreign language. Make ensure that children use the dictionary to rapidly comprehend what they are reading. A teacher should be aware of each student's level of proficiency and assign texts accordingly. The teacher in this situation may assign a text on traditional.

4. Writing

    In schools, announcements, descriptive text, and simple text like personal experience are used to teach writing abilities. Before students begin writing, a teacher should provide direction. It should focus on effective writing techniques, including appropriate

grammar and substance. Reading and writing regularly will help you develop this talent.

D.   Discovery learning as a Learning Model to Teach English

A learning model is a methodical process for organizing learning opportunities to accomplish learning goals.[26] It can also be seen as a strategy applied to educational tasks. Three different learning models are recognized by the Curriculum 2013: the project-based learning model, the problem-based learning model, and the discovery learning model.[27] The learning model is in line with the scientific methodology, thus its implementation in the learning process is appropriate.

A teacher needs to be able to select and create the best learning model for their students. The learning model that is selected should be customized to the subject matter and the fundamental skills that students must acquire. Additionally, he or she should take into account the state of learners, learning resources, and learning materials so that learning models can be used successfully and promote learners' learning. A teacher must also be able to direct the learning process and be proficient in fundamental teaching techniques including starting and ending lessons, explaining, asking questions, and others. The implementation of the discovery learning model includes certain approaches to support the guiding principles. Discovery learning sessions must be carefully planned.[28]

To encourage students' interest and curiosity while guiding them toward new ways of thinking, behaving, and reflecting. Teachers must employ engaging teaching methods like storytelling, games, visual aids, and other learning resources. Although there are many different approaches that

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[26] Mulyatiningsih, D. E., 'Pembelajaran Aktif, Kreatif, Inovatif, Efektif dan Menyenangkan (PAIKEM)', (Depok: Direktorat Jenderal Peningkatan Mutu Pendidik dan Tenaga Kependidikan), 2010, pg. 35.

[27] Supriano, 'Panduan Pembelajaran Untuk Sekolah Menengah Pertama', (Jakarta: Kementerian Pendidikan dan Kebudayaan), 2016, pg. 22.

[28] Pappas, C., 'Instructional Design Models and Theories: The Discovery learning Model', 2014, pg. 13.

can be employed in discovery learning, the ultimate objective is always for the students to arrive at the solution on their own. When students explore and manipulate settings, wrestle with issues and conflicts, or conduct experiments, they are more likely to retain concepts and newly learned information.[29]

The discovery learning can be used in all lessons, including English language lessons, in accordance with the applicable curriculum. The teacher-prepared formulation of the problem is all that is presented to the students as part of the discovery learning paradigm during the teaching and learning process. The teacher's participation in the learning process is not completely eliminated in this discovery learning approach; the teacher must still assist students in discovering a concept for learning outcomes rather than out of goals to be attained. However, teachers' direction should be lessened to give students the chance to become scientists by discovering information, ideas, or subject matter on their own.

Students must move beyond simply believing what they believe to acquire new science. Therefore, they need a model that can convince them that what they have discovered is correct. They can demonstrate that their results are accurate and useful knowledge for their daily lives by applying the discovery learning paradigm.

E.   Review of Relevant Studies

As a summary of earlier study, the following studies were undertaken with the previous researcher:

The first is thesis by Putri Inayatsyah (2020) entitled *"The Stages of Concerns of Using Discovery Learning in Teaching English at Senior High School Banda Aceh (2020)."* This study focused on finding out how the stages of Discovery learning in teaching English. Based on the results, there was positive significant relationship between discovery learning in teaching

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[29] Pappas, C., 'Instructional Design Models and Theories: The Discovery learning Model', 2014, pg. 16.

English. Teacher. Teacher were interested, happy, and enjoy when delivering knowledge for the students by using the discovery learning Model. Students also had high enthusiasm and also looked very attentive while their teacher gave apperception about the material and the result of writing. The distinction between this study and the researcher study was focused stages concerns the use of discovery learning in teaching English, the location of the research, one of data collection used questionnaire. Meanwhile, the similarity of research is conducted activity in teaching and learning using the steps of procedures discovery learning. Therefore, this research is needed to be research.

The second is thesis by Ayu Apriyanti (2018) entitled *"The Implementation of Discovery Learning Model in Teaching English at A High School in Yogyakarta".* This study focused on describing the implementation of discovery learning model in teaching English by focusing on the principles and the steps of using discovery learning. Based on the result, there was a positive result of this thesis. The researcher said that discovery learning model helps the teacher in teaching English. The distinction between her study and this research was the location of the research, the principles of the research, one of the data collection, and one of instrument of the data analysis. Meanwhile, the similarity of these research was the subject of the research, the model teaching, and the steps of using discovery.

The third is thesis by Indah Vajarwati (2022) entitled *"The Implementation of Teaching Speaking Skill Through Discovery Learning Method (A Case Study at 2nd Grade of MTs As-Shiddiqiy Jember)".* This study focused on finding out how the use of discovery learning in teaching especially in speaking skill. Based on the results, the teacher used discovery learning, which is appropriate and relevant to the ideas using discovery learning in teaching speaking skill. This model learning helped teachers and students to improve teaching and learning. In learning. Besides, it was very useful to bring improvement in teaching and curriculum. It provided

accountability to the society, parents, and to the education. The distinction between this study and the researcher study is it was focused finding out the use of discovery learning in teaching speaking while the researcher's study focuses on analyzing the implementation of discovery learning in English teaching and location of the research. Meanwhile, the similarity of research is conducted activity in teaching and learning using the steps of procedures discovery learning, data collection, and data analysis of the research method. Therefore, this research is needed to be research.

The forth is thesis by Laelatul Mukharomah (2014/2015) entitled *"The Use of Discovery Learning Model to Improve Students' Descriptive Text Writing (A Classroom Action Research at VII A Class of MTs NU 08 Gemuh Kendal in the Academic Year of 2014/2015)"*. This study focused on investigating the use of discovery learning in teaching especially in writing descriptive text. Based on the results, there were improvements in students' writing skills through discovery learning. The use of discovery learning model can improve students' descriptive text writing. The students can solve their problem in identifying generic structure, language feature of descriptive text and constructing descriptive text. The distinction between this study and the researcher's study is it was focused on investigating the use of discovery learning in writing, the subject of the research, location, and the research method using quantitative while the researcher's study focuses on analyzing the implementation of discovery learning in English teaching. Meanwhile, the similarity of research is conducted creativity in teaching and learning using discovery learning model. Therefore, this research is needed to be research.

The fifth is thesis by Nur Inna Anisa (2018) entitled *"The Use of Discovery to Improve Students' Writing on Descriptive Text (A Pre-Experimental Research at the Tenth Grade of SMAN 1 Sungguminasa)."* This study focused on finding out how the use of discovery learning in teaching especially in writing descriptive text. Based on the results, there were improvements in students' writing skills through discovery learning. It

was proofed by the improvement of the students in term of content in writing The distinction between this study and the researcher study is it was focused finding out the use of discovery learning, the using Pre-experimental in research method in writing while the researcher's study using qualitative research method and this study focuses on analyzing the implementation of discovery learning in English teaching, the location of the research, and the skill of teaching. Meanwhile, the similarity of research is conducted activity in teaching and learning by using discovery learning model. Therefore, this research is needed to be research.

Based on all of the studies, can be conclude that implementing of discovery learning applied in some of English skills such as writing, reading and speaking. All of those previous research have the same steps of implementing discovery learning, such as stimulation, problem statement, data processing, data collection, verification, and generalization. It was just different applicate in those skills. The similarity of this study with the previous research is the same using discovery learning model in teaching learning. The differences in this research are applying discovery learning to the English skill, subject and object of the research, location, and technique of data collection.

CHAPTER III

RESEARCH METHOD

A. Type of the Research

This research used qualitative research to analyze the implementation of discovery learning model in English teaching. According to Creswell, Qualitative research means analyzes and codes the data for descriptions and themes, interprets the meaning of the information drawing on personal reflections and past research, and writes the personal report that includes personal biases and a flexible structure.[30] By collecting detailed, in-depth data from a variety of sources (such as observations, interviews, audiovisual material, documents, and reports), the investigator can study one or more restricted systems (cases) throughout time. The investigator eventually presents a case description and case-based themes. Qualitative also means one for investigating and comprehending the significance that individuals or groups assign to a social or human issue. Inductively growing from specifics to broad themes, data analysis, data interpretation, and emergent questions and processes are all part of the research process. Data are often acquired in participant settings. The final report's structure is adaptable. People that engage in this type of research advocate an approach to research that values an inductive approach, an emphasis on personal meaning, and the significance of accurately depicting the complexity of a situation.[31]

The goal of this research is to determine how discovery learning is used in the English language classroom. Thus, the research design utilized in this study was qualitative; no statistical analysis of the data was performed; instead, the researcher explained how English was taught using

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[30] John W, Creswell and J. David Cresswell, *Research Design: Qualitative, Quantitative, and, Mixed Methods Approaches*, ed. by Helen Salmon and others, Fifth (Los Angeles, 2018),

[31] John W, Creswell and J. David Cresswell, *Research Design: Qualitative, Quantitative, and, Mixed Methods Approaches,* Fifth Edition (United State of Amerika, 2014),

discovery learning to students in the eleventh grade at SMK Muhammadiyah 3 Purbalingga.

B. Location of the Research

This research was conducted at eleventh grade of SMK Muhammadiyah 3 Purbalingga in XI Pharmacy A class in the first semester. The research was done on 1st of August 2022 – 5th of September 2022. This institution was chosen because the teacher in this school already applied the discovery learning based on the Curriculum 13 which demanded the teaching learning process more student center rather than teacher center.

C. Object of the Research

The object of this research was the implementation of discovery learning in English teaching at eleventh grade of SMK Muhammadiyah 3 Purbalingga. This model learning was appropriate for the adoption of student-centered learning, which reduces teachers to a supporting role facilitator the students must be able to solve problems or identify the challenges that the teacher is presenting.

D. Subject of the Research

The subjects of this research were English teacher and the students of eleventh grade of SMK Muhammadiyah 3 Purbalingga. There were four classes at XI in SMK Muhammadiyah 3 Purbalingga. Those were XI Pharmacy A, XI Pharmacy B, XI Pharmacy C, and XI PBS A. English teacher was two at this school. The study was conducted to the XI Pharmacy A, and one of the English teacher because other classes used new Curriculum with different English teacher. There were 26 students in XI Pharmacy A, and 1 English teacher. Based on the preliminary observation and interview on 25th of July 2022, learning English was at second grade of SMK Muhammadiyah 3 Purbalingga especially in XI Pharmacy A, it was still quite difficult for students to be confident and active during learning. It was like the students felt shy to show their comprehension, understanding, opinion, even ask their understandable lesson. From those condition, the teacher applied the discovery learning model for helping the students being

an active and confidents to show their opinion. Since this research conducted the teacher said that using discovery learning model can be used for supporting student to be more active in learning process.[32]

E. Technique of the Data Collection

The technique of collecting data is the most significant step in the research process, because the primary goals of research to get data.[33] Those the data collection, are:

1. Observation

    Observation means as a measurement tool to thoroughly evaluate all the events indicated by the teacher's and students' nonverbal and vocal conduct as well as the students' responses during teaching and learning process.[34] When a researcher observed and recorded human behavior and activity at a research site. The researcher recorded information in these field notes in an unorganized or semi structured manner (using some prior questions that the inquirer wants to know), actions at the research location.

    The data of observation were conducted in first semester of eleventh grade of SMK Muhammadiyah 3 Purbalingga. This study was observed during the teaching and learning process at the classroom when the teacher taught discovery learning in English teaching on 1st of August 2022 – 5th of September 2022. Thus, the study conducted the implementation of using discovery learning in English teaching. The instruments used during teaching and learning process are observation checklist.[35] When using real materials in the learning process, observation checklists were employed in the

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[32] Preliminary observation and interview on 25th of July 2022.

[33] Sugiyono, 'Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D', Bandung: Alfabeta, 2015.

[34] Dina Amaliyah Mushtoza, 'Discovery learning in Teaching Report Writing for Junior High School Students Based on 2013 Curriculum', *Journal of Emerging Technologies in Learning,* 5.1 (2016), pg. 59.

