

**THE IMPLEMENTATION OF DISCOVERY LEARNING
MODEL IN TEACHING ENGLISH TO THE SEVENTH
GRADE STUDENTS OF MTs NEGERI 1 BREBES**



AN UNDERGRADUATE 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**

by

Arini Salsabila Nasa

Student Number. 2017404040

**ENGLISH EDUCATION STUDY PROGRAM
EDUCATION DEPARTMENT
FACULTY OF TARBIYA AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY
PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO**

2024

STATEMENT OF ORIGINALITY

Here with I,

Name : Arini Salsabila Nasa

Student Number/S.N : 2017404040

Grade : Undergraduate

Faculty : Tarbiya and Teacher Training

Study Program : English Education Study Program

Declare that the thesis I have compiled with the title, "**The Implementation of Discovery Learning Model in Teaching English to the Seventh Grade Students of MTs Negeri 1 Brebes**" is truly my own work and is not a plagiarism of someone else's thesis. I am fully aware that I have quoted some statements and ideas from several resources. All the materials from other sources and references from work done by other people or institutions have been properly cited.

If later on my statement is not true, then I am willing to accept the applicable academic sanctions (revocation of graduation predicate and bachelor degree).

Purwokerto, April 2, 2024

I Who Declare,,



Arini Salsabila Nasa

S.N. 2017404040



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO
FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

Jalan Jenderal A. Yani, No. 40A Purwokerto 53126
Telepon (0281) 635624 Faksimili (0281) 636553
www.uinsaizu.ac.id

APPROVAL SHEET

This thesis, entitled

**THE IMPLEMENTATION OF DISCOVERY LEARNING MODEL IN TEACHING
ENGLISH TO THE SEVENTH GRADE STUDENTS OF MTs NEGERI 1 BREBES**

Written by Arini Salsabila Nasa (Student Number. 2017404040) English Education Study Program, Education Department, Faculty of Tarbiya and Teacher Training, State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto has examined on 19 April 2024 and declared qualified for achieving *Sarjana Pendidikan* (S.Pd.) Degree by the examiners.

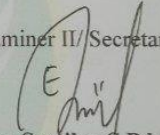
Purwokerto, 24th April 2024

Approved by:

Examiner I/Head of Examiners / Supervisor,

Examiner II/ Secretary,


Desi Wijayanti Ma'rufah, M.Pd


Endang Sartika, S.Pd.I., M.A

NIP. 199212152018012003

NIDN. 2030109101

The Main Examiner


Irma Wahidiyati, M.Pd

NIP. 198911102019082001

Legalized by:

The Head of Education Department,


Dr. Maria Ulpah, M.Si.

NIP. 19801115200501200



OFFICIAL NOTE OF SUPERVISOR

To,
The Head of Education Department
Faculty of Tarbiya and Teacher Training,
State Islamic University
Prof. K.H. Saifuddin Zuhri Purwokerto
in Purwokerto

Assalamu'alaikum Warahmatullahi Wabarakatuh

After conducting guidance, review, direction, and correction, I convey

that:

Name : Arini Salsabila Nasa
Student Number : 2017404040
Department : Education
Study Program : English Education
Faculty : Tarbiya and Teacher Training
Title : The Implementation of Discovery Learning Model in
Teaching English to the Seventh Grade Students of MTs
Negeri 1 Brebes

I recommended this thesis to be submitted to the Head of Education Department Faculty of Tarbiya and Teacher Training, State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto and examined in order to attain *Sarjana Pendidikan* (S.Pd.) / Undergraduate Degree in English Education.

Wassalamu'alaikum Warahmatullahi Wabarakatuh

Purwokerto, April 2024
Supervisor



Desi Wijayanti Ma'rufah, M.Pd
NIP. 199212152018012003

MOTTO

Patience and persistence bring extraordinary results.

- Napoleon Hill –



DEDICATIONS

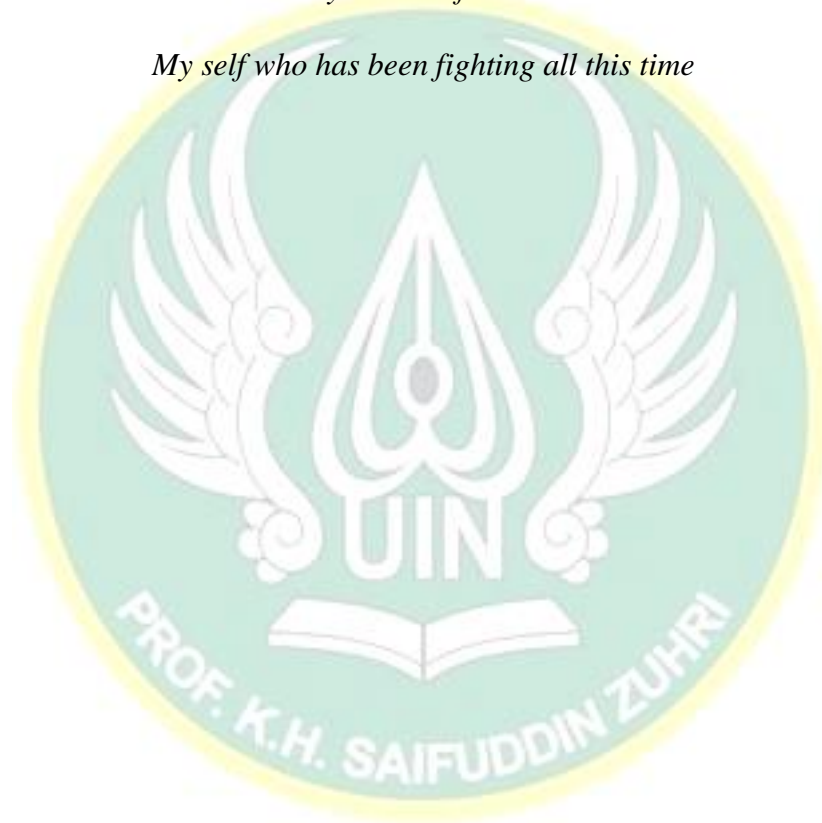
I dedicate my thesis to:

My beloved parents, Durrotun Nasihah and Saadulloh, S.Ag two great people and full of patience in my life.

My lovely younger sister, Rania 'Azza Rahmatika A

My beloved friends

My self who has been fighting all this time



PREFACE

Alhamdulillah rabbil 'alamin, by offering puja and thanksgiving to the presence of Allah subhanahu wa ta'ala, who has given grace, guidance, and health, so that the author can complete this thesis with the title "**The Implementation of Discovery Learning Model in Teaching English to the Seventh Grade Students of MTs Negeri 1 Brebes.**" May prayers and greetings continue to be poured out on the Prophet Muhammad SAW, who has always been a role model for all mankind in the world.

In preparing this thesis, there were various people who always supported me, gave me advice, and also gave me motivation. I would like to express my deepest thanks to:

1. Prof. Dr. H. Fauzi, M.Ag., dean of the Faculty of Tarbiyah and Teacher Training at the State Islamic University, Prof. K.H. Saifuddin Zuhri.
2. Dr. Maria Ulpah, M. Si., the Head of Education Department in Faculty Tarbiya and Teacher Training of the State Islamic University of Prof. K.H. Saifuddin Zuhri Purwokerto.
3. Desi Wijayanti Ma'rufah, M.Pd., Head of the English Education Study Program at the Tarbiyah and Teacher Training Faculty at the State Islamic University, Prof. K.H. Saifuddin Zuhri, and also my supervisor, who have patiently guided me and provided direction and suggestions in preparing this thesis.
4. All the lecturers in the tarbiyah and teacher training faculties, especially the lecturers of English Education Study Program, who have given me a lot of knowledge.
5. Drs. Mohammad Suaedi, M.Pd., as the principal of MTs Negeri 1 Brebes.
6. To all the teacher of MTs Negeri 1 Brebes, especially Milatul Afdlila M.Pd., and Umi Mustabsyiroh S.Pd., who have allowed me to research this title so that I can complete it.
7. All seventh grade language at MTs Negeri 1 Brebes.

8. My beloved parents, Durrotun Nasihah and Saadulloh S. Ag, are people who always strengthen me when I have a disaster, people who have patience in educating me, always provide motivation, and always pray for their child.
9. My beloved sister, Rania'Azza Rahmatika Annasa, who has been patient in helping me during the recovery period from surgery and supporting me to complete this thesis.
10. My best friend, Ella Rusdiana, has helped and supported me to complete this thesis.
11. My beloved communication study friends, Syafa, Fatmah, Bunga, Aul, Hasza, Risy, Salsa, Dila, Anita, and Mba Vidi, who have provided many very meaningful memories for me while at at the State Islamic University, Prof. K.H. Saifuddin Zuhri.
12. My boarding house friends, Nurul, Dinda, and Luthfi. Thank you for being a good friend to me and for allowing me to rest at your place.
13. All friends of the TBI A class of 2020. Thank you for providing memories, both good and bad, during these four years.
14. Myself, Arini Salsabila Nasa. Thank you very much for fighting to complete this thesis with one hand, namely your left hand, with great patience in facing your adversity.
15. Thank you to all parties whom I cannot mention one by one. Especially those who have been involved in completing my thesis.

Purwokerto, 2 April 2024

The Researcher,

A handwritten signature in black ink, appearing to be 'Arini Salsabila Nasa', with a horizontal line extending to the right. The initials 'AR-' are visible at the end of the signature.

Arini Salsabila Nasa

S.N. 2017404040

**THE IMPLEMENTATION OF DISCOVERY LEARNING MODEL IN
TEACHING ENGLISH TO THE SEVENTH GRADE STUDENTS OF MTs
NEGERI 1 BREBES**

ARINI SALSABILA NASA

2017404040

ABSTRACT

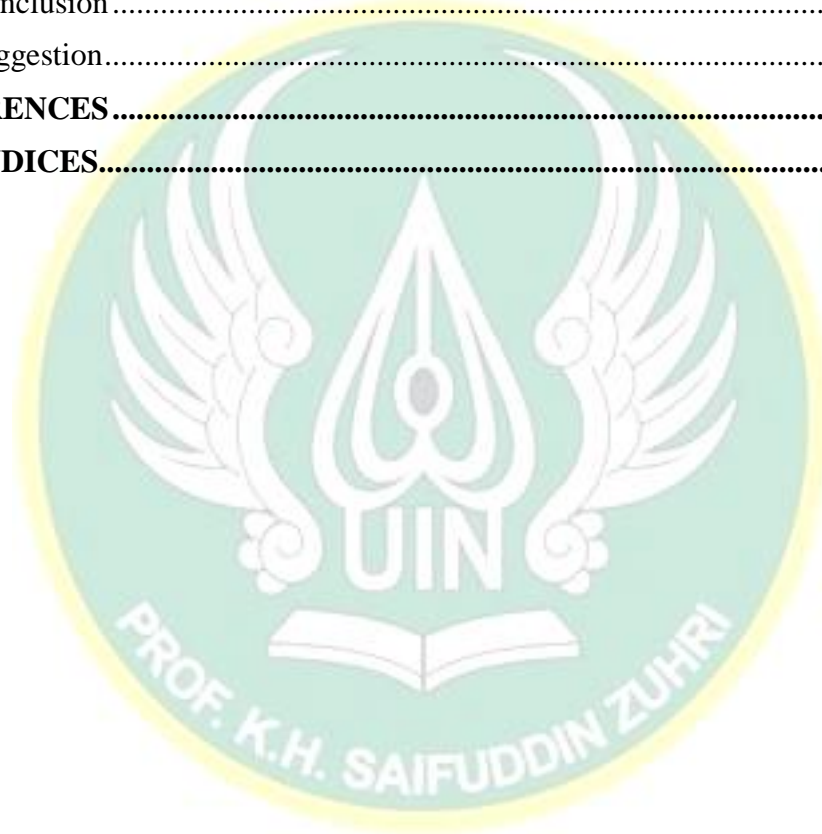
The aim of this research is to describe the implementation of discovery learning model in teaching English in class 7 language at MTs Negeri 1 Brebes. This research used qualitative methods with data collection techniques in the form of observation, interviews, and documentation. The subjects of this research were one English teacher and two class 7 language students at MTs Negeri 1 Brebes. The findings of this research are that teachers have implemented the Discovery Learning learning model, which starts with preparation by determining learning objectives, identifying students' personalities and needs, determining lesson materials and topics appropriate to their level, developing learning materials, and assessing the learning process and student learning outcomes. In preparation, teachers do not arrange lesson topics from easy to difficult. This is because the teacher follows the flow of the material in the book. Furthermore, in its application, the teacher has carried out all stages in the discovery learning model, which consist of stimulation, problem formulation, data collection, data processing, verification, and generalization. However, in this research, there were two meetings where the teacher did not implement all stages, namely in meetings one and two. This is due to the limited time in teaching. The last one is the learning evaluation used by teachers in implementing the Discovery learning model, namely a type of attitude and knowledge assessment.

Keywords: Discovery Learning, Learning Model, Teaching English

TABLE OF CONTENTS

STATEMENT OF ORIGINALITY	i
APPROVAL SHEET	ii
OFFICIAL NOTE OF SUPERVISOR	iii
MOTTO	iv
DEDICATIONS	v
PREFACE	vi
ABSTRACT	viii
TABLE OF CONTENTS	ix
LIST OF TABLE	xi
LIST OF APPENDICES	xii
CHAPTER I	1
INTRODUCTION	1
A. Background of the Study.....	1
B. Conceptual Definition.....	4
C. Research Question.....	5
D. Aim and Significances of the Research.....	5
E. Organization of the Paper.....	6
CHAPTER II	7
LITERATURE REVIEW	7
A. Learning Model.....	7
B. Discovery Learning Model.....	11
C. Teaching English.....	14
D. Previous Studies.....	17
CHAPTER III	20
RESEARCH METHOD	20
A. Type of the Research.....	20
B. Sites and Participant.....	21
C. Techniques of Data Collection.....	22
D. Techniques of Data Analysis.....	23

E. Data Validation	24
CHAPTER IV.....	26
FINDINGS AND DISCUSSION	26
A. The Preparation of Discovery Learning Model in Teaching English	26
B. The Procedure of Discovery Learning Model in Teaching English	30
C. The Evaluation of Discovery Learning Model in Teaching English	50
CHAPTER V	52
CONCLUSION AND SUGGESTION	52
A. Conclusion	52
B. Suggestion.....	53
REFERENCES.....	54
APPENDICES.....	58



LIST OF TABLE

Table 4.1 Interview guidelines

Table 4.2 Observation checklist



LIST OF APPENDICES

1. Observation Checklist
2. Transcript of Observation
3. Interview Guidelines about Preparation and Evaluation
4. Interview Guidelines for Teacher
5. Interview Guidelines for Students
6. Pictures of Research Activities
7. The Teaching Module
8. The Official Letter of School Research



CHAPTER I

INTRODUCTION

In this chapter, the researcher will introduce the research topic, which consists of the research background, conceptual definition, research question, research objectives and benefits, and thesis research organization.

A. Background of the Study

In this millennial era, the ability to speak English has become a very important need because English is a language of the world. We can find the application of the English language in every aspect of our lives, namely in the world of business, economics, and especially in education. In the world of education, there are various kinds of educational institutions, such as schools or English courses, that we can find in our surroundings. Each educational institution definitely has different goals or targets that students who study English want to achieve. Therefore, teachers must educate their students in order for them to attain their learning targets and purposes. In language teaching activities are the same as teaching other subjects, which include activities prior to teaching, activities during teaching, and activities after teaching (Srihidayanti et al., 2015). The teacher employs a variety of procedures, learning methods, learning strategies, and learning techniques in his or her teaching activities or learning models that suit the needs of students.

In Indonesia, there are problems that occur in the process of instruction and learning, particularly in English language teaching. According to Mansyur (2016), many teachers still used conventional learning methods, which tend to be monotonous and rigid so that they have a low impact on education. Not only that, students in Indonesia who are studying English as another languages still have weak abilities because several learners consider English to be complicated subject also have a fear of learning it (Tambunsaribu & Yusniaty, 2021). With this assumption, it will have a negative impact on students' learning English. The teacher must be able to overcome these problems so that it can make positive

changes by using teaching strategies, classroom settings so that they run smoothly, and the school or social environment that students have (Wiliyanti et al., 2015).

Based on these problems, the improvement that the researcher chose to improve English language skills was to use the Discovery learning model. Devi et al., (2018) explained that the discovery learning model is learning that emphasizes students finding for themselves in gaining knowledge. This learning model is applicable to all courses, especially in English class, which contains four abilities: listening, reading, writing, and speaking. Apart from that, the teaching materials delivered by the teacher of the class are also in some way of various kinds of problems or in the form of questions, and then students are requested to find or solve their own problems. So, with this learning model, students become more active in discussing, asking questions, training students think deeply and solve their own matter with the material discussed.

In implementing the discovery learning model, the teacher is only do as a facilitator, while students are obliged to be able to find solutions to the problems that the teacher assigns. Besides that, students discover their knowledge independently, not through notification. Example of implementation is the teacher gives a problem that is appropriate to the material, then students are pushed to think critically and present what they think to obtain findings on these problems (Mufida et al., 2015). If the teacher can effectively and correctly implement this learning model, it will have various positive impacts for students. For example, if students are more active in learning, it will have a positive impact that will influence students' learning enthusiasm in order for learning runs smoothly. Students are going to be enjoyed it. because they have succeeded or found what they were looking for, and they will be able to develop their way of thinking by examining various kinds of challenges that will occur in the future (Nurcahyo et al., 2018).

Based on preliminary research in 7 grade language at MTs Negeri 1 Brebes, they have used the discovery learning model in teaching English, which includes speaking, reading, and writing skills. Throughout the process of learning at the

stimulation stage, students are stimulated to use stories or pictures related to descriptive text material. From the story or picture, various kinds of questions arise from students. Then, in the data collection process, students are instructed to select one of the pictures provided by teacher and to look for physical characteristics in that image or others. After that, students are asked to compose descriptive text in the format of paragraphs. The resulting text is posted on the blackboard, and students are asked to delevel the proceeds in front of their friends. For the final stage, the teacher and students draw conclusions about the material studied that day. Before starting to teach teachers here, prepare themselves well about the things that need to be taught, starting from preparing teaching modules to the evaluation stage for students and teachers in implementing the discovery learning model. Not only that, the teacher also knows about the Discovery learning model and has implemented it for a long period of time, which is conditioned by the material used for teaching. The teacher here, before starting to teach, prepare well about the things needed to be taught.

The main focus of this study is the same as some previous studies, Hardi et al., (2022) research journal, "The Implementation of Discovery Learning in the EFL Classroom". Which aims to research how English teachers implement the discovery learning learning model. However, the research that has been carried out is at different levels. in this journal is at the senior high school level, while the research is at the junior high school level.

Based on the previous points, the researcher will be carrying out research about "**The Implementation of the Discovery Learning Model in Teaching English to the Seventh Grade Students of MTs Negeri 1 Brebes**". The location will be chosen because this topic is not yet clearly known in Brebes Regency, and the teacher teaching at the school is already using the discovery learning model especially in language class.

B. Conceptual Definition

The researcher defines each term in the research title, which is titled "The Implementation of Discovery Learning Model in Teaching English to the Seventh Grade Students of MTs Negeri 1 Brebes" which aims to prevent misunderstanding about the research and ensure this research has the same understanding and impression among readers:

1. Discovery Learning Model

Haerullah & Hasan (2017) stated that the discovery learning model is a learning model that is centered on the activeness of students, and the teacher is merely a conduit or facilitator. The learning material in the learning process of this model is not presented in its entirety, but students are asked to organize it themselves. In this case, Students are capable of resolving problems assigned by the teacher. Students are also encouraged to be active during teaching and learning activities, and learning is running effectively. Besides that, the teacher also encourages students to have learning experiences by finding or solving problems that are appropriate to the material being taught.

2. Teaching English

Teaching is different from learning, Teaching is defined as the activity of transmit knowledge, pass on culture, guiding learning, and help students face adversity daily (Widyastuti, 2020). The teacher must have goals and a lesson plan before teaching students so that the goals of teaching are achieved. Teaching, especially in English, requires various kinds of knowledge about grammar, a lot of vocabulary, and also various kinds of skills in English, These include speaking, writing, reading, and listening. Not only knowledge is needed in teaching; teachers also need various models, techniques, or learning strategies in order to realize effective learning activities.

C. Research Question

Based on the background of the study that has been explained, the research question is “How does the teacher implement the discovery learning model in teaching English at seventh grade language MTs Negeri 1 Brebes?”

D. Aim and Significances of the Research

1. Aim of the research

The aim of this research is to describe how the teacher of seventh grade implement the discovery learning model in teaching English at MTs Negeri 1 Brebes.

2. Significances of the research

This research has some significances as follow:

a. For the researcher

This research can provide experience for researchers regarding the application of discovery learning models, especially in teaching English at the secondary school level.

b. For the English teacher

- 1) Can be used as a source of information for teachers in implementing the discovery learning model.
- 2) This research is hoped to be used as input or knowledge for teachers in order for enhancing the quality of English teaching at MTs Negeri 1 Brebes.
- 3) It can be applied as a resource for teachers in enriching models for learning in order to enhance student learning quality.

c. For other researchers

This study can be applied as an additional resource or as a resource when using the discovery learning model, especially in teaching English subject.

E. Organization of the Paper

To conduct research systematically, it is necessary to classify the research structure. This research is divided into five chapters, they will explain as follows:

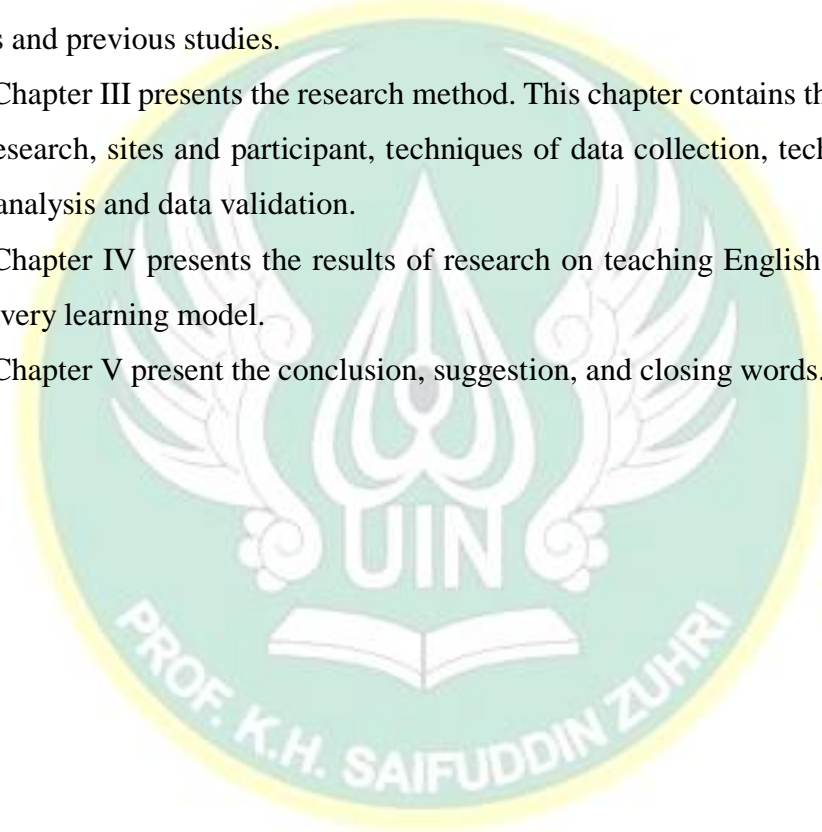
Chapter I is an introduction consisting of the background of the study, conceptual definition, research questions, aims and significances of the research, and organization of the paper.

Chapter II presents of literature review of the teaching English, learning model, discovery learning model, which consist of explanations of those key terms and previous studies.

Chapter III presents the research method. This chapter contains the types of the research, sites and participant, techniques of data collection, techniques of data analysis and data validation.

Chapter IV presents the results of research on teaching English using the discovery learning model.

Chapter V present the conclusion, suggestion, and closing words.



CHAPTER II

LITERATURE REVIEW

In this chapter, the researcher will discuss a literature review that is relevant to the research topic regarding the implementation of Discovery Learning Model in Teaching English to the Seventh Grade Students of MTs Negeri 1 Brebes. Through this literature review, it is hoped that it can provide a deeper understanding.

A. Learning Model

Learning model is one of the regular steps that are arranged regularly in compiling learning knowledge in order to achieve a learning goal (Handayani et al., 2020). Not only that, Helmiati (2012) also define the learning model as a form of teacher activity in teaching, starting from the beginning (opening) to the end of the activity. Another definition from Afandi et al., (2013), stated that the learning model is a systematic learning design that includes strategies, techniques, methods, approaches, and tools for measuring learning. As a result, the definition of a learning model is a series of structured learning activities that have the goal of ensuring that the learning process can be carried out properly. In this modern era, various learning models have appeared, from simple learning models to the emergence of complex learning models that require several teaching aids.

According to Haerullah & Hasan (2017), learning model have various types, namely:

1. Inquiry Based Learning

This learning model prepares students to carry out an experiment related to the material being taught so that they have a sense of wanting to do it, are active in asking questions and looking for results independently, accompanied by associating various kinds of discoveries and comparing the results that have been obtained with those of other students.

Haerullah and Hasan (2017) stated that the steps of the inquiry-based learning model consist of:

a. Orientation

At this stage, the learning topic is given by the teacher, which aims to stimulate and invite students to think about solving problems.

b. Formulating the problem

Formulating the problem is the teacher's stage of bringing students to a problem.

c. Proposing a hypothesis

The hypothesis is a temporary conjecture in the learning process. So, at this stage, the hypothesis that is owned by the owner needs to be proposed and tested later.

d. Collect data

At this stage, students can collect data from experiments or other activities that can help with data acquisition.

e. Testing the hypothesis

Testing the hypothesis is an activity where students are able to determine decisions or answers to problems that are in accordance with the acquisition of the data they have obtained.

f. Formulate conclusions

Formulating conclusions is the process of describing the final results of hypothesis testing.

2. Discovery Learning

This discovery learning model encourages students to discover for themselves what they have learned and build that knowledge by understanding it (Kristin, 2016). This learning model focuses on learning experiments and also hypotheses. With this, students are able to develop their understanding, knowledge, and skills.

3. Project Based Learning

Project based learning is one of the longest-lasting learning models because it uses a problem as the first step in learning, and then students are

asked to collect data and synthesize the knowledge gained. This learning model focuses on making a project, designing work, or evaluating results. In this case, students will be encouraged to be more active because the teacher is only a facilitator or a motivator for ongoing learning.

According to Yulianto et al., (2017) the learning syntax using project-based learning includes:

a. Define basic questions

This is the first phase for students to have questions about the learning process.

b. Create a project design

Students are asked to design projects according to the phenomena that have been obtained.

c. Arrange scheduling

The teacher and students determine the schedule for compiling the project so that it has the right time limit.

d. Monitor project progress

At this stage, students discuss with their friends, supervised by the teacher, the progress of their projects.

e. Outcome assessment

This assessment is carried out to help teacher measure student achievement in compiling their projects.

f. Experience evaluation

The teacher and students complete activities at the end of the lesson such as making reflections, which include all the activities resulting from the project.

