

**THE USE OF DISCOVERY LEARNING METHOD
IN GRAMMAR CLASS: A CASE STUDY AT 9TH GRADE
OF SMP PLUS DARUSHOLAH**

THESIS



By:

Farhan Akbar Wardana

SRN: T20186157

UNIVERSITAS ISLAM NEGERI
KH ACHMAD SIDDIQ
JEMBER

**STATE ISLAMIC UNIVERSITY
OF KIAI ACHMAD SHIDDIQ JEMBER
FACULTY OF EDUCATION AND TEACHER TRAINING
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By

Farhan Akbar Wardana
SRN: T20186157

Had been approved by advisor



Dr. Ninuk Indrayani, M. Pd
NIP.197802102009122002

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The Board of Examiners

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Secretary

Zahratul Maujudatul Mufidah M.Pd
NIP.199201222019032009

Praptika Septi Femilia, M.Pd
NIP. 198809032023212029

Members:

1. Dr. Inayatul Mukarromah, S.S., M.Pd ()
2. Dr. Ninuk Indrayani, M.Pd ()

Approved by
Dean of Faculty of Tarbiyah and Teacher Training



Dr. H. Abdul Mu'is, S.Ag., M.Si
NIP. 197304242000031005

MOTTO

"يُرَى سَوْفَ سَعْيُهُ وَأَنَّ سَعَى مَا إِلَّا لِلْإِنْسَانِ لَيْسَ وَأَنَّ"

"Wa an laisa lil-insāni illā mā sa‘ā. Wa anna sa‘yahu sawfa yurā."

Artinya: Dan bahwa manusia hanya memperoleh apa yang telah diusahakannya.

Dan sesungguhnya usahanya itu kelak akan diperlihatkan (balasannya).¹

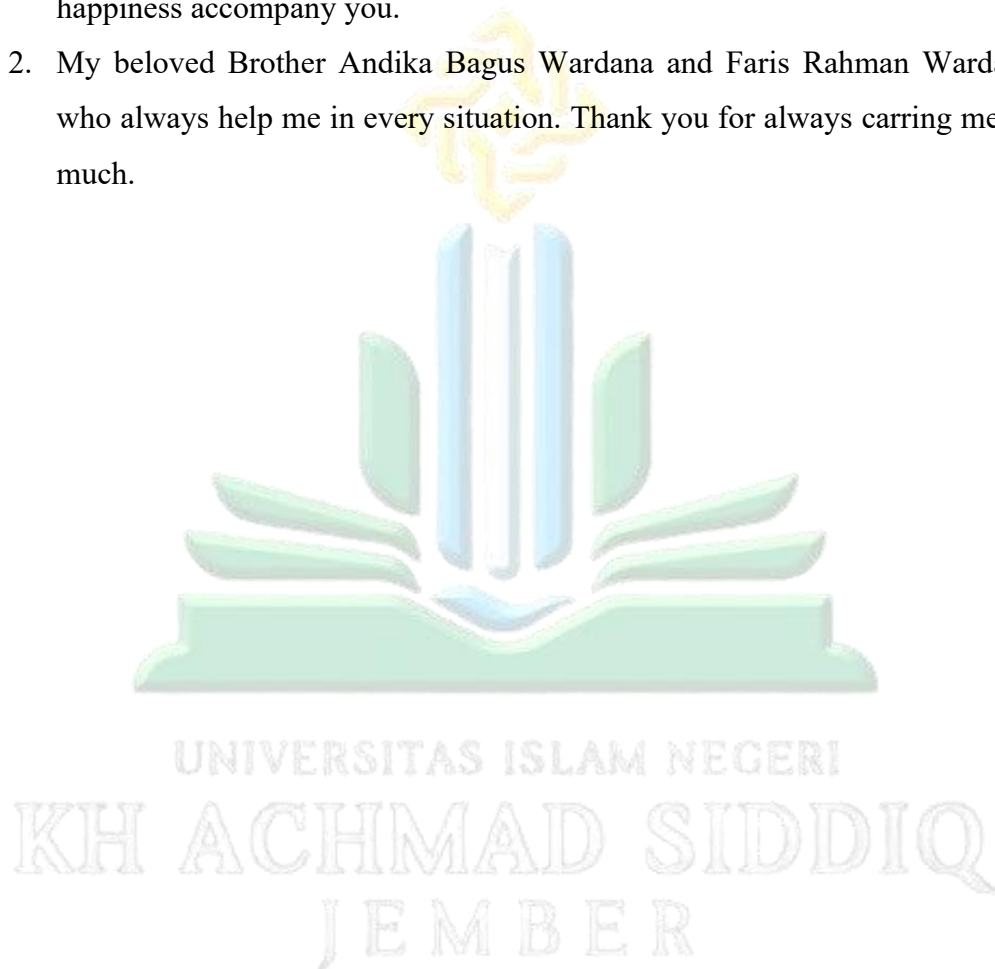


¹ QS. An-Najm: 39–40

DEDICATION

I dedicate this thesis to:

1. My beloved parents, my dad Heru Wardoyo and my mom Siti Marhamah who always give me everlasting love, guidance, motivation, support, blessing and praying all best things for me especially to finish this undergraduate thesis. May Allah always bless, protect, keep you well and happiness accompany you.
2. My beloved Brother Andika Bagus Wardana and Faris Rahman Wardana who always help me in every situation. Thank you for always carrying me so much.