[35] Ayu Aprianti. The Implementation of Discovery Learning Model in Teaching English at A High School in Yogyakarta.

research to collect data by providing checklists based on the steps or activities. After the observations, the data were recorded in the field notes. It was described including the date, the people involved, and the entire process.

2. Interview

Interviews are a form of direct communication between researchers and respondents.[36] According to Esterberg as cited in Sugiyono, Interviews are meetings between two people where information and ideas are exchanged through questions and answers, resulting in dialogue and cooperative meaning construction about a certain issue. In the interview were covered teacher's background information regarding discovery learning, preparation for implementing discovery learning for English teaching, how the teacher conducted the model of teaching, as well as how to prepare the students and materials. It was also discussed how to assess the teaching through discovery learning.[37]

In this research, the interview were done twice on 29th of August 2022 and 05th of September 2022. First, the interview got from the English teacher. This one was to analyze teacher used discovery learning during teaching and learning process, to find the problems, to know the effect of this method taught by the teacher to the students. Second, the interview was conducted with some of the students from XI Pharmacy A after the class. This goal was to know the students' perception about using discovery learning during learning process. The questions were about their opinion and experience due to the learning process in English learning with that teacher. Interview rules are the instruments used in both official and informal interviews. Since the interview was semi-structured, it

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[36] W. Gulo, 'Metodologi Penelitian', (Jakarta: Gramedia Widiasarana Indonesia, 2002)

[37] Dina Amaliyah Mushtoza, 'Discovery learning in Teaching Report Writing for Junior High School Students Based on 2013 Curriculum', *Journal of Emerging Technologies in Learning,* 5.1 (2016), pg. 59.

evolved more as a result of the participants' responses. As a tool for confirmation, the informal interview guidelines emerged as a result of what was happening during observation.

3. Documentation

Documents are records of events that have passed.[38] Documents can take of the form of written, images, or the colossal efforts of an individual. This research's documentation were collected such as lesson plan and material used during learning process. Meanwhile, the use of lesson plan and the material was being analysis to confirm about the implementation of using discovery learning and confirm the data from the observation. This instrument of documentation supported with developing the observation and interview.

F. **Technique of the Data Analysis**

According to Bogdan, data analysis is the process of methodically searching and organizing the interview transcripts, observation checklist, lesson plan, and other materials that you acquire in order to better understand them on your own and make your findings more understandable to others. A qualitative data analysis has three main steps: data reduction, data presentation, and conclusion.[39] These are:

1. Data Reduction

Data reduction is a selection process that concentrates on the abstraction, simplification, and transformation of data sources that is derived from field notes that were written down.[40] The data of this research was collected such as observation, interview, and documentation. Afterwards, all the data was collected, selected, and analyzed by referring to the research problems in this research. The data

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[38] Sugiyono, 'Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif, dan R&D), (Alfaberta: Bandung, 2012), pg. 329.

[39] Miles, Matthew & Huberman, A. Michael. 'Analisis Data Kualitatif' (Jakarta: UI Press, 1992), pg. 19.

[40] Ahmad Rijali, 'Analisis Data Kualitatif', *Journal Alhadharah,* 17.33, (2018), pg. 90.

was relevant must be included in this result of the research. The analyzing of this research was contained of all the steps in implementing discovery learning model in teaching English at eleventh grade of SMK Muhammadiyah 3 Purbalingga. The steps were stimulation, problem statement, data collection, data processing, verification, and generalization.

2. Data Display

Data display is the process of organizing a group of facts so that users can draw their own conclusions and take appropriate action.[41] After the data was reduced, narrative form of transcribed data was displayed. This data display was referring to the research problem. The research problems were about the implementation of the step discovery learning model, such as stimulation, problem statement, data collection, data processing, verification, and generalization. Once research problem was about advantages and disadvantages of discovery learning model. Those observations were explaining in this study.

3. Conclusion

Conclusion is formed by distilling the meaning of research findings into clear and concise, well-supported, and simple sentences.[42] This process is carried out by repeatedly examining the veracity of the conclusions, particularly in light of their applicability and consistency to the title, objectives, and formulation of the root issue.

A conclusion was reached once the statistics were displayed. In this research, the results were made valid by drawing a preliminary conclusion and a final conclusion. After the facts were gathered and a temporary conclusion was made, the conclusion reached was begun from the commencement of the research. The final conclusion was reached in the next step. To put it another way, it may be claimed that

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[41] Ahmad Rijali, 'Analisis Data Kualitatif', *Journal Alhadharah,* 17.33, (2018), pg. 94.
[42] Sirajuddin Saleh, 'Analisis Data Kualitatif', (Bandung: Penerbit Pustaka Ramadhan: 2017), pg. 84.

the conclusion was continually examined and its accuracy confirmed in order to provide a great conclusion.

G. Data Validation

Validity is the degree of accuracy between the data that occurs on the subject of the study and the strength that researchers may report.[43] Therefore, "data that does not differ" between the data reported by the researcher and the data that actually takes place on the subject of the research is considered accurate data. Qualitative research validity is the evaluation of the validity of research results by using the relevant methods.[44] In this validity of the research, there are some of data credibility tests, one of those is triangulation. According to William Wiersma in Sugiono, Triangulation is qualitative cross-validation. It assesses the sufficiency of the data according the convergence of multiple data sources or multiple data collection procedures. Triangulation in the context of this issue of credibility is generally defined as the collection of data from various sources over a variety of time and methods. There are three triangulations that can be used to determine whether the data are reliable:[45]

1. Triangulation of Source

The triangulation of sources is used to assess the credibility of the information by comparing the data obtained from several sources. In this research, the researcher tested the credibility of the data through several sources, for example from the English teacher and the students relating to the implementation of discovery learning in Teaching English at Eleventh Grade of SMK Muhammadiyah 3 Purbalingga.

2. Triangulation of Technique

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[43] Sugiyono, 'Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D', Bandung: Alfabeta, 2017, pg. 267.

[44] John W, Creswell and J. David Cresswell, *Research Design: Qualitative, Quantitative, and, Mixed Methods Approaches,* Fifth Edition (United State of Amerika, 2014).

[45] Sugiyono, 'Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D', Bandung: Alfabeta, 2017, pg. 274.

The triangulation technique is used to assess the accuracy of the data by comparing the data from the same source using several techniques. In this research, the researcher examined the credibility of the data through three data collection techniques including observation, interview, and documentation relating to the implementation of discovery learning in Teaching English at Eleventh Grade of SMK Muhammadiyah 3 Purbalingga.

3. Triangulation of Time

The credibility of the data is frequently influenced by time; data gathered through interview techniques in the morning, when the interviewers are still conscious and there haven't been many concerns, would produce more reliable data, making it more credible. In this research, the researcher tested the credibility of the data by interview, observation, and documentation with different time and situation held from 01 August 2022 till 05 September 2022.

This data validity used source triangulation. For the triangulation of source, the researcher reinforced the data got by comparing with information from other sources. It aimed to know how the English teacher applied discovery learning in Teaching English at Eleventh grade of SMK Muhammadiyah 3 Purbalingga by an interviewed with English teacher and the students.

CHAPTER IV

FINDINGS AND DISCUSSSION

The research findings and discussion of the implementation discovery learning model in teaching English at eleventh grade of SMK Muhammadiyah 3 Purbalingga were presented in this chapter. The goals of this research are to describe the implementation of discovery learning model in teaching English. The researcher presented the result of this result done in SMK Muhammadiyah 3 Purbalingga in IX Pharmacy A, where the English teacher applied discovery learning in teaching English. The observations and interview were conducted from August 01, 2022 until September 05, 2022. The results of this research consists of the implementation of discovery learning model in teaching English, and the advantages and disadvantages of using discovery learning in teaching English.

A. The Steps of Discovery Learning Model in Teaching English

In completing the observations, the researcher observed being an independent observer. According to the observation and interview, the teacher applied the steps of using discovery learning in English teaching. Learning activity applied with the opening class (Introduction), core activity, and closing.

1. Introduction

According to the observations, the teacher greeted the students by saying *"Assalamu'alaikum Warahmatullohi Wabarokaatuh"*. The students answered teacher's greeting by saying, *"Wa'alaikumussalam Warahmatullohi Wabarakaatuh"*. Then, the teacher asked for the chief of the class to lead praying together. In that activity, teacher checked the students' condition by saying, *"How is your life today?"* next, the students answered *"I am Fine miss"*. Teacher also checked their attendance list, while calling their name one by one. During checking the attendance list, student answered by powerful voice. Thus, teacher could know their conditions and they looked enthusiastic. In other terms, the student-teacher

connection was quite positive. In the introduction activity, teacher also asked for the students to review the previous material. It was about *Asking and Giving Opinion.* Teacher gave the challenges to the students by asking the questions about previous material. Most of students was brave to answer what they had learnt before. Teacher appreciated their enthusiastic. Hence, teacher provided an overview of the next material.

2. Core Activity (Using the Steps of Discovery learning)

The findings of this research showed that the English implemented six steps of applying discovery learning. Bruner argued that the six steps of discovery learning which are Stimulation, Problem Statement, Data Collection, Data Processing, Verification, and Generalization.[46] The steps of discovery learning also explained by the teacher as the result of researcher interview. The result of the interview as follow:

> **Interview 1**
> Teacher: The process of teaching English by using Discovery learning model applied according to the lesson plan Curriculum 2013. As we know that Discovery learning has own steps, such as stimulation, problem statement, data collection, data processing, verification, and generalization.

The finding of this research using observation and interview. The researcher had observed the implementation of discovery learning at XI Pharmacy A on 01st of August 2022 until 05th of September 2022. However, the result of the observation was shown first until third only. It was not presented all the result of observation because the two last observation was different material. Hence, the researcher just took the first-third observation especially with the material Taking a Simple Message. Therefore, the researcher showed the result of observation and interview as follow:

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[46] Jerome S. Burner, "The Process of Education", London: Harvard University, (1961).

Table 4.1 Observation Checklist. The Steps of DL at 1ˢᵗ Observation

No.	The Steps of Discovery learning	Yes	No
1.	Stimulation (S)	✓	
2.	Problem Statement (PS)	✓	
3.	Data Collection (DC)	✓	
4.	Data Processing (DP)	✓	
5.	Verification (V)		✓
6.	Generalization (G)		✓

According to the first observation, the researcher analyzed the use of steps in discovery learning in Taking a Simple Message lesson. There were four steps which occurred in that learning process, such as *Stimulation, Problem Statement, Data Collecting,* and *Data Processing.*[47] For the *Stimulation,* the teacher stimulated, integrated and connected the lesson with daily life before the teacher mentioned the title of the lesson.

> Teacher : "Today, we are going to study about one of the lesson. Before I mention what the title is, I would like to compare this lesson with our example of daily life.
> Teacher: "Ok, for this lesson I will take an example of working on the one of company. Imagine! You are as a secretary or the employee of company you work. Of course, the clients aren't only from Indonesian, even they're from other country. So how? If the client wants to communicate with your company without come to your company directly. What should the client do?
> Students 1: "The client can communicate via E-mail."
> Students 2: "Via zoom meeting."
> Students 3: "By Telephone."
> Other students answered: "By message, E-mail, Whatsapp, etc."

In the *stimulation* step, students were presented with a situation that confused them. They continued to refrain from making generalizations, which caused a desire in them to conduct independent research. In addition, teachers can introduce learning activities by submitting questions,

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[47] Observation at SMK Muhammadiyah 3 Purbalingga, 1ˢᵗ of August 2022.

recommendations for books to read, and other learning tasks that help students prepare for problem-solving.[48]

In the second step presented was *problem statement*, teachers provided students the chance to use study resources to find as many appropriate question agendas as they can. In this observation, the teacher used the step for analyzing the topic of the material. Teacher gave them the conversation. The Students should analyze and identify the *caller* and *receiver*, what contain of the conversation, and solve the problem of the dialogue in the conversation. The teacher gave inquiries regarding a broad subject that was related to the topic.[49] It was useful step in building students. Thus, they were adapted to find the information by the conversation.

> Teacher: "Ok, Now all of you can see this conversation. From this, what you can mention about contain of the dialogue?

The third step was *data collection.* In this first observation, the teacher's role was to instruct the students to consult additional sources rather than just one text book. A dictionary, book, Google, or interview with friend served as the additional sources. The teacher also used *Splash (Smart Path to Learning English) Guided book for SMK/MAK grade XI.* These indicated the degree to which the teacher had helped the students. The teacher also went around the students to become facilitator for them.[50] In this step, the teacher allow students to found other sources about the stimulation topic before in some minutes. Next, teacher asks some of the students to share their opinion and their answer about the topic.