4. Problem Based Learning

This learning model provides some real problems that are used to stimulate students' ways of thinking so they can think critically. Haerullah and Hasan (2017) stated that this learning model consists of five syntaxes, namely:

a. Orientation of students to the problem

The teacher explains the learning objectives at this point that will be carried out and also motivates students related to problem-solving activities.

b. Getting students to study

The teacher assists students in organising problem-related learning tasks.

c. Directing both individual and group investigations

In this case, the teacher monitors students in order for collecting information, data, or both about the problem.

d. Develop and present the task or the work result

The teacher monitors student discussion and helps design or create reports.

e. Analyze and evaluate processes

The teacher are able to help students in evaluating the results of individual or group studies and the procedures they carry out.

5. Problem Solving

Problem solving is a learning model that uses operations (mathematical or computational) to solve problems (Haerullah and Hasan, 2017). So, in this model, the teacher uses various ways or steps to solve problems in teaching and learning.

According to (Prem, 2020) the syntax of the problem solving learning model consists of:

a. Exposure

At this stage, students know the meaning of the problems that have been given by the teacher and then think about the exact problems.

b. Exploration

At this stage, students only focus on the good and appropriate settlements to the question as a problem that have been given by the teacher.

c. Execution

This stage requires students to plan and implement a well-prepared solution plan.

d. Evaluation

Student activities at this stage include measuring solutions that have been developed or verifying these solutions.

B. Discovery Learning Model

Discovery learning model is a broad approach to concept and method acquisition that entails conscious participation and enthusiastic inquiry (Salkind & Rasmussen, 2008). On the other hand, Kristin (2016) defined, the discovery learning model as a method of studying concepts and meanings that ends with drawing conclusions. As a result, it is possible to conclude that the learning model that the student is more prominent in the classroom than the teacher, and the teacher is just a facilitator.

This learning model has some purposes consisting of:

- a. Teachers can give students opportunities to explore learning.
- b. Students are encouraged to participate actively in class.
- c. Improving students' ways of thinking to be more critical in finding a problem in learning.
- d. Increase students' self-confidence while in class.

Not only the purposes, but the discovery learning model also has stages or processes that teachers carry out when teaching. These stages start with preparation, procedures, and teacher evaluation when using this learning model.

1. Preparation Steps of Discovery Learning Model

According to Haerullah and Hasan (2017) the preparation steps for the discovery learning model are as follows:

- a. Determine learning objectives.
- b. Identify student personalities and student needs before starting learning.

- c. Determine lesson material and topics that are appropriate to the level.
- d. To assist students in learning, read learning materials in the form of cases, illustrations, tasks, and so on.
- e. Arrange lesson topics from easy to difficult or something else.
- f. Teachers assess students' learning methods and student learning outcomes.

2. Procedure of Discovery Learning Model

Kharismawati et al., (2020) stated that in the discovery learning model, there are several stages namely:

a. Stimulation

The teacher provides questions to students using pictures, videos, realia, or others so that they have curiosity and investigate and solve them.

b. Problem Statement

Students are asked to formulate hypotheses on various kinds of problems that have been given by the teacher.

c. Data Collection

Students are requested to collect data on the information they have obtained. The data collection process can come from the results of text identification or in the form of interviews; the most important thing is to determine the context.

d. Data Processing

After data collection, students were asked to analyze the data by compiling statements that had been obtained and interpreted.

e. Verification

Students must verify the data that has been analyzed by comparing it with the results of other groups. At this stage, the teacher has a significant role in validating the work of their students.

f. Generalization

At the end of this stage, students conclude independently. However, if they experience difficulties, the teacher must direct them so that students can draw conclusions from the problem.

3. Evaluation of Discovery Learning Model

To find the success of learning that has been implemented by teachers for students, assessments are needed in the form of attitude assessments, knowledge assessments, and skills assessments (Firmansyah, 2015).

a. Attitude assessments

This assessment can be carried out by the teacher using the senses during the learning process. Not only that, but this assessment can also be carried out by involving fellow students in the same class to assess their friends as directed by the teacher during the learning process. Then the assessment is reported to the teacher concerned.

b. Knowledge assessments

In assessing knowledge, teachers can assess students using written tests or oral tests. Written tests can be in the form of multiple-choice questions or descriptions, short answers, true or false, or other types of written tests. Meanwhile, the oral test consists of various questions that students will answer orally.

c. Skills assessments

This assessment can be carried out with students who are asked to carry out assignments in the form of projects, practices, and portfolios.

4. The Advantages and Disadvantages of Discovery Learning Model in ELT

Inde et al., (2020) explained that the discovery learning model have various advantages for teachers and students. Those advantages are:

- a. It might assist students enhance their cognitive abilities.
- b. Increasing student enthusiasm for learning because it is challenging to make an invention that can sometimes go well and sometimes fail.
- c. Increase students self-confidence in the discovery process.

- d. Students will be more active in class, because the teacher is only a facilitator, so they can more interact with their friends.

Not only advantages, Sugiyono and Ismiati (2023), described this learning model also has disadvantages, namely:

- a. There is usually a misunderstanding between the teacher and students due to not being able to identify the problem.
- b. This learning model necessitates a significant amount of time, so it is a waste of the teacher's time if he cannot use it properly.
- c. Not all students can make discoveries about a problem.

C. Teaching English

According to Lin and Chien (2010) the teaching of English has various terms over the past five decades, consisting of:

1. TESL (Teaching English as a Second Language)

It is usually used when we teach students whose their first language is not English. but who are living in a country where English is spoken.

2. TEFL (Teaching English as a Foreign Language)

Learning English in a state the status of English is considered a foreign language, such as Indonesia. In this case, learning English is applied to communicate with people from other countries.

3. TESOL (Teaching English as Other Language)

The term English teaching is usually applied to English teaching professions such as teacher training institutes, educational programs for English teachers, and various language courses for students.

In teaching English, there are various kinds of skills that teachers can convey to their students, consisting of:

- a. Teaching Speaking

According to Richards (2002) speaking is a skill that requires more attention and instruction from the teacher. The teacher teaches speaking skills to students that have benefits that can be used in the present and the future. Students who have speaking skills will have high confidence in

public speaking. With the various kinds of benefits, teachers have an important role in developing their skills and giving their students a good future. Teachers are also advised to use strategies, methods, and media that can be used in class so that students can be involved in the process of studying and teaching especially in speaking skills. In the learning process, educators have a great responsibility to students to develop their skills. Here, educators act as caregivers in schools to organize, educate, teach science, and have a learning design during the learning process. Not only educators have an important role, but also the environment or conditions that are clean, comfortable, and not crowded and noisy will help students get information quickly so as to create good learning conditions.

b. Teaching Reading

Reading is the expertise of reading a text by inferring meaning and interpreting information appropriately (Grabe & Stoller, 2011). This skill is a skill that is rarely liked by Indonesian people. Many consider reading boring. Therefore, with the teaching of reading, the teacher is able to improve students' reading skills and interest in reading, so that students have various kinds of reading skills such as speed reading, being able to understand the meaning contained in reading, reading critically, and so on.

Good reading must be done with good teaching strategies. If there is no good strategy, then the reading activity will be a waste of time. Saepudin, (2013) described that good strategies consists of:

- 1) Set a reading goal.
- 2) When reading text, don't make a sound to read quickly.
- 3) To get the main idea, read the text quickly.
- 4) Scan the text that has been read to get some information.
- 5) Using grouping or mapping of meaning.
- 6) When you are not sure, guess the words.
- 7) Analysis of some vocabularies.

8) Distinguish between literal and pragmatic.

c. Teaching Writing

Writing is entering a series of words in a medium or expressing something in written form that has the purpose of expressing the writing (Nunan, 2003). Learning to write for students is a very difficult skill compared to other skills in English. This is because in learning to write, students must cover other skills in English, such as listening, speaking, and reading. On the other hand, the quality of reading in Indonesia is very low, even though writing English is usually integrated with reading skills.

In teaching writing, the teacher must teach clearly, accompanied by specific strategies for writing skill so that they can be properly conveyed to students. If you don't use the right strategy in teaching, then students can't improve their writing skills. Not only that, in order for learners to understand write well, they must practice, accompanied by various kinds of revisions, so that their writing is in accordance with academic rules.

In writing skills, students must pay attention to very important things so that writing is included in the perfect category, such as grammar, punctuation, capitalization, and others. Therefore, For teaching a variety of writings, the teacher must have the appropriate strategy.

d. Teaching Listening

Listening is a learner must use knowledge when listening to audio or material in order to become a proficient and appropriate listener (Rost, 2011). Another definition states that listening is one of the first steps before the learner speaks the language (Nation & Newton, 2009). So, in terms of listening skill teachers or students must have knowledge in order to be good and true listeners.

Teaching listening is something that teachers must do when teaching English subjects. When teaching listening skills, students often feel bored because of the monotony. Therefore, teachers must use a variety of media, such as speakers, video, audio, films, tapes, or others, accompanied by appropriate techniques or strategies. Teaching listening

is not limited to listening to audio; when the teacher is teaching using English, it is also included in listening because the teacher explains a material and then students do what they are told. Carter and Nunan (2001), described that for teaching effective listening, has various ways consist of:

- 1) Choose material or information that comes from a variety of sources and attracts students' attention.
- 2) Using creativity in designing assignments.
- 3) By using metacognitive, cognitive, social, or other assistance so that it can help students learn effectively, especially in listening skills.
- 4) Teaching listening by combining it with other English skills.

With these four things, teaching listening will run effectively so that the learning process goes well.

D. Previous Studies

The researcher uses several previous studies and relevant journals to support this study. The results of those studies are compared below:

First, Putri Inayatsyah conducted research entitled "The Stages of Concern on Using Discovery Learning in Teaching English at Senior High School" in 2020. The results of this thesis show that students are very enthusiastic about learning, which can improve their quality of life in the form of being able to think creatively. Not only that, the findings of this thesis are in the form of a questionnaire on the highest level of English teacher concern at stage 1 (information): 89.44%. There is a positive and significant relationship between English teacher concern and the implementation of the Discovery Learning model. This thesis has similarities with research that has been carried out by researcher. These similarities are in the form of the same research objective: to examine how teachers apply the Discovery Learning learning model in teaching English. Meanwhile, the difference lies in the research approach. This thesis uses a mixture of methods, while research that has been carried out by researcher uses

a qualitative approach. Then the levels are also different. This research was at the high school level, while this research was at the middle school level. In addition, the number of teachers studied is also different, and the research focus in this thesis is not only focused on its implementation but also on investigating English teachers' concerns about the use of discovery learning models in English language teaching.

The second study was stated by Ayu Apriyanti in 2019 and entitled "The Implementation of Discovery Learning Model in Teaching English at a High School in Yogyakarta." The results of research in the journal show that teachers have implemented the discovery learning model in accordance with the 2013 curriculum. With this model, In this learning, students have the opportunity to combine the knowledge they have acquired with the knowledge they have just acquired. Not only that, but this learning model can also help teachers teach English. The similarity is in its purpose, which is to describe the application of the discovery learning model in teaching English with a qualitative descriptive research type. The data collection techniques are the same as using observation, documentation, and interviews. Not only that, the number of teachers studied also the same, namely only one. While the difference lies in the level of education. This study will be conducted at a senior high school while the research will be conducted at a junior high school.

The last research has conducted by Muhammad Hardi et al. entitled "The implementation of discovery learning in EFL classroom" in 2022. The results of research in the journal show that there are differences caused by teachers not fully understanding the discovery learning model. In learning, do not allow students to collect data independently. Not only that, there are differences in teaching based on gender. Male teachers tend to follow patterns of explaining and assigning, while female teachers tend to stimulate first and then explain and assign. The similarity is that the goal is the same as describing the steps of learning English using the discovery learning model using a descriptive qualitative research design. The difference is that this research focuses only on the procedure, while the research that will be carried out focuses on teacher

preparation, discovery learning model procedures, and learning evaluation. In terms of levels, it is also different; this study is at the senior high school level, while the research will be conducted at the junior high school level. The number of teachers studied also differed. In this study, the number of teachers studied was two, while in the research to be conducted, there was only one.



CHAPTER III

RESEARCH METHOD

This section discusses the research method which is intended to assist in answering the question that has been investigated. This chapter consists of type of the research, sites and participant, techniques of data collection, and techniques of data analysis.

A. Type of the Research

The aim of this research is to find a comprehensive understanding, including preparation, implementation, and evaluation of teacher in implementing Discovery Learning model in teaching English, especially in class 7 at MTs Negeri 1 Brebes. This research used a qualitative approach. According to Nurdin and Hartati (2019), Qualitative research is natural research because the researcher describes the field as being directly involved in it and cannot be represented by anyone else. The deeper the research or data taken, the higher the quality of the research will be. In this case, the quality of research data is prioritized in qualitative research, in contrast to quantitative research, which prioritises the number of objects studied. To answer questions from the research question, this research uses descriptive methods. With the descriptive method, the researcher will collect data and also analyse the data by describing or describing the field according to facts about events or occurrences in the field, not conducting experiments in the field or testing hypotheses.

So, the researcher used qualitative descriptive research because they need informants who can best help and understand the problems to be researched, as well as describe what happens directly in the field (Creswell, 2012). The findings of this study are not taking the form of numbers, but rather of descriptions of what happens in the field. Not only that, usually qualitative descriptive research does not just run in place but will develop after researchers collect data in the field. This is because the research problem is still vague. By using these approaches and methods in this research, it is possible to collect detailed information and data to obtain a thorough comprehension of the phenomenon to be studied and answer research questions.

B. Sites and Participant

1. Location of the Research

This research was conducted at MTs Negeri 1 Brebes. This school is located on Ketanggungan – Slawi street No.184, Dukuhturi Dua, Dukuhturi, Ketanggungan District, Brebes Regency, Central Java province 52263. This research was conducted on 8 January 2024 – 18 January 2024.

The reason for choosing this location is because the teacher has implemented the discovery learning model in seventh grade students of MTs Negeri 1 Brebes especially in language class.

2. Subject of the Research

Research subjects are people who used as data sources in accordance with the research focus. Determination of informants in this research using a purposive sampling technique. Sugiyono (2015) explained that Purposive sampling is a data collection technique that takes certain factors into account. The informant chosen in this research was a female teacher who taught seventh grade students at MTs Negeri 1 Brebes, especially in language classes. This is because the teacher has implemented the discovery learning model in teaching English. Not only that, two female 7th grade language students at MTs Negeri 1 Brebes. The researcher chose this informant because the teacher had taught her using the discovery learning model, and they were included in the category of students who were diligent in class. Therefore, information or data related to the research objectives is requested.

3. Object of the Research

The object of this research is the use of the discovery learning model in teaching English in seventh grade students of MTs Negeri 1 Brebes especially in language class, which consists of preparation, procedures, and learning evaluation using the discovery learning model in teaching English.

C. Techniques of Data Collection

To get relevant results, this study uses data collection As shown below :

1. Observation

Observation is a data collection technique where researchers are at the research site to observe people (Creswell, 2012). Observation can be a powerful collecting data technique, because the researcher sees the situation directly and is usually not mentioned by the participant in the interview. In this research, researcher was directly observe English teachers who are teaching using the discovery learning model in 7th grade language at MTs Negeri 1 Brebes. So, this research has used non-participant observation. Danuri and Siti (2019) stated a non-participant observation is a researcher who does not work directly and only acts as an independent observer. Researchers only analyze, record, and make conclusions related to the implementation of the discovery learning model.

This observation aims to observe the English language teaching process by implementing a discovery learning model that includes learning procedures in class 7 at MTs Negeri 1 Brebes. This research has carried out four observations to collect research data in the field on 8 January 2024 – 18 January 2024. Before the observation takes place, the researcher has prepared observation checklist as an observation instrument.

2. Interview

This technique is used to collect research data through informants who ask for opinions, the reality of learning, and arguments. This research used a type of semistructured interview that is not conducted in a formal setting and contains facts about the circumstances or activities that exist at the research location and the opinions of the informants (Nugrahani, 2014).

This research has carried out four interviews to collect research data in the field on 8 January 2024 – 18 January 2024. This study used one teacher who has been interviewed and who is selected by considering a matter related to the research topic and is willing to be interviewed. The questions that have been asked are about the teacher's preparation for implementing the discovery

learning model and how the teacher evaluates using the model. Not only teacher, but students in 7th grade language at MTs Negeri 1 Brebes also asked for information as recipients of material using the discovery learning model and also to match the results of interviews that have been carried out with these teachers. This sampling technique used a purposive sampling technique. The researcher has prepared a variety of questions for the interview as a tool to collect data during the research, and then the results of the interview will be written down in the form of a transcript according to the field results.

3. Documentation

Documentation is a data collection technique that involves collecting pre-existing documents (Harahap et al., 2021). In this study, data has been collected using documentation that obtained from MTs Negeri 1 Brebes. The documentation is in the form of teaching English modules in 7 grade especially in language class. The documentation will strengthen the results that have been obtained in research.

D. Techniques of Data Analysis

The next step is to analyse the data that has been collected. To analyze the data that has been collected, this study uses Miles and Hubberman's theory, which consists of data reduction, data display, and conclusion drawing and verification.

1. Data Reduction

Data reduction is the technique for choosing, staying focused, trying to simplify, separating, and transforming data that appears in report writing, transcription or descriptions (Miles & Huberman, 1994). The data obtained in the study must have been large. Therefore, the researcher must record the data carefully so that there are no errors in obtaining the data. The data obtained during interviews in the field is not all important information. So, at this point, the researcher must reduce the amount of data gathered. so that the data obtained is clear, which makes it easier for the researcher to go to the next stage.

2. Data Display

According to Sugiyono (2015) data display is a form of data presentation that takes the type of a brief presentation, graphic, or diagram that shows the relationship between one part and another. In this stage, the important data that has been collected is formed into a narrative or description. By displaying data against data that has been obtained by researchers, it will be easier to understand events in the field.

3. Conclusion Drawing and Verification

Conclusion drawing and verification are the stages at which researchers get strong evidence to support their research (Danuri and Siti, 2019). At this stage, when the data conclusions that have been obtained are still temporary, the researcher finds strong evidence to strengthen the research. This conclusion is drawn after all the data has been collected, and then a temporary conclusion is drawn. In other words, the temporary conclusions turn into perfect conclusions accompanied by strong evidence about the use of the discovery learning model in teaching English in 7th grade language at MTs Negeri 1 Brebes.

E. Data Validation

Research definitely requires correct, valid, and appropriate tests or instruments that researchers can use in the field, which is usually called validity. For testing the validity of what was collected, this research used triangulation so that the data obtained is valid. According to Sugiyono, (2015) triangulation is divided into three types, namely source, technique, and time triangulation.

1. Triangulation of Source

Hermawan and Amirullah (2016) defined that triangulation of source is the process of testing the validity of data through the comparison previously obtained data from several different sources. The aim is to convince researchers that the data obtained is suitable for obtaining research data that will be analysed at the next stage.

In this research, the sources used were English teachers in class 7 at MTs Negeri 1 Brebes who applied the discovery learning model and also students in class 7 who had been taught using the discovery learning model.

2. Triangulation of Technique

In this triangulation, researchers use the same sources but with different techniques (Barlian, 2016). The intended technique contains observations, interviews, and documentation that will be carried out in the research. If one of these techniques obtains different results, the researcher can hold additional discussions with research sources consisting of English teachers in class 7 languages and several students in class 7 languages who have applied the discovery learning model, with the aim that the data obtained is correct.

3. Triangulation of Time

Time greatly influences the results of research data acquisition. If the study is conducted in the morning, the research sources are still fresh, and the environmental situation is good, more valid data will be obtained. In this time triangulation, researchers check data collection techniques, which include observation, interviews, and documentation at different times or situations (Sugiyono, 2015).

CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter, the researcher will present a discussion of the results and discussions related to the application of the discovery learning model carried out in class 7th of MTs Negeri 1 Brebes. These observations and interviews were carried out from 8th of January 2024 – 18th of January 2024. The research subjects in this study were English teachers in class 7th and two students to be interviewed. The aim of this research is to find out how English teachers in class 7th at MTs Negeri 1 Brebes use the discovery learning model, which includes preparation, procedures, or steps of the discovery learning model, and also how teachers carry out evaluations for students.

A. The Preparation of Discovery Learning Model in Teaching English

Before teachers teach their students in class, teachers prepare various things, such as learning media, learning topics, materials, or others.

In this research, researchers conducted interviews with English teachers in class 7th languages on Thursday, 11th of January 2024, with the aim of finding out teacher preparation before implementing the discovery learning model in learning English in class 7th languages using the interview guidelines as follows:

Table 4.1 Interview guideline

No.	Question	Yes	No
1.	Determine learning objectives.	✓	
2.	Identify student personalities and student needs before starting learning.	✓	
3.	Determine lesson material and topics that are appropriate to the level.	✓	
4.	Develop learning materials in the form of examples, illustrations, assignments, and so on to help students learn.	✓	
5.	Arrange lesson topics from easy to difficult or something else.		✓
6.	Assess student learning methods or processes and student learning outcomes	✓	

In this research, the teacher made preparations for implementing the discovery learning model as in theory Haerullah & Hasan, (2017) that consist of identify student personalities and student needs before starting learning, determine lesson material and topics are appropriate to the level, develop learning materials, arrange lesson topics from easy to difficult and assess student learning methods or processes and student learning outcomes. The results of this research show that there is one point that teachers do not do to prepare for implementing the discovery learning model contained in the five point.

In the first point, before the teacher teaches in class, what is done is to determine the learning objectives.

Interviews

Teacher : “To determine the first learning objective, I refer to the flow of learning objectives and develop it based on conditions in the field. Looks like that's all, sis.” (Translated in english) (Interviewed with the teacher on 11th of January 2024).

So, before determining the learning objectives, the teacher uses the flow of learning objectives as a reference or in Indonesian it is called ATP. Having learning objectives will help the teacher in designing learning and serve as a reference for the teacher in the learning process. Apart from that, from the results of the interview, the teacher identifies the student's personality and student needs before starting learning as follows:

Interviews

Teacher : “First, I will observe the student's personality through the attendance list or whether they are often late for teaching and learning hours. Next, I asked and answered their reasons. Apart from that, I identified it through the results of the formative assessment. The point is that later students will learn to differentiate, for example if they are given the task of making greeting material. Students can collect using videos, voice notes, comics, or other things.” (Translated in english) (Interviewed with the teacher on 11th of January 2024).

According to the teacher, using the attendance register will reveal the student's personality, although not in its entirety, because teachers only know their students when they are at school. Not only students' personalities, teachers can use it to control students' diligence in learning. Apart from that, based on the

results of these interviews, to find out students' needs, teachers use formative assessments with different methods of collecting assignments. In the third point related to material and topics appropriate to the level, the teacher answered as follows:

Interviews

Teacher : “Yes. Every student gets a book from school, so if there is something in the book that I think is difficult for the students, I usually replace it with a topic or content that is still related or add material to my or the teacher's handbook.” (Translated in english) (Interviewed with the teacher on 11th of January 2024).

From the results of the interview, the teacher determines the material and topics according to their level, with the aim of making it easier for students. In the fourth point from the interview results, teachers develop learning materials in the form of examples, illustrations, assignments, and so on to help students learn.

Interviews

Teacher : “Yes, I did. So, when I teach it's not just theory. If it is just theory, students will definitely feel bored. So, I developed it in the form of examples of everyday life, games and also video illustrations so that all of this can improve the quality of learning for students. That's what I think.” (Translated in english) (Interviewed with the teacher on 11th of January 2024).

Based on the results of the interview, the teacher developed the material that would be given to the students. This is a skill that teachers must have so that they do not deviate from the competency they want to achieve.

Then, the five point about arranging topics from easy to difficult. The teacher did not implement it, this can be proven from the results of the interview below.

Interviews

Teacher : “If that's not the case, I follow the flow of the material in the book, but sometimes there is material that I don't add enough from other references. Sometimes I use books borrowed from the library, teacher's handbooks or use Google too.” (Translated in english) (Interviewed with the teacher on 11th of January 2024).

So, while the teacher is teaching and implementing the discovery learning model, the book she uses is a reference in the learning flow. And the final point about containing the teacher assessing the student's learning method or process and student learning outcomes as follows:

Interviews

Teacher : “During the student learning process, such as when they are discussing, I have assessment criteria. Not only me, sis, I also sometimes ask students to assess themselves to practice their honesty, and there is also peer assessment. Apart from that, I also have assessment criteria for each skill.” (Translated in english) (Interviewed with the teacher on 11th of January 2024).

Examples of teacher assessment of students in the form of self-assessment and peer assessment are listed in the teacher teaching module that has been researched as follows:

- Penilaian Diri
Seiring dengan bergesernya pusat pembelajaran dari guru kepada peserta didik, maka peserta didik diberikan kesempatan untuk menilai kemampuan dirinya sendiri. Namun agar penilaian tetap bersifat objektif, maka guru hendaknya menjelaskan terlebih dahulu tujuan dari penilaian diri ini, menentukan kompetensi yang akan dinilai, kemudian menentukan kriteria penilaian yang akan digunakan, dan merumuskan format penilaiannya. Jadi, singkatnya format penilaiannya disiapkan oleh guru terlebih dahulu. Berikut contoh format penilaian :

No	Pernyataan	Ya	Tidak	Jumlah Skor	Skor Sikap	Kode Nilai
1	Selama diskusi, saya ikut serta mengusulkan ide/gagasan.	50		250	62,50	C
2	Ketika kami berdiskusi, setiap anggota mendapatkan kesempatan untuk berbicara.		50			
3	Saya ikut serta dalam membuat kesimpulan hasil diskusi kelompok.	50				
4	...	100				

Image 4.10 Self-assessment contained in the teaching module

- **Penilaian Teman Sebaya**
 Penilaian ini dilakukan dengan meminta peserta didik untuk menilai temannya sendiri. Sama halnya dengan penilaian hendaknya guru telah menjelaskan maksud dan tujuan penilaian, membuat kriteria penilaian, dan juga menentukan format penilaiannya. Berikut Contoh format penilaian teman sebaya :
 Nama yang diamati : ...
 Pengamat : ...

No	Pernyataan	Ya	Tidak	Jumlah Skor	Skor Sikap	Kode Nilai
1	Mau menerima pendapat teman.	100		450	90,00	SB
2	Memberikan solusi terhadap permasalahan.	100				
3	Memaksakan pendapat sendiri kepada anggota kelompok.		100			
4	Marah saat diberi kritik.	100				
5	...		50			

Image 4.11 Peer assessment is contained in the teaching module

From the results of the interview, teachers always assess their students, both in the learning process and in student learning outcomes. This aims to help teachers find out to what extent their students understand the material that has been presented.

B. The Procedure of Discovery Learning Model in Teaching English

The researcher has done observations four times, from the 8th of January 2024 until 18th of January 2024. The following is a checklist observation that the researcher carried out during the research.

Table 4.2 Observation Checklist

No.	Stage	Observation I	Observation II	Observation III	Observation IV
1.	Stimulation	✓	✓	✓	✓
2.	Problem Statement	✓	-	✓	✓
3.	Data Collection	✓	-	✓	✓
4.	Data Processing	✓	-	✓	✓
5.	Verification	-	✓	✓	✓
6.	Generalization	-	✓	✓	✓

Based on the data above, teachers at MTs Negeri 1 Brebes have implemented the stages in the discovery learning model. In the first observation, the teacher only implemented four stages consisting of stimulation, problem statement, data collection, and data processing. Then, in the second observation the teacher only implemented 3 stages, namely stimulation, verification and generalization. This is due to continuing yesterday's meeting. Furthermore, in the third and fourth observations the teacher had implemented all the stages in discovery learning, namely stimulation, problem statement, data collection, data processing, verification and generalization.