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1. Prof. Dr. H. Hepni, S. Ag, M.M, as a rector of Islamic State University of Kiai Haji Achmad Siddiq Jember who has given me opportunity to study in this University.
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Jember, 10th of June 2025

Farhan Akbar Wardana



ABSTRACT

Farhan Akbar Wardana 2025. *The Use Of Discovery Learning Method In Grammar Class: A Case Study At 9th Grade Of Smp Plus Darusholah*

Keywords: Grammar Skill, Discovery Learning Method

Success of learning a language can be seen from how the student can write fluently. Grammar is one of language skills that have to be mastered by the students. When teaching grammar, teachers need to consider interesting learning model to be applied. One of methods which are interesting to teach grammar is discovery learning. This learning model may help students to learn better because it focuses on the process of learning. SMP Plus Darus Sholah as one of islamic school that concern more on the process of student learning implemented a discovery learning in improving the grammar skill of its students.

The formulation of the research problems are: 1) What is the material in the teaching of grammar skill through Discovery Learning at 9th grade of SMP Plus Darus Sholah 2) What is the step of teaching grammar skill through discovery learning 3) What kind of evaluation used in teaching of grammar skill through discovery learning at 9th grade of SMP Plus Darus Sholah?

To gain the data, the researcher conducted field research at SMP Plus Darus Sholah, by applying qualitative research in the type of case study. In data collection techniques the researcher used observation, interview and document review. The data analysis used in this research was interactive analysis according to Miles, Huberman, and Saldana, namely data condensation, data display, drawing and verifying conclusions. While, for the validity of data, the researcher used source and technical triangulation.

The research result are: 1) The material of teaching grammar skill through discovery learning strategy was about describing and identifying people, animal and thing include the language features and the text structure. 2) The step of teaching grammar skill through discovery learning were: the teacher implements discovery learning which is relevant and appropriate with the theories. She used six steps, (a) stimulation (b) problem statement (c) data collection (d) data processing (e) verification and (f) generalization. 3) The evaluation of teaching grammar skill through discovery learning strategy was in the form of daily assesment to present in front the class. In all of the grammar, the teacher gives her comments. It makes students pay attention to their result, and know their mistakes as motivational correction for them.

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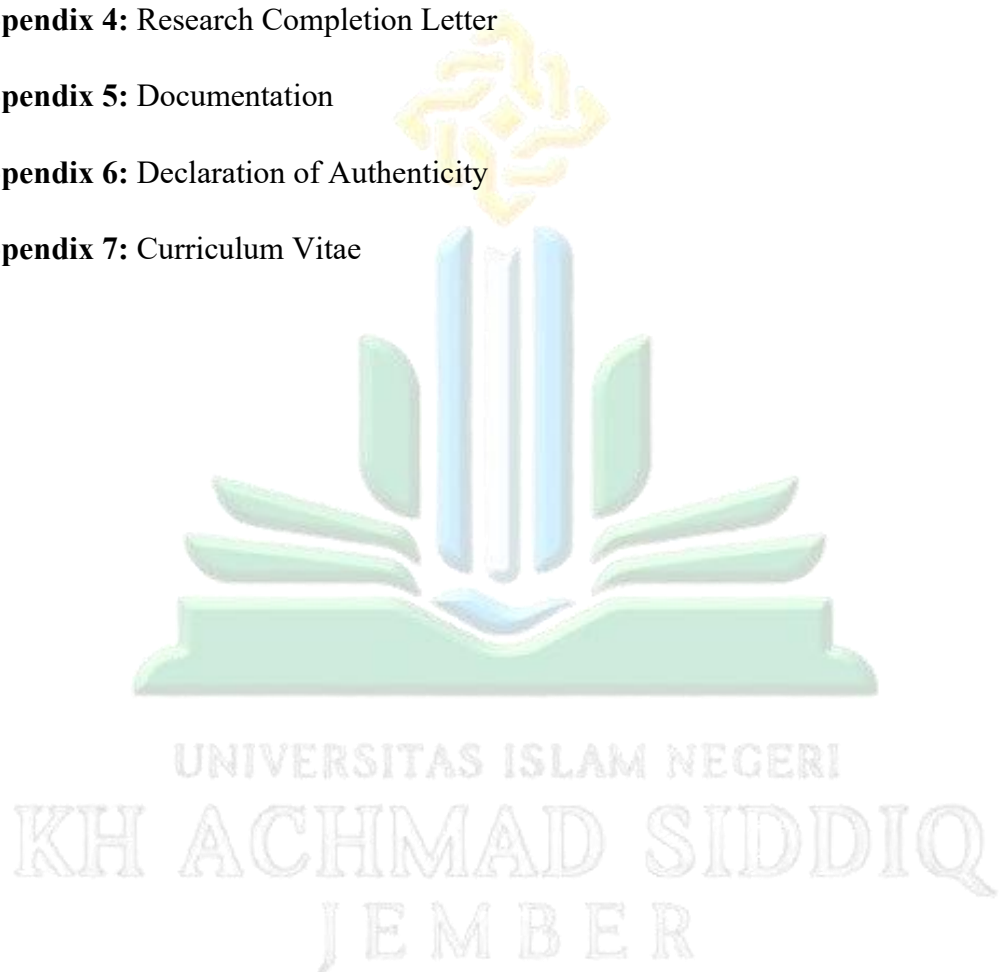
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CHAPTER I