> Teacher: "Ok. I want to ask some of you to write down your opinion or your answer on the whiteboard."

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[48] Kementrian Pendidikan dan Kebudayaan, 'Model Pembelajaran Penemuan (Discovery learning)'

[49] Indah Vajarwati, 'The Implementation of Teaching Speaking Skill Through Discovery learning Method (A Case Study at 2nd Grade of MTS As-Shidiqiyy Jember', Universitas Islam Negeri Kiai Haji Achmad Siddiq Jember, June, 2022, pg. 59.

[50] Dina Amaliyah Mushtoza, 'Discovery learning in Teaching Report Writing for Junior High School Students Based on 2013 Curriculum', *Journal of Emerging Technologies in Learning,* 5.1 (2016), pg. 68.

The four step of the first observation was *data processing*. In this step, it was hoped that the students would be able to process the information they had found while gathering data regarding the topic.[51] The data processing got from students work after gaining the information or other sources. Students compared the related statement or discussion. In this step, the teacher should collect the data collection from the students' answer and students' opinion.

> Teacher: "Alright, How do you know that is the caller and receiver in telephoning? How to get the simple message? Which sentence is shows it?

Table 4.2 Observation Checklist. The Steps of DL at 2nd Observation.

No.	The Steps of Discovery learning	Yes	No
1.	Stimulation (S)	✓	
2.	Problem Statement (PS)		✓
3.	Data Collection (DC)	✓	
4.	Data Processing (DP)	✓	
5.	Verification (V)	✓	
6.	Generalization (G)	✓	

On the second observation, the researcher analyzed the use of discovery learning. There are five steps occurred during learning process, such as *stimulation, data collection, data processing, verification,* and *generalization.* For the stimulation, the teacher stimulates the students' answers by asking them to imagine various situations. Teacher stimulated the students with the previous meeting. It aimed to clarify the students had understood about the topic. The teacher repeated the previous stimulation was about the employee or secretary working on the big company. Sometimes he or she got *the telephone or message* by the client.[52]

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[51] Multi Efrini, 'Discovery learning Method Based on Scientific Approach in Curriculum 2013 in Teaching English at Senior High School', *International Seminar on Education Faculty of Tarbiyah and Teacher Training,* 2016. Pg. 98.

[52] Observation at SMK Muhammadiyah 3 Purbalingga, 08th of August 2022.

Teacher: "You're the employee or secretary of big company. If your client wants to connect with your director/your leader, he will call you by telephone or others. Sometimes, he left the message if he can't speak directly to your director right?"

For the data collection steps in the second meeting, teacher asked the students work in pairs. Teacher asked one of the student to write the dialogue of new conversation about "*Taking a Simple Message*". Next, teacher asked the students to analyze the dialogue. Students should identify the dialogue by looking for some expression in taking or leaving the message, the right expression in taking a telephone, etc.[53]

Teacher: "Now, I asked you to work in pairs. Write that dialogue. Find the problem, example the expression of taking and leaving simple message, expression in taking telephone, etc.

For the data processing steps in the second observations, the teacher asked to each of pairs group to come forward to speak their answer. In this steps, teacher should present to the students the process of processing data to solve the problem.[54] Teacher clarify the students' answer. Teacher asked to the students which the difficult word, difficult expression, or even incomprehension or misunderstanding of the material. Teacher also asked the students repeat and imitated the dialogue after the teacher.

Teacher: "From that conversation, is the dialogue difficult? I will help you to solve the difficult word, sentence, or the expression.

For the verification step in this observation, teacher encouraged students do the confirmation or present their finding the truth about the problem were solved. Furthermore, teacher presented the additional material to make students more understand. Teacher gave the correction about their pronunciation, using pronoun, using the abbreviation of some

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[53] Observation at SMK Muhammadiyah 3 Purbalingga, 08th of August 2022.
[54] Multi Efrini, 'Discovery learning Method Based on Scientific Approach in Curriculum 2013 in Teaching English at Senior High School', *International Seminar on Education Faculty of Tarbiyah and Teacher Training,* 2016.

auxiliary verb. Teacher involved to the students. When the students didn't understand, they should ask to the teacher.

> Teacher: "Basically, what you don't know the material, just asking. How usually you asked? Which one is it difficult?

For the generalization step in this observation, the teacher gave feedback on the learning process and outcomes. The students drew conclusions about the cause and effect learning that day. To assess their mastery of the curriculum, the teacher administered written exams to the class.[55]

> Teacher: "That's a must reflection. So it is better to know although the student already understands what we are giving, if he already knows the lesson received that day. But, there must be a reflection."

Table 4.3 Observation Checklist. The Steps of DL at 3rd Observation.

No.	The Steps of Discovery learning	Yes	No
1.	Stimulation (S)		✓
2.	Problem Statement (PS)		✓
3.	Data Collection (DC)	✓	
4.	Data Processing (DP)	✓	
5.	Verification (V)	✓	
6.	Generalization (G)	✓	

On the third observation, the researcher clarified that occurred four steps of discovery learning. Those're *data collection, data processing, verification, and generalization.* For data collection, the teacher asked the students to identify the problem. Teacher involved the students to do the exercises by themselves. Teacher gave the exercises on *Splash Guided Book*.[56]

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[55] Putri Inayatsyah, 'The Stages on Concern of Using Discovery learning in Teaching English at Senior High School', Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Ar-Raniry Banda Aceh, 2020, pg. 51.
[56] Observation at SMK Muhammadiyah 3 Purbalingga on 22nd of August 2022.

> Teacher: "You can open Splash Book, page 13, 36, 37. You can answer that questions by yourselves.

For the data processing, this data is an activity of process data and information that has been obtained by the students.[57] Students completed the process of collecting data before presenting the results of their writing project. Teacher asked the students to answer these questions by writing on the whiteboard. They performed their answer. Students should be brave showing their answer.

> Teacher: "All of you are done fill the answer. Next, please come forward to write down tour answer on the white board."

For verification step on the third observation, Students carefully examine the outcomes of data processing to determine whether or not the hypothesis has been proven.[58] This step gave corrections, score, comment, and feedback for their result.[59]

> Teacher: "Ok good, next answer who wants to come forward?
> I will check all the answer here. I will give the score and the feedback of your result.

For the last step in discovery learning was generalization. In this step, the teacher requested the students to summarize or draw a conclusion about the key ideas covered in the learning exercises regarding congratulating others.[60] The teacher gave the students feedback and generate the conclusion in the end of the class to gain the students more understand about the material.[61]

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[57] Indah Vajarwati, 'The Implementation of Teaching Speaking Skill Through Discovery learning Method (A Case Study at 2nd Grade of MTS As-Shidiqiyy Jember', Universitas Islam Negeri Kiai Haji Achmad Siddiq Jember, June, 2022, pg. 60.

[58] Nur Oktavianti H., 'The Effect of Applying Discovery Model on The Students' Speaking Achievement', University of Muhammadiyah Sumatera Utara Medan, 2018, pg. 27.

[59] Observation at SMK Muhammadiyah 3 Purbalingga on 22nd of August 2022.

[60] Nur Oktavianti H., 'The Effect of Applying Discovery Model on The Students' Speaking Achievement', University of Muhammadiyah Sumatera Utara Medan, 2018, pg. 27.

[61] Observation at SMK Muhammadiyah 3 Purbalingga on 22nd of August 2022.

Table 4.3 Observation Checklist. The Steps of DL at 4th Observation.

No.	The Steps of Discovery learning	Yes	No
1.	Stimulation (S)	✓	
2.	Problem Statement (PS)	✓	
3.	Data Collection (DC)	✓	
4.	Data Processing (DP)	✓	
5.	Verification (V)	✓	
6.	Generalization (G)	✓	

According to the fourth observation, the researcher analyzed the use of discovery learning. In this observation, the lesson was going to be the next topic. It was about "Formal Invitation". During the implementation of discovery learning, there were all steps occurred during learning process, such as *stimulation, problem statement, data collection, data processing, verification,* and *generalization.* The next topic was about "Formal Invitation". The teacher gave the example of the text. Students must guess what the text was mean. The students observed the text given by the teacher.

> Teacher: "I am going to show you the text. All of you, can you see the text? Can you guess what the text is?
> Student: "Message mrs"
> Student: "Short message"
> Student: "Invitation"
> Teacher: "Good answer! This text is invitation, but this text is formal invitation"

In the second step presented was *problem statement*, teachers provided students the chance to use study resources to find as many appropriate question agendas as they can. In this observation, the teacher used the step for analyzing the topic of the material. The students had to ask what they wanted to ask. It can be the chance for them to have an active students.

Student 1: "Usually, the text has function Mrs. So what is the function of the formal invitation text?
Student 2: "What is the characteristic of formal invitation Mrs.?"
Student 3: "What is the different about formal and informal invitation Mrs.?"
Student 4: "What is the structure of making formal invitation Mrs.?"

The third step was *data collection.* In this fourth observation, the teacher's role was to instruct the students to consult additional sources rather than just one text book. A dictionary, book, Google, or interview with friend served as the additional sources. The teacher also used *Splash (Smart Path to Learning English) Guided book for SMK/MAK grade XI.* The teacher asked the students to make a pair. Teacher asked the students to solve the problem that the other students asked the problem about formal invitation.

Teacher: "Please make a pair and solve the problem! You can open book or internet to get the information."

The fourth step was *data processing.* In this step of fourth observation, teacher monitored and assessed the students working during the activities. It aimed to prevent students abusing their phone.

Teacher: "Please seek out the additional information about the problem statement!"

The fifth step was *verification.* In this step, teacher asked students to have a chance performing their sources. Teacher asked the students who wanted to be the volunteer to solve the problem. Students had to inform other students of their sources.

Teacher: "After all of you have searched the information, please some of you come forward to speak your sourcing!"

The last step was *generalization.* In this step, teacher asked students trying to give the conclusions. In this step, the teacher requested the students to summarize or draw a conclusion about the key ideas covered in the learning exercises regarding congratulating others. The teacher gave the

students feedback and generate the conclusion in the end of the class to gain the students more understand about the material.

> Teacher: "After some of your friends informing the sources. Next, who want to give the conclusion? Before I give the feedback of the topic."

Table 4.3 Observation Checklist. The Steps of DL at 5th Observation.

No.	The Steps of Discovery learning	Yes	No
1.	Stimulation (S)	✓	
2.	Problem Statement (PS)		✓
3.	Data Collection (DC)	✓	
4.	Data Processing (DP)	✓	
5.	Verification (V)	✓	
6.	Generalization (G)	✓	

In the fifth observation, there were five steps occurred. They were *stimulation, data collection, data processing, verification,* and *generalization.* For the *Stimulation,* the teacher stimulated, integrated and connected the lesson with daily life before the teacher mentioned the title of the lesson. The teacher stimulates the students' answers by asking them to imagine various situations. Teacher stimulated the students with the previous meeting. It aimed to clarify the students had understood about the topic. In this step teacher also gave feedback again of their sourcing. It aimed the students more understand.

> Teacher: "Usually, using formal invitation can be used in formal institution, such as school, company, working area, etc. In other conditions, it can be the sample for chairman of students council want to give the information or to invite all the students to attend the school event"

In the second step of fifth observation was data collection. Teacher asked the students to make a pair again to try making a formal invitation text. In this step, students can also refer with the feedback of their source to build good text formal invitation.

Teacher: "Please make a pair and do the LKPD for making the formal invitation!

The next step was *data processing*. In this step of fourth observation, teacher monitored and assessed the students working during the activities. It aimed to prevent students abusing their phone. The students had to make the example by their own word not copy paste of the internet.

Teacher: "Make the example by your own word. Not copy paste of the internet.

The continuing step was *verification*. In this step, teacher asked students to have a chance performing their working. Teacher asked the students who wanted to be the volunteer to show their task. Students had to show and perform their example of formal invitation text.

Teacher: "please come forward. Show your working make the formal invitation. Please other give the appreciation for the students want to come forward."