Based on the results of observations, interviews, and documentation conducted by researcher, the English teacher in class 7th Bahasa MTs Negeri 1 Brebes applies the discovery learning model, which includes three methods, namely, opening activities, core activities, and closing activities.

a. Opening activities

Based on the results of observations from Monday, 8th of January 2024, to Thursday 18th of January 2024, in the 7th language class at MTs Negeri 1 Brebes carried out lesson opening activities with their characteristic, namely, when the teacher had entered the class, all the students stood up and said, "Assalamu'alaikum warahmatullahi wabarakaatuh". In this part, the teacher and students are still in a standing position, and then the teacher answers by saying, "Walaikumussalam warahmatullahi wabarakaatuh." After that, the students continued by greeting their teacher by saying, "Good afternoon, Mrs." The English greetings spoken by these students depend on the class hours they have because, in one week, they have different times. If it's Monday, they get English lessons in the afternoon by saying "Good afternoon," and if it's Thursday, they get English lessons in the morning, so they say "Good morning." After that, the teacher answered their greetings by adjusting the learning time they received. Then it continued with the students asking, "How are you today, Mrs?" and the teacher answering, "I'm fine, thank you, and how about you?". The student answered this question by saying, "I'm fine too, thank you." After that, the teacher invited the students

to sit down again by saying, "Ok, you can sit in your respective places." After all the students sat down again, the teacher checked the students' attendance, and the students answered the attendance in a loud voice and spoke English. Before starting the lesson, the teacher always does an ice breaking to check the students' focus and enthusiasm by doing a dance using an English song or doing what the teacher says to train their focus.

In the opening activity, the teacher also asked students about the material they had studied last week. With these questions, students must have the courage to answer the questions asked by the teacher. This activity serves to check students' memory and understanding of the material that has been obtained during the lesson.

b. The core activity applies the discovery learning model

Researcher have conducted observations and interviews in class 7 of MTs Negeri 1 Brebes from 8th January 2024 to 18th January 2024. Based on the results of observations and interviews, the application of the discovery learning model consists of six stages, which include the following:

1) Stimulation

The teacher has already implemented the stimulation stage in the discovery learning model. In the stimulation stage, the teacher provided various media, such as in the first observation about "descriptive text," where the teacher used a picture of the tok dalang in Upin and Ipin. From the picture, students are asked to observe it by mentioning the characteristics in the picture.

Transcript of observation 1

Teacher : "Okay, my students. Can you see this picture? I think all of you know this picture...Does anyone know what this picture is?"

Students : "I know Mrs...."

Teacher : "Who is he?"

Student 1 : "Atuknya Upin & Ipin"

Students : "Tok dalang"

Teacher : "Yes, that's right, apparently many people know... eeee...Does anyone want to describe the characteristics of tok dalang? Come on, it's okay, don't be afraid of making mistakes... we can help you both later. Starting from nature first, you can..."

Student 2 : "He is kind."

Teacher : "That's right, and then?"

Student 3 : "Friendly"

Teacher : "What's friendly? What about the complete one? Can you try it?"

Student 4 : "He is... so friendly with children." (Translated in english)
(Observation with the teacher and students on 8th of January 2024).

The observation transcript above is the same as that in the teacher teaching module in the stimulation section, which can be proven in the picture below.

Kegiatan Inti	
6. Stimulation : Guru memberikan gambar (Tok dalang/kakek). Kemudian, siswa diminta untuk menyebutkan ciri ciri dari gambar tersebut.	6. Stimulation : Siswa memperhatikan, mengamati gambar yang disajikan, dan menjawab ciri ciri dari gambar tersebut.
Image 4.1 Stimulation stage in the first observation in the teaching module	

In the second observation, the teacher stimulated students by asking various kinds of questions about "descriptive text" which contains questions about their English teacher, then students describe it using simple sentences.

Transcript of observation 2

Teacher : "I have some questions for you. The question is... for the first question is... do you have an English teacher?"

Students : "Yes, of course."

Teacher : "What's her name?"

Students : "Mrs..."

Teacher : "Can you describe it? Come on... raise your hand, please..."

Student 1 : "She is beautiful."

Teacher : "That's good. Another?"

Student 2 : "She has fair skin."

Teacher : "In English, please... how about trying?"

Student 3 : "She has... bright skin."

Teacher : "Yeah... bright...clever... what about my cloth? Other students, maybe?"

Student 4 : "She.. wear white cloth." (Translated in english)
(Observation with the teacher and students on 11th of January 2024).

Students answered the teacher's questions very enthusiastically. Teachers also guide students when someone does not know the vocabulary

in English. In this observation, the stimulation stage was not included in the teacher's teaching module, This was because this meeting continued the previous meeting due to limited time.

Furthermore, in the third observation, the teacher used short dialogue to stimulate students about "asking and giving instructions." After students receive the text, they are asked to read and understand it first before the teacher continues the activity by asking questions.

Transcript of observation 3

Teacher : "I have some short dialogue, but before I give you... please make a group... consisting of 6 children. Do you want it to be random or up to you?"

Students : "It's up to us, Mrs."

Teacher : "Okay, it's up to you..."

Teacher : "The seats will start from here, here are groups 1 2 3 4 then at the end for group 5... please."

Teacher : "Have you got it all? I will give you five minutes to read and understand it. Can you? Okay, after that, I will ask you to answer my question as usual."

Students read and understand the text.

Teacher : "The time is over. I will ask you first. Does anyone know what the conversation is about? Come on, what's it about?"

Student 1 : "It looks like command Mrs."

Teacher : "Great answer! So, the contents of the dialogue contain command words or are the same as the expressions asking and giving instructions that we usually do in everyday life. What is asking? Asking is meminta... giving is memberi and instructions is instruksi atau perintah to the person we are talking to. Have you ever done this activity?"

Students : "Yes mrs..."

Teacher : "Try Husna. Have you ever done anything like that?"

Student 1 : "It's not me, Mrs., actually my parents told me to buy salt, sugar, this, that, or something else."

Teacher : "Well, that's true. As Husna said, it is an example of the expression asking and giving instructions, but the difference is using in Indonesian." (Translated in english) (Observation with the teacher and students on 15th of January 2024).

Based on the transcript results, students answered the teacher's questions using a dictionary because some students did not know the meaning. These activities are the same as those listed in the teacher teaching module, namely as follows:

<p>5. Stimulation :</p> <ul style="list-style-type: none"> • Guru meminta siswa untuk duduk berkelompok. • Guru memberikan dialog tentang expressions of giving instruction. • Guru meminta siswa untuk mempelajari dialog tersebut secara berkelompok. <p>Pertanyaan pemantik :</p> <p>a) What is the dialogue about?</p> <p>b) Have you ever done the activities in the dialogue?</p>	<p>5. Stimulation :</p> <ul style="list-style-type: none"> • Siswa duduk secara berkelompok. • Siswa menerima dialog tentang expressions of giving instruction yang telah dipersiapkan oleh guru. • Siswa mempelajari dialog tersebut secara berkelompok.
<p>Image 4.2 Stimulation stage in the third observation in the teaching module</p>	

In the last observation, the teacher implemented a discovery learning model about "expression of opinion." The teacher applies all the steps in the discovery learning model to English language skills in the form of listening, writing, and speaking skills. At this stage, the teacher presents a video of expressions of opinion that occur in everyday life, and then students are asked to pay attention to the video as shown in the picture below.



Image 4.3 Stimulation stage in observation 4

Followed by the teacher asking simple questions to the students.

Transcript of observation 4

Teacher : "I have a short video, please pay attention and understand what is in the video. I will play this video three times. After you watch it, I have a question for you, and you should answer my question, okay?"

Students : "Okay, Mrs."

Watching video

Teacher : "Have you ever done the activities in the dialogue?"

Students : "Yes, Mrs."

Student 1 : "I did, Mrs., but the language used is different."

Teacher : "Okay...you usually use Indonesian, right? Does anyone know what the video contains? Just one, please..."

Student 2 : "Play the video again, Miss, I am still confused hehe"

Teacher : "No one has got it yet? Even though there are subtitles... if you're confused, just focus on the writing... Ok, I'll play the video again."

Teacher : "So, can anyone answer my question? Just one is fine."

Student 3 : "As far as I know...ask about how the bread tastes."

Teacher : "Yes, that's almost right. What's right is asking for opinion and giving opinion about toasted bread. So, you will know the various types of asking and giving opinion expressions after you really understand the dialogue in the video." (Translated in english) (Observation with the teacher and students on 18th of January 2024).

From the conversation above, this is the stimulation stage applied by teachers and students in 7th grade languages. When the teacher plays the video, just once is not enough because the students have not captured what is said in the video, so they cannot answer the questions asked by the teacher. In this case, students learn about listening skills. In this class, the listening level is still at a low level, which can be proven by the number of video plays.

So, it can be concluded from the findings above that the teacher has implemented the stimulation stage, which is one of the stages contained in the discovery learning model which is in accordance with Firmansyah (2015) theory, which states that in the stimulation stage, the teacher provides stimulus to students as an inducement for material using various types of learning media.

2) Problem statement

In the first, third, and fourth observations, the teacher applied the second stage of the discovery learning model, namely problem statements. In the first observation the teacher implement this stage about "descriptive text." Based on these observations, the teacher asked students to look for various questions they wanted to know from the learning media used by the

teacher using the picture. In this case, student activity will increase, which comes from their curiosity. Not only that, students will also get used to finding problems independently (Asbar, 2022). Next, the teacher guides students to determine flexible questions. The following is an example of the problem statement activity found in the first observation.

Transcript of observation 1

Teacher : "Okay. Now, I will give you time mmm.. three minutes, to find some questions to find out what questions you want to know from photos of your parents. So, you can discuss with your partner to make it easier for you to find the questions. Please start now... there's enough time, okay..."

Teacher : "The time is up. So, what do you want to know from that photo? Raise your hand, please."

Student 1 : "About her name, Mrs..."

Teacher : "Great question. Any other questions?"

Student 2 : "Where does live mrs...?"

Student 3 : "Physical characteristics Mrs...." (Translated in english)
(Observation with the teacher and students on 8th of January 2024).

According to the teaching module, the teacher also states that this problem statement stage is the same as the activities carried out by the teacher and students. This can be proven in the image below.

<p>7. Problem statement :</p> <ul style="list-style-type: none"> • Guru meminta siswa untuk mengeluarkan foto /gambar orang tua (bapak/ibu) mereka. • Guru memberikan kesempatan kepada siswa untuk bertanya terkait dengan materi. • Guru membimbing siswa untuk menentukan pertanyaan yang fleksibel. 	<p>7. Problem statement :</p> <ul style="list-style-type: none"> • Siswa mengeluarkan foto/gambar orang tua mereka. • Siswa diberikan kesempatan oleh guru untuk bertanya terkait dengan materi.
<p>Image 4.4 Problem statement stage in the first observation in the teaching module</p>	

Furthermore, in the third observation, the teacher implemented this stage regarding "asking and giving instruction." At this stage, the teacher gives students the opportunity to search for or find various kinds of

questions that they want or don't know about related to the dialogue that has been given using various kinds of learning resources.

Transcript of observations 3

Teacher : "I will give you ten minutes to look for various questions that you want to know and understand the dialogue you get. Is that enough time?"

Students : "Insyaallah..."

Students discuss looking for questions

Teacher : "Try... does anyone dare to express their curiosity? Come on... raise your hand, please..."

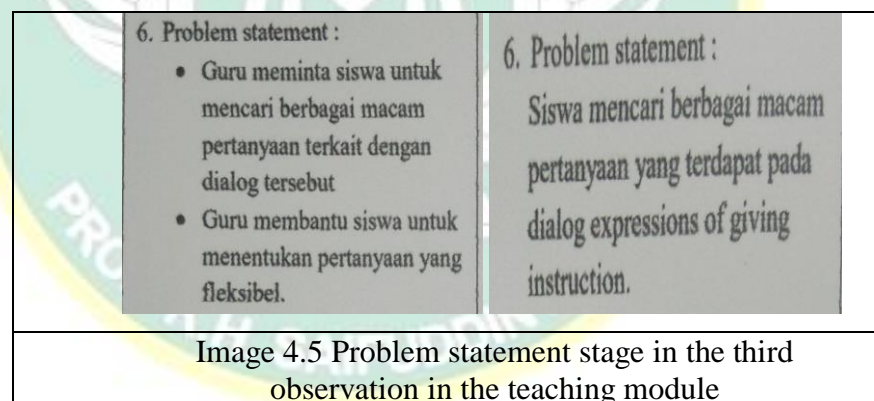
Student 1 : "I don't know where the command sentence is, Mrs..."

Teacher : "Great question, thank you. Another question, maybe?"

Student 2 : "There are many sentences that I want to know the meaning of, Mrs."

Teacher : "About meaning, thanks for your question. There are more? ... Really? If not, I'll add it."

Teacher : "Okay, my addition, please find the answer for what the main idea of the dialogue?. So... you have to find the answers to these questions..., but before you answer all these questions, you have to know the meaning of Indonesia first to make your work easier." (Translated in english) (Observation with the teacher and students on 15th of January 2024).



From these conversations, students were able to express questions that they wanted to know. With this, their self-confidence will grow little by little. The activities at this stage can be proven in the teaching module image below:



Image 4.6 Problem statement stage in the third observation

Then, in the fourth observation, the teacher also implemented this stage regarding "asking and giving opinions," as shown in the transcript below.

Transcript of observations 4

Teacher : "For the next activity, namely... I give you the opportunity to ask questions about things you want to know from the video as usual in just five minutes. So, after I count one to three, you are looking for various kinds of questions that you don't know about from the video....Do you understand? Doesn't there seem to be enough time?"

Students : "Yes, Mrs."

Student 1 : "Insyaallah, Mrs., but later, if we ask you to play it one more time, is that okay?"

Teacher : "Oh... okay, no problem. Start from three, two, and one! Please find various kinds of questions."

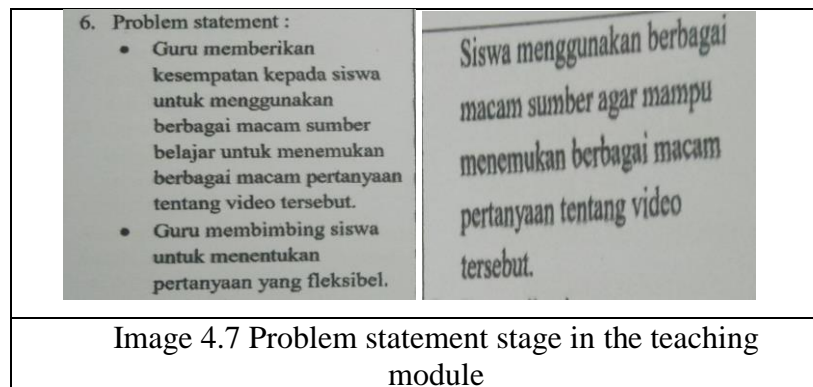
Students discuss

Student 1 : "What does Mrs. mean in Indonesian? There are so many people who don't know what it means."

Teacher : "Okay, anything else?"

Student 2 : "Which includes asking and giving opinion, Mrs?"
(Translated in english) (Observation with the teacher and students on 18th of January 2024).

The above activities can be proven in the teaching module below:



So, it can be concluded that the researcher found teachers applying this stage when teaching English, except during the second observation. This is due to continuing the previous meeting. Not only that, at the problem statement stage, the teacher has applied the same theory as Mukaramah et al., (2020), which states that at this stage, the teacher gives students the opportunity to identify problems that are appropriate to the material being taught. In this research, the teacher asks students to identify problems, namely by looking for various kinds of questions that they want to know from the learning media used by the teacher.

3) Data collection

Based on the results of research using interview observation and documentation techniques, researcher found that the teacher implemented the data collection stages contained in the first, third, and fourth studies. In the first observation the teacher forms students to sit in groups and gives students the opportunity to do the task by searching from various sources, namely books, dictionaries, the internet, and also discussing with their friends. In each activity, students are always asked by the teacher to work in groups or pairs. Likewise, students also confirmed the results of the interview as follows:

Interviews

Student: "Yes there is, we all always are group." (Translated in english) (Interviewed with the teacher and students on 15th of January 2024).

Based on the results of the first observation, the teacher implemented this stage regarding "descriptive text." The following are the results of the transcript containing teacher and student activities:

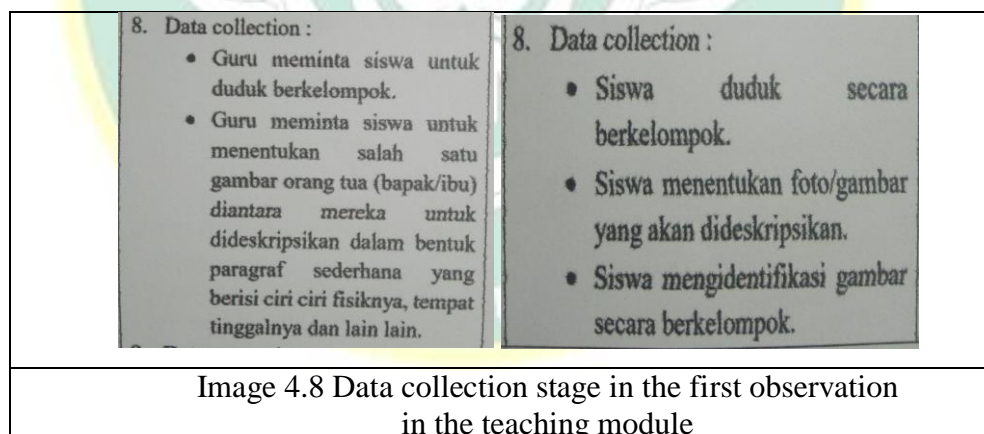
Transcript of observations 1

Teacher : "Please make a group! One group contains four children. Because there are only 22 children, please count from one to four of you, bro."

Create a group

Teacher : "Have you sat down with your respective groups? Please listen to me. Pay attention to my rules. Each group chooses one photo of your parents that you will describe as either your father or mother. One group produces a simple descriptive text containing their name, place of residence, job, physical characteristics, or something else as creative as you. Please remember... in the paragraph. In paragraph form, you can use dictionaries, books, and discuss with your friends. If you have a question that you can't solve, you can ask me. Is that clear?" (Translated in english) (Observation with the teacher and students on 8th of January 2024).

According to the teaching module, the teacher also states that students are asked to collect data using various learning sources, which can be proven in the picture below:



Based on the results of the third observation regarding "asking and giving instruction," the teacher also implemented this stage in the manner below:

Transcript of observation 3

Teacher : "Okay my students. Please listen to me.... I will give you a chance to answer all these questions. I give you the opportunity to answer these questions, you can use dictionaries, books and discussions with your friends. You can ask me, if you can't find the answer at all. Is there any question? Is there anything you want to ask?" (Translated in english) (Observation with the teacher and students on 15th of January 2024).

So, at this stage, students make the best use of their time to find the right answer. The following is a photo of the activities in the data collection step.



Image 4.9 Data collection stage in observation

And then, in the fourth observation, the teacher also implemented this stage regarding "asking and giving opinions" as follows:

Transcript of observations 4

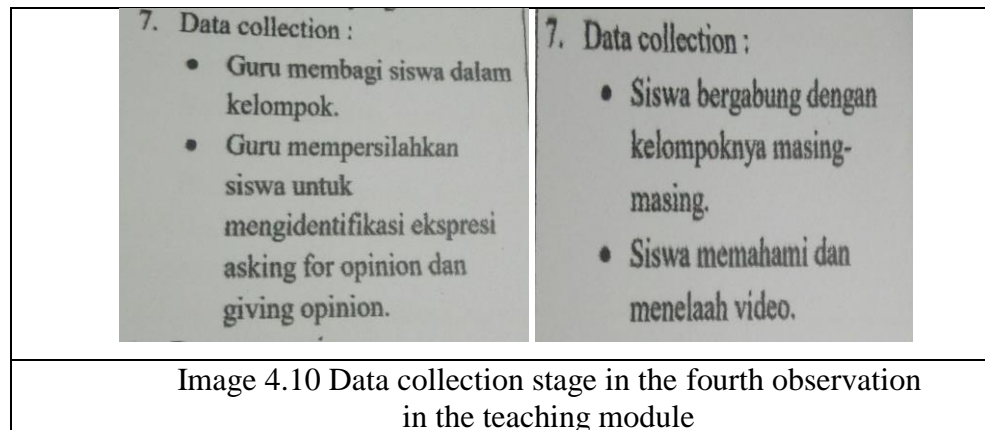
Teacher : "To make it easier for you to do your assignment, I will form you into groups of four children."

Teacher : "So that you don't waste time, these two tables will be in one group, OK?"

Form groups

Teacher : "Have you sat down with your respective groups? I will give you the opportunity to look for the answer using the internet, dictionary, or something else within 35 minutes, okay?" (Translated in english) (Observation with the teacher and students on 18th of January 2024).

Not only that, the activities in the fourth observation are the same as those stated by the teacher in the teaching module below:



Based on the findings above, it can be concluded that the implementation at the data collection stage is in accordance with theory Dehong et al., (2020) who said that at this stage is an activity where students collect information or data originating from learning sources. This theory is the same as in this research, namely that in each meeting, the teacher asks students to sit in groups with the aim of making it easier for them to complete their assignments. Not only that, the teacher also asks students to collect various kinds of information to answer questions from learning sources such as the internet, dictionaries, and books, which they can also discuss with their group friends.

4) Data processing

At this stage, the teacher also applies it in teaching English in class 7. The application is at the first, third, and fourth meetings. The activities carried out at this stage are that the teacher asks students to process the data that has been found by writing it on a worksheet and assessing students during learning activities by walking around or supervising. As can be seen in the first observation, as follows:

Transcript of observations 1

Teacher: "If you have finished finding the answer, please organize all the information you have. And you can write it on the worksheet. You can write it on the worksheet provided." (Translated in english) (Observation with the teacher and students on 8th of January 2024).

These activities are shown in the picture below:



Image 4.11 Data processing stage in observation

The teacher not only applied it to the first observation but also to the third observation, as shown below.

Transcript of observation 3

Teacher : "After you find the answer, you can write your answer on the worksheet provided. And... each group writes just one thing and gives the name of the member... Do you have any questions?" (Translated in english) (Observation with the teacher and students on 15th of January 2024).

Not only that, these activities are also the same as those included by the teacher in the teaching module, as shown in the picture below.

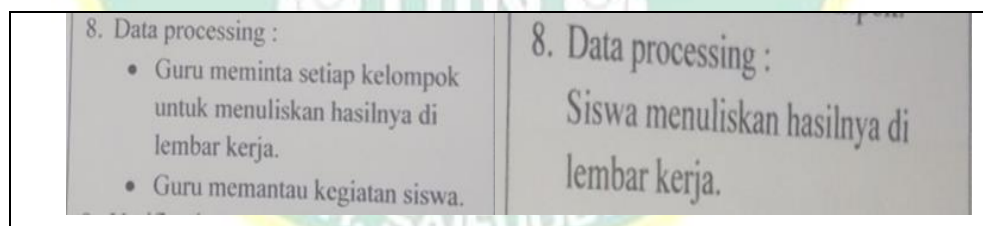


Image 4.12 Data processing stage in the third observation in the teaching module

For the last, the teacher applies this stage in the fourth observation regarding "Asking and giving opinions" as follows.

Transcript of observations 4

Teacher : "After you find the answer, you can write it on the worksheet for each group, the result is one." (Translated in english) (Observation with the teacher and students on 18th of January 2024).

So, at this stage, students find answers that come from various learning sources. After they feel they have found the right answer, students arrange or classify their answers by writing them on the worksheet provided.

It can be conclude that in this research, the implementation of the data processing stage is the same as the theory stated by Haerullah & Hasan, (2017). This theory states that all information that students have obtained must be processed and classified. The application in this research is that by writing down the answers they get on a worksheet as found in each meeting, the teacher asks students to write simple descriptive text, and the results of the students' writing are about finding the expressions asking and giving instructions and asking and giving opinion.

5) Verification

The teacher has implemented the verification stage contained in the discovery learning model. The teacher implement this stage to the second, third and fourth observations. In the second observation, the teacher helps students carefully re-examine what is contained in the second observation about "descriptive text," as shown in the picture below:



Image 4.13 Verification stage
in the second observation

Next, the teacher asks students to present their work in front of the class.

Transcript of observation 2

Teacher : “Please, check again the results of your work. Please check again the results of your work that were obtained at the previous meeting. And after that, you can present the results. But before that, do you have any questions for me?” (Translated in english) (Observation with the teacher and students on 11th of January 2024).

Not only that, it is the same as what the teacher states in the teaching model, as shown in the picture below.

10. Verification : Guru meminta siswa untuk mempresentasikan hasil kerjanya.	10. Verification : Siswa mempresentasikan hasil kerjanya.
Image 4.14 Verification stage in the second observation in the teaching module	

After the students present their results, the teacher provides feedback to the students and corrects the students' work if there are errors so that the students can study it again.

The application of the discovery learning model at this stage is the same as the third observation, namely as follows:

Transcript of observations 3

Teacher : "Check your work again. After that, you can present it in front of the class." (Translated in english) (Observation with the teacher and students on 15th of January 2024).

Not only that, the activities above are the same as the teaching modules below.

9. Verification : Guru meminta setiap kelompok untuk mempresentasikan hasil kerjanya di depan kelas.	9. Verification : Siswa mempresentasikan hasil kerjanya setiap kelompok.
Image 4.15 Verification stage in the third observation in the teaching module	

At this stage, only two groups presented their presentations because there was not enough time. Next, in the fourth observation, the teacher implemented this stage regarding "asking and giving opinions" as follows:

Transcript of observations 4

Teacher : "Finished?"

Students : "Just a moment, Mrs.."

Teacher : "Are you done? Good. Does anyone want to come forward?"

Students : "I'm Mrs."

Teacher : "Yes, please join with friends. One student first write it down on the blackboard." (Translated in english) (Observation with the teacher and students on 18th of January 2024).

Below are the teaching modules contained in this activity.

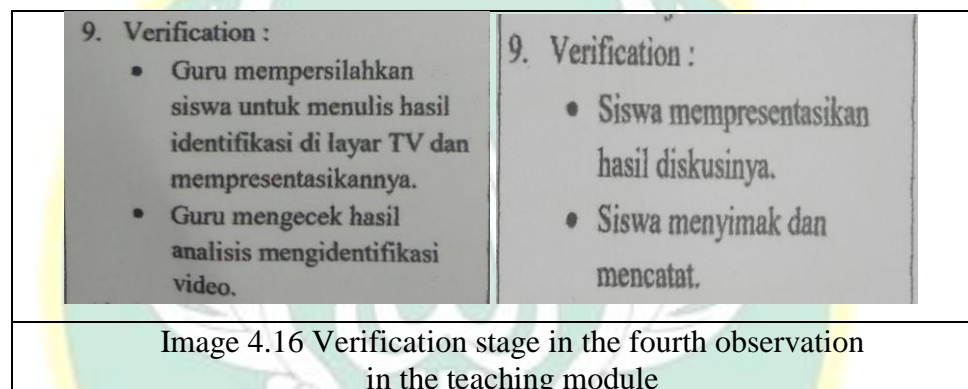


Image 4.16 Verification stage in the fourth observation in the teaching module

It can be concluded that at this stage the teacher has implemented this stage in accordance with the theory of Mukaramah et al., (2020) which states that the teacher gives students the opportunity to double-check all the information. This is the same as the application in this research then continues by presenting the results, and the teacher provides feedback to them.