INTRODUCTION

This chapter discusses background of the research, problem of the research, objectives of the research, limitation of the research, significance of the research, scope of the research and operational definition of key terms.

A. Background of the Research

English is one of universal languages which many countries are using as means of communication. In learning English there are four skills to be learn that is listening, speaking, reading and writing. In communication grammar mastery become the crucial thing to learn it is important for students who want to be master of English. Based on Al-Qur'an, one of the surah which explains about communication is surah An Nahl - 125

بِأَنِّي وَجَدْتُهُمُ ۖ الْحَسَنَةَ وَالْمَوْعِظَةَ بِالْحِكْمَةِ رَبِّكَ سَبِيلٌ إِلَىٰ أَدْعُ
أَعْلَمُ وَهُوَ ۖ سَبِيلُهُ عَنِ ضَلَّ بِمَنْ أَعْلَمُ هُوَ رَبُّكَ إِنَّ ۖ أَحْسَنُ هِيَ
بِالْمُهْتَدِينَ

Meaning: Invite all to the Way of your Allah SWT with wisdom and kind advice, and only debate with them in the best manner. Surely your Allah SWT knows better who has strayed from Allah SWT ways and who is 'rightly' guided.²

² Departmen Agama RI, *Al-Qur'an dan Terjemahannya* (Jakarta: Sygma. 2005)

According to Brown, language operates in a speech community or culture.³ In this world, there are many languages based on their regions, so that every society has different language. That is why also the government declare to make an international language as a tool to achieve human being's goal, in order avoid misunderstanding between them. English is one of international languages in the world that many people including Indonesian students want to master it.

However there are challenges that occur for Indonesian students who learn English as their foreign language when they have to memorize grammar rules, especially tenses.⁴ There are sixteen tenses that show events that occurred in the past, present, and future. Which Indonesian students do not find such a principle in their first language, Bahasa Indonesia. In addition, Indonesian students are confused as to why a verb or sentence was changed if the time is different.

The obstacles in learning grammar according to Djiwandono stated that grammar has always been an intimidatingly serious matter in the eyes of the students. The word "grammar" often connotes grueling hours of studying patterns, monotonous textbooks, and tedious classes.⁵ It can be concluded that the importance of grammar in environment which is very concerned about grammatical accuracy in every language production is likely to be perceived as threatening. This is also supported by Debata that to speak in a clearer and more

³ Douglas Brown, *Principles of Language Learning and Teaching*, (San Francisco: Pearson Education, 2007), P. 6

⁴ Richard, Jack C., & Theodore S. Rodgers. (2001). *Approaches and Methods in Language Teaching (2nd Edition)*. Cambridge: Cambridge University Press.

⁵ Djiwandono. (2016). *The Importance of Grammar and How to Learn Grammar*. Universitas Brawijaya. Indonesia.

effective manner students must study grammar.⁶ For the person who has unconscious knowledge of grammar, it may be sufficient for simple language use. However, the persons who wish to communicate in the artistic manner with well-defined structures must go for the greater depth of understanding and proficiency what the study of grammar offers.

Furthermore, curriculum in Indonesia demands a holistic learning because it is very important for teachers to implement an integrated language curriculum that highlights the relationship between the languages. One of methods to learn English grammar is called discovery learning. According to Singaravelu, discovery learning is a method of inquiry-based instruction and is considered a constructivist-based approach to education.⁷ A review of the literature suggests that discovery learning occurs whenever the learner is not provided with the target motion or conceptual understanding and must find it independently and with only the provided materials.

According to Feriyanti discovery learning is the method that when the teacher does not give the final material and student must organize their own material with stimulus given by the teacher.⁸ The teacher as guide in the process of learning and the teacher offer the students occasion to be active students. Discovery learning is a method which recommended in 2013 curriculum. This method allows the students to seek the information and construct their knowledge

⁶ Debata, P. (2013). *The Importance of Grammar in English Language Teaching-A Reassessment. Language in India* Volume 2013. KIIT University. India.

⁷ Singaravelu.(2012). *Discovery Learning Strategies in English. Academic Staff college*, Bharathiar University. Calmbatore.