For the last step was *generalization*. In this step, teacher asked students trying to give the conclusions. In this step, the teacher requested the students to summarize or draw a conclusion about the key ideas covered in the learning exercises regarding congratulating others. The teacher gave the students feedback and generate the conclusion in the end of the class to gain the students more understand about the material.

3. Closing

The teacher closed the class as the last step in teaching and learning. In the closing session, there were several points that the teacher completed. The teacher gave the reinforcement of the material by giving conclusions at that meeting. The English teacher asked "Alright students, finally we will close this meeting but I want to underline some points about what we learned today, somebody could you explain how to be caller or receiver, or you can understand about taking or leaving a simple message, and about the formal invitation lesson. Overall, the activities of closing session were running well. Many students admitted that they understood the material

although there were still confused, especially when recalling difficult words. The teacher suggested the students to study again about the material. Next, the teacher closed the class by praying together and giving salam *"Wassalamu'alaikum Warahmatullohi Wabarakaatuh"*, the students answer *"Wa'alaikumussala Warahatullahi Wabarakaatuh"*.

Based on the result of observation and interview achieved by the researcher, the result of research discussion encouraged the research problems had been investigated and explained any new understanding of the result of the research. Discussion is also analyzed about the research findings. According to the observation and interview result done by the researcher using observation checklist. It can be known that the teacher applied discovery learning for teaching English. Even though the reality of applying steps of discovery learning, there were only four steps done at first meeting, five steps were done at second meeting, four steps were done at the third meeting, all steps were done at the fourth meeting, and five steps were at the fifth meeting. These steps were applied depending and following the lessons. The teacher did all of the steps of discovery learning.[62] The teacher can also encourage the students to be more active. It can be seen from the activity in which the teacher gave them some tasks, asked them to answer it both individual and in group, discuss it together, present their work and find information by themselves. It concluded that all the six steps were relevant with the procedures of discovery learning such as stimulation, problem statement, data collection, data processing, verification, and generalization.

In the research findings above, the actions in the stimulation step could be argued to be appropriate and accurate to the stimulation concept. Questions were being asked by the teacher regarding a broad subject

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[62] Indah Vajarwati, 'The Implementation of Teaching Speaking Skill Through Discovery learning Method (A Case Study at 2nd Grade of MTS As-Shidiqiyy Jember', Universitas Islam Negeri Kiai Haji Achmad Siddiq Jember, June, 2022, pg. 71.

related to teaching English, particularly in the lessons on Taking Simple Messages. Whereas facilitate was not available to show the video on LCD, the teacher applied this step with regarding the lesson and daily activity. She did not introduced directly. It suggested that she was also helpful in problem-solving preparing.[63] The teacher provided the students with the chance to recognize and assess their problems. It served as an effective method for training students to look for problems. It implied that exploration can be both fun and interesting. Regarding the information the teacher provided, the students solved the problem in class. In terms of acting as a learning facilitator, the students have responded more than the teacher. By following the teacher's lead, the students developed new information.[64] Following that, it was decided that topics should be presented as questions or hypotheses, with a statement operating as a rule for questioning. In data collection step, the teacher's role was to instruct the students to explore other sources rather than just one text book. The other sources included their mobile phone, open dictionary, and open guided book. These demonstrated how the teacher had led the class. It advised that the teacher include some activities related to teaching English, such as providing illustrations of how Taking a Simple Message and Formal Invitation lesson. In data processing step, the students processed the data that had been gathered. This processing data and information gathered by students through observation, interview, or other their sources. In pairs, Students processed the data that had been gathered. That processing data and information gathered by students through observation, interview, and others. The next step was verification. In this step, the teacher gave the correction, comment, even feedback to the students' work. For the last step was generalization. In the generalization

[63] Indah Vajarwati, 'The Implementation of Teaching Speaking Skill Through Discovery learning Method (A Case Study at 2nd Grade of MTS As-Shidiqiyy Jember', Universitas Islam Negeri Kiai Haji Achmad Siddiq Jember, June, 2022, pg. 72.
[64] Putri Inayatsyah, 'The Stages on Concern of Using Discovery learning in Teaching English at Senior High School', Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Ar-Raniry Banda Aceh, 2020, pg. 60.

step, the teacher and the students decided to their conclusion. Regarding the verification's results, the procedure served as a general rule that could be used to any situation or similar problem.

Data analysis of this study that were analyzed in this research are teacher's lesson plan and textbook. The lesson plan for the teacher, created in accordance with the 2013 curriculum, contains the content and a learning activity that utilizes the discovery learning model. The government distributes the SPLASH Book, which is the student's textbook. Student assessment based on the material that is being taught. Data analysis shows that the discovery learning model utilized in English classes provided the teacher with both benefits and difficulties when using it to teach. The ideas and procedures for implementing the discovery learning model in the classroom should be combined by the teacher. The teacher should make the students engage the usage of English lesson in the classroom. Based on the observation and interview, his study includes six discovery learning processes that must be used, and the results of data analysis on the teacher's lesson plan are also supported by the study's findings. Discovery learning is applied during learning process, which is 3 x 45 minutes long in every meeting. As a discovery learning model, the steps are seen as the syntax of the learning model in a core activity that is 115 minutes long. In the preliminary activity there is no syntax of discovery learning models. In the preliminary activity, the teacher carried out 10 minute steps for opening, greeting, orientation, apperception, motivation and reference. In the closing activity, the teacher used 10 minutes to give the confirmation, evaluation, reflection by the material that has been taught with the next material, and closing activity by giving salam.

Based on the explanation above, it can conclude that implementing the steps of discovery learning was accordance to the lesson plan. Teacher did all steps during learning process. Hence, this research proved that teacher implement discovery learning in teaching English.

B. The Advantages and Disadvantages of Using Discovery Learning in Teaching English

1. The advantages of using discovery learning in teaching English

Based on the observations and the interviews with the English teacher and some of the students. There were the advantages of using discovery learning in teaching English, such as:

a) Active engagement

The findings of the observations indicated that the implementation of discovery learning has advantages for learning activities to teach English. According to the English teacher which supported by Regina as one of the students of XI Pharmacy A, the implementation of discovery learning model in teaching English showed the active class engagement. Students were an active center learning because the teacher was a facilitator. Implementation of discovery teaching model in teaching learning process can play its function of stimulate the enthusiasm of students and active class atmosphere.[65] During lessons, students actively engage in conversation, sharing, and idea gathering.[66] Teacher guided their students to follow the role of learning activity. Teacher gave stimulate students according to the material which connected to the daily life. At that moment, students had to be active answer and give opinion of their own thinking of the lesson.[67] Therefore, the implementation of discovery learning was good to use and had a positive responses in teaching learning process. Besides, to make strengthen the observation result, there were interview with Mrs. F as an English teacher and Student 1 as one of students at XI Pharmacy A. The interview result are as follow:

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[65] Xuejiao Wang, "Discussion on The Application of Discovery learning in Teaching Reformation in Chinese University", *International Education Conference,* (2016), pg. 974.

[66] Satriani, dkk., "The impact of Using Discovery learning on EFL Students' Writing Skill", *Indonesian Journal of Research and Educational Review,* (2022), Vol. 1, No. 3, pg. 395.

[67] Observation at SMK Muhammadiyah 3 Purbalingga

Interview 2

Teacher: "Applying Discovery learning in teaching learning process supports students to be an active. Teacher guided the students to show their opinion and own thinking of stimulation given by the teacher about the lesson.

Interview 3

Students 1: "Betul kak, penggunaan model pembelajaran ini berbeda dengan pembelajaran menggunakan kurikulum sebelumnya. Untuk kurikulum ini model pembelajaran yang digunakan guru khususnya Mrs. F membantu kami untuk lebih aktif lagi. Kami didukung untuk aktif menyampaikan pendapat, mengutarakan jawaban, maupun aktif bertanya

Based on the interview above, it is proved that implementing of discovery learning model can make an active engagement in the learning process. This model learning could facilitate students to be an active student while in taking a simple message lesson. Even though the teacher provides as a mentor in the student-centered learning model, this does not ignore the importance of the teacher's role. To give these young students opportunity to discover and test their understandings, the teacher must help them ask questions regularly about their knowledge and beliefs in many aspects of life.[68]

b) **Creativity and problem solving skills**

The findings of the observations indicated that the implementation of discovery learning has advantages for learning activities to teach English. Based on Burner as cited in Xuejiao said that discovery learning is also a creative learning process which can make students' potential creativity and being problem solvers. According to the English teacher, the implementation of discovery learning model in teaching English showed the creativity and problem solving skills. Students are expected to do more than just complete a task; they are also expected to work actively to identify

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[68] Yosannia A., Aryuliva A., "Students' Perception of Discovery learning in Microteaching Class", *Journal of English Language Teaching,* (2021), Vol. 10, No. 3, pg. 450.

solutions to problems.[69]Teachers are required to accompany students by providing references or inputs that help students in solving problems. This could develop the potential for creative thinking which build self-motivation for positive things. In implementing discovery learning in teaching English with the lessons Taking a Simple Message, teacher asked the students to work in pairs. They could try being the caller and receiver at the company. They should more creative to arrange the right caller and receiver. In problem solving, students were given the problem/task. Students should find how the right step to receive and talk to the caller.[70] Besides, to strengthen of the observation result, there were interview with Mrs. F as an English teacher. The interview result are as follow:

Interview 4
Teacher: "Students were more creative and being problem solvers in the classroom activity. When I asked them to do the practicing of the material, they could improve their knowledge. In other moments, when I asked them to solve the problem of the material, they could solve even though they are still a little bit confused.

Based on the interview above, it is proved that implementing of discovery learning model can increase students' creativity and problem solving skills in the learning process.

c) **Foster curiosity**

Based on Joyce, discovery learning allows learners to seek information that satisfies their natural curiosity. It gives them the chance to explore their interests, which makes the learning environment more interesting.[71] In line with to the English teacher,

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[69] Kadek Wahyu D., Made Sonia, "The Use of Discovery Based Learning to Encourage Students' Motivation in Classroom", *The Art of Teaching English as a Foreign Language,* (2022), Vol. 3, No. 1, pg. 38.
[70] Observation at SMK Muhammadiyah 3 Purbalingga
[71] Joyce A. Castronova, "Discovery learning for the 21st Century: What is it and how does it compare to traditional learning in effectiveness in the 21st Century?" pg. 6

learning English using discovery learning increased students' curiosity since it was interesting. The effort of teacher gained the students curiosity. Teacher presented the part of lessons which students have to guess what the teacher mean of the lessons. Students could ask to their friends, searching new information to answer teacher questions, or reading the book to seek the information. In this advantages, teacher gave the attention. Students who had a high interest in the topic recalled by the teacher, they will get an additional score. It aims to build students curiosity. It was supported with the teacher and student' statement. In the following interview as:

Interview 5
Teacher: "The students' enthusiastic was very good. They enjoyed the learning activity especially when I gave them stimulation or questions to make them curiosity with the learning.

Based on the observation and interviews, discovery learning helped the students in learning process. The reality of this model learning helped the students follow the role of the learning activity at all. Since the students had to be active at the classroom. Students supported to have a big curiosity during learning process. Hence, with this model learning can give the positive environment. In addition, discovery learning can give students more enthusiastic to have learning.

2. **The disadvantages of using discovery learning in teaching English**

Based on the observations and the interviews with the English teacher and some of the students. There were also the disadvantages of using discovery learning in teaching English, such as:

a) **Time consuming at a few part and to teach a large of students in the class**

According to Joyce, The disadvantages of discovery learning model in education is caused by the perception that preparation and learning will take too much time. Actually, the preparation made by

the teacher in discovery learning is simple. She guided students as they build inquiry skills and then allow their investigations of the topic. Since skills are easy to switch, creating new lessons didn't take much time.[72] According to the English teacher, the implementation of discovery learning model in teaching English showed took much time in learning process.[73] The reason was waiting for the students got their new information or their own opinion. The students took much time to think of the lessons that they had to observe.[74] As stated by the teacher in the following interview:

Interview 6
Teacher: "This model learning was taking much time in a few part and taking too much time to teach in a large number of students during learning because students took long time to thinking the problem or material that I gave."