6) Generalization

The English teacher in seventh grade language implement the generalization stage, which is the last stage in the discovery learning model. The activities of teacher and students at this stage are that the teacher gives students the opportunity to provide conclusions related to the material they have studied. Not only that, the teacher also adds if there are deficiencies in

what the students have conveyed. The teacher applies this stage at the second, third, and fourth meetings, as in the expression below.

In the second observation, the teacher has implemented this stage regarding "descriptive text," as in the activity below.

Transcript of observation 2

Teacher : "Earlier, we learned about various types of descriptive texts. Does anyone want to sum it up? I will add later if there are any shortcomings for you." (Translated in english) (Observation with the teacher and students on 11th of January 2024).

Not only that, the teacher also states this in the teaching module, which is below:

	11. Generalization : Guru mempersilahkan siswa membuat kesimpulan dari pembelajaran hari ini.	11. Generalization : Siswa memberikan kesimpulan terkait dengan materi yang telah diajarkan pada hari ini.	
Image 4.17 Generalization stage in the second observation in the teaching module			

Furthermore, in the third observation, the teacher also implemented this stage regarding "asking and giving instruction," as shown below.

Transcript of observations 3

Teacher : "Does anyone still remember or not? What did we learn about earlier?" (Translated in english) (Observation with the teacher and students on 15th of January 2024).

This activity is the same as the teaching module created by the teacher, which can be proven in the image below.

	10. Generalization : Guru mempersilahkan siswa membuat kesimpulan dari pembelajaran hari ini.	10. Generalization : Siswa memberikan kesimpulan tentang materi yang telah diajarkan pada hari ini.	
Image 4.18 Generalization stage in the third observation in the teaching module			

Then the last one is in the fourth observation regarding "asking and giving opinions," as follows:

Transcript of observation 4

Teacher : "Earlier, we have studied various things related to Asking and giving opinions. Does anyone want to sum it up? I will add later if there are any shortcomings for you. Raise your hand please... come on, after this we're done..." (Translated in english) (Observation with the teacher and students on 18th of January 2024).

According to the teaching module, the teacher also confirms that the statement above is the same as the picture below.

<p>10. Generalization : Guru mempersilahkan siswa membuat kesimpulan dari pembelajaran hari ini.</p>	<p>10. Generalization : Siswa memberikan kesimpulan tentang pembelajaran pada hari ini secara volunteer.</p>
<p>Image 4.19 Generalization stage in the fourth observation in the teaching module</p>	

This stage will help the teacher determine to what extent students grasp the lesson that day, and students can also develop their self-confidence through the process of expressing their understanding orally.

So, it can be concluded from the results of observations, interviews, and documentation carried out by researchers that this research is the same as the theory stated by Afandi et al., (2013) that the generalization stage is an activity where students learn to draw conclusions about the material they have studied. The same as this research has been explained above, namely that in every meeting, the teacher always applies this stage by means of the teacher and students concluding about the learning carried out today either voluntarily or together. This activity is implemented at the end of each activity, which serves to double-check students' understanding.

c. Closing activities

After the opening activity and core activities applying the discovery learning model, the teacher closes by strengthening the material by providing conclusions about what he has taught according to the topic. In this closing activity, it is not only the teacher who speaks, but the teacher also asks questions to the students with the aim of ensuring that the teacher is able to

find out to what extent the students are able to understand the material that has been taught.

Based on the results of the observations, this closing activity went smoothly because the students were able to answer the questions asked by the teacher, and the results of the interview with the students also said that they understood the material taught by the teacher. After the teacher and students conclude the material, the teacher closes the lesson by saying, "Thank you for your participation today," followed by a joint prayer and closing greetings.

C. The Evaluation of Discovery Learning Model in Teaching English

Not only interviews about preparation and procedures for using discovery learning. However, the researcher also conducted a few interviews about the evaluation. This interview was conducted 11th of January 2024 with the first point is about the type of evaluation used by teacher for their students, as evidenced by the interview answers as follows:

Interviews

Teacher : "The type of evaluation that is used, if you are doing research here, it is a type of knowledge assessment, which is in the form of a written test during the activity, like a description and performance in the form of a presentation every day." (Translated in english) (Interviewed with the teacher and students on 11th of January 2024).

These written and performance tests are always used by teachers during the learning process. The written test consists of filling in a description, while the performance takes the form of a presentation by the student. The implementation of this evaluation is the same as stated by Firmansyah (2015), namely in the form of assessing attitudes, knowledge, and skills. However, this research did not apply skills assessment due to limited time in teaching.

Next, the final point is about the teacher's way of self-reflection.

Interviews

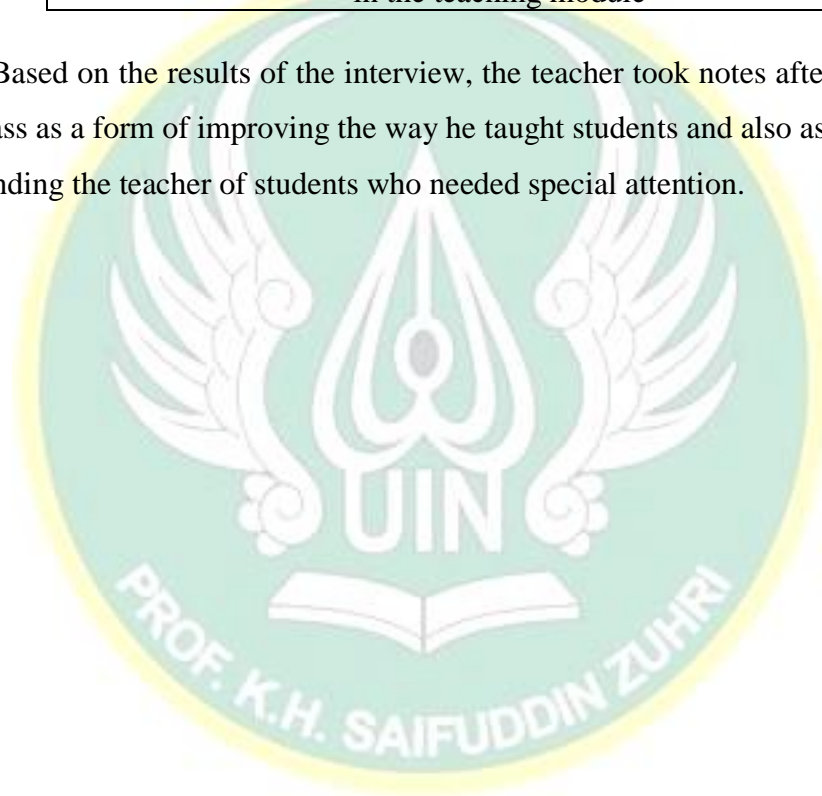
Teacher : "Usually after learning, I reflect about myself as an additional note and also a reminder because humans are the place to forget, sis, and I write it in a notebook containing something like the one in this teaching module, sis." (Translated in english) (Interviewed with the teacher and students on 11th of January 2024).

b. Refleksi Untuk guru

- 1) Keberhasilan apa saja yang sudah dicapai di tujuan pembelajaran ini?
- 2) Apa yang harus menjadi perhatian khusus dalam pelaksanaan tujuan pembelajaran?
- 3) Apakah cara mengajar saya dapat dimengerti siswa?
- 4) Apa yang harus diperbaiki bila siswa tidak paham penjelasan saya?
- 5) Siswa mana yang membutuhkan perhatian khusus?

Image 4.20 Reflections for teachers contained in the teaching module

Based on the results of the interview, the teacher took notes after teaching in class as a form of improving the way he taught students and also as a form of reminding the teacher of students who needed special attention.



CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher will discuss everything briefly based on the findings from the previous chapter.

A. Conclusion

In this research, it was proven successful in answering the research problem formulation, namely how teachers apply the discovery learning model in teaching English in class 7 at MTs Negeri 1 Brebes. The results of this research show that the teacher makes preparations first before implementing the model, then applies the stages in the discovery learning model, and then evaluates the learning. This research uses descriptive qualitative data collection techniques in the form of observation, interviews, and documentation. This research conducted observations during four meetings and interviewed an English teacher and two students in class 7 of MTs Negeri 1 Brebes.

In preparation, the teacher determines learning objectives and identifies student personalities and student needs before starting learning. Apart from that, teachers also determine lesson materials and topics that are appropriate to their level, develop learning materials and assess student learning methods or processes and student learning outcomes. In this research, the teacher did not arrange lesson topics from easy to difficult or anything else. This is because the teacher focuses on material that is in accordance with the material provided by the institution and only develops it.

In implementing the stages in the discovery learning model, the teacher applies all the stages consisting of stimulation, problem statement, data collection, data processing, verification, and generalization. From the results of observations, interviews, and documentation in implementing the stages, there was one meeting that did not fully implement it; this was due to limited time in teaching.

The last one is evaluating the learning used by teachers in implementing the discovery learning model. In this research, the teacher used a type of attitude and knowledge assessment. The teacher assesses this attitude by monitoring student behavior during learning activities and using an attendance register. Apart from that, to assess teacher knowledge, they use written tests and performance tests in the form of presentations.

B. Suggestion

1. For the researcher

This research must provide a lot of experience and knowledge about discovery learning models, especially in learning English as a prospective teacher.

2. For the English teacher

This research should support teachers in teaching creativity using English language skills in the form of writing, reading, speaking, and listening.

3. For the other researcher

For other researchers, before conducting research, they should prepare everything perfectly.

C. Limitation of the Study

The limitations contained in this research are the limited time teachers use in teaching. This is because there are various kinds of activities carried out by students before learning begins. Apart from that, there are also limitations for researchers to document photos of teacher and student activities when implementing the discovery learning learning model at each stage. And for the last the teacher only applies it in superior class, not in all the classes the teacher teaches.

REFERENCES

- Afandi, M., Chamalah, E., & Wardani, O. P. (2013). Model dan Metode Pembelajaran di Sekolah. In *UNISSULA PRESS*.
<https://doi.org/10.1016/j.cpc.2008.12.005>
- Asbar, A. M. (2022). Model Discovery Learning Dalam Pembelajaran Pendidikan Agama Islam dan Budi Pekerti di Sekolah. In *Angewandte Chemie International Edition*, 6(11), 951–952. (Vol. 2). CV. Literasi Nusantara Abadi.
- Barlian, E. (2016). *Metodologi Penelitian Kualitatif & Kuantitatif*. Sukabina Press.
- Carter, R., & Nunan, D. (2001). *The Cambridge Guide to Teaching English to Speakers of Other Languages*. University Press.
- Creswell, J. W. (2012). *Educational Research*. Pearson.
- Danuri, & Siti, M. (2019). *Metodologi penelitian*. Sinar Baru.
- Dehong, R., Kaleka, M. B. U., & Rahmawati, A. S. (2020). Analisis Langkah-Langkah Penerapan Model Discovery Learning Dalam Pembelajaran Fisika. *EduFisika Jurnal Pendidikan Fisika*, 5(02), 138.
<https://doi.org/10.22437/edufisika.v5i02.10533>
- Devi, P. C., Hudiyono, Y., & Mulawarman, W. G. (2018). Pengembangan Bahan Ajar Menulis Teks Prosedur Kompleks Dengan Model Pembelajaran Discovery Learning Menggunakan Media Audio Visual (Video) Di Kelas Xi Sma Negeri 1 Samarinda. *DIGLOSIA : Jurnal Kajian Bahasa, Sastra, Dan Pengajarannya*, 1(2), 101–112. <https://doi.org/10.30872/diglosia.v1i2.pp101-112>
- Firmansyah. (2015). Manajemen Pembelajaran Discovery Learning Pada Bidang Studi Ilmu Pengetahuan Sosial Berbasis Kurikulum 2013. *Manajer Pendidikan : Jurnal Ilmiah Manajemen Pendidikan Program Pascasarjana*, 9(4), 524.
- Grabe, W., & Stoller, F. L. (2011). *Teaching and Researching Reading*. Routledge.

- Haerullah, A., & Hasan, S. (2017). *MODEL & PENDEKATAN PEMBELAJARAN INOVATIF (Teori dan Aplikasi)*. Lintas Nalar, CV.
- Handayani, S., W Mintarti, S. U., & Megasari, R. (2020). Buku Ajar Strategi Pembelajaran Ekonomi “Model-model Pembelajaran Inovatif di Era Revolusi Industri 4.0”. In *Strategi pembelajaran Ekonomi Model-model Pembelajaran Inovatif di Era Revolusi Industri 4.0*. www.literindo.id
- Harahap, T. K., Issabella, C. M., Hasibuan, S., Hasan, M., Musyaffa, A. A., Surur, M., & Ariawan, S. (2021). *Metodologi Penelitian Pendidikan*. Tahta Media Grup.
- Hardi, M., Husein, R., & Meisuri. (2022). the Implementation of Discovery Learning in Efl Classroom. *Linguistik Terapan*, 19(2), 134. <https://doi.org/10.24114/lt.v19i2.38415>
- Helmiati. (2012). *Model Pembelajaran*. Aswaja Pressindo.
- Hermawan, S., & Amirullah. (2016). *Metode Penelitian Bisnis Pendekatan Kuantitatif & Kualitatif*. Media Nusa Creative.
- Inde, K. H., Kaleka, M., & Ilyas. (2020). *The Effect of Discovery Learning Model on Learning Outcome of Grade-VII Students of SMPN 5 Nangapanda*. 4(1), 11–14.
- Kharismawati, L. R. S., Nirwansyah, Fauziah, S., Puspita, R. A., Gasalba, R. A., & Rabbani, T. A. S. (2020). *HOTS-Oriented Module: Discovery Learning*. SEAMEO QITEP in Language.
- Kristin, F. (2016). Analisis Model Pembelajaran Discovery Learning dalam Meningkatkan Hasil Belajar Siswa SD. *Jurnal Pendidikan Dasar PerKhasa*, 2(1), 91.
- Lin, G. H., & Chien, P. S. (2010). *An Introduction to English Teaching*. VDM Verlag Dr. Muller Aktiengesellschaft & Co.KG.
- Mansyur, U. (2016). Inovasi Pembelajaran Bahasa Indonesia melalui Pendekatan

- Proses. *Jurnal Bahasa, Sastra, Dan Budaya*, 9(2), 20.
- Miles, M. B., & Huberman, A. M. (1994). *Qualitative Data Analysis an Expand Sourcebook* (second edi). SAGE.
- Mufida, I., Hafifah, G. N., & Mayasari, L. (2015). The Implementation of Discovery Learning to Teach Speaking at the First Grade Students at SMP Institut Indonesia. *Tell Journal*, 3(2), 110.
- Mukaramah, M., Kustina, R., & Rismawati. (2020). Analisis Kelebihan dan Kekurangan Model Discovery Learning Berbasis Media Audiovisual dalam Pembelajaran Bahasa Indonesia. *Orphanet Journal of Rare Diseases*, 1(1), 3. <https://repository.bbg.ac.id/handle/893>
- Nation, I. S. P., & Newton, J. (2009). *Teaching ESL / EFL*. Routledge.
- Nugrahani, F. (2014). *Metode Penelitian Kualitatif dalam Penelitian Pendidikan Bahasa*. Cakra Books.
- Nunan, D. (2003). *Practical English Language Teaching* (First). Mc Graw Hill Contemporary.
- Nurchahyo, E., S, L. A., & Djono. (2018). International Journal of Multicultural and Multireligious Understanding The Implementation of Discovery Learning Model with Scientific Learning Approach to Improve Students ' Critical Thinking in Learning History. *International Journal of Multicultural and Multireligious Understanding*, 5(3), 106–112.
- Nurdin, I., & Hartati, S. (2019). *Metodologi penelitian sosial*. Media Sahabat Cendekia.
- Prem, N. (2020). Problem Solving Model Strategies for Enhancing Integrated Process Skills Among Secondary Level. *Journal of Critical Reviews*, 7(15), 2811.
- Richards, J. C. (2002). *Methodology in Language Teaching* (p. 210). Cambridge University Press.

- Rost, M. (2011). *Teaching and Researching Listening*. Longman.
- Saepudin. (2013). *An Introduction to English Learning and Teaching Methodology*. Trust Media.
- Salkind, N. J., & Rasmussen, K. (2008). Encyclopedia of Educational Psychology. In *Neoplasma* (Vol. 4, Issue 3). SAGE Publications, Inc.
- Srihidayanti, Ma'rufah, D. W., & Jannah, K. (2015). Teachers' Difficulties in Lesson Planning: Designing and Implementing. *The 62nd TEFLIN International Conference 2015*, 256–265. http://repository.iainpurwokerto.ac.id/10061/1/536_Srihidayanti_TEACHERS_DIFFICULTIES_IN_LESSON_PLANNING-DESIGNING_AND_IMPLEMENTING.pdf
- Sugiyono. (2015). *Metode Penelitian Kuantitatif, Kualitatif dan R & D* (pp. 218–274). Alfabeta.
- Sugiyono, & Ismiati, R. (2023). The Influence of Using Discovery Learning Method on the Students' Reading Skills. *Jurnal Fakultas Keguruan Dan Ilmu Pendidikan*, 12(1), 101.
- Tambunsaribu, G., & Yusniaty, G. (2021). Masalah yang Dihadapi Pelajar Bahasa Inggris dalam Memahami Pelajaran Bahasa Inggris. *Jurnal Bahasa, Sastra, Dan Budaya*, 8(1), 31.
- Widyastuti, D. D. (2020). Keterampilan Dasar Mengajar. *Jurnal Universitassuryadarma*, 5(2), 72.
- Wiliyanti, C. R., Ma'rufah, D. W., & Srihidayanti. (2015). Students' Attitudes towards Project Based Learning as Stimuli for Integrating the Language Skills. *Language Centre of UPI*, 71.
- Yulianto, A., Fatchan, A., & Astina, I. K. (2017). Penerapan Model Pembelajaran Project Based Learning Berbasis Lesson Study untuk Meningkatkan Keaktifan Belajar Siswa. *Jurnal Pendidikan*, 2(3), 449.

APPENDICES



OBSERVATION CHECKLIST

Observasi ini ditujukan kepada guru bahasa Inggris yang mengajar di kelas 7 bahasa MTs Negeri 1 Brebes.

Observation Schedule :

Time :

Topic :

Class :

Teacher :

No.	Indikator	Yes	No	Keterangan
1.	Guru memulai kelas dengan mengucapkan salam, bertegur sapa tentang kabar, dan mengecek kehadiran siswa.			
2.	Siswa menjawab salam, sapaan dan menjawab kehadiran oleh guru.			
3.	Guru mereview materi sebelumnya.			
4.	Siswa menjawab pertanyaan guru terkait dengan materi sebelumnya.			
5.	Guru menstimulasi siswa dengan menggunakan pertanyaan pemantik atau meminta siswa untuk membaca atau mendengarkan yang berisi tentang persoalan. Stimulation			
6.	Siswa menjawab pertanyaan dari guru atau melakukan tugas yang diminta oleh guru. Stimulation			
7.	Guru membimbing siswa untuk memilih permasalahan yang dipandang fleksibel untuk dipecahkan. Problem statement			

8.	Siswa mengidentifikasi berbagai macam permasalahan yang telah di berikan oleh guru. Problem statement			
9.	Guru memberikan kesempatan kepada siswa untuk mengumpulkan informasi atau data yang dibutuhkanya. Data collection			
10.	Siswa mengumpulkan informasi atau data data yang relevan untuk membuktikan kebenarannya. Data collection			
11.	Guru meminta siswa untuk menyusun atau mengklasifikasikan semua informasi atau data yang didapatkan. Data processing			
12.	Siswa mengklasifikasikan semua informasi atau data yang telah didapatkan. Data processing			
13.	Siswa melakukan peer review dengan teman sebangku atau dengan kelompoknya. Verification			
14.	Guru memvalidasi hasil kerja siswa. Verification			
15.	Guru meminta siswa untuk menyimpulkan tentang materi yang telah dipelajari dengan secara mandiri. Generalization			
16.	Siswa menyimpulkan tentang materi yang telah dipelajari dengan secara mandiri. Generalization			
17.	Guru menutup kelas dengan salam dan berdoa.			

18.	Siswa menjawab salam dan berdoa bersama.			
-----	------------------------------------------	--	--	--



OBSERVATION CHECKLIST I

Observasi ini ditujukan kepada guru bahasa Inggris yang mengajar di kelas 7 Bahasa MTs Negeri 1 Brebes.

Observation Schedule : Senin, 8 Januari 2024

Time : 12.25- 13.30 jam asli 12.10 – 13.30

Topic : Descriptive Text

Class : 7 Bahasa MTs Negeri 1 Brebes

Teacher : Milatul Afdlila M.Pd

No.	Indikator	Yes	No	Keterangan
1.	Guru memulai kelas dengan mengucapkan salam, bertegur sapa tentang kabar, dan mengecek kehadiran siswa.	Yes		Guru melakukan kegiatan tersebut dengan cara berdiri dengan ciri khas sekolah mereka dan mengecek kehadiran siswa.
2.	Siswa menjawab salam, sapaan dan menjawab kehadiran oleh guru.	Yes		Siswa melakukan kegiatan tersebut dengan cara berdiri dengan ciri khas sekolah mereka dan menjawab kehadiran dengan menggunakan bahasa Inggris.
3.	Guru mereview materi sebelumnya.	Yes		Guru mereview materi tentang descriptive text (lanjutan) dengan bertanya berbagai macam pertanyaan yang telah dipelajari pada pertemuan sebelumnya dengan singkat untuk diajukan kepada siswa.
4.	Siswa menjawab pertanyaan guru terkait dengan materi sebelumnya.	Yes		Siswa menjawab pertanyaan guru terkait dengan materi sebelumnya.
5.	Guru menstimulasi siswa dengan menggunakan pertanyaan pemantik atau meminta siswa untuk membaca atau mendengarkan yang berisi tentang persoalan. Stimulation	Yes		<ul style="list-style-type: none"> • Guru menstimulasi siswa dengan memberikan gambar (Tok dalang/kakek) yang ada di kartun upin dan ipin. • Guru meminta siswa untuk menyebutkan ciri fisik dari gambar tok dalang.
6.	Siswa menjawab pertanyaan dari guru atau	Yes		Siswa menjawab pertanyaan tersebut secara lisan.

	melakukan tugas yang diminta oleh guru. Stimulation			
7.	Guru membimbing siswa untuk memilih permasalahan yang dipandang fleksibel untuk dipecahkan. Problem statement	Yes		<ul style="list-style-type: none"> • Guru meminta semua siswa untuk mengeluarkan pesan atau tugas pada pertemuan minggu lalu yaitu berupa foto orang tua mereka. • Guru memberikan kesempatan kepada siswa untuk menggunakan berbagai macam sumber belajar untuk bertanya terkait dengan materi. • Guru membimbing siswa untuk menentukan pertanyaan yang fleksibel.
8.	Siswa mengidentifikasi berbagai macam permasalahan yang telah di berikan oleh guru. Problem statement	Yes		Dalam hal ini, siswa tidak melakukan seperti yang ada di poin tersebut, tetapi melakukan kegiatan dengan mencari berbagai macam pertanyaan yang sesuai dengan materi yang diajarkan.
9.	Guru memberikan kesempatan kepada siswa untuk mengumpulkan informasi atau data yang dibutuhkannya. Data collection	Yes		<ul style="list-style-type: none"> • Guru meminta siswa untuk duduk berkelompok. Kelompok tersebut dibentuk oleh guru. • Setelah duduk dengan kelompok masing masing, setiap kelompok diminta untuk mendeskripsikan foto dengan cara memilih satu foto (bapak/ibu)diantara teman anggota kelompok masing masing. • Guru memberikan rules tugas yaitu mendeskripsikan dengan paragraf deskriptif sederhana yang terdiri dari nama, tempat tinggal, ciri fisik ataupun lainnya. • Guru memberikan waktu untuk mengumpulkan data tersebut.

10.	Siswa mengumpulkan informasi atau data data yang relevan untuk membuktikan kebenarannya. Data collection	Yes		<ul style="list-style-type: none"> • Siswa duduk berkelompok. • Siswa menentukan foto yang akan dideskripsikan. • Siswa mengumpulkan data atau informasi dengan cara berdiskusi, membuka kamus dan juga buku yang mereka dapatkan.
11.	Guru meminta siswa untuk menyusun atau mengklasifikasikan semua informasi atau data yang didapatkan. Data processing	Yes		<ul style="list-style-type: none"> • Guru meminta setiap kelompok untuk menyusun teksnya dan ditulis di lembar kerja. • Guru meminta semua siswa untuk meneliti kembali hasil teksnya. • Guru memantau kegiatan siswa.
12.	Siswa mengklasifikasikan semua informasi atau data yang telah didapatkan. Data processing	Yes		Siswa menuliskan hasilnya dan meneliti kembali sebelum ke tahap selanjutnya.
13.	Siswa melakukan peer review dengan teman sebangku atau dengan kelompoknya. Verification		No	Guru tidak menerapkannya karena waktunya tidak cukup.
14.	Guru memvalidasi hasil kerja siswa. Verification		No	Guru tidak menerapkannya karena waktunya tidak cukup.
15.	Guru meminta siswa untuk menyimpulkan tentang materi yang telah dipelajari dengan secara mandiri. Generalization		No	Guru tidak menerapkannya karena waktunya tidak cukup.
16.	Siswa menyimpulkan tentang materi yang telah dipelajari dengan secara mandiri. Generalization		No	Guru tidak menerapkannya karena waktunya tidak cukup.
17.	Guru menutup kelas dengan salam dan berdoa.	Yes		<ul style="list-style-type: none"> • Guru memberikan informasi kepada siswa bahwa materinya belum selesai dan akan dilanjutkan pada pertemuan selanjutnya.

				<ul style="list-style-type: none">• Guru menutup kelas dan berdoa.
18.	Siswa menjawab salam dan berdoa bersama.	Yes		<ul style="list-style-type: none">• Siswa mencatat informasi.• Siswa berdoa bersama.



OBSERVATION CHECKLIST II

Observasi ini ditujukan kepada guru bahasa Inggris yang mengajar di kelas 7 Bahasa MTs Negeri 1 Brebes.