⁸ Feriyanti. (2014). *Discovery Learning as a Method to Teach Descriptive Text in Building Students' Character: A Case of Seventh Grade Students Of SMP N 3 Ulujami*

by doing some activities. In the phenomenon that researchers find in the classroom, students often surprise us with what students already know or half-know. By using the discovery methods students learn more about their knowledge and abilities by eliciting information from them rather than telling things to them.

To sum up, in learning English grammar using discovery learning the teacher was not provide any conceptual or motion so that the students must find out by themselves to find answers or tenses from the material already given by the teacher. This is an opportunity for students to solve a problem, think critically and be able to understand what the teacher is teaching through the assignments that have been given.

There are several previous studies that discuss Learning English Grammar using Discovery Learning entitled *Discovery Learning as a Method to Teach Descriptive Text in Building Students' Character: A Case of Seventh Grade Students of SMP N 3 Ulujami* by Feriyanti D in 2014. The study was talking about discovery learning; discovery learning is the suitable method in 21th century. The students must be active learners. This method not only make the students' academic enhanced but also this method can make the students have a good attitude by doing all the process of using this method in teaching and learning process. The students were very enthusiastic learning using discovery learning. Learning using Discovery learning continuously help the students in building their character and the research also brough out the material about Descriptive Text. The difference between the previous study is hereby the

research was discuss about the specific material that is Grammar and the tenses are Present Tense. Past Tense, and Continuous Tense.

Therefore, the researcher conducted research entitled the use of Discovery Learning Method in Grammar Class: A Case Study at Ninth Grade of SMP Plus Darusholah Jember.

B. Research Questions

Based on the background above, the research focuses are identified as follows:

- 1) What is the material in the teaching of grammar skill through Discovery Learning at 9th grade of SMP Plus Darus Sholah?
- 2) What is the step of teaching grammar skill through discovery learning ?
- 3) What kind of evaluation used in teaching of grammar skill through discovery learning at 9th grade of SMP Plus Darus Sholah?

C. Research Objectives

The objective of this research is explained bellow:

1. To describe the materials used in the teaching of grammar skill through Discovery Learning at 9th grade of SMP Plus Darus Sholah.
2. To identify the steps or stages used by the teacher in the teaching of grammar skill through Discovery Learning.
3. To analyze the form of evaluation used in the teaching of grammar skill through Discovery Learning at 9th grade of SMP Plus Darus Sholah.

D. Research Significance

Significance of the research are as follows:

1. Theoretical Significance

For theoretical contribution, the results of this research are expected to support the previous studies and to give information about the influence of Discovery Learning towards students' grammar mastery.

2. Practical Significance

This research can encourage the English teacher in creating effective method or ways of teaching Grammar. Thus, the teacher can help and improve their students' capability in learning English using discovery learning method, the students easy to understand and solving the problem in learning English especially grammar mastery.

E. Definition of Key Terms

1. Discovery Learning Method

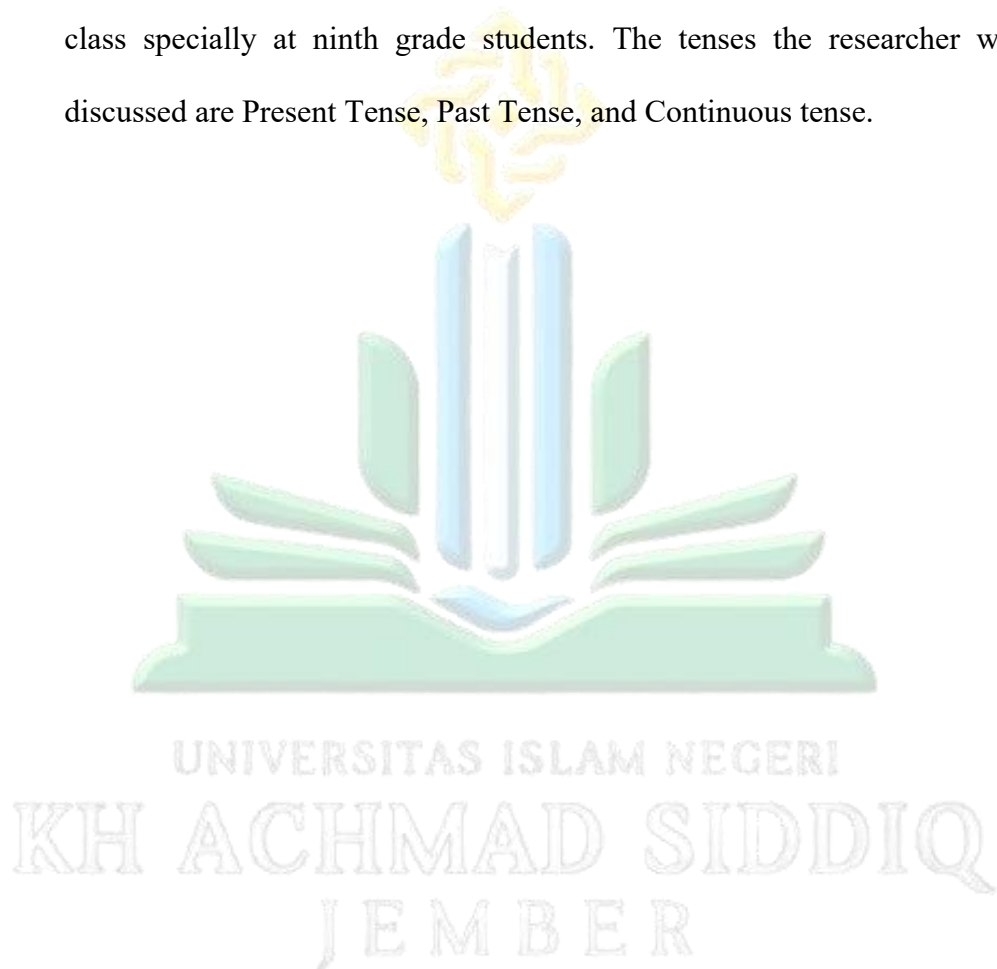
Discovery learning method is to state that discovery learning is a process of searching for knowledge carried out by students to find a solution to a problem or fact. In other words, students try themselves to seek their knowledge in order to produce meaningful learning in student activity in the discovery learning model.