That statement was supported with the first and fourth observation on 1st of August 2022 and 29th of August 2022. This analyzed when data collection and data processing were applying. It took much time since students were seeking or searching the problems that they asked.

b) **Leads to students frustration**

This learning theory makes the perception that students are not mentally ready to learn. Less intelligent students may experience some frustration as they struggle to think and do other tasks that are relevant to the learning that is taking place. According to English teacher, this disadvantage was true that discovery learning made students a little bit difficult to think and concentrate.[75] It was supported with the teacher statement. In the following interview as:

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[72] Joyce A. Castronova, "Discovery learning for the 21st Century: What is it and how does it compare to traditional learning in effectiveness in the 21st Century?" pg. 6
[73] Interview in SMK Muhammadiyah 3 Purbalingga at 05th of September 2022.
[74] Observation in SMK Muhammadiyah 3 Purbalingga.
[75] Interview in SMK Muhammadiyah 3 Purbalingga at 05th of September 2022.

Interview 7
Teacher: "Sometimes, students felt confused following the learning process if the lessons was difficult to understand."

That statement was supported with the first and fourth observation on 2nd of August 2022 and 5th of September 2022. This analyzed when data collection were applying. Students felt confused when the teacher was asking them to analyze the text or to write the example of the text that students could not copy paste from the internet. Some of students could not build the paragraph if they did not know the vocabulary.

Based on the observation and interviews, the implementation of discovery learning especially in teaching English had a disadvantages on it. It also had leading frustration to the students. Therefore, the teacher needs to do more preparation before the learning activity begins in order to modify the subject and the objects she would apply. Teacher has to seeking others innovative ways to bring the material with this model learning. Hence, this discovery learning still has disadvantage to use.
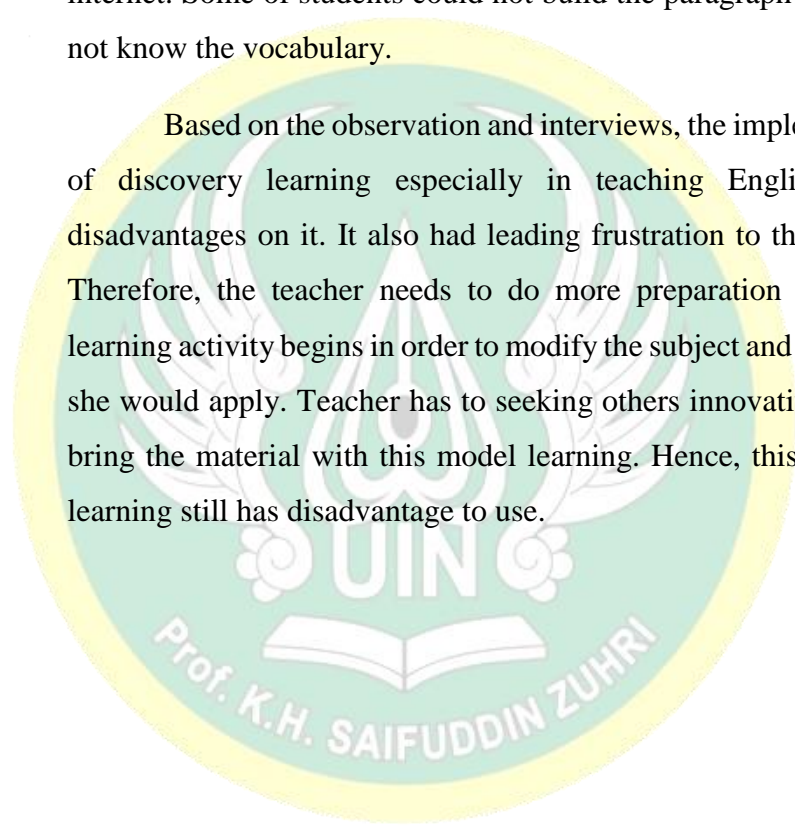
CHAPTER V

CONCLUSION AND SUGGESTION

This chapter outlined the overall findings of the study based on the observation and interview from the previous chapter. This conclusion was based on the results of a description of the implementation of discovery learning in the eleventh grade of SMK Muhammadiyah 3 Purbalingga. It involved learning about the use of discovery learning in the teaching English as well as the advantages and disadvantages of implementing discovery learning.

A. Conclusion

This study proved successful in obtaining answers to the questions that set out to investigate how the discovery learning model is used to teach English to eleventh-graders at SMK Muhammadiyah 3 Purbalingga. The results showed that the discovery learning model's steps, advantages and disadvantages are used in English classroom teaching and learning. Data for this descriptive qualitative study were acquired through observation, interviews, and document analysis. Five observations were made, however only the first through third observations and the interviews with the English teacher and some of the XI Pharmacy A students were presented.

From the observation and interview findings, it was discovered that the teacher had used a discovery learning model that was based on steps and was in line with the 2013 Curriculum and lesson plan. The steps which teacher used were stimulation, problem statement, data collection, data processing, verification, and generalization. Moreover, data collection and data processing were mostly carried out during the teaching and learning process when applying the steps of the discovery learning model.

For the last were the advantages and disadvantages of implementing discovery learning in teaching English. The advantages were active engagement, creative and problem solving skills, and foster curiosity. The reality of this model learning helped the students follow the role of the

learning activity at all. Since the students had to be active at the classroom. Students supported to have a big curiosity during learning process. Hence, with this model learning can give the positive environment. Therefore, the disadvantages of discovery learning were inefficient, time consuming, and lead to students' frustration. This model learning was taking much time at a few part and taking too much time to teach in a large of students. It also had leading frustration to the students. Therefore, the teacher needs to do more preparation before the learning activity begins in order to modify the subject and the objects she would apply. Teacher has to seeking others innovative ways to bring the material with this model learning.

B. Suggestion

1. For the researcher

    This finding of the research should give more experience and knowledge about implementing of discovery learning model in teaching English that will be more useful in the learning process.

2. For the English teacher

    The results of this study should support English teachers in creating instructional materials. The teacher hoped that students' speaking, listening, reading, and writing abilities would receive more focus during the learning process. The students might then be able to master every aspect of learning English.

3. For the other researchers

    For other researchers, everything should be well planned out, including time allocation before conducting research class. Planning must be improved through preparation. Thus, teachers delivered material to students during the implementation of exploration learning. To avoid misunderstandings in the future, the little things also require extra focus. Although students' centers were primarily the emphasis of exploratory learning. The student should be more active and intelligent to produce successful material.

C. Limitation of the Study

The limitation of the study has concerned in the documentations picture of the research, the implementation of discovery learning in listening skill, and the media that suggested to use for supporting in the implementation of discovery learning. The documentations picture were not detailed in the implementation of the six steps of discovery learning applied. Next, the limitation of this study is implementation of discovery learning in listening skill. This study was found the four skills. Those was reading, writing, speaking, and listening. However, the implementation for listening skill suggests to be more concerned. Hence, the implementation of discovery learning will be more maximal. For the last limitation of the study is the media of supporting in the implementation discovery learning when learning activity process. The media should be there a video or anything to gain the maximalist of supporting the understandable of students.
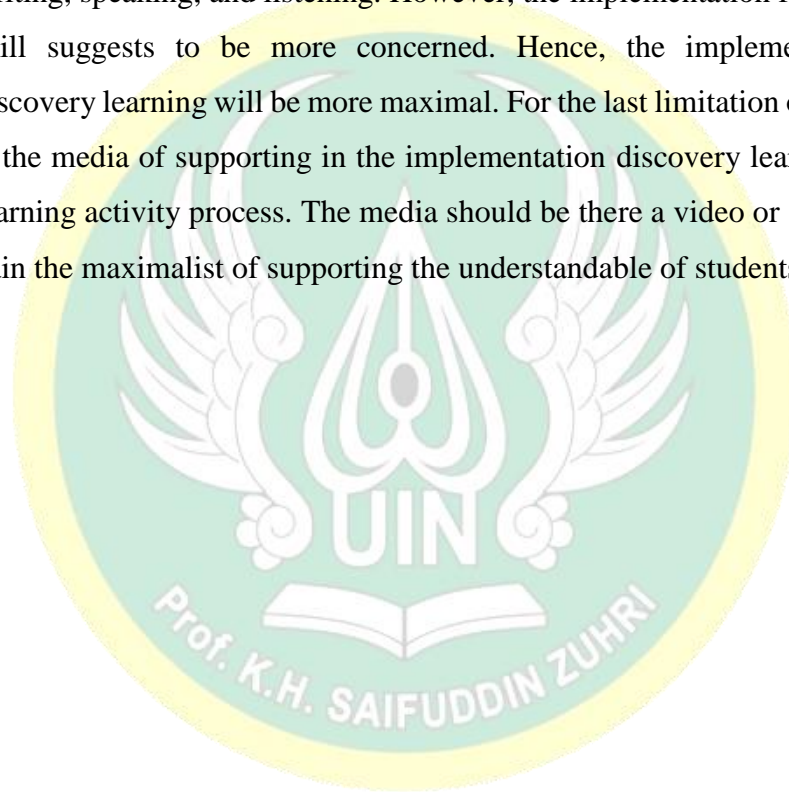
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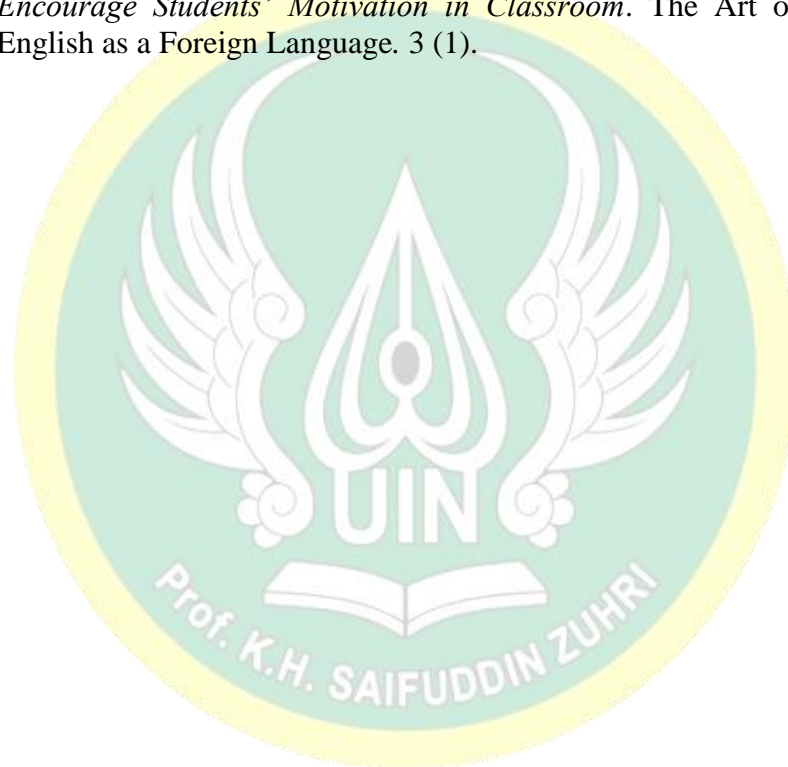
APPENDICES

APPENDICES

1. **Lesson Plan**

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Satuan Pendidikan   : SMK Muhammadiyah 3 Purbalingga
Mata Pelajaran   : Bahasa Inggris
Kelas / Semester   : X / Gasal
Kompetensi Keahlian   : Farmasi & Perbankan Syariah
Materi Pokok   : *Taking simple phone message*
Alokasi Waktu   : 3 x 45 menit

1. Tujuan Pembelajaran

      Setelah peserta didik melakukan serangkaian kegiatan pembelajaran tentang *Taking simple phone message* dengan model pembelajaran *Discovery learning* melalui diskusi, tanya jawab dan *role play* menggunakan media power point dan lembar kerja peserta didik (LKPD), pada akhir pembelajaran peserta didik mampu **menemukan informasi rinci, menganalisis fungsi sosial, struktur teks dan unsur kebahasaan, menyusun dan mempraktekkan teks interaksi transaksional lisan yang melibatkan tindakan memberi dan meminta informasi terkait pesan sederhana lewat telephone sesuai dengan konteks penggunaanya di dunia kerja**.

Fokus Penguatan Karakter: Kejujuran, Tanggung jawab dan Kerjasama.

