

**AN ANALYSIS OF DISCOVERY LEARNING STRATEGY IN ENGLISH  
LEARNING PROCESS AT EIGHTH GRADE ON  
SMP NEGERI 2 HILIDUHO IN 2022/2023**

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**ABSTRAK**

Strategy Discovery Learning merupakan strategy yang digunakan guru bahasa inggris dalam proses pembelajaran. Stratey Discovery Learning dapat meningkatkan ke aktifan siswa dalam proses pembelajaran. Tujuan dari penelitian ini adalah untuk mengetahui bagaimana penerapan Strategi Discovery Learning dalam proses pembelajaran bahasa inggris dan yang kedua untuk menganalisis bagaimana hasil belajar bahasa inggris siswa dalam penerapan Strategi Discovery Learning pada pembelajaran bahasa inggris. Penelitian ini menggunakan pendekatan kualitatif deskriptif, yaitu penelitian yang lebih menitikberatkan pada penggambaran sifat atau hakikat nilai dari suatu objek atau gejala tertentu. Instrumen penelitian yang digunakan adalah RPP, Lembar Pengamatan, dan Catatan Lapangan. Hasil penelitian menunjukkan bahwa Dalam proses pembelajaran dengan menggunakan Strategi Discovery Learning, guru telah menggunakan RPP sebagai pedoman dalam pembelajaran. Di dalam RPP terdapat prosedur yang dilakukan oleh guru bahasa Inggris. Penerapan Strategi Discovery Learning dalam pembelajaran greeting card sudah berjalan dengan baik, terbukti ketika guru bahasa inggris melakukan proses pembelajaran dengan menggunakan Strategi Discovery Learning siswa terlihat aktif dalam mengikuti pembelajaran khususnya pada materi greeting card. Penerapan Strategi Pembelajaran Discovery Learning di kelas VIII-B memberikan dampak pada hasil belajar siswa. Dari hasil tes yang dilakukan oleh guru Bahasa Inggris di kelas tersebut bahwa penerapan Discovery Learning Strategies berdampak positif terhadap peningkatan hasil belajar siswa, dari hasil tes yang telah diberikan banyak siswa yang menjawab dengan benar dan mencapai KKM.

**Kata Kunci:** Discovery Learning Strategy, Greeting Card, Penelitian Kualitatif



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**ABSTRACT**

Discovery Learning Strategy is a strategy used by English teacher in English learning process. Discovery Learning Strategy can increase the students' activeness in English learning process. The purpose of this study is to find out how the implementation of Discovery Learning Strategy in the English learning process and secondly to analyse how students' English learning result in the implementation of Discovery Learning Strategy in English learning process. This research uses a descriptive qualitative approach. The research instruments used were lesson plans, observation sheets, and field notes. The results showed that in the learning process using the Discovery Learning Strategy, the English teacher had used the lesson plan as a guideline in learning. In the lesson plan, there are procedures carried out by the English teacher. The implementation of Discovery Learning Strategy in greeting card learning has been going well, it is proven that when English teacher do the learning process by using Discovery Learning Strategy, the students look active in participating in learning, especially in greeting card material. The implementation of Discovery Learning Strategies in class VIII-B had an impact on the student learning result. From the results of tests conducted by English teacher in the class that the implementation of Discovery

Learning Strategies has a positive impact on improving the student learning results. From the test results that had been given many students who answer correctly and reach the MCC.

**Keywords: Discovery Learning, Greeting Card, Qualitative Research**

## INTRODUCTION

Education for everyone is very important. Dewantara in Syam, et al (2021:74) formulates the purpose of education as self-mastery, because education aims to humanize humans so that they can control themselves, have a firm attitude so that it will foster an independent and mature attitude.

The quality and success of learning tends not only to be influenced by the competence of a teacher but also by the accuracy of the learning model or strategy used. According to Putry (2020) a learning model is a plan or pattern that is used as a guide in planning teaching and learning activities. Students can learn well if the facilities and infrastructure for learning are adequate. The maka siswa lebih aktif dalam proses pembelajaran dan siswa tidak merasa jenuh atau bosan saat mengikuti pembelajaran di kelas.

The selected learning model needs to consider the characteristics of students, learning materials, as well as the available facilities and infrastructure. In the 2013 curriculum there are 4 learning strategies or learning models, namely: the first is of Strategy Discovery Learning. According to Wahyudi (2019), discovery based learning is one of the suggested teaching models in 2013 curriculum where this curriculum emphasizes the scientific approach as well as the 4C skills. This learning model requires the students to understand the information and concepts independently through minimal guidance such as simulations, feedbacks, and examples of problems given by the teacher. One of the advantages of discovery learning is that it assist students in improving their thinking and learning skills as well as arouse curiosity and make students active in providing ideas or opinions. And one of the disadvantages of discovery Learning is that it is not efficient in teaching large numbers of students, as it takes a long time to help them discover theories or solve other problems.