2. Grammar Mastery

Grammar mastery is a program that has been specially designed for those of you who want to focus on learning grammar in depth from the basics by experts who have experience teaching, all adjusting to what you

need and the time you have. Grammar is a term that refers to the structure of sentence preparation. By using the right structure, the sentence was perfect. The structure of phrasing is commonly used in all languages, both English, Indonesian, and other languages.

In this research the researcher explain more about the tenses use in class specially at ninth grade students. The tenses the researcher was discussed are Present Tense, Past Tense, and Continuous tense.



CHAPTER II

LITERATURE REVIEW

This chapter explain the definition and the differences in some studies that had been conducted with some experts as well as the similarities.

A. Previous Study

To make sure the originality of the idea in this research, the researcher present several studies that have relevance with this kind of research the researcher conducted, such as:

1. Discovery Learning as a Method to Teach Descriptive Text in Building Students' Character: A Case of Seventh Grade Students of SMP N 3 Ulujami by Feriyanti D.

The writer used the descriptive quantitative research to find out the students achievements and students character that taught using discovery learning and without using discovery learning in teaching "descriptive text" based on curriculum 2013. Then, the writer used experimental method. The writer chose true experimental design with pre-test and post-test. The population in this research was seven grade students SMP N 3 Ulujami. In this research, the writer chose two group that called experimental group and control group. Each group consisted of 40 students. The class selected by using random sampling technique.

2. The Effectiveness of Using Guided Discovery in Teaching Reading Comprehension by Ida Zahara.

The objectives of this study were to find out whether or not there was any significant difference in reading comprehension achievement between the students who taught by using guided discovery and those who were taught by using conventional strategy to the eleventh grade students of MAN Arahan in academic year 2012/2013. Seventy students were chosen as the sample by using convenience sampling technique. The sample were assigned into two groups; the experimental group and the control group. Each group consisted of thirty five students. The data were obtained by reading comprehension test. A test was given both to the experimental group and control group before and after the treatment. The result of the test was analyzed by using matched t-test. The result of the study showed that there was any significant difference between eleventh grade students of MAN Arahan who were taught by using guided discovery and those who were taught by conventional strategy.

3. The Use Discovery Learning Method in Writing Descriptive Text at Eleventh Grade of SMA Negeri 8 Pinrang.

This research aimed to find out how the use of Discovery Learning Method can improve students writing skill in descriptive text. A pre-experimental design was employed with one class of the class XI IPA 1 students of SMA Negeri 8 Pinrang selected

purposively as sample. The data were obtained through a pre-test and post-test. The research finding indicated that the use of Discovery Learning Method can improve the students writing skill in descriptive text. It was proved by the students mean score in pre-test was (5.15) an in post-test war (6.75).

4. The Use of Discovery Learning Method to Improve Students' Writing Descriptive Text

The direction of the research is to prove whether the discovery learning method can improve the students competence in writing descriptive text or not. The subject is the tenth grade students of MA Nurul Hidayah Batujajar which consist of 16 students. The researcher conducted 2 cycles of classroom action research as the research method. Each cycle comprised pre-test, two meetings for treatment and post-test. In collecting data, the researcher used test and non-test. From the data taken, the result tends to be satisfied. During teaching learning process, the students tend to become active participants. The results of the research showed that the students are more confident in writing descriptive text and know what to write. Furthermore, there are some improvements in their test scores which are the mean score of post-test1 in cycle one (5.65) is higher than the mean score of pre-test (4.03) and the mean score of post-test2 in cycle two (6.72) is higher than the mean score of post-test1 in cycle one. From the results

of the research, it can be summarized that using discovery learning method can improve the students' writing descriptive text.