Observation Schedule : Kamis, 11 Januari 2024

Time : 09.35 – 10.55

Topic : Descriptive Text

Class : 7 Bahasa

Teacher : Milatul Afdlila M.Pd

No.	Indikator	Yes	No	Keterangan
1.	Guru memulai kelas dengan mengucapkan salam, bertegur sapa tentang kabar, dan mengecek kehadiran siswa.	Yes		Guru melakukan kegiatan tersebut dengan cara berdiri dengan ciri khas sekolah mereka dan mengecek kehadiran siswa.
2.	Siswa menjawab salam, sapaan dan menjawab kehadiran oleh guru.	Yes		Siswa melakukan kegiatan tersebut dengan cara berdiri dengan ciri khas sekolah mereka dan menjawab kehadiran dengan menggunakan bahasa Inggris.
3.	Guru mereview materi sebelumnya.	Yes		Guru mereview materi tentang descriptive text (lanjutan) dengan bertanya berbagai macam pertanyaan yang telah dipelajari dengan singkat untuk diajukan kepada siswa.
4.	Siswa menjawab pertanyaan guru terkait dengan materi sebelumnya.	Yes		Siswa menjawab pertanyaan guru terkait dengan materi sebelumnya.
5.	Guru menstimulasi siswa dengan menggunakan pertanyaan pemantik atau meminta siswa untuk membaca atau mendengarkan yang berisi tentang persoalan. Stimulation	Yes		<ul style="list-style-type: none"> • Guru memberikan berbagai macam pertanyaan tentang descriptive text dengan menggunakan pertanyaan sebagai berikut : Do you have an English teacher? What's her name? Can you describe it? • Guru meminta siswa untuk mempresentasikan hasil

				deskriptif teks pada pertemuan sebelumnya.
6.	Siswa menjawab pertanyaan dari guru atau melakukan tugas yang diminta oleh guru. Stimulation	Yes		Siswa menjawab pertanyaan yang diberikan oleh guru secara lisan.
7.	Siswa mengidentifikasi berbagai macam permasalahan yang telah di berikan oleh guru. Problem statement		No	Guru tidak menerapkannya karena melanjutkan pertemuan sebelumnya..
8.	Guru membimbing siswa untuk memilih permasalahan yang dipandang fleksibel untuk dipecahkan. Problem statement		No	Guru tidak menerapkannya karena melanjutkan pertemuan sebelumnya..
9.	Guru memberikan kesempatan kepada siswa untuk mengumpulkan informasi atau data yang dibutuhkannya. Data collection		No	Guru tidak menerapkannya karena melanjutkan pertemuan sebelumnya..
10.	Siswa mengumpulkan informasi atau data data yang relevan untuk membuktikan kebenarannya. Data collection		No	Guru tidak menerapkannya karena melanjutkan pertemuan sebelumnya..
11.	Guru meminta siswa untuk menyusun atau mengklasifikasikan semua informasi atau data yang didapatkan. Data processing		No	Guru tidak menerapkannya karena melanjutkan pertemuan sebelumnya..
12.	Siswa mengklasifikasikan semua informasi atau data yang telah didapatkan. Data processing		No	Guru tidak menerapkannya karena melanjutkan pertemuan sebelumnya..
13.	Siswa melakukan peer review dengan teman sebangku atau dengan kelompoknya. Verification	Yes		<ul style="list-style-type: none"> • Guru meminta siswa untuk mengoreksi kembali hasil kerjanya. • Guru meminta setiap kelompok untuk mempresentasikan hasil

				kerjanya pada tugas pertemuan sebelumnya. • Guru memberikan feedback kepada siswa.
14.	Guru memvalidasi hasil kerja siswa. Verification	Yes		<ul style="list-style-type: none"> • Siswa memeriksa kembali hasil kerjanya. • Siswa mempresentasikan hasil kerjanya. • Siswa menerima feedback dari guru.
15.	Guru meminta siswa untuk menyimpulkan tentang materi yang telah dipelajari dengan secara mandiri. Generalization	Yes		Guru mempersilahkan siswa membuat kesimpulan dari pembelajaran hari ini.
16.	Siswa menyimpulkan tentang materi yang telah dipelajari dengan secara mandiri. Generalization	Yes		Siswa memberikan kesimpulan terkait dengan materi yang telah diajarkan pada hari ini.
17.	Guru menutup kelas dengan salam dan berdoa.	Yes		Guru mengucapkan salam dan doa penutup bersama.
18.	Siswa menjawab salam dan berdoa bersama.	Yes		Siswa berdoa dengan dipimpin ketua kelas.

OBSERVATION CHECKLIST III

Observasi ini ditujukan kepada guru bahasa Inggris yang mengajar di kelas 7 Bahasa MTs Negeri 1 Brebes.

Observation Schedule : Senin, 15 Januari 2024

Time : 09.35 – 10.55

Topic : Asking and giving instruction

Class : 7 Bahasa

Teacher : Milatul Afdlila M.Pd

No.	Indikator	Yes	No	Keterangan
1.	Guru memulai kelas dengan mengucapkan salam, bertegur sapa tentang kabar, dan mengecek kehadiran siswa.	Yes		Guru melakukan kegiatan tersebut dengan cara berdiri yang merupakan ciri khas di sekolah mereka sebelum pembelajaran. Dengan diawali dengan salam yang diawali oleh siswa kemudian dijawab oleh guru. Setelah itu, guru melanjutkan dengan ice breaking sebelum memulai pembelajaran dan mengecek kehadiran siswa.
2.	Siswa menjawab salam, sapaan dan menjawab kehadiran oleh guru.	Yes		Setelah itu, siswa bertanya dengan cara "How are you today mrs?" dan guru menjawab "I'm fine, how about you?" dan siswa menjawab "I'm fine too thank you". Kemudian guru mengakhiri dengan cara mempersilahkan siswa untuk duduk kembali duduk seperti biasa.
3.	Guru mereview materi sebelumnya.	Yes		Guru melakukannya dengan cara bertanya kepada siswa apakah siswa masih ingat dengan materi yang telah dipelajari pada minggu sebelumnya.
4.	Siswa menjawab pertanyaan guru terkait dengan materi sebelumnya.	Yes		Siswa menjawab pertanyaan guru yaitu tentang descriptive text (lanjutan) dan pertanyaan

				pertanyaan lainnya yang diajukan oleh guru.
5.	Guru menstimulasi siswa dengan menggunakan pertanyaan pemantik atau meminta siswa untuk membaca atau mendengarkan yang berisi tentang persoalan. Stimulation	Yes		<ul style="list-style-type: none"> • Guru menstimulasi dengan menggunakan short dialogue tentang expression of giving instruction secara berkelompok. • Guru meminta siswa untuk mempelajari dialog tersebut. • Guru memberikan pertanyaan kepada siswa sebagai berikut: <ul style="list-style-type: none"> a) What is the dialogue about? b) Have you ever done the activities in the dialogue?
6.	Siswa menjawab pertanyaan dari guru atau melakukan tugas yang diminta oleh guru. Stimulation	Yes		<ul style="list-style-type: none"> • Siswa duduk secara berkelompok. • Siswa mempelajari dan memahami teks dialog. • Siswa mulai mencari jawaban yang tepat untuk menjawab pertanyaan guru.
7.	Guru membimbing siswa untuk memilih permasalahan yang dipandang fleksibel untuk dipecahkan. Problem statement	Yes		<ul style="list-style-type: none"> • Guru memberikan kesempatan kepada siswa untuk mencari atau menemukan berbagai macam pertanyaan terkait dengan dialog yang telah diberikan dengan menggunakan berbagai macam sumber belajar. • Guru membimbing siswa untuk menentukan pertanyaan yang fleksibel.
8.	Siswa mengidentifikasi berbagai macam permasalahan yang telah diberikan oleh guru. Problem statement	Yes		Dalam hal ini, guru tidak melakukan seperti yang ada di poin tersebut, tetapi melakukan kegiatan dengan cara siswa mencari apa maksud teks tersebut dan mencari atau menemukan berbagai macam pertanyaan terkait dengan dialog tersebut.
9.	Guru memberikan kesempatan kepada siswa	Yes		Guru memberikan kesempatan kepada siswa untuk mencari

	<p>untuk mengumpulkan informasi atau data yang dibutuhkan.</p> <p>Data collection</p>			<p>jawaban atas pertanyaan tersebut dengan cara berkelompok dan mencari jawaban di sumber buku lain, kamus, atau wawancara ataupun saling bertanya dengan sesama teman atau pun kelompok lain.</p>
10.	<p>Siswa mengumpulkan informasi atau data data yang relevan untuk membuktikan kebenarannya.</p> <p>Data collection</p>	Yes		<p>Siswa mengumpulkan data dengan cara mencari dari sumber belajar, kamus, diskusi ataupun lainnya.</p>
11.	<p>Guru meminta siswa untuk menyusun atau mengklasifikasikan semua informasi atau data yang didapatkan.</p> <p>Data processing</p>	Yes		<p>Guru meminta siswa untuk mengolah datanya yang telah ditemukan dengan cara menuliskannya di lembar kerja dan menilai siswa selama aktivitas pembelajaran dengan cara berkeliling atau mengawasi. Jika ada salah satu jawaban yang tidak diketahui oleh siswa, guru bisa membantunya.</p>
12.	<p>Siswa mengklasifikasikan semua informasi atau data yang telah didapatkan.</p> <p>Data processing</p>	Yes		<p>Siswa melakukan perintah guru yaitu untuk mengolah data apa saja yang telah didapatkan dengan cara mencatat/menuliskannya di lembar kerja</p>
13.	<p>Guru memvalidasi hasil kerja siswa.</p> <p>Verification</p>	Yes		<p>Guru membantu siswa untuk memeriksa kembali secara cermat dan guru meminta siswa untuk mempresentasikan hasil kerjanya di setiap kelompoknya untuk saling menambahkan.</p>
14.	<p>Siswa melakukan peer review dengan teman sebangku atau dengan kelompoknya.</p> <p>Verification</p>	Yes		<p>Siswa mempresentasikan hasil kerjanya.</p>
15.	<p>Guru meminta siswa untuk menyimpulkan tentang materi yang telah dipelajari dengan secara mandiri.</p> <p>Generalization</p>	Yes		<p>Guru dan siswa bersama sama menyimpulkan terkait dengan materi yang telah dipelajari disertai dengan memberikan feedback.</p>

16.	Siswa menyimpulkan tentang materi yang telah dipelajari dengan secara mandiri. Generalization	Yes		Siswa menyimpulkan pelajaran dan mencatat feedback yang telah diberikan oleh guru.
17.	Guru menutup kelas dengan salam dan berdoa.	Yes		Guru menutup kelas dengan mengucapkan terimakasih dan berdoa bersama sama kemudian diakhiri dengan salam penutup.
18.	Siswa menjawab salam dan berdoa bersama.	Yes		Siswa berdoa dan menjawab salam penutup dari guru, kemudian melanjutkan pelajaran selanjutnya karena full day untuk kelas tambahan lainnya.



OBSERVATION CHECKLIST IV

Observasi ini ditujukan kepada guru bahasa Inggris yang mengajar di kelas 7 Bahasa MTs Negeri 1 Brebes.

Observation Schedule : Kamis, 18 Januari 2024

Time : 12.10 – 13.30

Topic : Expression of Opinion

Class : 7 Bahasa

Teacher : Milatul Afdlila M.Pd

No.	Indikator	Yes	No	Keterangan
1.	Guru memulai kelas dengan mengucapkan salam, bertegur sapa tentang kabar, dan mengecek kehadiran siswa.	Yes		Guru melakukan kegiatan tersebut dengan cara berdiri dengan ciri khas sekolah mereka.
2.	Siswa menjawab salam, sapaan dan menjawab kehadiran oleh guru.	Yes		Siswa melakukan kegiatan tersebut dengan cara berdiri dengan ciri khas sekolah mereka dan menjawab kehadiran dengan menggunakan bahasa Inggris.
3.	Guru mereview materi sebelumnya.	Yes		Guru mereview materi tentang expression of giving instructions dengan bertanya berbagai macam pertanyaan yang telah dipelajari dengan singkat untuk diajukan kepada siswa.
4.	Siswa menjawab pertanyaan guru terkait dengan materi sebelumnya.	Yes		Siswa menjawab pertanyaan guru terkait dengan materi sebelumnya.
5.	Guru menstimulasi siswa dengan menggunakan pertanyaan pemantik atau meminta siswa untuk membaca atau mendengarkan yang berisi tentang persoalan. Stimulation	Yes		<ul style="list-style-type: none"> • Guru menampilkan video expression of opinion yang terjadi di dalam kehidupan sehari-hari. • Guru memberikan pertanyaan sederhana kepada siswa.
6.	Siswa menjawab pertanyaan dari guru atau melakukan	Yes		<ul style="list-style-type: none"> • Siswa memperhatikan video yang telah ditampilkan di layar.

	tugas yang diminta oleh guru. Stimulation			<ul style="list-style-type: none"> • Siswa menjawab pertanyaan terkait dengan video yang berisi expression of opinion.
7.	Guru membimbing siswa untuk memilih permasalahan yang dipandang fleksibel untuk dipecahkan. Problem statement	Yes		<ul style="list-style-type: none"> • Guru memberikan kesempatan kepada siswa untuk mencari berbagai macam pertanyaan tentang video tersebut. • Guru membantu siswa untuk memilih pertanyaan yang fleksibel.
8.	Siswa mengidentifikasi berbagai macam permasalahan yang telah di berikan oleh guru. Problem statement	Yes		Siswa berdiskusi dengan teman satu kelompok untuk mengerjakan tugas tersebut.
9.	Guru memberikan kesempatan kepada siswa untuk mengumpulkan informasi atau data yang dibutuhkannya. Data collection	Yes		<ul style="list-style-type: none"> • Guru membentuk siswa supaya berkelompok. • Guru memberikan kesempatan kepada siswa untuk mengerjakan tugas tersebut dengan mencari dari berbagai sumber yaitu buku, kamus, internet dan juga berdiskusi dengan temannya.
10.	Siswa mengumpulkan informasi atau data data yang relevan untuk membuktikan kebenarannya. Data collection	Yes		<ul style="list-style-type: none"> • Siswa duduk secara berkelompok. • Siswa memahami dan menelaah video.
11.	Guru meminta siswa untuk menyusun atau mengklasifikasikan semua informasi atau data yang didapatkan. Data processing	Yes		<ul style="list-style-type: none"> • Guru meminta siswa untuk menuliskan hasilnya. • Guru memantau dan menilai kegiatan siswa.
12.	Siswa mengklasifikasikan semua informasi atau data yang telah didapatkan. Data processing	Yes		Siswa menuliskan hasilnya secara berkelompok.
13.	Guru memvalidasi hasil kerja siswa. Verification	Yes		Dalam hal ini, guru tidak melakukan seperti yang ada di poin tersebut, tetapi melakukan kegiatan dengan meminta

				setiap kelompok untuk mempresentasikan hasil kerjanya serta membantu atau mengoreksi hasil kerja siswa.
14.	Siswa melakukan peer review dengan teman sebangku atau dengan kelompoknya. Verification	Yes		Dalam hal ini, siswa tidak melakukan seperti yang ada di poin tersebut, tetapi melakukan kegiatan dengan mempresentasikan hasil kerjanya serta mencatat feedback dari guru.
15.	Guru meminta siswa untuk menyimpulkan tentang materi yang telah dipelajari dengan secara mandiri. Generalization	Yes		Guru mempersilahkan siswa membuat kesimpulan tentang pembelajaran hari ini.
16.	Siswa menyimpulkan tentang materi yang telah dipelajari dengan secara mandiri. Generalization	Yes		Siswa memberikan kesimpulan tentang materi yang telah diajarkan pada hari ini.
17.	Guru menutup kelas dengan salam dan berdoa.	Yes		Guru mengucapkan salam dan doa
18.	Siswa menjawab salam dan berdoa bersama.	Yes		Siswa menjawab salam dan berdoa bersama.

TRANSCRIPT OF OBSERVATION I

(Descriptive Text)

Stimulation

00.10.45 – 00.15.05

Teacher : “Oke my students. Can you see this picture? I think all of you know this picture...Does anyone know what this picture is ? Adakah yang tahu gambar apakah ini?”

Students : “I know mrs....”

Teacher : “Who is he?”

Students 1 : “Atuknya upin & ipin”

Students : “Tok dalang”

Teacher : “Yaaaaa, that’s right ternyata banyak yang tahu yaa... eeee...Does anyone want to describe the characteristics of tok dalang? Ada yang mau mendeskripsikan ciri ciri dari tok dalang? Ayo ga papa ga usah takut salah ... nanti bisa dibantu sama sama. Mulai dari sifatnya dulu boleh...”

Student 2 : “He is kind”

Teacher : “Betul, and then?”

Students 3 : “Friendly”

Teacher : “What’s friendly? Kalo yang lengkap gimana coba? Can you try it?”

Students 4 : “ He is... so friendly with children.”

.....

Problem statement

00.15.05 – 00.25.31

Teacher : “Do you still remember? In the last meeting, saya menugaskan kalian untuk membawa apa?”

Students : “Foto orang tua Mrs..”

Teacher : “In english please...”

Student 1 : “Picture... eh photo my parents”

Teacher : “Photo of my parents...That’s good Aulia!, ada gak si yang ingin kalian ketahui dari foto itu? Ada ngga? Pasti ada yaa... misalnya gini, tempat tinggalnya dimana, umurnya kan pasti setiap orang itu beda beda...”

Teacher : “Okay. Now, I will give you time mmm.. three minutes, to find some question untuk mencari pertanyaan apa saja sih yang ingin kalian ketahui dari foto orang tua kalian. So ... you can discuss with your partner... dengan teman sebangku untuk memudahkan kalian dalam menemukan pertanyaannya. Silahkan bisa mulai dari sekarang... nyukup waktunya yaaaa....”

Teacher : “The time is up. Waktunya sudah habis... So, apa yang ingin kalian ketahui dari foto itu? Raise your hand please.”

Students 1 : “Tentang namanya mrs...”

Teacher : “Great question. Pertanyaan yang lain?”

Students 2 : “Dimana tempat tinggalnya mrs?”

Students 3 : “Ciri fisiknya mrs...”

.....

Data collection dan data processing

00.25.31 – 01.03.44

Teacher : “Please make a group! Satu grup berisi 4 anak.”

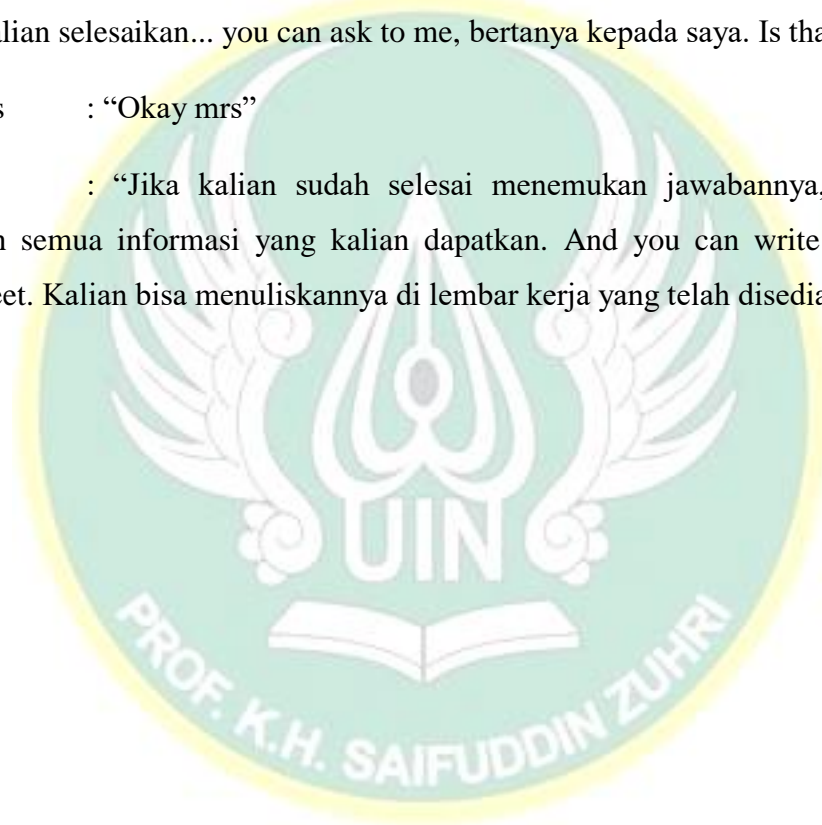
Teacher : “Karena ini hanya ada 22 anak, silahkan berhitung dari satu sampai empat dari kamu mas.”

Membuat kelompok

Teacher : “Sudah duduk dengan kelompoknya masing masing? Please listen to me. Perhatikan rules dari saya. Masing masing kelompok menentukan satu foto orang tua kalian yang akan kalian deskripsikan baik itu berupa ayah atau ibu kalian. Satu kelompok hasilnya satu teks deskriptif sederhana yang berisi nama, tempat tinggal, pekerjaannya, ciri fisiknya ataupun yang lainnya sekreatif kalian. Please remember... in paragraph. Dalam bentuk paragraf yaaa... Kalian bisa menggunakan kamus, buku, dan berdiskusi dengan teman mu. If you have question yang tidak dapat kalian selesaikan... you can ask to me, bertanya kepada saya. Is that clear?”

Students : “Okay mrs”

Teacher : “Jika kalian sudah selesai menemukan jawabannya, silahkan susunlah semua informasi yang kalian dapatkan. And you can write it on the worksheet. Kalian bisa menuliskannya di lembar kerja yang telah disediakan.”



TRANSCRIPT OF OBSERVATION II

(Descriptive Text)

00.07.57 – 00.18.15

Teacher : “Does anyone still remember? In the last meeting we learned about? materi kemarin tentang apaya?”

Students 1 : “Menulis teks deskriptif”

Teacher : “Iyaa.. masih inget yaaa...so, today you have home....home...?”

Students : “Work...”

Teacher : “Sudah semuanya? Atau ada yang lupa mengerjakannya?”

Students : “Done mrs..”

Teacher : “Waah.. good job! Sebelum kita melanjutkannya...”

Stimulation

Teacher : “I have some question for you. Pertanyaannya adalah... For the first question is... do you have an English teacher?”

All students : “Yes of course.”

Teacher : “What’s her name?”

All students : “Mrs ...”

Teacher : “Can you describe it? bisakah kalian mendeskripsikannya? Ayoo... raise your hand please...”

Students 1 : “She is beautiful”

Teacher : “That’s good. Yang lain?”

Students 2 : “Dia mempunyai kulit yang cerah”

Teacher : “In english please... bagaimana coba?”

Students 3 : “She has ... bright skin”

Teacher : “Yaaaa.. bright pinter... what about my clothe? Other students maybe?”

Students 4 : “She.. wear white clothe”

Teacher : “Kurang tepat... sedikit lagi... yang bener itu she wears a white clothe. Kenapa? Karena subjeknya menggunakan she, jadi wear ini adalah verb jadi ditambahi apa?”

Students : “S”

Teacher : “Iya S. Kemudian ini ditambahi a yang berarti sebuah. Mrs dila hanya pakai satu baju warna putih.. ingat! Ini rumus apaya?”

Student 1 : “Simple present tense”

Teacher : “Iya simple present tense, begitu yaa.. ngga papa mba yang penting berani speak up.. anything else?”

Students 5 : “She is a good teacher...”

Teacher : “Really? I dont think so...Padahal pernah marah marah loh..., ada lagi”

Students 6 : “She also friendly”

Teacher : “Masyaallah...thank you yang betul she is also friendly yaaa. Karena materi ini sedikit mengulang pada saat semester kemarin, sejauh ini saya anggap sudah banyak yang ... lumayan bisa mendeskripsikan dengan bahasa inggris. kalo ada yang belum bisa jangan malu bertanya ya, nanti sesat di jalan.”

.....

Verification

00.18.15 – 01.04.22

Teacher : “Now, please sit with your group. Duduk dengan kelompok masing masing seperti pada pertemuan sebelumnya.”

Duduk berkelompok

Teacher : “Are you done?”

Students : “Done mrs..”

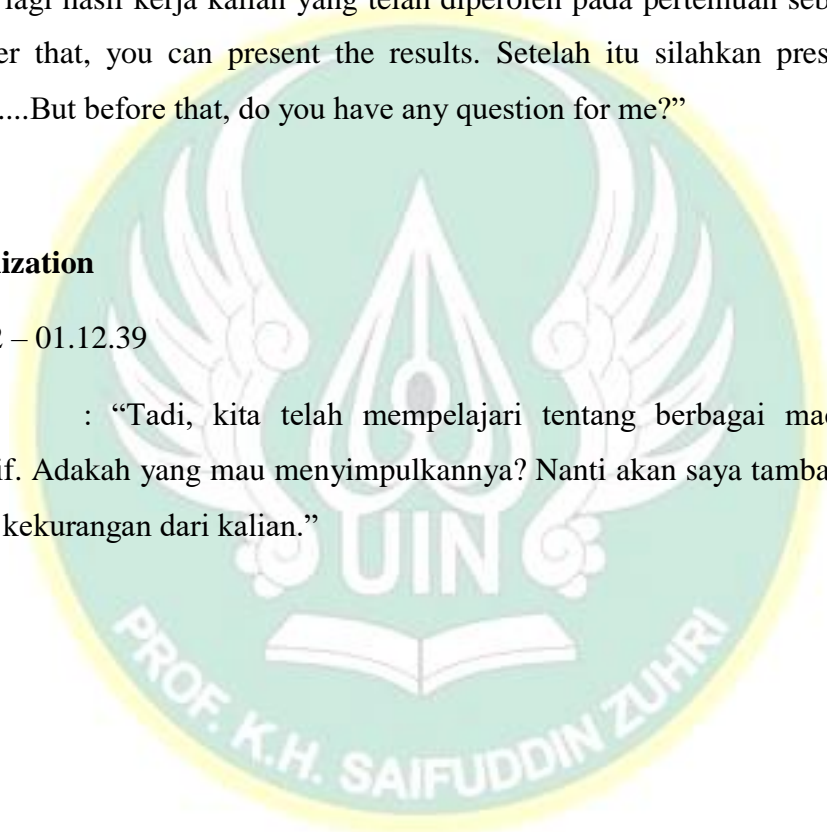
Teacher : “Please, check again the results of your work. Tolong periksa kembali lagi hasil kerja kalian yang telah diperoleh pada pertemuan sebelumnya. And after that, you can present the results. Setelah itu silahkan presentasikan hasilnya....But before that, do you have any question for me?”

.....

Generalization

01.04.22 – 01.12.39

Teacher : “Tadi, kita telah mempelajari tentang berbagai macam teks deskriptif. Adakah yang mau menyimpulkannya? Nanti akan saya tambahkan jika terdapat kekurangan dari kalian.”



TRANSCRIPT OF OBSERVATION III

(Asking and Giving Instruction)

Stimulation

00.07.21 – 00.17.13

Teacher : “I have some short dialogue, but before I give you ... please make a grup... yang terdiri dari 6 anak. Mau random atau terserah dari kalian?”

Students : “Terserah kita mrs...”

Teacher : “Okeee terserah kalian yaaa...”

Teacher : “ Nanti duduknya mulai dari sini, ini kelompok 1 2 3 4 terus belakangnya buat kelompok 5... silahkan.”

Membentuk kelompok

Teacher : “Sudah mendapatkannya semua?..... I will give you time five minutes untuk membaca dan memahaminya. Bisa ya? Okay, after that, I will ask you to answer my question as usual.”

Siswa membaca dan memahami teks

Teacher : “The time is over. I will ask you first. Does anyone know what is the conversation about? Apakah ada yang tahu percakapan tersebut tentang apa? Ayoooo tentang apa?”

Students 1 : “Sepertinya kata perintah mrs.”

Teacher : “Great answer! Jadi, isi dialog tersebut itu berisi kata perintah atau sama dengan ungkapan asking and giving instruction yang biasa kita lakukan dalam kehidupan sehari-hari. asking itu apa? asking adalah meminta..giving memberikan and instruction is instruksi atau perintah kepada lawan bicara kita. Have you ever done in this activities? Pernahkah kalian melakukan kegiatan tersebut?”