The second strategy is Inquiry Learning Strategy. The inquiry learning strategy is a series of learning activities that emphasize the critical and analytical thinking process to seek and find answers to a questionable problem. The thinking process itself is usually carried out through questions and answers between teachers and students (Tahapary 2022). There are several things that characterize the main characteristics of inquiry learning strategies. First, the inquiry strategy puts maximum pressure on student activity to seek and

find, meaning that the inquiry strategy places students as learning subjects. In the learning process, students do not only act as recipients of lessons through the teacher's explanation verbally, but their role is to discover for themselves the essence of the subject matter itself. Second, all activities carried out by students are directed to seek and find their own answers to something in question, so that it is expected to foster self-confidence. The main purpose of learning through inquiry strategies is to help students to develop intellectual discipline and thinking skills by asking questions and getting answers on the basis of what they want to know. The inquiry learning strategy is a form of student-oriented learning approach. It is said so, because in this strategy students play a very dominant role in the learning process.

The third strategy is Problem Based Learning Strategy. According to Andi (2016) in Setyo (2020: 19) problem-based learning is a learning model whose focus of implementation is carried out to bridge students to gain learning experience in organizing, investigating, and solving complex life problems. One of the advantages of problem-based learning strategy is that it can develop students' ability to think, increase students' independence, encourage students to learn and improve students' skills and ability to work together. Meanwhile, the disadvantage of the problem-based learning strategy is that sometimes students have no interest or no confidence that the problem being studied is difficult to solve, so they will feel reluctant to try it.

The Problem-Based Learning Model is characterized by the use of real-life problems as something students have to learn. With the Problem Based Learning model, students are expected to get more abilities from memorized knowledge. Starting from the ability to solve problems, critical thinking skills, ability to work in groups, interpersonal and communication skills, as well as the ability to seek and process information (Hotimah 2020).

The fourth strategy is the project-based learning strategy. Poonp states that project-based learning is a teaching approach that contextualizes learning by giving learners a problem to solve or a product to develop (Lutfiyanto 2022). According to Simpson in Lutfiyanto (2022) in project-based learning, students are fully responsible for their own learning. They work collaboratively to solve problems. Project-based learning relates to learning activities based on real-world problems and challenges that require students to work as a team through meaningful activities and produce a final product, as a team through meaningful activities and result in a final product. One of the advantages of project-based learning strategies is that it can increase student motivations, students can

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connect learning at school with real events in the surrounding environment, and form student work attitudes and improve communication with their friends. And one of the disadvantages of project-based learning strategy is that it can be concluded that project-based learning must require teamwork, and teachers must always supervise or control because it may be difficult for teachers to detect and be aware of these features in the implementation of project-based learning.

According to Arends (2012) in Putri (2020), learning strategy is a plan or pattern that is used as a guide in planning learning in the classroom. The learning strategy refers to the learning approach used, including teaching objectives, stages in learning activities, learning environment, and classroom management. According to Sanjaya (2008) strategy is defined as a plan that contains a series of activities designed to achieve certain educational goals. With a good strategy, it is hoped that the educational goals that have been set can be achieved.

The four learning strategies of the 2013 curriculum, the one that is used in schools is Discovery Learning Strategy because the use of discovery learning is very effective in learning because it increases students' interest in learning and is required to be more active in the learning process and helps students strengthen understanding, memory and students feel happy.

In accordance with the results of observations done during the learning process in class VIII-B students at SMP Negeri 2 Hiliduhlo on November 28,2022 and January 16,2023, in the classroom the teacher used a Discovery Learning Strategy in English learning process. One of the advantages of Discovery Learning Strategy is that it make students active in following the learning process. But in the phenomenon that occurs, in the learning process the students were less active. Therefore, the researcher is interested in describing Discovery Learning Strategy as one of the learning strategies. According to Hammer (1997), in Trisnadi 2021 Discovery Learning is a learning model where students are involved in investigations of material guided by the teacher. Discovery learning first of all gives students a structured experience so they can discover the definitions, concepts and structures of a material.

Some similar studies had shown the implementation of discovery-based learning in improving the students' critical thinking ability. A study conducted by Rudibyani (2018) which investigated the effectiveness of Discovery Learning in improving critical thinking of the college students. The study showed that Discovery Learning was effective and have a high effect size in improving critical thinking ability of the college students. Another

study was done by Martaida, Bukit, and Ginting (2017). They investigated which one was giving a better effect on critical thinking and cognitive ability of the students applying discovery based learning model or applying conventional learning in junior high school. The result of the study showed that the critical thinking and cognitive ability of the students applying Discovery Learning model was better than students' critical thinking and cognitive ability with conventional learning.