5. The Application of Discovery Learning Models in Learning to Write Descriptive Texts

The purpose of this study was to describe the application of discovery learning models in writing descriptive texts. The research method uses descriptive method. Data collection techniques using observation techniques, test writing descriptive text, and documentation. Data analysis techniques by reducing data, data presentation, data interpretation, conclusions. The results showed that the steps of the discovery learning model in learning to write descriptive texts are to describe topics, ask question, formulate hypotheses, carry out investigations, conduct observations, organize or analyze, and present the results of investigations.

Table 2.1

Similarities and Differences of Previous Research

No	Research Title	Similarities	Differences
1	Discovery Learning as a Method to Teach Descriptive Text in Building Students' Character: A Case of Seventh Grade Students of SMP N 3 Ulujami by Feriyanti D	Both researches using Discovery Learning in Class	The previous research focus on descriptive text, here the researcher focusses on grammar used.
2	The Effectiveness of Using Guided Discovery in Teaching Reading Comprehension by Ida Zahara	Both researches using Discovery Learning in Class	The previous research using testing discovery method in class and using experimental

			research
3	The Use Discovery Learning Method in Writing Descriptive Text at Eleventh Grade of SMA Negeri 8 Pinrang	Same method those are Discovery Learning in Writing Descriptive Text	The previous study using pre-experimental research
4	The Use of Discovery Learning Method to Improve Students' Writing Descriptive Text	Discovery Learning Method is the method the researcher used	The previous study used Classroom action research
5	The Application of Discovery Learning Models in Learning to Write Descriptive Texts	Same method those are Discovery Learning in Writing Descriptive Text	The previous study used Quantitative reeseach

Based on the explanation above, it can be concluded that there are similarities and differences between this study and previous studies. The similarity is that the research uses the same Discovery Learning method, particularly in the context of teaching writing and descriptive text. The differences lie in the focus and methodology. While most previous studies emphasized teaching descriptive text using experimental, classroom action research, or quantitative designs, this study focuses specifically on the implementation of Discovery Learning in teaching grammar, especially tenses (Present, Past, and Continuous Tense), through a qualitative case study approach. The research gap identified is that there is a lack of studies exploring the application of Discovery Learning specifically in grammar classes using qualitative methods in Islamic junior high school contexts. Therefore, this study contributes to filling that gap by analyzing how Discovery Learning supports grammar mastery through observation, interviews, and documentation in a real classroom setting.

B. Theoretical Frame Work

In this chapter the researcher presents some theories related to the research problem. There are some literature reviews being discussed in this chapter explain about definition of grammar, it consist of presents tense, past tense, continuous tense and the explanation of discovery learning in teaching and learning process specially in Grammar learning process.

1. Grammar Mastery

Mastery of grammar is needed in mastering four skills in English, namely listening, speaking, reading, and writing. The key to proficiency in English can be seen from the mastery of grammar so that it can understand English and use it as a means of communication. Mastering the correct English grammar and using accurately have a positive impact on the user to generate confidence, adding to the ability to understand the reading text more easily. The use of grammar in English is very important. Learning grammar can improve our knowledge of writing, speaking, and interpreting English well and correctly even if its use is not for everyday use. The benefits of using grammar are developing the art of translation, helping to acquire vocabulary, gaining knowledge of the actual understanding of sentences, and building conceptual thinking on grammar structures.

a. The Definition of Grammar

Grammar is a description of the structure of a language and the way in which linguistic unit such as words and phrases are combined to produce

sentences in the language⁹. In generative grammar, a grammar which describes the speaker's knowledge of the language¹⁰. Grammar is defined as word that are put together to make correct sentences it does not only affect how the units of words are combined in order to make correct sentences but also affects their meaning¹¹. In the other word, grammar is a structure in linguistics that has functions to organize the sentence well.

Grammar is defined as the connection of word groups in an acceptable structure. It is one of the aspects of language that taught and learnt. It is the description, analysis, and formalization of language pattern. Knowing a language means the learner acquiring grammatical competence, communicative and language proficiency. Grammar is also known as the structure of a language. It is the science of language. Every language has its own grammar. It deals with function of words in a sentence. Grammar is defined variously. Cowan defines Grammar as "the set of rules that describes how words and groups of words can be arranged to form sentences in a particular language¹². He further says the grammar of English consists of all the rules that govern the formation of English sentences, and this is precisely what learners of English want to know. According to Thornbury "Grammar is a kind of sentence-making machine."¹³ It follows that

⁹ Richards C. Jack and Schmidt Richard. (2001). Dictionary of Language Teaching and Applied Linguistics. Pearson Education Published. Page 251

¹⁰ Richards C. Jack and Schmidt Richard. (2001). Dictionary of Language Teaching and Applied Linguistics. Pearson Education Published, Page 252

¹¹ Penny, U. (2019). A Course in Language Teaching Practice and Theory. London: Cambridge University Press. Page 75

¹² Cowan. (2008). *The teacher's grammar of English*. New Delhi: CUP. Page 3

¹³ Thornbury, S. (1999). *How to teach Grammar*. London. Pearson Education Ltd.

the teaching of grammar offers the learners the means for potentially limitless linguistic creativity.