Students : “Pernah...”

Teacher : “Coba husna.. pernah melakukannya seperti apa?”

Students 1 : “Bukan saya sih mrs sebenarnya... kek paling orang tua saya menyuruh untuk belikan garam, gula, ini, itu atau lainnya.”

Teacher : “Nah itu beneer.. seperti yang dikatakan oleh husna itu merupakan contoh dari expression asking and giving instruction, but the difference is using in indonesian languange.”

.....

Problem statement

00.17.13 – 00.30.43

Teacher : “I will give you time ten minutes untuk mencari berbagai macam pertanyaan yang ingin kalian ketahui sekaligus memahami dari dialog yang kalian dapatkan. Cukup ya waktunya?”

Students : “Insya allah...”

Siswa berdiskusi mencari pertanyaan

Teacher : “Coba... ada yang berani mengungkapkan rasa ingin tahunya? Yuk.. raise your hand please...”

Students 1 : “Aku belum tahu dimana letak kalimat perintahnya mrs...”

Teacher : “Great question thank you. Other question maybe?”

Students 2 : “Ada banyak kalimat yang ingin aku tau artinya mrs.”

Teacher : “About meaning, thanks for your question. Ada lagi? ... Really ? Jika tidak akan saya tambahkan.”

Teacher : “Okay tambahan dari saya, please find the answer for what is the main idea of the dialogue?. Nah ... pertanyaan pertanyaan ini harus kalian temukan jawabannya..., but before you answer all this question, kalian harus mengetahui arti in Indonesia terlebih dahulu supaya memudahkan pengerjaan kalian.”

.....

Data collection and data processing

00.30.43 – 01.05.17

Teacher : “Oke my students. Please listen to me.... I will give you a chance to answer all these question. Saya memberikan kesempatan kalian untuk menjawab pertanyaan pertanyaan ini, bisa dengan menggunakan kamus, buku, dan diskusi dengan teman kalian. You can ask me, jika tidak mampu ditemukan sama sekali jawabannya. Is there any question? Ada yang mau ditanyakan?”

Students : “Not yet mrs..”

Teacher : “So, I will give you time mmm.. thirty five minutes, 35 menit cukup ngga?”

Students : “Haaaaa...”

Teacher : “Kenapa? Ngga cukup? Kerjakan dulu saja yaa.. nanti kalo waktunya cukup, saya perpanjang lagi waktunya...”

Teacher : “Setelah kalian menemukan jawabannya, you can write your answer on the worksheet yang telah disediakan. And ... setiap kelompok menuliskannya satu saja dan diberi nama anggotanya yaaa.... Do you have any question?”

.....

Verification

01.05.17 – 01.18.53

Teacher : “Periksa kembali hasil kerja kalian. Setelah itu, kalian bisa mempresentasikannya di depan.”

.....

Generalization

01.18.53 – 01.23.37

Teacher : “Ada yang masih inget ngga? Tadi kita belajar tentang apa saja?”



TRANSCRIPT OF OBSERVATION IV

(Expression of Opinion)

00:06:03 sampai 00:11:43

Teacher : “Did you still remember about the last material? masih ingat ngga kemarin kita belajar tentang apa?”

Students : “Masih...”

Teacher : “Apa? Materinya apa kemarin?”

Students : “Asking and giving instruction”

Teacher : “Good...ada yang masih inget apa itu asking and giving intruction? asking and giving intruction?”

Students : “Meminta dan memberi instruksi”

Teacher : “That’s great atau sama dengan kalimat perintah atau command sentence. Karna kemarin sudah belajar asking and giving instruction, today we learn a new material. But, before I tell you the title of the material, I wanna ask you. Saya mau bertanya kepada kalian. Do you know what is opinion? Atau di dalam bahasa Indonesia biasa disebut opini. Apa itu opini? Tahu opini ngga?”

Students : “Ngga..”

Teacher : “Tidak tahu? Pernah berpendapat ngga?”

Students : “Pernah..”

Teacher : “Pernah kan, berbendapat tentang apa husna?”

Teacher : “Semisal berpendapat tentang sebuah makanan. Saya ngga suka makan ini. Itukan berpendapat. Itu adalah contoh dari materi yang akan kita bahas hari ini. So, today we will learn about asking and giving opinion. Kalo asking for opinion itu berarti apa? Apa? Menanyakan pendapat. Kalo kalian nanti mau menyampaikan pendapat berarti menggunakan kata... (*menulis di papan*) what is your opinion, what do you think, how do you feel about ..., nah yang ini nanti bisa

diisi dengan.. semisal how do you feel about food.., kemudian ada Do you have any idea? Dari kalimat yang ada disini yg paling sering kalian temui itu apa?”

Students : “Yang pertama”

Teacher : “Nah untuk jawabannya atau giving opinion, biasanya itu diawali dengan kata I think or in my opinion. Itu yang paling sering digunakan. Oke I wanna ask you. Do you like seblak?”

Students : “Yes”

Teacher : “Very much..., what is your opinion about seblak? Yooo raise your hand...”

Student 1 : “I think this seblak is delicious”

Teacher : “Ngga papa bener.. yg penting berani speak up next”

Student 2 : “In my opinion this seblak is spicy”

Teacher : “Yaa that’s great. Give aplause for them. Supaya kalian makin paham lagi tentag materi yang akan kita bahas hari ini...”

Stimulation

00:11:43 – 00.15.32

Teacher : “I have a short video please diperhatikan dan dipahami apa saja yang ada di video tersebut. Saya akan memutar video ini 3 kali. Setelah kalian menontonnya I have a question for you and you should answer my question okay?”

Students : “Oke mrs”

Menonton video

Teacher : “Have you ever done the activities in the dialogue? Pernah tidak melakukan kegiatan seperti yang mada di video itu?”

Students : “ Yes mrs”

Students 1 : “Aku pernah mrs, tapi beda penggunaan bahasanya.”

Teacher : “Okaay...kamu pasti biasanya menggunakan bahasa Indonesia kan? Adakah yang tahu apa isi videonya? Satu saja please...”

Students 2 : “Putar lagi mrs videonya, masih bingung hehe”

Teacher : “Belum ada yang mendapatkannya? Padahal ada subtitlanya loh... kalo bingung fokus sama tulisannya yaa.. Oke saya putar lagi videonya.”

Teacher : “So, ada yang bisa menjawab pertanyaan saya tadi? Satu saja ngga papa.”

Students 3 : “Kalo yang saya tahu ..bertanya tentang bagaimana rasa rotinya”

Teacher : “Yaaa hampir benar.Yang tepat itu adalah tentang menanyakan pendapat dan memberikan pendapat tentang toasted bread. Kalian akan mengetahui berbagai macam jenis ungkapan asking and giving opinionnya setelah kalian benar benar memahami dialog yang ada di video itu.”

.....

Problem statements

00.15.32 – 00.28.24

Teacher : “For the next activities yaitu ... saya memberikan kesempatan kepada kalian untuk bertanya tentang hal yang ingin kalian ketahui dari video tersebut as usual dalam waktu lima menit saja. Jadi, setelah saya menghitung satu sampai tiga kalian mencari berbagai macam pertanyaan yang belum kalian ketahui dari video itu ya....Do you understand? Nyukup ngga kayaknya waktunya?”

Students : “Yes mrs.”

Students : “Insyaallah mrs.. tapi nanti kalo kita minta putar sekali lagi boleh ya?”

Teacher : “Haduh... okay No. problem, start from three two one! Silahkan temukan berbagai macam pertanyaannya.”

Siswa berdiskusi

Students 1 : “Bagaimana arti dalam bahasa indonesianya mrs? banyak banget yang belum tahu artinya.”

Teacher : “Okay.. yang lain?”

Students 2 : “Mana sih yang termasuk asking dan giving opinion mrs?”

Teacher : “ Waaa... that’s great question thank you. So, tugasnya adalah tolong temukan jawaban from these questions. You can use computer in front of you untuk browsing jawabannya. Is that clear? Oke, saya putarkan kembali videonya. Please, fokus yaaa..”

.....

Data Collection and Data Processing

00.28.24 – 01.01.01

Teacher : “Supaya memudahkan kalian dalam mengerjakan tugasnya, saya akan membentuk kalian duduk berkelompok yang berisi 4 anak.”

Teacher : “Biar waktunya tidak terbuang dua meja ini kalian jadi satu kelompok ya.....”

Membentuk kelompok

Teacher : “Sudah duduk dengan kelompoknya masing masing? Saya akan memberikan kesempatan buat kalian untuk mencari jawabannya dengan menggunakan internet, kamus ataupun yang lainnya dalam waktu 35 menit bisa ya?”

Teacher : “Setelah kalian menemukan jawabannya you can menuliskannya di lembar kerja setiap kelompok hasilnya satu.”

.....

Verification

01.01.01– 01.17.42

Teacher : “Finished?”

Students : “Bentar lagi mrs..”

Teacher : “Sudah selesai? Bagus. Adakah yang mau maju?”

Students : “Saya mrs”

Teacher : “Ya, silahkan aulia with friends. Satu anak dulu untuk menuliskannya di papan tulis.”

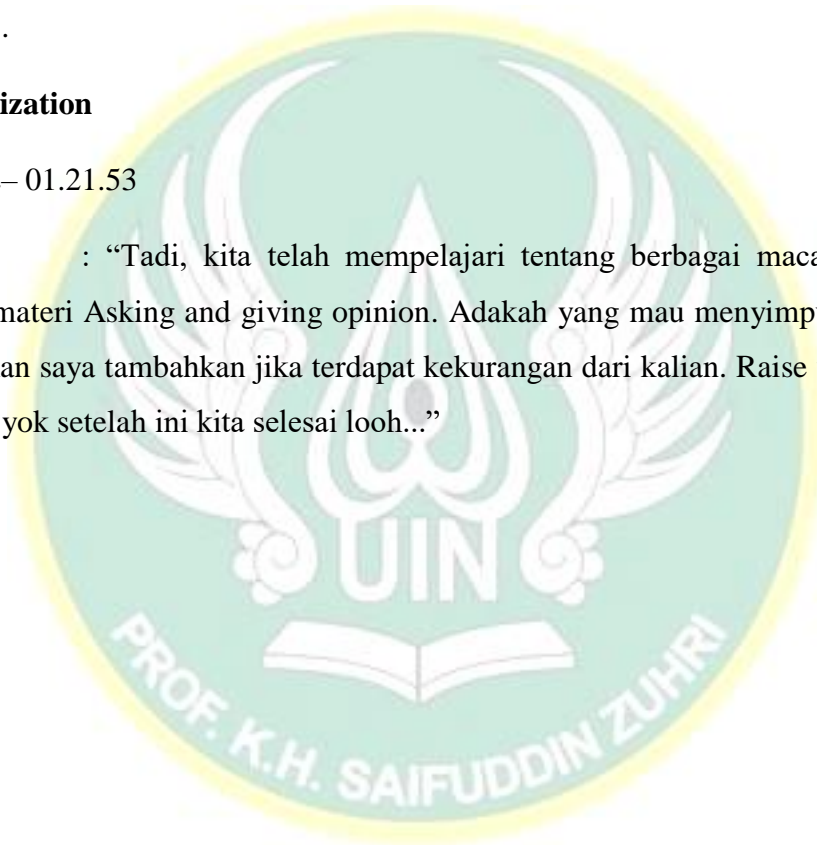
.....

Generalization

01.17.42– 01.21.53

Teacher : “Tadi, kita telah mempelajari tentang berbagai macam terkait dengan materi Asking and giving opinion. Adakah yang mau menyimpulkannya? Nanti akan saya tambahkan jika terdapat kekurangan dari kalian. Raise your hand please... yok setelah ini kita selesai looh...”

.....



INTERVIEW GUIDELINES ABOUT PREPARATION AND EVALUATION

Interview ini ditujukan kepada guru bahasa inggris yang mengajar di kelas 7 bahasa MTs Negeri 1 Brebes tentang persiapan – persiapan sebelum menerapkan discovery learning model di dalam kelas dan bagaimana cara guru mengevaluasi dengan menggunakan model pembelajaran tersebut.

Interview Schedule :

Time :

Class :

Teacher :

No.	Question	Answer
1.	Menentukan tujuan pembelajaran.	
2.	Melakukan identifikasi kepribadian siswa dan kebutuhan siswa sebelum memulai pembelajaran.	
3.	Menentukan materi pelajaran dan topik yang sesuai dengan tingkatannya.	
4.	Mengembangkan materi pembelajaran baik berupa contoh, ilustrasi, tugas, dan lain sebagainya untuk membantu siswa dalam belajar.	
5.	Menyusun topik pelajaran dari mudah ke sulit atau yang lainnya.	
6.	Guru menilai metode atau proses belajar siswa dan hasil belajar siswa	
7.	Jenis evaluasi apa yang digunakan oleh guru untuk siswanya? (attitude assessments, knowledge assessments, and skills assessments).	
8.	Bagaimana cara guru merefleksi diri?	

INTERVIEW GUIDELINES ABOUT PREPARATION AND EVALUATION

Interview ini ditujukan kepada guru bahasa Inggris yang mengajar di kelas 7 bahasa MTs Negeri 1 Brebes tentang persiapan – persiapan sebelum menerapkan discovery learning model di dalam kelas dan bagaimana cara guru mengevaluasi dengan menggunakan model pembelajaran tersebut.

Interview Schedule : Kamis, 11 Januari 2024

Time : 08.50 – 09.20

Class : 7 Bahasa

Teacher : Milatul Afdlila M.Pd

No.	Question	Answer
1.	Menentukan tujuan pembelajaran.	Kalau untuk menentukan tujuan pembelajaran yang pertama saya mengacu pada ATP dan mengembangkannya berdasarkan kondisi di lapangan. Sepertinya itu aja mbak.
2.	Melakukan identifikasi kepribadian siswa dan kebutuhan siswa sebelum memulai pembelajaran.	Pertama, saya akan mengamati kepribadian siswa melalui daftar kehadiran atau sering telat masuk jam KBM. Selanjutnya saya tanya jawab alasan mereka. Selain itu saya mengidentifikasi melalui hasil asesmen formatif. Intinya nanti siswa akan belajar berdiferensiasi semisal dikasih tugas membuat materi greeting. Siswa boleh mengumpulkan pakai video, voice notes, komik, atau lainnya begitu mbak.
3.	Menentukan materi pelajaran dan topik yang sesuai dengan tingkatannya.	Iya mbak. Setiap siswa kan mendapatkan buku dari sekolah, nah jika buku tersebut ada sesuatu hal yang menurut saya itu sulit untuk siswa, saya biasanya menggantinya dengan topik/isi yang masih berkaitan ataupun menambahkan materi pada buku pegangan saya atau guru.
4.	Mengembangkan materi pembelajaran baik berupa contoh, ilustrasi, tugas, dan lain	Ya, saya melakukannya. Jadi, ketika saya mengajar tidak hanya teori saja. Jika berupa teori saja siswa pasti akan merasa jenuh. Jadi, saya

	sebagainya untuk membantu siswa dalam belajar.	mengembangkannya berupa contoh kehidupan dalam sehari hari, games dan juga ilustrasi video sehingga dari itu semua bisa untuk meningkatkan kualitas pembelajaran bagi siswa. Itu menurut saya.
5.	Menyusun topik pelajaran dari mudah ke sulit atau yang lainnya.	Kalo itu ngga mbak, kalo saya mengikuti alur materi yang dibuku, tapi terkadang memang ada materi yang kurang saya tambahi dari referensi lain. Kadang pakai buku yg pinjem di perpustakaan, buku pegangan guru atau pakai google juga.
6.	Guru menilai metode atau proses belajar siswa dan hasil belajar siswa	Selama proses pembelajaran, seperti pada saat mereka diskusi saya punya kriteria penilainnya. Tidak hanya saya saja mbak, saya juga kadang meminta anak anak untuk menilai diri mereka sendiri untuk melatih kejujuran mereka, dan juga ada penilaian teman sebaya. Selain itu, saya juga mempunyai kriteria penilain dari masing masing skillnya.
7.	Jenis evaluasi apa yang digunakan oleh guru untuk siswanya? (attitude assessments, knowledge assessments, and skills assessments).	Jenis evaluasi yang digunakan yaa.., kalo saya selama Anda melakukan penelitian disini ya jenisnya knowledge assessments yaitu berupa tes tertulis pada saat kegiatan itu kekec semacam uraian dan performa yang berupa presentasi di setiap harinya.
8.	Bagaimana cara guru merefleksikan diri?	Biasanya setelah pembelajaran, saya melakukan refleksi tentang diri saya sendiri sebagai catatan tambahan dan juga pengingat saya karena manusia tempatnya lupa ya mbak, dan itu saya tulis di buku catatan yang berisi seperti yang ada di modul ajar ini mbak.

INTERVIEW GUIDELINES FOR TEACHER

This interview is aimed at English teachers who teach in 7 language class at MTs Negeri 1 Brebes regarding discovery learning model procedures.

Interview Schedule :

Time :

Class :

Teacher :

No.	Question	Answer
1.	Dalam penerapan discovery learning model terdiri dari 6 prosedur. Untuk prosedur yang pertama seperti apa?	
2.	Apa yang dilakukan siswa di tahap stimulation?	
3.	Bagaimana untuk penerapan problem statement?	
4.	Apa yang dilakukan siswa di tahap problem statement?	
5.	Bagaimana untuk penerapan data collection?	
6.	Apa yang dilakukan siswa di tahap data collection?	
7.	Bagaimana untuk penerapan data processing?	
8.	Apa yang dilakukan siswa di tahap data processing?	
9.	Bagaimana untuk penerapan verification?	
10.	Apa yang dilakukan siswa di tahap verification?	
11.	Bagaimana untuk penerapan generalization?	
12.	Apa yang dilakukan siswa di tahap generalization?	
13.	Dalam penerapan discovery learning model, skill apa saja yang digunakan?	

INTERVIEW GUIDELINES FOR TEACHER I

This interview is aimed at English teachers who teach in 7 language class at MTs Negeri 1 Brebes regarding discovery learning model procedures.

Interview Schedule : Senin, 8 Januari 2024

Time : 13.30 – 13.50

Class : 7 Bahasa

Teacher : Milatul Afdlila M.Pd

No.	Question	Answer
1.	Dalam penerapan discovery learning model terdiri dari 6 prosedur. Untuk prosedur yang pertama seperti apa?	Saya mbak, untuk tahap pertama kan stimulation yaaa, nah saya menstimulus siswa dengan menggunakan kartun yang familiar bagi mereka, setelah itu saya meminta mereka untuk menyebutkan ciri cirinya yang sesuai dengan gambar.
2.	Apa yang dilakukan siswa di tahap stimulation?	Mereka mengamati gambar dan menjawab pertanyaan pertanyaan sederhana saya.
3.	Bagaimana untuk penerapan problem statement?	Untuk problem statement yaa.. seperti tadi saya meminta siswa untuk menggunakan berbagai macam sumber belajar untuk menemukan berbagai macam pertanyaan yang ingin mereka ketahui sekaligus mereka belajar untuk berani berbicara sih mbak begitu...
4.	Apa yang dilakukan siswa di tahap problem statement?	Mereka mengungkapkan berbagai macam pertanyaan, kemudian saya tuliskan di papn tulis supaya mereka tidak lupa.
5.	Bagaimana untuk penerapan data collection?	Saya membentuk mereka supaya berkelompok yang membutuhkan waktu sedikit lama itu sih mbak... tujuannya juga supaya memudahkan mereka dan bisa belajar berdiskusi. Oya mba ada lagi, saya juga meminta mereka untuk menentukan gambar yang ingin mereka deskripsikan begitu...
6.	Apa yang dilakukan siswa di tahap data collection?	Siswa duduk secara berkelompok, siswa menentukan gambar,

		kemudian mereka mendeskripsikan yang sesuai dengan gambar yang dipilih dengan cara melihat di kamus, buku ataupun diskusi kelompok.
7.	Bagaimana untuk penerapan data processing?	Untuk tahap ini, saya itu meminta untuk setiap kelompok untuk emmm .. menuliskan hasilnya. Saya juga berkeliling mbak untuk memantau kegiatan mereka. Kalo saya diem saja pasti mereka ngga akan jalan mbak masih anak anak yaa seperti itu.
8.	Apa yang dilakukan siswa di tahap data processing?	Siswa menuliskan hasilnya.
9.	Bagaimana untuk penerapan verification?	Tidak ada
10.	Apa yang dilakukan siswa di tahap verification?	Tidak ada
11.	Bagaimana untuk penerapan generalization?	Tidak ada
12.	Apa yang dilakukan siswa di tahap generalization?	Tidak ada
13.	Dalam penerapan discovery learning model, skill apa saja yang digunakan?	Kalo di pertemuan ini kalo ga salah ada dua skill mbak, yang pertama itu ada Speaking ketika siswa menyebutkan ciri ciri dari tok dalang walaupun hanya perwakilan siswa saja, terus yang kedua ada writing anak anak menuliskan deskripsi foto orang tua mereka.

INTERVIEW GUIDELINES FOR TEACHER II

This interview is aimed at English teachers who teach in 7 language class at MTs Negeri 1 Brebes regarding discovery learning model procedures.

Interview Schedule : Kamis, 11 Januari 2024

Time : 11.00 – 11.15

Class : 7 Bahasa

Teacher : Milatul Afdlila M.Pd

No.	Question	Answer
1.	Dalam penerapan discovery learning model terdiri dari 6 prosedur. Untuk prosedur yang pertama seperti apa?	Saya mbak memberikan stimulus kepada mereka dengan menggunakan iya pertanyaan pemantik yaa tentang saya sebenarnya hehe seperti Do you have an English teacher? Siapa namanya ? Can you describe your english teacher? Seperti itu mbak seingat saya tadi.
2.	Apa yang dilakukan siswa di tahap stimulation?	Terus yang dilakukan siswa itu mereka menjawab pertanyaan tadi itu secara lisan.
3.	Bagaimana untuk penerapan problem statement?	Tidak ada
4.	Apa yang dilakukan siswa di tahap problem statement?	Tidak ada
5.	Bagaimana untuk penerapan data collection?	Tidak ada
6.	Apa yang dilakukan siswa di tahap data collection?	Tidak ada
7.	Bagaimana untuk penerapan data processing?	Tidak ada
8.	Apa yang dilakukan siswa di tahap data processing?	Tidak ada
9.	Bagaimana untuk penerapan verification?	Untuk verification ya... verifikasi saya emmm meminta mereka untuk setiap kelompok untuk mempresentasikan hasil descriptive text mereka pada saat pertemuan sebelumnya. Karenakan pertemuan ini melanjutkan pertemuan kemarin mbak. Jadikan waktunya lebih longgar.

10.	Apa yang dilakukan siswa di tahap verification?	Siswa mempresentasikan di depan kelas.
11.	Bagaimana untuk penerapan generalization?	Step inikan brati yang terakhir ya mbak, saya itu memberikan kesempatan mereka untuk membuat kesimpulan dari pembelajaran hari ini. Tadi juga saya sedikit menambahkan yah..
12.	Apa yang dilakukan siswa di tahap generalization?	Untuk kegiatan siswanya, mereka.. ee perwakilan dari mereka memberikan kesimpulan terkait dengan materi yang telah diajarkan.
13.	Dalam penerapan discovery learning model, skill apa saja yang digunakan?	Pertemuan ini kan melanjutkan pertemuan sebelumnya ya mbak, berarti hanya ada satu skill saja mbak, yaitu skill speaking. Speakingnya ketika mereka mempresentasikan hasil kerjanya di depan itu aja sih mbak.



INTERVIEW GUIDELINES FOR TEACHER III

This interview is aimed at English teachers who teach in 7 language class at MTs Negeri 1 Brebes regarding discovery learning model procedures.

Interview Schedule : Senin, 15 Januari 2024

Time : 11.00 – 11.20

Class : 7 Bahasa

Teacher : Milatul Afdlila

No.	Question	Answer
1.	Dalam penerapan discovery learning model terdiri dari 6 prosedur. Untuk prosedur yang pertama seperti apa?	Untuk tahap pertama, saya menstimulus siswa dengan menggunakan short dialogue, kemudian dilanjutkan dengan pertanyaan sederhana seperti biasanya mbak menggunakan media pembelajaran.
2.	Apa yang dilakukan siswa di tahap stimulation?	Kemudian untuk kegiatan siswanya itu, mereka memahami short dialogue yang telah saya sediakan.
3.	Bagaimana untuk penerapan problem statement?	Kalo di tahap ini sama seperti pertemuan sebelum sebelumnya sih mbak.
4.	Apa yang dilakukan siswa di tahap problem statement?	Untuk siswanya mereka ya mencari berbagai macam pertanyaan kemudian ditanyakan kepada saya.
5.	Bagaimana untuk penerapan data collection?	Saya memberikan kesempatan kepada mereka untuk menjawab pertanyaan dengan menggunakan kamus, diskusi ataupun lainnya untuk memudahkan mereka mbak begitu.
6.	Apa yang dilakukan siswa di tahap data collection?	Siswa mencari jawaban yang tepat untuk menjawab pertanyaan.
7.	Bagaimana untuk penerapan data processing?	Emm untuk tahap ini berarti saya itu meminta untuk setiap kelompok itu mengolah datanya yaitu berupa menuliskannya di lembar kerja.
8.	Apa yang dilakukan siswa di tahap data processing?	Nah untuk siswanya itu yaa mereka menuliskannya di lembar kerja.
9.	Bagaimana untuk penerapan verification?	Sama seperti pertemuan sebelumnya juga mbak, mereka mempresentasikannya di depan kelas.
10.	Apa yang dilakukan siswa di tahap verification?	Siswa presentasi hasil kerjanya.

11.	Bagaimana untuk penerapan generalization?	Saya memberikan kesempatan kepada siswa untuk membuat kesimpulan dari pembelajaran. Tetapi tadi singkat banget mbak, karena waktunya ngga cukup.
12.	Apa yang dilakukan siswa di tahap generalization?	Siswa menyampaikan kesimpulan dari pembelajaran hari ini.
13.	Dalam penerapan discovery learning model, skill apa saja yang digunakan?	Untuk hari ini, berarti ada dua skill mbak ada reading, writing, dan speaking. Untuk readingnya ketika siswa membaca teks dialognya, trus ada skill writing, anak anak menuliskan jawaban dari pertanyaan pertanyaan mereka, trus yang terakhir itu speaking seperti biasanya mereka mempresentasikan hasilnya di depan mbak.



INTERVIEW GUIDELINES FOR TEACHER IV

This interview is aimed at English teachers who teach in 7 language class at MTs Negeri 1 Brebes regarding discovery learning model procedures.