2. Langkah – Langkah Kegiatan Pembelajaran

  A. Kegiatan Pendahuluan

    1. Peserta didik dengan bimbingan guru mengucapkan salam dan berdoa bersama, kemudian tegur sapa.
    2. Guru mengecek kehadiran peserta didik.
    3. Guru melakukan *brainstorming* berupa pertanyaan yang sesuai dengan materi yang akan disampaikan.
    4. Guru memotivasi peserta didik dan menyampaikan tujuan pembelajaran dan teknik penilaian.
    5. Guru meminta siswa membentuk kelompok yang terdiri dari 3 atau 4 anggota.

  B. Kegiatan Inti

    Stimulation:

    1. Peserta didik mengamati dan bertanya jawab tentang video berisi dialog *Taking simple phone message* yang ditayangkan melalui LCD proyektor. *(Critical Thinking - Observing and Questioning)*

    Problem Statement

    2. Peserta didik mengamati dan bertanya jawab terkait sebuah teks dialog *Taking simple phone message* yang ditampilkan dengan media power point. *(Critical Thinking – Observing and Questioning)*

    Data Collection

    3. Peserta didik menemukan informasi rinci, menganalisis fungsi sosial, struktur teks dan unsur kebahasaan teks dialog *Taking simple phone*

message yang ditampilkan melalui power point, kemudian mempraktekannya secara kolektif dan berkelompok. *(Critical Thinking & Creativity – Experimenting)*

Data Processing

4. Peserta didik berdiskusi untuk menemukan informasi rinci, menganalisis fungsi sosial, struktur teks dan unsur kebahasaan teks serta menyusun teks dialog *Taking simple phone message* menggunakan lembar kerja peserta didik (LKPD). *(Collaborative & Creativity – Experimenting)*

Verification

5. Peserta didik mempresentasikan hasil diskusi tentang informasi rinci, fungsi sosial, struktur teks dan unsur kebahasaan dari teks dialog *Taking simple phone message* pada LKPD, kemudian mempraktekkan dialog yang telah disusun. *(Communicative – Communicating)*

Generalization

6. Peserta didik menyimpulkan fungsi social, struktur teks dan unsur kebahasaan teks dialog *Taking simple phone message*. *(Communicative – Associating)*

C. Kegiatan Penutup

1. Guru memberikan konfirmasi, evaluasi dan mengarahkan peserta didik memberikan refleksi dari materi yang telah dipelajari dan mengaitkan dengan materi pada pertemuan berikutnya sekaligus memotivasi untuk belajar.
2. Guru meminta salah satu peserta didik memimpin doa penutup dalam Bahasa Inggris kemudian salam penutup.

3. Penilaian

1. Penilaian Sikap
   a. Teknik penilaian   : Observasi
   b. Instrumen Penilaian : Jurnal Penilaian Sikap
2. Penilaian Pengetahuan
   a. Teknik Penilaian   : Tes tertulis
   b. Instrumen Penilaian : Soal Pilihan Ganda
3. Penilaian Keterampilan
   a. Teknik Penilaian   : Tes unjuk kerja
   b. Instrumen Penilaian : Soal *writing* dan *speaking test,* Kisi-kisi dan pedoman penilaian.

Purbalingga,   Juli 2022

Mengetahui,
Kepala Sekolah   Guru Mata Pelajaran

apt. Totok Turdiyanto, S.Si   Rr. Fetriani Hartanti, S.S, S.Pd, Gr

NBM. 1063698   NBM. 1117993

2. Pictures of Research Activity and Pictures of Interview

Picture 1. Interview with the English Teacher

Picture 2. Interview with some of students XI Pharmacy A

Pictures of Students' Activity

3. Observation Checklist

First Observation Checklist

Observation Schedule : Monday, 1st of August 2022

Time   : 07.00 am – 08.45 am

Topic   : Taking a Simple Phone Message

Class   : XI Pharmacy A

Teacher   : Mrs. Rr. Fetriani Hartanti, S.S, S.Pd, Gr.

No.	Statements	Checklist
1.	Teacher opens the class, greets the students and checks their attendance list.	✓
2.	Teacher reviews the previous material, and tells about the aims of the lesson.	✓
3.	Teacher stimulate or attracts students' responses with the dialog.	✓
4.	Teacher gives the questions to the students for problem solving.	✓
5.	Teacher creates the activity that involve the students to identify the problems	✓
6.	Teacher encourages the students to solve the problems.	✓
7.	Teacher encourages the students to present their findings.	✓
8.	Teacher gives feedback to their findings.	
9.	Teacher compares their findings with the prior knowledge.	
10.	Teacher gives the exercises to the students, and corrects their work	
11.	Teacher generates and concludes the lesson	
12.	Teacher closes the class by praying.	✓

Second Observation Checklist

Observation Schedule : Monday, 8th of August 2022

Time   : 07.00 am – 08.45 am

Topic   : Taking a Simple Phone Message

Class   : XI Pharmacy A

Teacher   : Mrs. Rr. Fetriani Hartanti, S.S, S.Pd, Gr.

No.	Statements	Checklist
1.	Teacher opens the class, greets the students and checks their attendance list.	✓
2.	Teacher reviews the previous material, and tells about the aims of the lesson.	✓
3.	Teacher stimulate or attracts students' responses with the dialog.	✓
4.	Teacher gives the questions to the students for problem solving.	
5.	Teacher creates the activity that involve the students to identify the problems	✓
6.	Teacher encourages the students to solve the problems.	✓
7.	Teacher encourages the students to present their findings.	✓
8.	Teacher gives feedback to their findings.	✓
9.	Teacher compares their findings with the prior knowledge.	✓
10.	Teacher gives the exercises to the students, and corrects their work	✓
11.	Teacher generates and concludes the lesson	✓
12.	Teacher closes the class by praying.	✓

Third Observation Checklist

Observation Schedule : Monday, 22nd of August 2022

Time   : 07.00 am – 08.45 am

Topic   : Taking a Simple Phone Message

Class   : XI Pharmacy A

Teacher   : Mrs. Rr. Fetriani Hartanti, S.S, S.Pd, Gr.

No.	Statements	Checklist
1.	Teacher opens the class, greets the students and checks their attendance list.	✓
2.	Teacher reviews the previous material, and tells about the aims of the lesson.	✓
3.	Teacher stimulate or attracts students' responses with the dialog.	
4.	Teacher gives the questions to the students for problem solving.	
5.	Teacher creates the activity that involve the students to identify the problems	✓
6.	Teacher encourages the students to solve the problems.	✓
7.	Teacher encourages the students to present their findings.	✓
8.	Teacher gives feedback to their findings.	✓
9.	Teacher compares their findings with the prior knowledge.	✓
10.	Teacher gives the exercises to the students, and corrects their work	✓
11.	Teacher generates and concludes the lesson	✓
12.	Teacher closes the class by praying.	✓

Fourth Observation Checklist

Observation Schedule : Monday, 29th of August 2022

Time : 07.00 am – 08.45 am

Topic : Formal Invitation

Class : XI Pharmacy A

Teacher : Mrs. Rr. Fetriani Hartanti, S.S, S.Pd, Gr.

No.	Statements	Checklist
1.	Teacher opens the class, greets the students and checks their attendance list.	✓
2.	Teacher reviews the previous material, and tells about the aims of the lesson.	✓
3.	Teacher stimulate or attracts students' responses with the dialog.	✓
4.	Teacher gives the questions to the students for problem solving.	✓
5.	Teacher creates the activity that involve the students to identify the problems	✓
6.	Teacher encourages the students to solve the problems.	✓
7.	Teacher encourages the students to present their findings.	✓
8.	Teacher gives feedback to their findings.	✓
9.	Teacher compares their findings with the prior knowledge.	✓
10.	Teacher gives the exercises to the students, and corrects their work	✓
11.	Teacher generates and concludes the lesson	✓
12.	Teacher closes the class by praying.	✓

Fifth Observation Checklist

Observation Schedule : Monday, 5th of August 2022

Time   : 07.00 am – 08.45 am

Topic   : Formal Invitation

Class   : XI Pharmacy A

Teacher   : Mrs. Rr. Fetriani Hartanti, S.S, S.Pd, Gr.

No.	Statements	Checklist
1.	Teacher opens the class, greets the students and checks their attendance list.	✓
2.	Teacher reviews the previous material, and tells about the aims of the lesson.	✓
3.	Teacher stimulate or attracts students' responses with the dialog.	✓
4.	Teacher gives the questions to the students for problem solving.	
5.	Teacher creates the activity that involve the students to identify the problems	
6.	Teacher encourages the students to solve the problems.	✓
7.	Teacher encourages the students to present their findings.	✓
8.	Teacher gives feedback to their findings.	✓
9.	Teacher compares their findings with the prior knowledge.	✓
10.	Teacher gives the exercises to the students, and corrects their work	✓
11.	Teacher generates and concludes the lesson	✓
12.	Teacher closes the class by praying.	✓

4. **Interview Guidance with the English Teacher**

Date   : Monday, 5th of September 2022

Class   : XI Pharmacy A

Interviewee   : Mrs. Rr. Fetriani Hartanti, S.S, S.Pd, Gr.

Researcher   : Assalamu'alaikum Wr. Wb.

Mohon maaf sudah mengganggu waktunya bu.

Teacher   : Wa'alaikumussalam Wr. Wb.

Tidak apa-apa mbak.

Researcher   : Jadi disini saya ingin sedikit berbincang dengan ibu tentang penerapan model Discovery learning yang ibu terapkan selama pembelajaran.

Teacher   : Iya mbak, nanti saya jawab sebisanya saya njih

Researcher   : Baik bu.

Pada kurikulum 2013 ini, ibu menerapkan Discovery learning sebagai model pembelajaran ya bu?

Teacher   : Iya betul mbak, saya menerapkan model pembelajaran Discovery learning. Tetapi saya terapkan DL ini di kelas XI dan kelas XII. Di kelas XI pun saya hanya menerapkan di kelas XI Pharmacy A. Karena untuk kelas XI Pharmacy B, XI Pharmacy C, dan kelas XI PBS menggunakan model pembelajaran yang berbeda yang diterapkan oleh guru Bahasa Inggris yang satunya mbak.

Researcher   : Lalu pada saat pembelajaran, penerapan model pembelajaran Discovery learning tersebut itu seperti bu?

Teacher   : Kalau Discovery learning saya terapkan seperti syntax yang ada di Discovery learning. Step yang pertama kan Stimulation ya?

Researcher   : Iya bu betul

Teacher   : Kemudian Problem Statement, Data Collection, lalu apa ya?

Researcher   : Data Processing

XI

Teacher   : Iya Data Processing betul, lalu Verification dan Generalization.

Researcher   : Lalu seperti apa penerapan step Stimulation bu?

Teacher   : Awalnya disitu saya menstimulasi siswa dengan tidak langsung memberikan topik yang akan dibicarakan. Bisa dengan dialog, dengan gambar, atau dengan video misalnya. Jadi setelah apresepsi atau mengulas materi yang mungkin pernah pelajari waktu SMP dengan topik yang sama. Dengan demikian mereka ada sedikit gambaran karena sudah pernah mempelajari waktu SMP. Lalu saya stimulasi lagi dengan dialog atau gambar yang berkaitan dengan topik yang lebih spesifik lagi. Karena walaupun topiknya sama dengan waktu SMP, mereka hanya mempelajari bagian generalnya saja. Dan ketika di SMK mereka lebih ditujukan untuk mengetahui materi lebih spesifik lagi. Dengan mengkait-kaitkan tersebut, maka siswa akan terstimulasi kepada topik atau tema yang akan dipelajari.

Researcher   : Untuk penerapan Problem Statement seperti apa bu?

Teacher   : Setelah itu saya menampilkan atau memberikan dialog atau tes yang berkaitan. Lalu kita bahas sesuai dengan tujuan atau indicator yang ada di RPP, misalkan apakah itu menemukan informasi, menganalisis fungsi sosial dan unsur kebahasaannya, atau yang lain. Saya arahkan kesitu. Kami bahas bersama

Researcher   : Kemudian penerapan step Data Collection bu?

Teacher   : Kemudian kosakata sulit untuk Data Collection, mereka biasanya saya instruksi untuk bekerja secara individual, berpasangan atau dalam kelompok.

Researcher   : Lalu bagaimana dengan Data Processing nya bu?