Discovery Learning Strategy is an effective learning model in improving the students' critical thinking. It is a model for developing activeness and critical thinking of students by discovering self-investigation. Hakim, Sariyatun, & Sudiyanto (2018) argued that the results of the learning process will be remembered long lasting in their long-term memory. This learning model will make the students learn to think critically, analyze, and solve their own problems.

Based on this explanation, the researcher conducted research to analyze Discovery Learning Strategy, entitled "An Analysis of Discovery Learning Strategy in English Learning Process at Eighth Grade on SMP Negeri 2 Hiliduho in 2022/2023".

## **METODE PENELITIAN**

To conduct this research, the researcher used a qualitative research approach. Creswell (1998) in Murdiyanto 2020 defines a qualitative approach as a research and understanding process based on a methodology that investigates a social phenomenon and human problems. This is in line with (Abdussamad 2021: 79) Qualitative research is research that is more focused on describing the nature or nature of the value of a particular object or symptom. Therefore, to observe how the implementation of Discovery Learning Strategy in the classroom, researcher used descriptive analysis which is a type of qualitative Research.

### **a. Setting and Schedule of the Research**

Researcher would conducted this research on May 2023 at SMP. Negeri 2 Hiliduho, which is located in Dima village, Hiliduho sub-district. This research would be focused on class 8-B. The subjects of this research are English teacher and students in the class who pursue English learning by using Discovery Learning Strategy.

### **b. Instrument of the Research**

Research instrument is a tool used to collect, measure, and analyze data related to your research interests. The research instrument is usually determined by researcher

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and is tied to the study methodology. Research instruments are tools used to collect data in research. According to Purwanto (2018), research instruments are made according to the purpose of measurement and the theory used. Based on the research focus, researcher used 4 types of instruments:

1. Lesson Plan

According to Permendikbud Number 65 of 2013 concerning Process Standards, a Learning Implementation Plan (RPP) is a face-to-face learning activity plan for one or more meetings. RPP develops from the syllabus to better direct students' learning activities to achieve Basic Competency. This plan is a teacher objectives for what students should accomplish and how they will learn the material. Here, a teacher must plan what they want to teach students, why a topic is being covered and decide how to deliver a lecture. Learning objectives, learning activities and assessments are all included in a lesson plan.

In this study, researcher used lesson plans as material to obtain data about Discovery Learning Strategy procedures used by teacher in the learning process for class VIII-B students at SMP Negeri 2 Hiliduho. In accordance with the observation sheet in the field, the procedures are listed in the RPP (preliminary activities, core activities, closing activities). To obtain this data, the researcher was guided by the procedure used by the teacher by ticking each step of Discovery Learning Strategy.

2. Observation Sheet

In the observation guideline that contains the aspects that can be observed, the researcher ticked (done and undone) to determine whether the activities or learning steps had been carried out by the teacher based on the content of the lesson plan.

3. Field Notes

According to Bogdan and Biklen (2007: 119) field notes is a written record of what is heard, seen, experienced, and thought in the context of collecting data reflection on data in qualitative research. Basically, field notes consist of two parts, namely the descriptive part and the reflective part. Field notes was used by researchers to make it easier to make brief research notes based on what is seen or observed while in the field. The following is a table of research conducted based on the implementation time. Then the researcher will record all activities that occur in food such as recording teacher activities that have not been carried out by the teacher in the classroom.

#### 4. Students Test Result

Student test results are tests used to measure students' mastery of the material that has been taught and can measure the development of students' learning progress. It can be in the form of an exercise guide for developing cognitive aspects or a guide for developing all aspects of learning in the form of an experiment or demonstration guide. Researcher used student test results as a tool to determine student learning outcomes in the implementation of Discovery Learning Strategy.

#### **c. Data Collecting Technique**

To achieve the research objectives, the researcher would collected data through two techniques, namely: video recording and also conducting interviews with teachers.

##### 1. Document (Lesson Plan)

Gottschalk (1950) in Murdiyanto (2020) states that documents in its broader sense are any evidentiary process based on any type of source, be it written, oral, pictorial, or archaeological. documents are a source of data used to complement research, in the form of written sources, films, images (photographs), and monumental works, all of which provide information for the research process. Documents provide very valuable information in helping researcher understand the phenomena in this study. The research took documentation from lesson plans (RPP) and student test results in learning english by using Discovery Learning Strategy.

##### 2. Observation Sheet

Cartwright defines observation as a process of seeing, observing and observing and recording behaviour systematically for a specific purpose (Herdiansyah, 2010) in Murdiyanto (2020). The purpose of observation is to describe the object's behaviour and understand it or it could just want to know the frequency of an event.

This observation sheet is to make notes and some important events in English learning related to the problem formulation in the research, this observation is to identify the implementation of Discovery Learning Strategy in the learning process. Observations were made when the teacher was teaching the students.