Interview Schedule : Kamis, 18 Januari 2024

Time : 13.35 – 13.50

Class : 7 Bahasa

Teacher : Milatul Afdlila M.Pd

No.	Question	Answer
1.	Dalam penerapan discovery learning model terdiri dari 6 prosedur. Untuk prosedur yang pertama seperti apa?	Saya mbak, untuk tahap stimulation, saya menggunakan media pembelajaran yang berupa video yaitu tentang expression of opinion, kemudian dilanjutkan dengan menggunakan pertanyaan sederhana seperti Pernahkah kalian melakukan kegiatan seperti yang ada di video itu and so on mbak.
2.	Apa yang dilakukan siswa di tahap stimulation?	Yang dilakukan siswa yaaa mereka menonton video sambil memahami isi videonya kemudian dilanjutkan eee.. mereka menjawab pertanyaan yang diberikan oleh saya seperti pertanyaan tadi itu.
3.	Bagaimana untuk penerapan problem statement?	Di tahap problem statementnya juga sama seperti pertemuan sebelumnya mbak, seperti saya memberikan kesempatan kepada anak anak untuk menemukan berbagai macam pertanyaan especially, yang ingin mereka ketahui dari video tentang expression of opinion itu.
4.	Apa yang dilakukan siswa di tahap problem statement?	Kemudian, kegiatan siswanya itu, yaa mereka mencari berbagai macam pertanyaan yang nantinya itu dijadikan menjadi satu, dikumpulkan begitu mbak.
5.	Bagaimana untuk penerapan data collection?	Untuk pengumpulan datanya ya mbak, apayaa saya itu membentuk mereka supaya berkelompok dan juga menjawab pertanyaan pertanyaan yang mereka ajukan mbak.

6.	Apa yang dilakukan siswa di tahap data collection?	Mereka duduk sesuai dengan kelompoknya, dan juga menganalisis, menjawab pertanyaan yang sesuai dengan video mbak.
7.	Bagaimana untuk penerapan data processing?	Seperti guru memantau dan menilai kegiatan siswa selama proses pembelajaran berlangsung.
8.	Apa yang dilakukan siswa di tahap data processing?	Siswa menuliskan hasilnya.
9.	Bagaimana untuk penerapan verification?	Untuk verifikasinya, saya itu meminta siswa untuk mempresentasikan hasilnya di depan mbak.
10.	Apa yang dilakukan siswa di tahap verification?	Anak anak mempresentasikan hasilnya.
11.	Bagaimana untuk penerapan generalization?	Tahap ini berarti yang terakhir ya mbak, berarti di tahap ini saya meminta sama anak anak untuk membuat kesimpulan dari pembelajaran hari ini.
12.	Apa yang dilakukan siswa di tahap generalization?	Kemudian untuk kegiatan siswanya, mereka itu memberikan kesimpulan tentang pembelajaran yang telah dipelajari di hari itu.
13.	Dalam penerapan discovery learning model, skill apa saja yang digunakan?	Di hari ini hampir semua ada skillnya sih mbak. Paling yang ngga ada skill readingnya. Untuk Listeningnya, anak anak menonton video sekaligus mendengarkan isinya. Kemudian ada skill writing dimana siswa menuliskan hasil analisisnya mbak, trus yang terakhir seperti pertemuan sebelumnya, anak anak mempresentasikan hasilnya itu masuk pada skill speaking.

INTERVIEW GUIDELINES FOR STUDENTS

Interview ini ditujukan kepada siswa kelas 7 bahasa MTs Negeri 1 Brebes.

Interview Schedule :

Time :

Class :

Student :

No.	Question	Answer
1.	Apa yang dilakukan guru untuk menstimulus siswanya?	
2.	Apakah ada kegiatan penyampaian pendapat dalam memecahkan suatu masalah?	
3.	Apakah guru meminta siswanya untuk berdiskusi secara berpasang – pasangan atau berkelompok?	
4.	Setelah diskusi tersebut, apakah guru meminta siswa untuk mempresentasikan hasilnya?	
5.	Apakah guru memberikan feedback kepada siswa dan memvalidasi hasil kerja siswa?	
6.	Apakah guru meminta siswa untuk memberikan kesimpulan tentang materi yang telah dipelajari?	

INTERVIEW GUIDELINES FOR STUDENTS I

Interview ini ditujukan kepada siswa kelas 7 bahasa MTs Negeri 1 Brebes.

Interview Schedule : Senin, 8 Januari 2024

Time : 13.55 – 14.00

Class : 7 Bahasa

Student : Aulia

No.	Question	Answer
1.	Apa yang dilakukan guru untuk menstimulus siswanya?	Kalo untuk pembukanya sih, mrs dila itu pakai gambar tok dalang apaya...
2.	Apakah ada kegiatan penyampaian pendapat dalam memecahkan suatu masalah?	Ada mbak, kalo pas kita nyebutin karakteristik tok dalang itu termasuk bukan?
3.	Apakah guru meminta siswanya untuk berdiskusi secara berpasang – pasangan atau berkelompok?	Selalu berkelompok mbak, kek tadi kita kan membuat descriptive text secara berkelompok.
4.	Setelah diskusi tersebut, apakah guru meminta siswa untuk mempresentasikan hasilnya?	Ngga ada.
5.	Apakah guru memberikan feedback kepada siswa dan memvalidasi hasil kerja siswa?	Feedback itu apa mbak? Oalah ada mbak, ketika siswa mengalami kesusahan guru memberikan keterangan tambahan.
6.	Apakah guru meminta siswa untuk memberikan kesimpulan tentang materi yang telah dipelajari?	Ngga ada.

INTERVIEW GUIDELINES FOR STUDENTS II

Interview ini ditujukan kepada siswa kelas 7 bahasa MTs Negeri 1 Brebes.

Interview Schedule : Kamis, 11 Januari 2024

Time : 11.35 – 11.40

Class : 7 Bahasa

Student : Shafa

No.	Question	Answer
1.	Apa yang dilakukan guru untuk menstimulus siswanya?	Beliau itu pakai.... emm mengajukan berbagai macam pertanyaan mbak, kek tadi itu tentang guru bahasa inggris.
2.	Apakah ada kegiatan penyampaian pendapat dalam memecahkan suatu masalah?	Ada ya ul, itu sih.. yang menyebutkan ciri ciri dari mrs dila.
3.	Apakah guru meminta siswanya untuk berdiskusi secara berpasang – pasangan atau berkelompok?	Ada mbak, tapi pakai kelompok yang kemaren.
4.	Setelah diskusi tersebut, apakah guru meminta siswa untuk mempresentasikan hasilnya?	Ada.... semua kelompok presentasi.
5.	Apakah guru memberikan feedback kepada siswa dan memvalidasi hasil kerja siswa?	Ada juga mbak, kalo tadi itu setelah kita semua presentasi baru beliau memberikan keterangannya.
6.	Apakah guru meminta siswa untuk memberikan kesimpulan tentang materi yang telah dipelajari?	Ya, diakhir pertemuan.
7.	Apa pendapat kalian mengenai pembelajaran bahasa inggris dengan menggunakan discovery learning model?	Ini menurut saya ya mbak... yaa pembelajaran hari ini seru, karena kita bisa berdiskusi dengan teman jadi lebih mudah juga dan bertukar pendapat selama mengerjakan tugas, tapi kadang yang nyebelin itu ada salah satu teman yang ngga kerja jadi ngga semuanya...itu saja sih.

INTERVIEW GUIDELINES FOR STUDENTS III

Interview ini ditujukan kepada siswa kelas 7 bahasa MTs Negeri 1 Brebes.

Interview Schedule : Senin, 15 Januari 2024

Time : 11.35 – 11.40

Class : 7 Bahasa

Student : Aulia

No.	Question	Answer
1.	Apa yang dilakukan guru untuk menstimulus siswanya?	Waktu awalan beliau itu pakai kertas yang isinya dialog ... ya itu short dialogue tentang expression of giving instruction.
2.	Apakah ada kegiatan penyampaian pendapat dalam memecahkan suatu masalah?	Keknya ada deh mbak, yang itu pakai pertanyaan pertanyaan.
3.	Apakah guru meminta siswanya untuk berdiskusi secara berpasang – pasangan atau berkelompok?	Ya ada, kita semua selalu berkelompok.
4.	Setelah diskusi tersebut, apakah guru meminta siswa untuk mempresentasikan hasilnya?	Ya mbak.
5.	Apakah guru memberikan feedback kepada siswa dan memvalidasi hasil kerja siswa?	Ada mbak, jadi setelah kita presentasi itu, beliau selalu memberikan keterangan kek gini gini ... gitu
6.	Apakah guru meminta siswa untuk memberikan kesimpulan tentang materi yang telah dipelajari?	Ada mbak, kek minggu kemarin juga gini.
7.	Apa pendapat kalian mengenai pembelajaran bahasa inggris dengan menggunakan discovery learning model?	Mmmm bentar mbak hehe ... kalo menurut saya pembelajarannya asyik yaa walaupun terkadang saya mengalami kesulitan, tapi sisi baiknya eee.. kita itu kek dituntut lebih mandiri apa apa sendiri.

INTERVIEW GUIDELINES FOR STUDENTS IV

Interview ini ditujukan kepada siswa kelas 7 bahasa MTs Negeri 1 Brebes.

Interview Schedule : Kamis, 18 Januari 2024

Time : 13.55 – 14.00

Class : 7 Bahasa

Student : Shafa

No.	Question	Answer
1.	Apa yang dilakukan guru untuk menstimulus siswanya?	Iya mba ada, pakai video kartun tentang ... expression of opinion.
2.	Apakah ada kegiatan penyampaian pendapat dalam memecahkan suatu masalah?	Ada mba, kek biasanya guru memberikan pertanyaan.
3.	Apakah guru meminta siswanya untuk berdiskusi secara berpasang – pasangan atau berkelompok?	Ya, tadi secara berkelompok dua bangku jadi satu.
4.	Setelah diskusi tersebut, apakah guru meminta siswa untuk mempresentasikan hasilnya?	Ada mbak, setelah kita menganalisis video ya...
5.	Apakah guru memberikan feedback kepada siswa dan memvalidasi hasil kerja siswa?	Ya mbak, setelah perwakilan dari kita ada yang mempresentasikannya.
6.	Apakah guru meminta siswa untuk memberikan kesimpulan tentang materi yang telah dipelajari?	Iya mbak.

PICTURES OF RESEARCH ACTIVITIES

<p>1. Stimulation stage in discovery learning model</p> 	<p>4. Data processing stage in discovery learning model</p> 
<p>2. Problem statement stage in discovery learning model</p> 	<p>5. Verification stage in discovery learning model</p> 
<p>3. Data collection stage in discovery learning model</p> 	<p>6. Generalization stage in discovery learning model</p> 
<p>Interview with teacher</p>	<p>Interview with students</p>



MODUL AJAR BAHASA INGGRIS

INFORMASI UMUM

1. IDENTITAS SEKOLAH

- a. Nama Penyusun : Milatul Afdlila, M.Pd
- b. Nama Sekolah : MTs Negeri 1 Brebes
- c. Tahun Pelajaran : 2024 / 2025
- d. Jenjang : MTs
- e. Fase/Kelas : D / VII
- f. Alokasi Waktu : 4 JP x 40 menit = 160 menit (2 Pertemuan)

2. KOMPETENSI AWAL

Siswa mampu mengidentifikasi gambar terkait dengan materi yang diajarkan.

3. PROFIL PELAJAR PANCASILA

Mandiri dan bertanggung- jawab.

4. SARANA DAN PRASARANA

- Media : gambar
- Alat : papan tulis dan spidol.
- Lingkungan Belajar : ruang kelas
- Bahan Bacaan : modul, diktat Bahasa Inggris, kamus

5. TARGET PESERTA DIDIK

Siswa unggulan kelas VII Bahasa

6. MODEL PEMBELAJARAN YANG DIGUNAKAN

Discovery Learning

KOMPETENSI INTI

1. TUJUAN PEMBELAJARAN

- a. Siswa mampu menulis descriptive text sederhana dengan struktur teks dan unsur kebahasaan yang benar.
- b. Menyajikan teks deskriptif (performance).

2. PEMAHAMAN BERMAKNA

- a. Descriptive text adalah teks yang menjelaskan tentang suatu hal baik orang, benda, peristiwa, ataupun tempat.
- b. Descriptive text memiliki dua struktur, yaitu identification (pendahuluan) dan description (penjabaran).

3. PERTANYAAN PEMANTIK

- a. Do you have parent?
- b. What are the characteristics?

4. KEGIATAN PEMBELAJARAN

Pertemuan ke- 1 dan 2 (4 x 40 menit)

Materi : Descriptive Text

Aktivitas Guru	Aktivitas Peserta Didik	Alokasi Waktu
Pembukaan		
<ol style="list-style-type: none"> 1. Guru membuka dengan mengucapkan salam pembuka dan berdoa. 2. Guru menyapa dan menanyakan kabar siswa. 3. Guru memeriksa kehadiran siswa. 4. Guru melakukan ice breaking bersama siswa. 5. Guru menyampaikan capaian pembelajaran, tujuan pembelajaran yang akan dicapai. 	<ol style="list-style-type: none"> 1. Siswa menjawab salam dan berdoa dipimpin oleh ketua kelas. 2. Siswa menjawab sapaan dari guru dengan menggunakan bahasa inggris. 3. Siswa menjawab kehadiran dengan menggunakan bahasa inggris. 4. Siswa melakukan ice breaking bersama guru. 5. Siswa menyimak capaian pembelajaran, tujuan pembelajaran yang akan dicapai yang disampaikan oleh guru. 	15 menit
Kegiatan Inti		
<ol style="list-style-type: none"> 6. Stimulation : Guru memberikan gambar (Tok dalang/kakek). Kemudian, siswa diminta untuk menyebutkan ciri ciri dari gambar tersebut. Pertanyaan pemantik : <ul style="list-style-type: none"> ➤ Apakah kamu mempunyai orang tua? ➤ Bagaimana ciri – cirinya? 7. Problem statement : <ul style="list-style-type: none"> • Guru meminta siswa untuk mengeluarkan foto /gambar orang tua (bapak/ibu) mereka. • Guru memberikan kesempatan kepada siswa untuk bertanya terkait dengan materi. 	<ol style="list-style-type: none"> 6. Stimulation : Siswa memperhatikan, mengamati gambar yang disajikan, dan menjawab ciri ciri dari gambar tersebut. 7. Problem statement : <ul style="list-style-type: none"> • Siswa mengeluarkan foto/gambar orang tua mereka. • Siswa diberikan kesempatan oleh guru untuk bertanya terkait dengan materi. 8. Data collection : <ul style="list-style-type: none"> • Siswa duduk secara berkelompok. • Siswa menentukan foto/gambar yang akan dideskripsikan. • Siswa mengidentifikasi gambar secara berkelompok. 	55 menit

<ul style="list-style-type: none"> • Guru membimbing siswa untuk menentukan pertanyaan yang fleksibel. <p>8. Data collection :</p> <ul style="list-style-type: none"> • Guru meminta siswa untuk duduk berkelompok. • Guru meminta siswa untuk menentukan salah satu gambar orang tua (bapak/ibu) diantara mereka untuk dideskripsikan dalam bentuk paragraf sederhana yang berisi ciri ciri fisiknya, tempat tinggalnya dan lain lain. <p>9. Data processing :</p> <ul style="list-style-type: none"> • Guru meminta setiap kelompok untuk menuliskan hasilnya di lembar kerja. • Guru meminta semua siswa untuk meneliti kembali hasil teksnya. • Guru memantau kegiatan siswa. <p>10. Verification :</p> <p>Guru meminta siswa untuk mempresentasikan hasil kerjanya.</p> <p>11. Generalization :</p> <p>Guru mempersilahkan siswa membuat kesimpulan dari pembelajaran hari ini.</p>	<p>9. Data processing :</p> <ul style="list-style-type: none"> • Siswa menuliskan hasilnya. • Siswa meneliti kembali hasil teksnya. <p>10. Verification :</p> <p>Siswa mempresentasikan hasil kerjanya.</p> <p>11. Generalization :</p> <p>Siswa memberikan kesimpulan terkait dengan materi yang telah diajarkan pada hari ini.</p>	
Penutup		
<p>12. Guru menginformasikan bahwa pertemuan selanjutnya adalah Expressions of giving instruction.</p> <p>13. Guru meminta siswa mengumpulkan hasil diskusi yang sudah dipresentasikan dan diperbaiki.</p> <p>14. Guru menutup pertemuan dengan berdoa dan memberi salam.</p>	<p>12. Siswa mencatat informasi.</p> <p>13. Siswa mengumpulkan hasil diskusi yang sudah dipresentasikan dan diperbaiki.</p> <p>14. Siswa berdoa dan menjawab salam guru.</p>	<p>10 menit</p>

5. ASESMEN

Asesmen Individu : Tes Tertulis

Asesmen Kelompok : Performa

a. Sikap

Bentuk : observasi, penilaian diri, penilaian teman sebaya.

b. Performa

Bentuk : presentasi, pameran hasil karya, dsb.

c. Tertulis

Bentuk : Pilihan ganda, Essay, Isian, jawaban singkat, benar-salah.

6. PENGAYAAN DAN REMIDIAL

Pengayaan:

Latihan tambahan yang diberikan pada peserta didik dengan capaian tinggi atau yang telah memahami materi dengan baik agar potensinya berkembang maksimal.

Remedial :

Pembelajaran tambahan yang diberikan pada peserta didik yang membutuhkan bimbingan untuk memahami materi atau mengulang.

7. REFLEKSI PESERTA DIDIK DAN GURU

a. Refleksi untuk Peserta Didik

- 1) Pengalaman apa yang bisa kamu dapatkan melalui pembelajaran ini?
- 2) Bagianmana yang menurutmu paling sulit dari materi ini?
- 3) Jika memungkinkan, apa yang akan kamu lakukan untuk memperbaiki materi ini?
- 4) Jika kamu diminta untuk memberikan bintang 1 sampai 5, berapa bintang akan kamu berikan pada usaha yang telah kamu lakukan dalam pembelajaran ini?

b. Refleksi Untuk guru

- 1) Keberhasilan apa saja yang sudah dicapai di tujuan pembelajaran ini?
- 2) Apa yang harus menjadi perhatian khusus dalam pelaksanaan tujuan pembelajaran?
- 3) Apakah cara mengajar saya dapat dimengerti siswa?
- 4) Apa yang harus diperbaiki bila siswa tidak paham penjelasan saya?
- 5) Siswa mana yang membutuhkan perhatian khusus?

LAMPIRAN

**LEMBAR KERJA PESERTA DIDIK (LKPD)
THE EXPRESSIONS OF INSTRUCTION AND PROHIBITION**



Group :

Class :

Name :

.....

.....

.....

MADRASAH TSANAWIYAH NEGERI 1 BREBES
Jl. Jenderal A. Yani Nomor 135 Kecamatan Ketanggungan Kabupaten Brebes

LKPD 1

Descriptive Text

1. Make a group with your friends consisting of four students!
2. Please describe your parent (father/mother), consisting of his/her name, place of residence, and physical characteristics, using a simple text descriptive paragraph!
3. Write the text in your book, then present it in front of the class!

1. Teknik Penilaian (terlampir)**1. Sikap****- Penilaian Observasi**

Penilaian observasi berdasarkan pengamatan sikap dan perilaku peserta didik sehari-hari, baik terkait dalam proses pembelajaran maupun secara umum. Pengamatan langsung dilakukan oleh guru. Berikut contoh instrumen penilaian sikap

No	Nama Siswa	Aspek Perilaku yang Dinilai				Jumlah Skor	Skor Sikap	Kode Nilai
		BS	JJ	TJ	DS			
1	Aulia	75	75	50	75	275	68,75	C
2		...	...	...	...	...	...	...

Keterangan :

- BS : Bekerja Sama
- JJ : Jujur
- TJ : Tanggun Jawab
- DS : Disiplin

Catatan :

1. Aspek perilaku dinilai dengan kriteria:
 - 100 = Sangat Baik
 - 75 = Baik
 - 50 = Cukup
 - 25 = Kurang
2. Skor maksimal = jumlah sikap yang dinilai dikalikan jumlah kriteria = $100 \times 4 = 400$
3. Skor sikap = jumlah skor dibagi jumlah sikap yang dinilai = $275 : 4 = 68,75$
4. Kode nilai / predikat :
 - 75,01 – 100,00 = Sangat Baik (SB)
 - 50,01 – 75,00 = Baik (B)
 - 25,01 – 50,00 = Cukup (C)
 - 00,00 – 25,00 = Kurang (K)

5. Format di atas dapat diubah sesuai dengan aspek perilaku yang ingin dinilai

- Penilaian Diri

Seiring dengan bergesernya pusat pembelajaran dari guru kepada peserta didik, maka peserta didik diberikan kesempatan untuk menilai kemampuan dirinya sendiri. Namun agar penilaian tetap bersifat objektif, maka guru hendaknya menjelaskan terlebih dahulu tujuan dari penilaian diri ini, menentukan kompetensi yang akan dinilai, kemudian menentukan kriteria penilaian yang akan digunakan, dan merumuskan format penilaiannya. Jadi, singkatnya format penilaiannya disiapkan oleh guru terlebih dahulu. Berikut Contoh format penilaian :

No	Pernyataan	Ya	Tidak	Jumlah Skor	Skor Sikap	Kode Nilai
1	Selama diskusi, saya ikut serta mengusulkan ide/gagasan.	50		250	62,50	C
2	Ketika kami berdiskusi, setiap anggota mendapatkan kesempatan untuk berbicara.		50			
3	Saya ikut serta dalam membuat kesimpulan hasil diskusi kelompok.	50				
4	...	100				

Catatan :

1. Skor penilaian Ya = 100 dan Tidak = 50
2. Skor maksimal = jumlah pernyataan dikalikan jumlah kriteria = 4 x 100 = 400
3. Skor sikap = (jumlah skor dibagi skor maksimal dikali 100) = (250 : 400) x 100 = 62,50
4. Kode nilai / predikat :
 - 75,01 – 100,00 = Sangat Baik (SB)
 - 50,01 – 75,00 = Baik (B)
 - 25,01 – 50,00 = Cukup (C)
 - 00,00 – 25,00 = Kurang (K)
5. Format di atas dapat juga digunakan untuk menilai kompetensi pengetahuan dan keterampilan

- Penilaian Teman Sebaya

Penilaian ini dilakukan dengan meminta peserta didik untuk menilai temannya sendiri. Sama halnya dengan penilaian hendaknya guru telah menjelaskan maksud dan tujuan penilaian, membuat kriteria penilaian, dan juga menentukan format penilaiannya. Berikut Contoh format penilaian teman sebaya :

Nama yang diamati : ...

Pengamat : ...

No	Pernyataan	Ya	Tidak	Jumlah Skor	Skor Sikap	Kode Nilai
1	Mau menerima pendapat teman.	100				
2	Memberikan solusi terhadap permasalahan.	100				
3	Memaksakan pendapat sendiri kepada anggota kelompok.		100	450	90,00	SB
4	Marah saat diberi kritik.	100				
5	...		50			

Catatan :

1. Skor penilaian Ya = 100 dan Tidak = 50 untuk pernyataan yang positif, sedangkan untuk pernyataan yang negatif, Ya = 50 dan Tidak = 100
2. Skor maksimal = jumlah pernyataan dikalikan jumlah kriteria = 5 x 100 = 500
3. Skor sikap = (jumlah skor dibagi skor maksimal dikali 100) = $(450 : 500) \times 100 = 90,00$
4. Kode nilai / predikat :
 75,01 – 100,00 = Sangat Baik (SB)
 50,01 – 75,00 = Baik (B)
 25,01 – 50,00 = Cukup (C)
 00,00 – 25,00 = Kurang (K)

2. Pengetahuan

- **Tertulis Uraian** (*Lihat lampiran*)
- **Tes Lisan/Observasi Terhadap Diskusi, Tanya Jawab, dan Mempresentasikan.**

Penilaian Aspek Presentasi

No	Aspek yang Dinilai	Skala				Jumlah Skor	Skor Sikap	Kode Nilai
		25	50	75	100			
1	Intonasi							
2	Pelafalan							
3	Kelancaran							
4	Ekspresi							
5	Penampilan							
6	Gestur							

3. Keterampilan

- Penilaian Unjuk Kerja

Contoh instrumen penilaian unjuk kerja dapat dilihat pada instrumen penilaian ujian keterampilan berbicara sebagai berikut:

Instrumen Penilaian

No	Aspek yang Dinilai	Sangat Baik (100)	Baik (75)	Kurang Baik (50)	Tidak Baik (25)
1	Kesesuaian respon dengan pertanyaan				
2	Keserasian pemilihan kata				
3	Kesesuaian penggunaan tata bahasa				
4	Pelafalan				

Kriteria penilaian (skor)

100 = Sangat Baik

75 = Baik

50 = Kurang Baik

25 = Tidak Baik

Cara mencari nilai (N) = Jumlah skor yang diperoleh siswa dibagi jumlah skor maksimal dikali skor ideal (100)

Instrumen Penilaian Diskusi

No	Aspek yang Dinilai	100	75	50	25
1	Penguasaan materi diskusi				
2	Kemampuan menjawab pertanyaan				
3	Kemampuan mengolah kata				
4	Kemampuan menyelesaikan masalah				

Keterangan :

100 = Sangat Baik

75 = Baik

50 = Kurang Baik

25 = Tidak Baik

- **Penilaian Portofolio**

Kumpulan semua tugas yang sudah dikerjakan peserta didik, seperti catatan, PR, dll

Instrumen Penilaian

No	Aspek yang Dinilai	100	75	50	25
1					
2					
3					
4					

2. Pembelajaran Remedial dan Pengayaan

a. Remedial

Bagi peserta didik yang belum memenuhi kriteria ketuntasan minimal (KKM), maka guru bisa memberikan soal tambahan misalnya sebagai berikut :

1. Please describe your grand mother using a simple descriptive paragraph of text!

CONTOH PROGRAM REMIDI

Sekolah :

Kelas/Semester :

Mata Pelajaran :

Ulangan Harian Ke :

Tanggal Ulangan Harian :

Bentuk Ulangan Harian :

Materi Ulangan Harian :

Capaian Pembelajaran :

KKM :

No	Nama Peserta Didik	Nilai Ulangan	Indikator yang Belum dikuasai	Bentuk Tindakan Remedial	Nilai Setelah Remedial	Ket
1						
2						
3						
4						
5						
6						
dst						

b. Pengayaan

Guru memberikan nasihat agar tetap rendah hati, karena telah mencapai KKM (Kriteria Ketuntasan Minimal). Guru memberikan soal pengayaan sebagai berikut :

1. Please describe this picture using a simple descriptive paragraph of text!



BAHAN BACAAN GURU DAN PESERTA DIDIK (MATERI)

1. Descriptive Text (Describing People)

Can you describe your physical appearance or your friends? You can be fat or thin, tall or short, but you have to be confident. Be grateful that learning English is a good chance to make you more confident. Else, your body is a gift from God, so thank HIM always.

Listen to your teacher and Repeat!

- Short
- Bald
- Blonde
- Dark
- Curly
- Old
- Fair
- Fat
- Medium height
- middle-aged
- skinny
- slim
- spiky
- square
- straight
- tall
- teenager
- thin
- muscular
- oval
- pale
- round
- wavy
- white
- young



When we describe a person, we need more details so that the description is clear. The details include the facial hair and features. Clothes are also important to describe.

Adjectives to Describe Facial Feature

- Almond-shaped eyes

- Brown eyes
- Thick eyebrows

Some Other Facial Features

- Moustache
- Acne
- Pimple

Check the Expression

As we have learned, we use adjectives to describe how a person looks like. Pay more attention to the examples below.

I have a new friend. She is Rini. Rini is **slim** and **tall**. Her hair is **black**. It is **long** and **straight**. She has an **oval** face. She has **almond-shaped** eyes. Her eyebrows are **thin**. She has a **small** mole under her **sharp** nose. She is very **beautiful**.