Teacher   : Untuk step Data Processing nya saya berikan LKPD atau saya berikan soal latihan. Bagaimana mereka berdiskusi

mengerjakannya dengan acuan menuju ketujuan dan indicator yang ada di RPP dan otomatis KI KD yang ada muatan Nasional. Kemudian mereka berdiskusi, lalu merek mempresentasikan hasil diskusi mereka. Sehingga, disini dalam kelompok mereka mempresentasikan dalam bentuk lisan, bisa juga dengan mengumpulkan hasil pekerjaan mereka. Kemudian mereka juga bisa bertukar dengan kelompok lain dan mendapatkan feedback dari kelompok lain. Dan pada praktiknya topik yang dibicarakan itu tidak cukup hanya satu pertemuan. Maka untuk step berikutnya akan dilaksanakan pada pertemuan berikutnya. Jadi evaluation, setiap topik intinya materi yang berisi tentang syntax-syntax di Discovery learning kemudian LKPD dan evaluation.

Researcher : Nah, jadi penerapan model pembelajaran Discovery learning ini ibu terapkan untuk semua aspek, yaitu writing, reading, listening, dan speaking?

Teacher : Ya betul, untuk semua skills. Karena itu bisa mencakup semuanya ya. Biasanya saya tugaskan mereka untuk membuat video tentang materi yang sesuai untuk menilai speaking skill mereka. Disamping itu juga saya berikan motivasi bahwa ternyata kalian mahir dalam mengolah kata saat pembuatan video atau vlog tersebut. Lalu untuk reading skill saya biasanya tugaskan mereka untuk membaca dialog, teks, atau tugas siswa. Untuk penilaian writingnya saya biasanya nilai dari hasil pekerjaan siswa. Saya juga harus menilai penulisannya, pemilihan katanya, dan sebagainya. Jadi, untuk writingnya saya perintahkan mereka untuk mengumpulkan tugas ke saya. Saya berikan tanda yang salah mana. Dan saya bahas pada pertemuan selanjutnya. Saya

juga kadang memberikan catatan seperti misalnya "the grammar should be….. " atau catatan yang lain.

Researcher : Baik bu. Lalu menurut ibu bagaimana kemampuan siswa dalam menerima pembelajaran menggunakan Discovery learning tersebut?

Teacher : Kalau selama ini, kalau kemampuan dari segi nilai mungkin belum begitu maksimal. Tapi, kalau mereka suka dengan modelnya, ya sesuai dengan yang saya amati si mereka suka. Kemampuan yang lain, dalam arti kepercayaan mereka dalam kemampuan berani dan percaya diri dalam speaking, mereka mau maju, mereka berani ngomong walaupun masih dengan pronunciation yang salah. Kalau menurut saya si perkembangan yang bagus. Apalagi bedanya model pembelajaran ini dengan yang lain kan ada di Stimulation ya. Saya mengamati anak jadi lebih fokus gitu dibandingkan dengan jika kita langsung memberikan mereka "Oke anak-anak jadi kita akan belajar tentang ini, atau bla bla bla bla" itu sepertinya mereka akan bosan. Dengan Stimulation juga jadi mereka lebih mikir tentang apa si ya materi yang akan dibahas oleh guru seperti iu.

Researcher : Baik bu. Kemudian ini terkait dengan kekurangan dan kelebihan model pembelajaran Discovery learning ya bu. Ada beberapa kelebihan yang saya rangkum yaitu active engagement, creativity and problem solving skills, and foster curiosity, itu kira-kira menurut ibu bagaimana?

Teacher : Ya betul mbak, memang disetiap model pembelajaran itu kan mempunyai kelebihan dan kekurangannya ya. Untuk kelebihannya sendiri seperti yang njenengan sebutkan itu benar. Siswa memang terlihat lebih aktif ketika saya perintahkan untuk menanggapi, menyampaikan pendapat, atau mereka dengan antusiasnya maju ketika saya instruksi.

Terkadang mereka itu kreatif dalam menjawab atau menanggapi permasalahan dengan sebisanya mereka. Dengan saya memberikan stimulasi atau hal lain, mereka antusias dan penasaran dengan topik yang saya bawakan.

Researcher : Baik. Lalu bagaimana dengan kekurangannya bu? Yang saya rangkum itu ada inefficient and time consuming, and leads to students' frustration.

Teacher : Memang terkadang penggunaan model pembelajaran ini memakan waktu yang lumayan lama ketika menunggu siswa berfikir untuk menjawab pertanyaan atau permasalahan yang lain. Jadi memang harus dipersiapkan dengan sangat terstruktur topik yang akan saya sampaikan. Lalu juga siswa yang merasa kurang pintar merasa keberatan jika mereka dituntut untuk berfikir dan tanggap dalam penyampaian opini dan permalasahan yang akan disampaikan.

Researcher : Baik bu, berarti memang penyusunan atu planning topik itu harus disusun dengan sangat terstruktur dan menyampaikan dengan bahasa yang ringan atau mudah agar siswa merasa mudah untuk menangkapnya ya bu.

Teacher : Betul sekali mbak.

Researcher : Mungkin cukup itu saja untuk interview nya bu. Terima kasih banyak atas waktu dan informasinya ya bu.

Teacher : Sama-sama mbak. Semoga sukses kedepannya ya mbak.

Researcher : Aamiin Aamiin bu. Cukup sekian bu
Wassalamu'alaikum Wr. Wb.

Teacher : Wa'alaikumussalam Wr. Wb.

5. Interview Guidance with some of the Students of XI Pharmacy A

a) Interview guidance for student A

Date : Monday, 29th of August 2022

Class : XI Pharmacy A

Interviewee : Regina

Researcher : Apa pendapat kalian mengenai proses pembelajaran yang saat ini kalian ikuti?

Student : Pembelajaran saat ini beda dari yang dulu-dulu mba. Sekarang siswa diperintahkan untuk aktif. Kalau dulu kan guru yang beri siswa materi terus ya.

Researcher : Dalam proses pembelajaran Mrs. F menggunakan model pembelajaran Discovery learning. Di dalam model pembelajaran ini ada beberapa step diantaranya Stimulation, Problem Statement, Data Collection, Data Processing, Verification, dan Generalization. Untuk step yang pertama, apakah Mrs. F menstimulus siswa dengan dialog atau gambar agar siswa merasa ada gambaran tentang materi yang akan disampaikan?

Student : Ya betul, diawal pelajaran biasanya bu F mengkait-kaitkan dengan kegiatan sehari-hari

Researcher : Lalu apakah adanya kegiatan pemecahan masalah atau penyampaian pendapat dari siswa terkait materi yang disampaikan?

Student : Ya ada mba.

Researcher : Kemudian apakah guru biasanya memerintahkan siswa untuk membuat kelompok/berpasangan/individu untuk berdiskusi?

Student : Ya betul, tapi lebih sering berpasangan atau kelompok untuk berdiskusi.

Researcher   : Apakah setelah berdiskusi selesai, siswa ditujukan untuk mempresentasikan hasilnya?

Student   : Ya betul. Setelah diskusi biasanya kami disuruh untuk maju.

Researcher   : Apakah guru memberikan feedback/timbal balik kepada siswa mengenai pekerjaan tsb?

Student   : Ya. Saya lebih suka jika guru memberikan feedback mba. Jadi kami tau salah atau benarnya.

Researcher   : Apakah guru memberikan kesimpulan pada akhir pembelajaran?

Student   : Betul.

b) Interview guidance for student B

    Date   : Monday, 29th of August 2022

    Class   : XI Pharmacy A

    Interviewee   : Ismi

Researcher	: Apa pendapat kalian mengenai proses pembelajaran yang saat ini kalian ikuti?
Student	: Pembelajaran yang sekarang lebih mengasyikkan mba.
Researcher	: Dalam proses pembelajaran Mrs. F menggunakan model pembelajaran Discovery learning. Di dalam model pembelajaran ini ada beberapa step diantaranya Stimulation, Problem Statement, Data Collection, Data Processing, Verification, dan Generalization. Untuk step yang pertama, apakah Mrs. F menstimulus siswa dengan dialog atau gambar agar siswa merasa ada gambaran tentang materi yang akan disampaikan?
Student	: Iya. Kadang mengkait-kaitkan dengan kegiatan atau aktifitas sehari-hari gtu. Jadi saya lebih paham kalau memahaminya
Researcher	: Lalu apakah adanya kegiatan pemecahan masalah atau penyampaian pendapat dari siswa terkait materi yang disampaikan?
Student	: Betul. Siswa juga jadi lebih aktif mba.
Researcher	: Kemudian apakah guru biasanya memerintahkan siswa untuk membuat kelompok/berpasangan/individu untuk berdiskusi?
Student	: Ya betul
Researcher	: Apakah setelah berdiskusi selesai, siswa ditujukan untuk mempresentasikan hasilnya?
Student	: Iya biasanya kami pasti disuruh maju sama beliau.

Researcher : Apakah guru memberikan feedback/timbal balik kepada siswa mengenai pekerjaan tsb?

Student : Betul.

Researcher : Apakah guru memberikan kesimpulan pada akhir pembelajaran?

Student : Ya mba.

c) Interview guidance for student C

Date : Monday, 29th of August 2022

Class : XI Pharmacy A

Interviewee : Nurul

Researcher : Apa pendapat kalian mengenai proses pembelajaran yang saat ini kalian ikuti?

Student : Pembelajarannya beda dari yang dulu mba. Sekarang lebih menarik perhatian siswa.

Researcher : Dalam proses pembelajaran Mrs. F menggunakan model pembelajaran Discovery learning. Di dalam model pembelajaran ini ada beberapa step diantaranya Stimulation, Problem Statement, Data Collection, Data Processing, Verification, dan Generalization. Untuk step yang pertama, apakah Mrs. F menstimulus siswa dengan dialog atau gambar agar siswa merasa ada gambaran tentang materi yang akan disampaikan?

Student : Ya.

Researcher : Lalu apakah adanya kegiatan pemecahan masalah atau penyampaian pendapat dari siswa terkait materi yang disampaikan?

Student : Ya ada mba.

Researcher : Kemudian apakah guru biasanya memerintahkan siswa untuk membuat kelompok/berpasangan/individu untuk berdiskusi?

Student : Ya betul.

Researcher : Apakah setelah berdiskusi selesai, siswa ditujukan untuk mempresentasikan hasilnya?

Student : Ya betul. Setelah diskusi biasanya kami disuruh untuk maju.

Researcher	: Apakah guru memberikan feedback/timbal balik kepada siswa mengenai pekerjaan tsb?
Student	: Ya mba.
Researcher	: Apakah guru memberikan kesimpulan pada akhir pembelajaran?
Student	: Iya.

Nomor   : B.m.1398/Un.19/D.FTIK/PP.05.3/07/2022
Lamp.   : -
Hal   : Permohonan Ijin Riset Individu

18 Juli 2022

Kepada
Yth. Kepala Sekolah SMK Muhammadiyah 3 Purbalingga
Kec. Purbalingga
di Tempat

Assalamu'alaikum Wr. Wb.
Diberitahukan dengan hormat bahwa dalam rangka pengumpulan data guna penyusunan skripsi, memohon dengan hormat saudara berkenan memberikan ijin riset kepada mahasiswa kami dengan identitas sebagai berikut :

1. Nama   : Sri Maryanti
2. NIM   : 1817404087
3. Semester   : 8 (Delapan)
4. Jurusan / Prodi   : Tadris Bahasa Inggris
5. Alamat   : Desa Dawuhankulon Rt 04 Rw 02 Kec. Kedungbanteng Kab. Banyumas
6. Judul   : The Implementation of Using Discovery Learning Strategy in Teaching English at Elevent Grade of SMK Muhammadiyah 3 Purbalingga

Adapun riset tersebut akan dilaksanakan dengan ketentuan sebagai berikut :

1. Obyek   : Guru Bahasa Inggris dan Siswa kelas 11 (sebelas)
2. Tempat / Lokasi   : SMK Muhammadiyah 3 Purbalingga
3. Tanggal Riset   : 01-08-2022 s/d 31-08-2022
4. Metode Penelitian : Kualitatif

Demikian atas perhatian dan ijin saudara, kami sampaikan terima kasih.
Wassalamu'alaikum Wr. Wb.