##### 3. Field Notes

Field notes allow researchers to access subjects and record what they have in an unobtrusive way. Researchers used test results as a tool to collect data and determine student learning result in the implementation of Discovery Learning Strategy.

## RESULTS AND DISCUSSION

### Finding

#### a. The Result of Lesson Plan

To answer the first research focus, the researcher used lesson plan taken during Internship 2 to English teacher at SMP Negeri 2 Hiliduho as a guideline in conducting research. Lesson plans were made by teacher to help them teach in the classroom. The lesson plan is the design of the learning unit that is implemented by the English teacher in the classroom. The lesson Plan was used by the researcher as a guideline to organize the observation sheet. The following is the lesson plan, particularly the teacher's activities in implementing Discovery Learning Strategy in the learning process. The steps according to the above procedure are grouped as follows:

Table 4.1 Teacher's Activities in Discovery Learning Strategy

Core Activities	<ul style="list-style-type: none"><li>• Students listen to a brief explanation or reading of some expressions from the teacher related to greeting card.</li><li>• The teacher instructs the learners to discuss and identify the problem at hand.</li><li>• The teacher instructs the learners to formulate the problem.</li><li>• The teacher instructs the learners to make a provisional answer in determining the similarities and differences in the greeting cards.</li><li>• The teacher provides opportunities for students to collect data and information needed, such as reading literature, observing objects, conducting their own tests, interviews and so on.</li><li>• the teacher asks the students about last week's assignment</li><li>• The teacher asks learners to prove the information or data that they have obtained.</li><li>• Teacher asks learners to make conclusions from the data that has been obtained and analysed together.</li></ul>
Closing Activities	<ul style="list-style-type: none"><li>• The teacher conducts a question and answer session on the material that has been taught</li><li>• Summarising the material.</li><li>• The teacher asks the students about any difficulties they faced while learning.</li><li>• The teacher gives an assignment.</li><li>• The teacher invites students to pray together.</li><li>• The teacher says his/her greetings</li></ul>

The results of the research as long as the researcher did or followed the English teacher in the teaching and learning process using Discovery Learning Strategy there were several activities that had not been carried out by the English teacher from all activities in the lesson plans above. The introduction activities there were 2 activities that had not been done and there were 2 activities that had been done by English teacher. In the core



activities there were 8 activities that have been done by English teacher and there were 2 activities that had not been done. While in the closing activity there were 5 activities that had been done by English teacher and 1 activity that has not been done, this is seen on the observation sheet, where there were activities that had and had not been carried out by English teacher.

**b. The Result of Observation Sheet**

The researcher did or followed the English teacher in the teaching and learning process using Discovery Learning Strategy, the researcher used an observation sheet to find out the activities that had been done and those that had not been done by the English teacher in the classroom by checking the activities that had been done and those that had not been done in accordance with the activities contained in the lesson plan. The following observation sheet is seen in Table 4.1.2.

**Table 4.1.3.** Students' test result

No	Teacher Activity	Done	Undone
1.	Greetings, followed by checking student attendance, and asking how the students are doing.	✓	
2.	Inviting students to pray before starting the lesson.		✓
3.	Invite and remind students about what motivates them to learn.		✓
4.	Stating the topic, competence, objectives, benefits of the material to be learnt.	✓	
5.	Students listen to a brief explanation or reading of some expressions from the teacher related to greeting card.	✓	
6.	The teacher instructs learners to discuss and identify the problem at hand.		✓
7.	The teacher gives directions to learners to formulate problems.	✓	
8.	The teacher instructs the students to make a provisional answer in determining the similarities and differences in the greeting cards.	✓	
9.	At this stage, to answer the questions or hypotheses that have been given, students are given the opportunity to collect the data and information needed, such as reading literature, observing objects, conducting their own trials, interviews and so on.		✓
10	The teacher asks the students about last week's assignment	✓	
11	The teacher asks students to prove the information or data that has been obtained with the hypothesis and problems that have been set.	✓	

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12	The teacher asks learners to make conclusions from the data that has been obtained and analysed together.	✓
13.	The teacher conducts a question and answer session about the material that has been taught	✓
14	Summarizing the material	✓
15	Asking about any difficulties faced by students while learning	✓
16	Giving Assignments	✓
17	Inviting students to pray together	✓
18	Saying greetings	✓

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From the results of the observation sheet above, there were 14 activities that had been carried out by the English teacher and there were 5 activities that had not been carried out, this is written in the field note why it happened. But from the researcher's observation that of the 8 steps of Discovery Learning Strategy there were 2 activities that were not carried out by the teacher, namely the English teacher has not given directions to the students to discuss and identify the task or problem at hand, the English teacher does not provide opportunities for students to collect data and information needed by the students in answering questions given by the English teacher.