Batstone affirms the “importance of grammar to understand language, as it provides a framework for learners to structure their learning of the foreign language¹⁴. Almost the same, Crystal in 2004 as cited in Şik stated that “grammar is the structural foundation of the ability to express ourselves¹⁵. In addition, Duso in 2007, cited in Porantolo stated that “today grammar is not considered as a mere set of morphosyntactic rules, but as a means to communicate, that is to mediate words and context¹⁶. From listed definitions of grammar, we can conclude that grammar is the foundation of language which is used to create correct language. Besides, grammar become a tool of communication.

b. Types of Grammar

According to George Yule there are three types of grammar, those are:

1) Mental Grammar

Mental grammar is a form of internal linguistic knowledge which operates in the production and recognition of appropriately structured expressions. And this is not the result of any teaching (purely skill).

2) Linguistic Etiquette

¹⁴ Pontarolo, G. (2013). *The role of grammar in EFL instruction: A study on secondary school students and teachers*. Unpublished master's thesis. University of Padova: Italy.

¹⁵ Şik, K. (2014). *Using Inductive or Deductive Methods in Teaching Grammar to Adult Learners of English*. Unpublished master's thesis. Atatürk University: Turkey

¹⁶ Pontarolo, G. (2013). *The role of grammar in EFL instruction: A study on secondary school students and teachers*. Unpublished master's thesis. University of Padova: Italy.

Linguistic etiquette is the identification of the proper or best structures to be used in a language.

3) Traditional grammar

Traditional grammar involves the analysis study of the structures found in a language.

On the other hand, Kolln and Funk divided the types of grammar into two, namely; Structural and Transformational Grammar.¹⁷

1) Structural Grammar

The structuralists recognize the importance of describing language on its own terms. Instead of assuming that English words fit into the traditional eight word groups of Latin, the structuralists examined sentences objectively, paying particular attention to how words change in sound and spelling (their form) and how they are used in sentences (their function). Another important feature of structuralism, which came to be called "new grammar", is its emphasis on the systematic nature of English.

2) Transformational Grammar

Unlike the structuralists, whose goal was to examine the sentences we actually speak and to describe their systematic nature, the transformationalists wanted to unlock the secrets of language; to build a model of our internal rules, a model that was produce all of the grammatical - and no ungrammatical - sentences. It might be useful to think of our built-in language system as a computer program. The

transformationalists are trying to describe that program. The several important concepts of transformational grammar are: first, the recognition that a basic sentence can be transformed into variety of forms, depending on intent or emphasis, while retaining its essential meaning; for example, questions and exclamations and passive sentences.

2. Discovery Learning

Discovery Learning denotes a general instructional approach that represents the first broad development of constructivist learning for school-based learning environments¹⁸. In the application of discovery learning guidance, it is needed to determine the concept of learning, the right instruction in a teaching and learning process, determine characteristics, media, attributes to achieve a learning goal. According to Castronova Discovery learning is a method which recommended in 2013 curriculum¹⁹. This method allows the students to seek the information and construct their knowledge by doing some activities. Since 2013, Indonesia conducted new curriculum. There are three recommended methods in this curriculum including Discovery learning. Discovery learning is the suitable method in this century. This This curriculum wants to make the students not only smart in lesson, but also smart in their emotion, social, and spiritual. There is the integration of the character values in the learning process. The approach and strategy that used in this curriculum give the students opportunity to construct

¹⁸ Feriyanti, D. (2014). *Discovery Learning as A Method to Teach Descriptive Text in Building Students' Character: A Case of Seventh Grade Students of SMP N 3 Ulujami*

¹⁹ Feriyanti, D. (2014). *Discovery Learning as A Method to Teach Descriptive Text in Building Students' Character: A Case of Seventh Grade Students of SMP N 3 Ulujami*

new knowledge based on their experience in learning process. The curriculum was able to close the student on the society. The curriculum 2013 became one of the solutions to face the changing times which give priority to the competence of a synergy with character values.²⁰

a. The Characteristic of Discovery Learning

Discovery-based learning is typically characterized by having minimal teacher guidance, fewer teacher explanations, solving problems with multiple solutions, use of hand-on materials, minimal repetition, and memorization²¹. There are multiple essential components that are required for successful discovery-based learning, as follows:

- 1) Teacher guidance where the emphasis is on building upon students' reasoning and connecting to their experiences.
- 2) Classroom culture where there is a shared sense of purpose between teacher and students, where open-mindedness and dialogue are encouraged.
- 3) Students are encouraged to ask questions, inquire through exploration and collaborate with teacher and peers²²

²⁰ Sholeh (2013; 113)