An. Dekan
Ketua Jurusan Tadris

Maria Ulpah

XXII

SMK MUHAMMADIYAH 3 PURBALINGGA
PROGRAM KEAHLIAN: FARMASI DAN PERBANKAN SYARIAH
TERAKREDITASI "B"
Alamat: Jl. Raya Bojong Telp. (0281) 896533 Purbalingga 53319

SURAT KETERANGAN
Nomor: 421.5/141/2022

Yang bertanda tangan di bawah ini:

1. Nama Lengkap   : apt. Nur Fitri Widiyanti, S.Si.
2. NIP   : -
3. Jabatan   : Kepala Sekolah
4. Unit Kerja   : SMK Muhammadiyah 3 Purbalingga
5. Alamat   : Jl. Raya Bojong, Purbalingga

Menerangakan dengan sesungguhnya bahwa:

1. Nama Lengkap   : Sri Maryanti
2. NIM   : 1817404087
3. Universitas   : Universitas Islam Negeri Prof. KH. Saifuddin Zuhri Purwokerto
4. Fakultas   : Fakultas Tarbiyah dan Ilmu Keguruan
5. Jurusan   : Tadris Bahasa Inggris
6. Judul Skripsi   : The Implementation of Discovery Learning in English Teaching at Eleventh Grade of SMK Muhammadiyah 3 Purbalingga.

Yang bersangkutan telah melakukan penelitian di SMK Muhammadiyah 3 Purbalingga pada tanggal 01 Agustus s/d 05 September 2022.

Demikian Surat Keterangan ini untuk dapat dipergunakan sebagaimana mestinya.

Purbalingga, 8 Desember 2022
Kepala Sekolah

apt. Nur Fitri Widiyanti, S.Si.
NIP. -

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO
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Jalan Jenderal A. Yani, No. 40A Purwokerto 53126
Telepon (0281) 635624 Faksimili (0281) 636553
www.uinsaizu.ac.id

BLANGKO BIMBINGAN SKRIPSI

Nama   : Sri Maryanti
No. Induk   : 1817404087
Fakultas, Jurusan : FTIK/TBI
Pembimbing   : Endang Sartika, M.A.
Nama Judul   : The Implementation of Discovery Learning Model in Teaching English at Eleventh Grade of SMK Muhammadiyah 3 Purbalingga

No	Hari / Tanggal	Materi Bimbingan	Tanda Tangan	
			Pembimbing	Mahasiswa
5.	Kamis, 24 November 2022	BAB II Dan III - Menambahkan alasan guru menerapkan DL di kelas tsb - Objek dan subjek (dr BAB III & kebutuhan - Type of Learning Model di BAB II (kurikulum)		
6.	Selasa, 15 Desember 2022	BAB IV relate BAB II - temukan teori model DL yg lebih relevant - Connecting penelitian kamu & penelitian sebelumnya - Students' Perception & input Jika ada & perlukan		
7.	Jum'at, 16 Desember 2022	BAB IV Dan BAB V - Discussion - Conclusion - Revisi Abstrak Dan limitation of the study		
8.	Selasa Dan Rabu 20-21 Desember 2022	- Lampiran ACC		

BLANGKO BIMBINGAN SKRIPSI

Nama : Sri Maryanti
No. Induk : 1817404087
Fakultas/Jurusan : FTIK/TBI
Pembimbing : Endang Sartika, M.A.
Nama Judul : The Implementation of Discovery Learning Model in Teaching English at Eleventh Grade of SMK Muhammadiyah 3 Purbalingga

No	Hari / Tanggal	Materi Bimbingan	Tanda Tangan	
			Pembimbing	Mahasiswa
1.	Kamis, 09 Juni 2022	BAB I → Background of the study ditambahkan, diluatkan alasan mengapa diteliti tersebut - Research Question dibetulkan		
2.	Kamis, 30 Juni 2022	BAB I & II → Background of the study ditambahkan benefit dan beberapa penelitian lain		
3.	Kamis, 04 Agustus 2022	BAB II Discovery it M.Pil atau Method ?, dicari in forum lagi → Sholast-Center dituput ajt dan conceptual Definition, harus konkriten, can teoi yang lebih relevant		
4.	Jum'at selasa November 08 Agustus 2022	BAB I dan II - Tambahkan previous research, cari 99 WGt relevant - Tambahkan alasan memakai metode Qualitative - Tambahkan Data Validation		

SERTIFIKAT

Nomor: 1112/K.LPPM/KKN.48/08/2021

Lembaga Penelitian dan Pengabdian kepada Masyarakat (LPPM)
Universitas Islam Negeri Prof. K.H. Saifuddin Zuhri Purwokerto menyatakan bahwa :

Nama : **SRI MARYANTI**

NIM : **1817404087**

Fakultas/Prodi : **FTIK / TBI**

TELAH MENGIKUTI

Kuliah Kerja Nyata (KKN) Angkatan Ke-48 Tahun 2021
dan dinyatakan **LULUS** dengan Nilai **87 (A)**.

Purwokerto, 29 Oktober 2021
Ketua LPPM,

H. Ansori, M.Ag.
NIP. 19650407 199203 1 004

XXVI

KEMENTERIAN AGAMA
UIN PROF. K.H. SAIFUDDIN ZUHRI PURWOKERTO
LABORATORIUM FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Alamat : Jl. Jend. A. Yani No. 40A Telp. (0281). 635624 Psw. 121 Purwokerto 53126

Sertifikat

Nomor : B. 017 / Un.19/K. Lab. FTIK/ PP.009 / III/ 2022

Diberikan Kepada :

SRI MARYANTI
181740087

Sebagai bukti yang bersangkutan telah melaksanakan kegiatan
Praktik Pengalaman Lapangan (PPL) II Semester Genap Tahun Akademik 2021/2022
pada tanggal 24 Januari sampai dengan 5 Maret 2022

Mengetahui,
Dekan Fakultas Tarbiyah dan Ilmu Keguruan

Dr. H. Suwito, M.Ag.
NIP. 19710424 199903 1 002

Purwokerto, 21 Maret 2022
Laboratorium FTIK
Kepala,

Dr. Nurfuadi, M.Pd.I.
NIP. 19711021 200604 1 002

XXVII

KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI PURWOKERTO
UPT MA'HAD AL-JAMI'AH
Alamat : Jl. Jend. A. Yani No. 40 A Purwokerto 53126
Telp : 0281-635624, 628250, Fax : 0281-636553, www.iainpurwokerto.ac.id

IAIN PURWOKERTO

SERTIFIKAT

Nomor: B-009/In.17/UPT.MAJ/Sti.001/I/2019

Diberikan oleh UPT Ma'had Al-Jami'ah IAIN Purwokerto kepada:

SRI MARYANTI
181404087

Sebagai tanda yang bersangkutan telah **LULUS** dalam Ujian Kompetensi Dasar
Baca Tulis Al-Qur'an (BTA) dan Pengetahuan Pengamalan Ibadah (PPI).

Purwokerto, 24 Januari 2019
Mudir Ma'had Al-Jami'ah,

Drs. H. M. Mukti, M.Pd.I
NIP. 19570521 198503 1 002

MATERI UJIAN		NILAI
1.	Tes Tulis	76
2.	Tartil	75
3.	Tahfidz	78
4.	Imla'	75
5.	Praktek	72

NO. SERI: MAJ-G1-2019-360

XXVIII

وزارة الشؤون الدينية بجمهورية إندونيسيا

MINISTRY OF RELIGIOUS AFFAIRS OF THE REPUBLIC OF INDONESIA

جامعة الأستاذ كياهي الحاج سيق الدين زهري الإسلامية الحكومية بوروكرتو

STATE ISLAMIC UNIVERSITY PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO

وحدة اللغة

TECHNICAL IMPLEMENTATION UNIT OF LANGUAGE

Jl. Jend. A. Yani No. 40A Purwokerto, Jawa Tengah, Indonesia | www.uinsaizu.ac.id | www.sib.uinsaizu.ac.id | +62 (281) 635624

CERTIFICATE
الشهادة

No.: **B-1514**/Un.19/UPT.Bhs/PP.009/921/**VIII/2022**

This is to certify that				منحت إلى
Name	:	**SRI MARYANTI**	:	الإسم
Place and Date of Birth	:	**Banyumas, 20 Maret 1998**	:	محل وتاريخ الميلاد
Has taken	:	**EPTUS**	:	وقد شارك/ت الاختبار
with Computer Based Test, organized by				على أساس الكمبيوتر
Technical Implementation Unit of Language on	:	**2 Agustus 2022**	:	التى قامت بها وحدة اللغة في التاريخ
with obtained result as follows	:		:	مع النتيجة التى تم الحصول عليها على النحو التالي

Listening Comprehension:	46	Structure and Written Expression:	45	Reading Comprehension:	44
فهم المسموع		فهم العبارات والتراكيب		فهم المقروء	

Obtained Score : 450   المجموع الكلي :

The test was held in UIN Profesor Kiai Haji Saifuddin Zuhri Purwokerto.   تم إجراء الاختبار بجامعة الأستاذ كياهي الحاج سيق الدين زهري الإسلامية الحكومية بوروكرتو.

Purwokerto, **2 Agustus 2022**

The Head,
رئيسة وحدة اللغة

Dr. Ade Ruswatie, M. Pd.
NIP. 19860704 201503 2 004

CERTIFICATE
الشهادة

No.: **B-1551**/Un.19/UPT.Bhs/PP.009/921/**VIII/2022**

This is to certify that				منحت إلى
Name	:	**SRI MARYANTI**	:	الإسم
Place and Date of Birth	:	**Banyumas, 20 Maret 1998**	:	محل وتاريخ الميلاد
Has taken	:	**IQLA**	:	وقد شارك/ت الاختبار
with Computer Based Test, organized by				على أساس الكمبيوتر
Technical Implementation Unit of Language on	:	**27 April 2019**	:	التى قامت بها وحدة اللغة في التاريخ
with obtained result as follows	:		:	مع النتيجة التى تم الحصول عليها على النحو التالي

Listening Comprehension:	46	Structure and Written Expression:	45	Reading Comprehension:	50
فهم المسموع		فهم العبارات والتراكيب		فهم المقروء	

Obtained Score : 471   المجموع الكلي :

The test was held in UIN Profesor Kiai Haji Saifuddin Zuhri Purwokerto.   تم إجراء الاختبار بجامعة الأستاذ كياهي الحاج سيق الدين زهري الإسلامية الحكومية بوروكرتو.

Purwokerto, **25 Agustus 2022**

The Head,
رئيسة وحدة اللغة

Dr. Ade Ruswatie, M. Pd.
NIP. 19860704 201503 2 004

XXIX

SURAT KETERANGAN
No. B-3911/Un.19/WD1.FTIK/PP.05.3/9/2022

Yang bertanda tangan di bawah ini Wakil Dekan Bidang Akademik, menerangkan bahwa :

N a m a	:	Sri Maryanti
NIM	:	1817404087
Prodi	:	TBI

Mahasiswa tersebut benar-benar telah melaksanakan ujian komprehensif dan dinyatakan *LULUS* pada :

Hari/Tanggal	:	Senin, 12 September 2022
Nilai	:	C+

Demikian surat keterangan ini kami buat untuk dapat digunakan sebagaimana mestinya.

Purwokerto,15 September 2022
Wakil Dekan Bidang Akademik,

Dr. Suparjo, M.A.
NIP. 19730717 199903 1 001

XXX

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
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SURAT KETERANGAN
SEMINAR PROPOSAL SKRIPSI
No. B.1988/Un.19/FTIK.JTBI/PP.05.3/5/2022

Yang bertanda tangan di bawah ini, Ketua Jurusan/Prodi Tadris Bahasa inggris pada Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) IAIN Purwokerto menerangkan bahwa proposal skripsi berjudul :

'**The Effectiveness of Inquiry-Based Learning in Teaching Speaking Skill at 8 Grade of SMP N 1 Kedungbanteng**"

Sebagaimana disusun oleh:

Nama	:	Sri Maryati
NIM	:	1817404087
Semester	:	8 (Delapan)
Jurusan/Prodi	:	FTIK/TBI

Benar-benar telah diseminarkan pada tanggal : 20 April 2022

Demikian surat keterangan ini dibuat dan dapat digunakan sebagaimana mestinya.

Purwokerto, 24 Mei 2022

Mengetahui,
Koordinator Jurusan/Prodi TBI

Penguji

Desi Wijayanti Ma'rufah. M.Pd.
NIP. 19152018012003

Muflihah, S.S., M. Pd.
NIP. 19720923 2000031001

cek plagiasi