**c. The Result of the Field Note**

While the researcher was observe or followed the English teacher in the teaching and learning process using Discovery Learning Strategy, the researcher used field notes to record activities after being in the classroom. Field notes were used by researcher to make it easier to make brief notes of research based on what was seen or observed when conducting research in the field.

**a. First Meeting**

The first meeting was held on Thursday, 25<sup>th</sup> May 2023. Learning started at 11.15. In the introductory activity, the researcher noted that the first activity was carried out by the teacher was starting with the teacher was greeted the students, after that the English teacher asked how the students were doing, checked the students' attendance and informed the material to be learned. The English teacher conveyed the topic of learning, namely greeting card.

Before the English teacher explained the greeting card material, the English teacher first asked questions to the students and the students were so enthusiastic when

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answering questions given by the English teacher. The English teacher explained the greeting card material<sup>1</sup>, and the students were listened to the explanation of the English teacher well. After the English teacher explained, the English teacher directed the students to analyze the examples of greeting card contained in the package book and directed the students to look for differences and similarities in the card<sup>3</sup>. The English teacher gave time to the students to find the similarities and differences in the greeting card and make a temporary answer about the task given by the teacher<sup>4</sup> The Students still looked active in completing the tasks given by the English teacher. The English teacher directed the students to do the assignment at home and discussed it at the next meeting because the lesson was over.

Before the English teacher closed the first meeting she made conclusions together with the students about what has been received in today's learning. After that, the English teacher asked the students if there were things that had not been received clearly or there were things that they wanted to ask. Furthermore, the English teacher conveyed that the students should not forget about the assignment at the next meeting, after which the English teacher closed the learning activities by praying and saying goodbye.

In the first meeting, the researcher also noted activities that had not been carried out by the English teacher in implementing Discovery Learning Strategy. The English teacher did not invited the students to pray before learning and the teacher also did not remind the students about their motivation to learn. In the core activities, the teacher had not given directions to the students to discuss and identify the tasks she gave. The English teacher did not say greetings, but the teacher closed in a different way by saying see you at the next meeting.

#### b. Second Meeting

The second meeting was held on Friday 26 May 2023 at 11.15 WIB and in the same class, namely class VIII-B. In the preliminary activities, the researcher noted that the first activity carried out by the English teacher was that the learning activity was opened by the teacher by giving greetings and then asking how the students were. Then the next activity was to check the attend list the students by calling students' names one by one, then proceed with giving apperception to students about the connection of the previous meeting and giving an explanation regarding today's learning objectives. Then provide motivation to the students so that learning activities can be carried out actively, enthusiastically, so that it was expected that the material provided can be useful.

Entering the core learning activities, especially at the stage of processing data, the English teacher began to guide learning with the students related to the assignment at the last meeting. The teacher then asked about the previous task by determining the differences and similarities of greeting card and determining what types of greeting card were used in the existing greeting card examples. The teacher asked students to convey their observations about the greeting card task by reading out the results they have obtained<sup>7</sup>. The English teacher and other the students appreciate the results read out by their friends in the classroom. After that, the English teacher asked the students to make a conclusion from the task.

Then the last activity was the closing activity. The English teacher conducted a question and answer session with the students to test the students' understanding of the greeting card material that had been learnt. The students were still active in answering questions and were able to answer all questions well and correctly. After summarizing the learning material, the English teacher asked about the difficulties faced by the students while learning. The English teacher gave time to the students to ask if there was still something they did not understand about greeting card material. The English teacher gave assignments to the students to test students' understanding of greeting card. The task given by the English teacher was in the form of multiple-choice. And according to the teacher's direction, they immediately did the task and collected it before going home. Before going home, the English teacher asked the class leader to collect the task and the class leader immediately collected the task and handed it to the teacher. After that, the teacher closed the learning activity by praying together.

In the second meeting, the researcher also noted activities that had not been carried out by the English teacher in implementing the first Discovery Learning Strategy. The English teacher had not invited the students to pray before learning and the teacher also did not remind the students about their motivation to learn. In the core activities, the teacher did not give directions to the students to discuss and identify the tasks she gave. The English teacher did not say greetings, but the teacher closed in a different way by saying see you at the next meeting.

In the first meeting and the second meeting of the research in implementing Discovery Learning Strategy, the researcher saw that the English teacher appeared very enthusiastic in providing understanding and direction in each stage of Discovery Learning Strategy, the students also followed the learning process well, but the students were still less active because during the English teacher implemented Discovery Learning Strategy

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in the classroom the English teacher only used printed books and did not use other media. This was evident when the teacher asked questions and the students actively answered these questions. However, the weakness of the English teacher in implementing Discovery Learning Strategy in the learning process noted by the researcher was that some of the activities in the lesson plan have not all been carried out by the English teacher. After the teacher explained about the greeting card material the teacher did not ask the students whether the students understood or not, but the English teacher immediately gave the task to the students. Furthermore, during the research the English teacher only stood in front of the class.