DAFTAR PUSTAKA

Diktat Pembelajaran Bahasa Inggris untuk Madrasah Tsanawiyah Kelas VII Semester 2

<https://www.jagoanbahasainggris.com/2017/04/materi-dan-soal-bahasa-inggris-descriptive-text-kelas-7-smp.html?m=1>



MODUL AJAR BAHASA INGGRIS

INFORMASI UMUM

1. IDENTITAS SEKOLAH

- a. Nama Penyusun : Milatul Afdlila, M.Pd
- b. Nama Sekolah : MTs Negeri 1 Brebes
- c. Tahun Pelajaran : 2024 / 2025
- d. Jenjang : MTs
- e. Fase/Kelas : D / VII Bahasa
- f. Alokasi Waktu : 4 JP x 40 menit = 160 menit (2 Pertemuan)

2. KOMPETENSI AWAL

Pada fase D, Peserta didik dapat menentukan ide utama dan detil yang relevan, dan bertukar pendapat dan pandangan dengan guru, teman sebaya dan orang lain dalam berbagai macam konteks familiar yang formal dan informal.

3. PROFIL PELAJAR PANCASILA

Berfikir kritis, mandiri, berkebhinekaan global

4. SARANA DAN PRASARANA

- Media : paper, video, youtube, PPT
- Alat : proyektor, laptop, handphone, papan tulis, dan spidol.
- Lingkungan Belajar : ruang kelas
- Bahan Bacaan : modul, diktat Bahasa Inggris, kamus

5. TARGET PESERTA DIDIK

Siswa unggulan kelas VII Bahasa

6. MODEL PEMBELAJARAN YANG DIGUNAKAN

Discovery Learning

KOMPETENSI INTI

1. TUJUAN PEMBELAJARAN

- a. Menentukan ide utama dari dialog yang menggunakan ungkapan asking and giving instruction
- b. Menentukan ide utama dari dialog yang menggunakan ungkapan asking and giving opinion.

2. PEMAHAMAN BERMAKNA

- a. Asking and giving instruction adalah ungkapan meminta dan memberi perintah ketika kita ingin mengutarakan perintah kepada orang lain.
- b. Asking and giving opinion adalah ungkapan meminta dan memberi pendapat kepada seseorang. Kita sering mengungkapkan pendapat kita kepada orang lain untuk memecahkan masalah dan mendapatkan solusi yang tepat.

3. PERTANYAAN PEMANTIK

- a. Have you ever done the activities in the dialogue?
- b. What is the main idea of the dialogue?

4. KEGIATAN PEMBELAJARAN

Pertemuan ke- 3 (2 x 40 menit)

Materi : Expressions of giving instruction

Aktivitas Guru	Aktivitas Peserta Didik	Alokasi Waktu
Pembukaan		
<ol style="list-style-type: none"> 1. Guru membuka dengan mengucapkan salam pembuka dan berdoa. 2. Guru menyapa dan menanyakan kabar siswa. 3. Guru memeriksa kehadiran siswa. 4. Guru menyampaikan capaian pembelajaran, tujuan pembelajaran yang akan dicapai. 	<ol style="list-style-type: none"> 1. Siswa menjawab salam dan berdoa dipimpin oleh ketua kelas. 2. Siswa menjawab sapaan dari guru dengan menggunakan bahasa inggris. 3. Siswa menjawab kehadiran dengan menggunakan bahasa inggris. 4. Siswa menyimak capaian pembelajaran, tujuan pembelajaran yang akan dicapai yang disampaikan oleh guru. 	10 menit
Kegiatan Inti		
<p>5. Stimulation :</p> <ul style="list-style-type: none"> • Guru meminta siswa untuk duduk berkelompok. • Guru memberikan dialog tentang expressions of giving instruction. • Guru meminta siswa untuk mempelajari dialog tersebut secara berkelompok. <p>Pertanyaan pemantik :</p>	<p>5. Stimulation :</p> <ul style="list-style-type: none"> • Siswa duduk secara berkelompok. • Siswa menerima dialog tentang expressions of giving instruction yang telah dipersiapkan oleh guru. 	60 menit

<p>a) What is the dialogue about?</p> <p>b) Have you ever done the activities in the dialogue?</p> <p>6. Problem statement :</p> <ul style="list-style-type: none"> • Guru meminta siswa untuk mencari berbagai macam pertanyaan terkait dengan dialog tersebut • Guru membantu siswa untuk menentukan pertanyaan yang fleksibel. <p>7. Data collection :</p> <p>Guru memberikan kesempatan kepada siswa untuk menjawab pertanyaan tersebut secara berkelompok dengan mencari dari berbagai sumber seperti buku, diskusi dengan teman ataupun kamus bahasa inggris.</p> <p>8. Data processing :</p> <ul style="list-style-type: none"> • Guru meminta setiap kelompok untuk menuliskan hasilnya di lembar kerja. • Guru memantau kegiatan siswa. <p>9. Verification :</p> <p>Guru meminta setiap kelompok untuk mempresentasikan hasil kerjanya di depan kelas.</p> <p>10. Generalization :</p> <p>Guru mempersilahkan siswa membuat kesimpulan dari pembelajaran hari ini.</p>	<ul style="list-style-type: none"> • Siswa mempelajari dialog tersebut secara berkelompok. <p>6. Problem statement :</p> <p>Siswa mencari berbagai macam pertanyaan yang terdapat pada dialog expressions of giving instruction.</p> <p>7. Data collection :</p> <p>Siswa menjawab pertanyaan tersebut secara berkelompok.</p> <p>8. Data processing :</p> <p>Siswa menuliskan hasilnya di lembar kerja.</p> <p>9. Verification :</p> <p>Siswa mempresentasikan hasil kerjanya setiap kelompok.</p> <p>10. Generalization :</p> <p>Siswa memberikan kesimpulan tentang materi yang telah diajarkan pada hari ini.</p>	
Penutup		

<p>11. Guru menginformasikan bahwa pertemuan selanjutnya adalah expressions of opinion.</p> <p>12. Guru meminta siswa mengumpulkan hasil diskusi yang sudah dipresentasikan dan diperbaiki.</p> <p>13. Guru menutup pertemuan dengan berdoa dan memberi salam.</p>	<p>11. Siswa mencatat informasi.</p> <p>12. Siswa mengumpulkan hasil diskusi yang sudah dipresentasikan dan diperbaiki.</p> <p>13. Siswa menjawab salam guru.</p>	10 menit
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------

Pertemuan ke- 4 (2 x 40 menit)

Materi : Expressions of Opinion

Aktivitas Guru	Aktivitas Peserta Didik	Alokasi Waktu
Pembukaan		
<p>1. Guru membuka dengan mengucapkan salam pembuka dan berdoa.</p> <p>2. Guru menyapa dan menanyakan kabar siswa.</p> <p>3. Guru memeriksa kehadiran siswa.</p> <p>4. Guru menyampaikan capaian pembelajaran, tujuan pembelajaran yang akan dicapai.</p>	<p>1. Siswa menjawab salam dan berdoa dipimpin oleh ketua kelas.</p> <p>2. Siswa menjawab sapaan dari guru dengan menggunakan bahasa Inggris.</p> <p>3. Siswa menjawab kehadiran dengan menggunakan bahasa Inggris.</p> <p>4. Siswa menyimak capaian pembelajaran, tujuan pembelajaran yang akan dicapai yang disampaikan oleh guru.</p>	10 menit
Kegiatan Inti		
<p>5. Stimulation :</p> <ul style="list-style-type: none"> Guru memberikan ilustrasi video tentang expressions of opinion. https://www.youtube.com/watch?v=aumqCRRt04E Guru menanyakan kepada siswa terkait video tersebut. 	<p>5. Stimulation :</p> <ul style="list-style-type: none"> Siswa memperhatikan ilustrasi video. Siswa menjawab pertanyaan guru tentang ilustrasi video. <p>6. Problem statement :</p>	60 menit

<p>Contoh: <i>Have you ever done the activities in the dialogue?</i></p> <p>6. Problem statement :</p> <ul style="list-style-type: none"> • Guru memberikan kesempatan kepada siswa untuk menggunakan berbagai macam sumber belajar untuk menemukan berbagai macam pertanyaan tentang video tersebut. • Guru membimbing siswa untuk menentukan pertanyaan yang fleksibel. <p>7. Data collection :</p> <ul style="list-style-type: none"> • Guru membagi siswa dalam kelompok. • Guru mempersilahkan siswa untuk mengidentifikasi ekspresi asking for opinion dan giving opinion. <p>8. Data processing :</p> <p>Guru memantau dan menilai siswa bekerja selama aktivitas.</p> <p>9. Verification :</p> <ul style="list-style-type: none"> • Guru mempersilahkan siswa untuk menulis hasil identifikasi di layar TV dan mempresentasikannya. • Guru mengecek hasil analisis mengidentifikasi video. <p>10. Generalization :</p> <p>Guru mempersilahkan siswa membuat kesimpulan dari pembelajaran hari ini.</p>	<p>Siswa menggunakan berbagai macam sumber agar mampu menemukan berbagai macam pertanyaan tentang video tersebut.</p> <p>7. Data collection :</p> <ul style="list-style-type: none"> • Siswa bergabung dengan kelompoknya masing-masing. • Siswa memahami dan menelaah video. <p>8. Data processing :</p> <p>Siswa menuliskan hasilnya di lembar kerja.</p> <p>9. Verification :</p> <ul style="list-style-type: none"> • Siswa mempresentasikan hasil diskusinya. • Siswa menyimak dan mencatat. <p>10. Generalization :</p> <p>Siswa memberikan kesimpulan tentang pembelajaran pada hari ini secara volunteer.</p>	
Penutup		

<p>11. Guru menginformasikan bahwa pertemuan selanjutnya adalah short message.</p> <p>12. Guru meminta siswa mengumpulkan hasil diskusi yang sudah dipresentasikan dan diperbaiki.</p> <p>13. Guru menutup pertemuan dengan berdoa dan memberi salam.</p>	<p>11. Siswa mencatat informasi</p> <p>12. Siswa mengumpulkan hasil diskusi yang sudah dipresentasikan dan diperbaiki.</p> <p>13. Siswa menjawab salam guru.</p>	10 menit
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------

5. ASESMEN

Asesmen Individu : Tes Tertulis

Asesmen Kelompok : Performa

a. Sikap

Bentuk : observasi, penilaian diri, penilaian teman sebaya

b. Performa

Bentuk : presentasi, pameran hasil karya, dsb

c. Tertulis

Bentuk : Pilihan ganda, Essay, Isian, jawaban singkat, benar-salah

6. PENGAYAAN DAN REMIDIAL

Pengayaan:

Latihan tambahan yang diberikan pada peserta didik dengan capaian tinggi atau yang telah memahami materi dengan baik agar potensinya berkembang maksimal

Remedial :

Pembelajaran tambahan yang diberikan pada peserta didik yang membutuhkan bimbingan untuk memahami materi atau mengulang

7. REFLEKSI PESERTA DIDIK DAN GURU

a. Refleksi untuk Peserta Didik

- 1) Pengalaman apa yang bisa kamu dapatkan melalui pembelajaran ini?
- 2) Bagianmana yang menurutmu paling sulit dari materi ini?
- 3) Jika memungkinkan, apa yang akan kamu lakukan untuk memperbaiki materi ini?
- 4) Jika kamu diminta untuk memberikan bintang 1 sampai 5, berapa bintang akan kamu berikan pada usaha yang telah kamu lakukan dalam pembelajaran ini?

b. Refleksi Untuk guru

- 1) Keberhasilan apa saja yang sudah dicapai di tujuan pembelajaran ini?

- 2) Apa yang harus menjadi perhatian khusus dalam pelaksanaan tujuan pembelajaran?
- 3) Apakah cara mengajar saya dapat dimengerti siswa?
- 4) Apa yang harus diperbaiki bila siswa tidak paham penjelasan saya?
- 5) Siswa mana yang membutuhkan perhatian khusus?



LAMPIRAN

**LEMBAR KERJA PESERTA DIDIK (LKPD)
THE EXPRESSIONS OF INSTRUCTION AND PROHIBITION**



Group :
Class :
Name :
.....
.....
.....

MADRASAH TSANAWIYAH NEGERI 1 BREBES
Jl. Jenderal A. Yani Nomor 135 Kecamatan Ketanggungan Kabupaten Brebes

LKPD 1

Expressions of Giving Instruction

Dialogue 1

Jim : Ann come here!

Ann : Whats up, Jim?

Jim : Move these chairs to that corner!

Ann : Alright, I will do it.

Jim : Can you help me again?

Ann : Of course

Jim : Clean the round table!

Ann : Okay

Dialogue 2

Mr. Tom : Good morning, Students.

Students : Good morning, Sir.

Mr. Tom : How are you today?

Students : Fine thanks and you?

Mr. Tom : I am fine too, thanks. Oh, what a hot day. Andy, turn on the air conditioner please!

Andy : Yes sir!

Mr. Tom : Thank you Andy.

Dialogue 3

Mrs. Ika : Good afternoon students

Students : Good afternoon ma'am

Mrs. Ika : How are you today?

- Students : I'm fine, thank you and how about you?
- Mrs. Ika : I'm fine too, thank you. anyone want to help me?
- Arkan : Yes, I want Ma'am.
- Mrs. Ika : Arkan, please clean the blackboard!
- Arkan : Okay ma'am.
- Mrs. Ika : Thank you. For the others, please open your book!
- Students : Alright ma'am.

LKPD 2

Expressions of Opinion

1. Please watch video by using this youtube link
<https://www.youtube.com/watch?v=aumqCRRt04E>
2. What is the content of the video?
3. Please find the expressions asking and giving opinion!
4. What is the function of this expression?

1. Teknik Penilaian (terlampir)

1. Sikap

- Penilaian Observasi

Penilaian observasi berdasarkan pengamatan sikap dan perilaku peserta didik sehari-hari, baik terkait dalam proses pembelajaran maupun secara umum. Pengamatan langsung dilakukan oleh guru. Berikut contoh instrumen penilaian sikap

No	Nama Siswa	Aspek Perilaku yang Dinilai				Jumlah Skor	Skor Sikap	Kode Nilai
		BS	JJ	TJ	DS			
1	Aulia	75	75	50	75	275	68,75	C
2		...	...	...	...	...	...	...

Keterangan :

- BS : Bekerja Sama
- JJ : Jujur
- TJ : Tanggun Jawab
- DS : Disiplin

Catatan :

1. Aspek perilaku dinilai dengan kriteria:
100 = Sangat Baik

- 75 = Baik
 50 = Cukup
 25 = Kurang
2. Skor maksimal = jumlah sikap yang dinilai dikalikan jumlah kriteria = $100 \times 4 = 400$
 3. Skor sikap = jumlah skor dibagi jumlah sikap yang dinilai = $275 : 4 = 68,75$
 4. Kode nilai / predikat :
 - 75,01 – 100,00 = Sangat Baik (SB)
 - 50,01 – 75,00 = Baik (B)
 - 25,01 – 50,00 = Cukup (C)
 - 00,00 – 25,00 = Kurang (K)
 5. Format di atas dapat diubah sesuai dengan aspek perilaku yang ingin dinilai

- Penilaian Diri

Seiring dengan bergesernya pusat pembelajaran dari guru kepada peserta didik, maka peserta didik diberikan kesempatan untuk menilai kemampuan dirinya sendiri. Namun agar penilaian tetap bersifat objektif, maka guru hendaknya menjelaskan terlebih dahulu tujuan dari penilaian diri ini, menentukan kompetensi yang akan dinilai, kemudian menentukan kriteria penilaian yang akan digunakan, dan merumuskan format penilaiannya. Jadi, singkatnya format penilaiannya disiapkan oleh guru terlebih dahulu. Berikut Contoh format penilaian :

No	Pernyataan	Ya	Tidak	Jumlah Skor	Skor Sikap	Kode Nilai
1	Selama diskusi, saya ikut serta mengusulkan ide/gagasan.	50		250	62,50	C
2	Ketika kami berdiskusi, setiap anggota mendapatkan kesempatan untuk berbicara.		50			
3	Saya ikut serta dalam membuat kesimpulan hasil diskusi kelompok.	50				
4	...	100				

Catatan :

1. Skor penilaian Ya = 100 dan Tidak = 50
2. Skor maksimal = jumlah pernyataan dikalikan jumlah kriteria = 4 x 100 = 400
3. Skor sikap = (jumlah skor dibagi skor maksimal dikali 100) = (250 : 400) x 100 = 62,50
4. Kode nilai / predikat :
 - 75,01 – 100,00 = Sangat Baik (SB)
 - 50,01 – 75,00 = Baik (B)
 - 25,01 – 50,00 = Cukup (C)
 - 00,00 – 25,00 = Kurang (K)
5. Format di atas dapat juga digunakan untuk menilai kompetensi pengetahuan dan keterampilan

- **Penilaian Teman Sebaya**

Penilaian ini dilakukan dengan meminta peserta didik untuk menilai temannya sendiri. Sama halnya dengan penilaian hendaknya guru telah menjelaskan maksud dan tujuan penilaian, membuat kriteria penilaian, dan juga menentukan format penilaiannya. Berikut Contoh format penilaian teman sebaya :

Nama yang diamati : ...

Pengamat : ...

No	Pernyataan	Ya	Tidak	Jumlah Skor	Skor Sikap	Kode Nilai
1	Mau menerima pendapat teman.	100		450	90,00	SB
2	Memberikan solusi terhadap permasalahan.	100				
3	Memaksakan pendapat sendiri kepada anggota kelompok.		100			
4	Marah saat diberi kritik.	100				
5	...		50			

Catatan :

1. Skor penilaian Ya = 100 dan Tidak = 50 untuk pernyataan yang positif, sedangkan untuk pernyataan yang negatif, Ya = 50 dan Tidak = 100
2. Skor maksimal = jumlah pernyataan dikalikan jumlah kriteria = 5 x 100 = 500
3. Skor sikap = (jumlah skor dibagi skor maksimal dikali 100) = (450 : 500) x 100 = 90,00
4. Kode nilai / predikat :

75,01 – 100,00 = Sangat Baik (SB)

50,01 – 75,00 = Baik (B)

25,01 – 50,00 = Cukup (C)

00,00 – 25,00 = Kurang (K)

2. Pengetahuan

- **Tertulis Uraian** (*Lihat lampiran*)
- **Tes Lisan/Observasi Terhadap Diskusi, Tanya Jawab dan Presentasi**

Penilaian Aspek Presentasi

No	Aspek yang Dinilai	Skala				Jumlah Skor	Skor Sikap	Kode Nilai
		25	50	75	100			
1	Intonasi							
2	Pelafalan							
3	Kelancaran							
4	Ekspresi							
5	Penampilan							
6	Gestur							

3. Keterampilan

- **Penilaian Unjuk Kerja**

Contoh instrumen penilaian unjuk kerja dapat dilihat pada instrumen penilaian ujian keterampilan berbicara sebagai berikut:

Instrumen Penilaian

No	Aspek yang Dinilai	Sangat Baik (100)	Baik (75)	Kurang Baik (50)	Tidak Baik (25)
1	Kesesuaian respon dengan pertanyaan				
2	Keserasian pemilihan kata				
3	Kesesuaian penggunaan tata bahasa				
4	Pelafalan				

Kriteria penilaian (skor)

100 = Sangat Baik

75 = Baik

50 = Kurang Baik

25 = Tidak Baik

Cara mencari nilai (N) = Jumlah skor yang diperoleh siswa dibagi jumlah skor maksimal dikali skor ideal (100)

Instrumen Penilaian Diskusi

No	Aspek yang Dinilai	100	75	50	25
1	Penguasaan materi diskusi				
2	Kemampuan menjawab pertanyaan				
3	Kemampuan mengolah kata				
4	Kemampuan menyelesaikan masalah				

Keterangan :

100 = Sangat Baik

75 = Baik

50 = Kurang Baik

25 = Tidak Baik

- Penilaian Portofolio

Kumpulan semua tugas yang sudah dikerjakan peserta didik, seperti catatan, PR, dll

Instrumen Penilaian

No	Aspek yang Dinilai	100	75	50	25
1					
2					
3					
4					

2. Pembelajaran Remedial dan Pengayaan**a. Remedial**

Bagi peserta didik yang belum memenuhi kriteria ketuntasan minimal (KKM), maka guru bisa memberikan soal tambahan misalnya sebagai berikut :

1. Please analyze the expression of instruction by giving underline!

Ghania : Mum, it's the first snow. I want to go outside and play.

Mrs. Mukti : Okay. Put on your jacket. It must be really cold. And put on your boots so your toes won't freeze.

Ghania : Mum, it's freezing. I can't feel my hand

Mrs. Mukti : Get the gloves out of the closet. Don't forget your earmuffs and scarf.

Ghania : Can I play and build a snowman?

Mrs. Mukti : Okay, but don't be too long. We don't want you to catch a cold.

Ghania : Okay. It won't take long.

2. Please analyze the expression asking and giving opinion by giving underline!

Alika : Hi Alika, Have you heard about the new cinema in Cimahi.

Nur : Yes I have.

Alika : And what do you think about it?

Nur : I think that it is good have a cinema in our city. So we don't have to go to bandung in just watching a movie.

Alika : I am sorry but I am not sure about your opinion.

Nur : Why? Then what do you think about it?

Alika : You know it is the very first cinema build in Cimahi right? So i think it will be really crowded because everyone in town will go there to watch a movie.

Nur : Yes, I think you right about it.

CONTOH PROGRAM REMIDI

Sekolah :

Kelas/Semester :

Mata Pelajaran :

Ulangan Harian Ke :

Tanggal Ulangan Harian :

Bentuk Ulangan Harian :

Materi Ulangan Harian :

Capaian Pembelajaran :

KKM :

No	Nama Peserta Didik	Nilai Ulangan	Indikator yang Belum dikuasai	Bentuk Tindakan Remedial	Nilai Setelah Remedial	Ket
1						
2						
3						
4						
5						
6						
dst						

2. Pengayaan

Guru memberikan nasihat agar tetap rendah hati, karena telah mencapai KKM (Kriteria Ketuntasan Minimal). Guru memberikan soal pengayaan sebagai berikut :

1. Create a dialogue about expression of instruction that you usually do in everyday and after that, practice with your friends!

2. **Read the conversation below, and then answer the questions that follow**

Sasha : Hi, Micha, what beautiful shoes.

Micha : Hi. Really? Do you think it's beautiful?

Sasha : Yes, I think it's so beautiful, with that lace and dove colour. It matches your dress as well. Where did you buy it?

Micha : Actually, I didn't buy it. It's a birthday gift from my mom.

Sasha : Oh, that's so wonderful. I think your mom has a good taste.

Micha : Yeah, I think so.

- 1) What is the dialogue above about?
- 2) What's the purpose?
- 3) What is the meaning of the underlined sentence?
- 4) Mention the expression asking opinion!
- 5) Mention the expression giving opinion!

BAHAN BACAAN GURU DAN PESERTA DIDIK (MATERI)

1. Pengertian Instructions

Instruction is expressions to ask (command) someone to do something, we use instruction. Jadi *instructions* atau *commands* adalah kalimat instruksi atau perintah. Berikut beberapa contoh ekspresi-ekspresi *instructions*.

Instructions/Commands
Come here. <i>Kemari.</i> Open your book. <i>Buka bukumu.</i> Wipe the whiteboard. <i>Lap papan tulisnya.</i> Hand in your book. <i>Serahkan bukumu.</i> Submit your work. <i>Serahkan pekerjaanmu.</i> Stand up. <i>Berdiri</i> Listen to me. <i>Dengarkan saya.</i>

Kita dapat menggunakan *modals* dan *adverb* (Please), agar kalimat instructions terdengar lebih sopan.

Rumusnya:

Menggunakan adverb “Please”

Please, +instructions/Commands

Please, close the door.

Menggunakan modals “Could”

Could +you+ instructions/commands

Could you close the door?

Menggunakan “Do”

Do+you+mind+V-ing+Object

Do you mind closing the door.

Menggunakan modals “Would”

Would+you+mind+V-ing+Object

Would you **mind** closing the door.

2. Expressions of Opinion

Opinion dalam bahasa Indonesia berarti opini yang maknanya pendapat atau pandangan maupun anggapan seseorang terhadap suatu peristiwa atau permasalahan tertentu. Namun pandangan atau opini seseorang bisa jadi berbeda-beda. Hal ini tergantung dari sudut pandang yang digunakan oleh masing-masing orang.

Ciri - Ciri Opinion

Kurang dapat untuk dibuktikan kebenarannya

Bersifat Objektif

Berdasarkan perasaan, perkiraan, atau kemungkinan

Contoh Kalimat Expressing Opinion

In my opinion.....

I think.....

What I mean is.....

Personally I think.....

In my experience.....

According to me.....

I strongly believe that.....

As far as I am concerned.....

From my point of view.....

As I understand.....

As I see it.....

I reckon.....

I am compelled to say.....

By this I mean.....

To my mind.....

Would like to point out that.....

In my humble opinion.....

Agreeing with an Opinion (Setuju dengan sebuah opini)

Of course.

This is absolutely right.

I agree with this opinion.

I couldn't agree more.
 I agree with what you are saying.
 I agree, I never thought of that.
 Neither do I.
 That's a good point.
 I think so too.

Disagreeing with an opinion (Tidak setuju dengan sebuah opini)

I am sorry, I don't agree with you.
 I am not sure I agree with you.
 I don't agree with you.
 I am afraid I have to disagree with you.
 I do not believe that.
 By this I mean.....
 I disagree with you.
 I think you are wrong.
 That's not the same thing at all.
 It is not justified to say so.
 I am not convinced that.....
 I can't say I agree with this, and here's why.

DAFTAR PUSTAKA

<https://www.mediainggris.com/2020/10/materi-bahasa-inggris-smpmts-kelas-8.html>

<https://www.jagoanbahasainggris.com/2017/05/materi-dan-soal-bahasa-inggris-expressing-opinion-kelas-8-smp.html>





KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN BREBES
MADRASAH TSANAWIYAH NEGERI 1 BREBES
 Jalan Jenderal Ahmad Yani Nomor 135 Ketanggungan Brebes
 Telepon (0283) 881115
 Email : mtsnketanggungan@kemenag.go.id / mtsn1brebes135@gmail.com
 Website : mtsn1brebes.sch.id

SURAT KETERANGAN PENELITIAN

Nomor : 120 /MTs.11.29.01/PP.00.5/03/2024

Yang bertanda tangan di bawah ini Kepala Madrasah Tsanawiyah Negeri 1 Brebes, dengan ini menerangkan dengan sesungguhnya bahwa :

Nama : ARINI SALSABILA NASA
 NIM : 2017404040
 Program Studi : Tadris Bahasa Inggris
 Fakultas : Tarbiyah dan Ilmu Keguruan
 Universitas : UIN Prof. K.H. Saifuddin Zuhri Purwokerto

adalah benar-benar telah melaksanakan tugas penelitian/observasi di Madrasah Tsanawiyah Negeri 1 Brebes, guna penyusunan Tugas Akhir dengan judul **"The Implementation of Discovery Learning Model in Teaching English to The seventh Grade Students"** pada tanggal 8 -18 Januari 2024.

Demikian surat keterangan ini dibuat dengan sebenarnya, agar dapat dipergunakan sebagaimana mestinya.

Ketanggungan, 25 Maret 2024

Kepala,



[Handwritten Signature]
 Drs. Muhammad Suaedi, M.Pd
 NIP.19650102 199803 1 001