## **DISCUSSION**

### **The Result Description of Discovery Learning Strategy in English Learning Process**

#### **a. Lesson Plan**

Based on the results of observations made by the researcher in the implementation of Discovery Learning Strategy in class VIII-B SMP Negeri 2 Hiliduho which has been carried out by English teacher. The learning process was not separated from the lesson plan.

In the research findings, researcher used lesson plans as documents in the research instrument. The lesson plans as initial data prove that the English teacher used Discovery Learning Strategy in the learning process. After the researcher observed the English teacher twice in the same class using Discovery Learning Strategy. Although one step was not done in the first meeting and in the second meeting one step was not done

#### **1. First Meeting**

The first meeting was held on Thursday, 25 May 2023. Learning began at 11.15 WIB, which was the last hour of the Thursday schedule at SMP Negeri 2 Hiliduho. In the introductory activity, the researcher saw the first activity the English teacher did was starting with the English teacher's greeting and the students answering the greeting. After that the English teacher asked how the students were doing. Then the next activity was to take attendance by calling students' names one by one, and the students answered present according to their names. Next, the English teacher conveyed the learning topic which was greeting card. After that, the students got motivation from the English teacher about the importance of learning greeting card.

After that the English teacher began to carry out the core learning activities, especially the stimulating stage by providing material and explanations about greeting card. According to Setiawan (2021:177) in Annisa (2022), Discovery Learning is that the teacher plays the role of presenting the learning, the material is not in its final form, and then implements the prepared plans so that the plan is executed in a timely manner optimal. In line with the statement of Setiawan (2021: 177) in Annisa (2022), English teacher explain material to the student. But before the teacher explained what greeting card, the teacher first asked students if they had ever heard of greeting card? The question was answered by the students, some students answered that they had and some students answered that they had not. After that the teacher again asked what was a greeting card? One of the students answered that greeting card was card that contains congratulations such as birthday greetings given to close friends. The teacher's reaction after hearing the student's answered was that the teacher appreciated it by giving applause and was followed by all the students in the class. After that, the English teacher again asked if anyone wanted to give a response about what a greeting card is? However, the student answered no. After that, the English teacher began to explain what a greeting card is. Greeting card was small letters in the form of cards given to others to show greetings. Greeting card is given to congratulate birthdays, graduating from school, winning competitions, getting married, holidays, and other anniversaries, including condolences. After that, the English teacher explained about the structure of greeting card, the structure of greeting card consists of receiver, content, and sender. During the English teacher explained the students just sat and listened to all what the English teacher said about the greeting card material.

After the English teacher explained about greeting card, here the English teacher gave problems to the students. Giving problems was given through questions to the students. The English teacher told the students to open the book pages 67 and 69. And immediately the students opened the page that the teacher had delivered. The teacher said that "on the book pages 67 and 69 there are examples of greeting card, paid attention or analyze the cards, then look for differences and similarities from the cards and determine the type of card. Learners immediately noticed and analyzed what the differences and similarities in the greeting card". At this stage the English teacher gave students time to answer these questions, then gave directions to the students to think of answers that were in

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accordance with the questions that have been given. Next was the step to collect the data needed to answer the questions given, but because the time duration of the learning activity had run out, the activity would be continued at the next meeting. The English teacher directed the students to do the assignment at home and discussed it at the next meeting.

## 2. Second Meeting

The second meeting was held on Friday 26 May 2023 at 11.15 WIB. Researcher observed learning activities opened by the English teacher by giving greetings and then asking how the students were doing. Then the next activity was the English teacher absent the students by calling students' names one by one, and the students answer present according to their names. Then proceed by giving apperception to the student about the connection of the previous meeting and providing an explanation regarding today's learning objectives. Then provided motivation to the students so that learning activities is carried out actively, enthusiastically, so that it was hoped that the material provided can be useful.

Entering the core learning activities, especially at the stage of processing data, the English teacher began to guide learning with the student related to the assignment at the last meeting. The teacher then asked about the previous task of determining the differences and similarities of greeting card and determining what type of greeting card is used in the existing sample greeting card.

Furthermore, the students were directed by the English teacher to prove their findings. The student would conveyed the results of their observations about the greeting card task by reading out the results they had obtained. The English teacher and other the students appreciate the results read out by their friends in the classroom.

After conveying the results of their observations about greeting card, the next activity was drawing conclusions. At this stage, the students were asked by the English teacher to concluded or make conclusions from obtained and analysed together related to the similarities and differences contained in the greeting card examples on pages 67 and 69. Of the 25 students in the class, the English teacher chose 2 the students to make conclusions about greeting card. The first student who made the conclusion was Hendrikus Laoli and the second student was Merina Telaumbanua. During the learning process the students look enthusiastic and still in following the learning process carried out by the English teacher. This is in line

with Mayer (2004) in Muliati (2020), exploratory learning strategy is a teaching method that encourages students to be more active in the learning process by answering a series of questions or solving problems designed to introduce a general concept.

Then the last activity was the closing activity, the English teacher conducted a question and answer session with the students to test students' understanding of the greeting card material that had been learned. The students were still active in answering questions and were able to answer all questions well and correctly. After that, concluding the learning material, after concluding the learning material the English teacher asked about the difficulties faced by the students while learning. The English teacher gave time to the students to ask if there was still something they did not understand about greeting card material. However, there were no the students who asked questions, meaning that the students had understood and comprehended the material that had been explained previously. Because there were no questions from the students, the English teacher gave assignments to the students to test students' understanding of greeting card. The task given by the English teacher was in the form of multiple choice. And according to the teacher's direction, they immediately did the task and collected it before going home. Before going home, the English teacher asked the class leader to collect the assignment and the class leader immediately collected the assignment and handed it to the teacher. After that, the English teacher closed the learning activity by praying together.

b. Observation Sheet

To find out which activities had been carried out and had not been carried out, researcher used an observation sheet as a guide to see whether the English teacher had carried out the activities or not in the teaching and learning process. The observation sheet contained activities that were carried out and not carried out.

In the teacher's activities in the lesson plan, there were 13 activities that had been implemented by the English teacher and 5 activities that had not been implemented by the English teacher (Table 4.1.2) In reality that occurs in the field, some activities that were not implemented by the English teacher were: In the introductory activity, the teacher had not invited the students to pray before starting the lesson, and the English teacher had not reminded them about what their motivation was to learn. In the core activities the English teacher had not given directions to the

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students to discuss and identify the problems faced, the English teacher does not provide opportunities for the students to collect the data and information needed, such as reading literature, observing objects, conducting their own trials, interviews and so on. And in the closing activity the English teacher does not say greetings.

Based on the previous explanation, all teacher teaching activities were written in the lesson plan. However, what happened in reality was that there were several activities that were not carried out by the English teacher but had been written in the lesson plan. According to Wicaksono (2022) "one of them is learning steps that are not written in detail resulting in a stage or process that should be passed by students, not done. This condition ultimately affects the learning objectives to be achieved.

c. Field Note

In accordance with the English teacher's activities that had been implemented and not implemented, the researcher used field notes to record the reasons why the English teacher did not carry out these activities according to what happened in the field (Table 4.1.3). Some of the reasons for the notes of activities that were not implemented by the English teacher according to the research results are as follows: the English teacher did not invite the students to pray before starting the lesson. This happened because before the first lesson the students had prayed in the field at the morning assembly. The English teacher did not remind the students about what motivated them to learn. This happened because the English teacher immediately proceeded to the next stage, namely by stating the learning topic. The students did not discuss because the English teacher had not given the students time to discuss in doing the assignment. But the English teacher immediately proceeds to the next stage. The English teacher did not provide opportunities for students to collect the data and information needed, such as reading literature, observing objects, conducting their own trials, interviews and so on. This happened because the learning hour was over and the English teacher only said the task was continued at home. The English teacher did not say greetings before going home. However, the English teacher closed in a different way by saying see you at the next meeting.

Based on the findings above regarding the implementation of Discovery Learning Strategy, as previously explained, the teacher's activities in the teaching and learning process were listed in the lesson plan. According to Antari (2021) in her research that every educator in the education unit is obliged to prepare lesson plans completely and systematically so that learning takes place interactively, inspiring,

fun, challenging, efficient, motivating students to participate actively, and providing sufficient space for initiative, creativity, and independence in accordance with the talents, interests, and physical and psychological development of students. However, in reality, after conducting the research, the English teacher did not carry out all the activities listed in the lesson plan. Wahyudi (2022) states that this lesson plan can be used by every teacher for general guidelines in conducting learning to their students, because it contains detailed instructions, meetings, objectives, scope of material to be taught, teaching and learning activities, media and evaluation that must be used. Therefore, with this plan guided by this teacher would be able to conduct teaching in a routine manner, focusing on the objectives, scope of material, teaching and learning strategies, or outside the appropriate evaluation system.

From the above statement, there was a gap in the statement whether the lesson plan was used as a guideline, while in reality not all activities that had been written in the lesson plan were carried out by the English teacher. Although in this study, the English teacher had done Discovery Learning Strategy procedure well and almost all activities were carried out by the English teacher.

### **Description of Student Test Results in English Learning Process**

Learning results were the achievement of learning objectives obtained through learning experiences that is seen from the results of written and unwritten assessments that have been carried out.

In the research findings, the researcher had taken the results of the student work that had been given by the English teacher. The purpose was to determine the learning results of the students after the implementation of Discovery Learning Strategy in accordance with the researcher's question 2. The type of test given by the English teacher to the students was in the form of multiple choice questions related to greeting card material as many as 10 items.

From the results of the value findings above (table 4.2) of the 25 the students in class VIII-B who have taken the test that has been given, there were 23 the students who answered question number 1 correctly. The students answered question number 1 correctly because in question number 1 the answer was already in the text or written directly in the text that had been made by the English teacher so the students easily get the answer to the question. In question number 2 the number of the students who answered correctly was 23 the students. The students answered question number 2 correctly. The answer to question number 2 was not written directly in the text that had been given but the students were able

to analyse the type of text so that they determined that the type of text was a greeting card(implicit).

Furthermore, in question number 3 the number of the students who answered was 17 people. 16 of these students answered the question correctly. After paying attention to question number 3 is a medium question and can still be answered by the students because the answer to question number 3 has been written directly in the text that has been included by the English teacher (explicit). Of the 25 students who took the test that the teacher had given, there were 13 students who answered question number 4 correctly. Based on the research observation, the answer to question number 4 has not been written directly (implicit) in the text that had been given. So the students need time to understand and answer the question correctly. This is in line with the statement (Rahman, 2017) Discovery Learning is a learning strategy that allows students to gather information and find and solve problems themselves, the students build their own knowledge by conducting experiments to find a principle from the experiment. In question number 5, the number of the students who answered the question correctly was 16 students. The students answered the question correctly because in question number 5 the answer was already in the text or written directly in the text that the English teacher had made so the students easily got the answer to the question (explicitly). Although the alternative answers in number 5 had answers that were almost the same as the real answers, the students managed to answer the question correctly. Then in question number 6, the number of students who answered correctly was 20 students (implicit)

Furthermore, in question number 7, the number of students who answered the question correctly was 20 students. The answer to the question has been written directly (explicitly) in the text. Even so, the students still pay attention to the text and observe the text so that they got the correct answer. Question number 8 was answered correctly by 18 students. The students need time to find out the answer because the answer to question number 8 is written indirectly (implicit), so the students had to read the text repeatedly so that in the end they found the correct answer. In question number 9 there were 23 the students who answered the question correctly. The answer to the question has been written directly (explicitly) in the text. And in the last question the students answered the question correctly. There were 24 students who answered correctly. In this question the students try to understand what was the most appropriate answer because the answer to number 10 is not written directly so that it made students thought and reread correctly so the students answered the question correctly and correctly (implicit).

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Based on the researcher's findings, the implementation of Discovery Learning Strategy in class VIII-B had an impact on the student learning result. This was evident from the results of tests conducted by English teacher in the class that the implementation of Discovery Learning Strategy has a positive impact on improving the student learning results. According to Ali & Setiani (2018), Discovery Learning Strategy learning model influences student learning results, because this learning model had advantages so that students are motivated to be active in understanding the concepts student. We can see from the explanation above that from the test results that had been given many students who answer correctly and reach the MCC.

## **CONCLUSION AND RECOMMENDATION**

### **a. Conclusion**

After conducting qualitative research on the implementation of Discovery Learning Strategy in English language learning, based on the research findings in the previous chapter, the researcher concluded that first, the English teacher were interested, happy and enjoy when doing learning by using Discovery Learning Strategy. In the learning process by applying Discovery Learning Strategy, the teacher had used the lesson plan as a guideline in learning. In the lesson plan there were procedures carried out by the English teacher listed in the lesson plan (introductory activities, core activities, closing activities). The implementation of the Discovery Learning Strategy has gone well, and students also follow the learning until the end. However, students are still less active both in asking questions and in answering the teacher's questions because as long as the teacher implements the Discovery Learning Strategy in the classroom the English teacher only uses printed books as teaching media and does not use other media such as projector.

Based on the researcher's findings, the implementation of Discovery Learning Strategy in class VIII-B had an impact on the student learning results. This was evident from the test results that had been conducted by English teacher in the class that the implementation of Discovery Learning Strategy has a positive impact on improving the student learning results. Student test results reach MCC or above the average MCC applied at the school.

### **b. Recommendation**

Considering the results of the study, the researcher would like to make the following suggestions:

For teacher, teacher were not the source of knowledge, therefore teacher must provide many opportunities for students to find knowledge with teaching strategies in the teaching and learning process.

For the students, the effective learning is the learning that makes students as the center of learning. Thus, students can increase their ability to be actively and creatively involved in learning activities. The learning process can produce results that are in accordance with the supposed learning objectives.

For the next researcher, the researcher should find out what the impact is if the teacher does not implement all the steps of Discovery Learning Strategy in the English language learning process.

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