²¹ Azizah, L. (2018). *Utilizing Discovery Learning to Teach Descriptive Writing For Junior High School Students. Faculty of Teacher Training and Educational Sciences, Universitas Islam Majapahit.*

²² Azizah, L. (2018). *Utilizing Discovery Learning to Teach Descriptive Writing For Junior High School Students. Faculty of Teacher Training and Educational Sciences, Universitas Islam Majapahit.*

b. The Aims of Discovery Learning

There are many specific aims in discovery learning, there are students have a chance to involve actively in teaching learning, those are:

- 1) Students learn to discover rule in concrete as well as abstract situation, also students extrapolate information that have given.
- 2) Students learn to formulate answer question strategy that not confused and use answer question to obtaining information.
- 3) Students form the way of working together effectively, giving information each other, and listening and using people 's ideas.
- 4) Students concept skills and principles that have been learnt is meaner. 5) Students skill in discovery learning is easier to transfer in new activity and to apply in new learning situation.²³

c. The Benefits and Shortage of Discovery Learning

The benefits of discovery learning are students can participate actively in teaching learning.²⁴ It can develop and planting inquiry in the students and supporting students 'problem solving ability and giving interaction field in each-students and students teacher, so that students can use language well. The material which is learnt can achieve the high-level students 'ability. The material also more unforgettable because the students are involved directly in the discovery process.

²³ Mahrawi, Utari & Thifa. (2021). *The Effect of Discovery Learning on Students' Higher-order Thinking Skills. International Journal of Biology Education Towards Sustainable Development Volume 01. Department of Biology Education, Faculty of Teacher Training and Education, Universitas Sultan Ageng Tirtayasa, Serang, Indonesia.*

²⁴ Sudrajat. (2017). *The Effect of Discovery Learning Method On The Math Learning Of The V Sdn 18 Students Of Banda Aceh, Indonesia. Master Student at State University of Medan (Unimed), Medan, Indonesia*

In discovery learning students learn how to learn and appreciate themselves, motivating themselves, and easier to transfer and the knowledge permanent and remember able. And the result of discovery learning has more transfer effect than other result. The shortage of discovery learning there are teacher feel fail to detect a problem and there is misunderstand between teachers and students. The discovery learning is wasting the time also consuming teachers work. And it is not all students who be able to discover. The benefit of discovery learning method according to a result the curiosity student of the learning material also to motivate them to continue the work until they find the answer. And then this method teaching the skill to resolve the problem, analyse, and manipulate the information.²⁵

3. Discovery Learning in Grammar

Discovery Learning is a kind of problem-solving approach convenient to apply in teaching grammar. Students discover the information for themselves instead of passively listening to the rules of grammar from the teacher. Students are engaged in observing, predicting, and communicating with each other's. In this technique, teachers give students a listening or reading text and then ask them to discover how the language works. It makes students active. First, students are exposed to the new language structure, but they do not concentrate on it at this stage. In discovery learning technique students are engaged in planning, conducting, and evaluating their own learning where the teacher plays just the

²⁵ Johnson, D. (2017). The Role of Teachers in Motivating Students to Learn. *Journal of Graduate Students in Education*

supportive roles. Discovery technique students are encouraged to work out for themselves how language forms are constructed and used. Students, then go on to do exercises using the language they have uncovered.²⁶ In discovery learning technique students are given examples of language and ask them to discover the grammar rules. It aims to give students a chance to take charge earlier. In this technique, teachers give students a listening or reading text and then ask them to discover how the language works. It makes students more productive in learning process

To sum up, Discovery technique is of great importance to teach vocabulary materials which allows students to activate their previous knowledge. Discovery learning technique is based on the following principles:

- a. Learners develop processes associated with discovery and inquiry by observing, inferring, formulating hypothesis, predicting and communicating.
- b. Teachers use a teaching style which supports the processes of discovery and inquiry
- c. Textbooks are not the sole sources of learning.
- d. Conclusions are considered tentative and not final.
- e. Learners are involved in planning, conducting, and evaluating their own learning with a teacher playing a supportive role.²⁷

²⁶ Harmer, J. (2001). *The Practice of English Language Teaching* Third Edition. Harlow: Longman.

²⁷ Richard, Jack C., & Theodore S. Rodgers. (2001). *Approaches and Methods in Language Teaching* (2nd Edition). Cambridge: Cambridge University Press.

CHAPTER III

RESEARCH METHODS

This chapter explained the components involved in conducting this research, including research design, the research data, the sources research data, the research area, the technique of collecting data, the instrument of collecting data, the technique of analyzing data and trustworthiness of the findings.

A. Research Design

According Arikunto, in the qualitative research the data collected are in the form of words, sentences, or picture which has meaning rather than numbers or frequencies.²⁸ Considering the purpose of the research and the nature of the problem, the researchers use qualitative research as a reference in reviewing data. It is a case study because the objectives of this research are to find the information as many as possible of the phenomenon, analyze students' grammar mastery from the assignment result, and the observe the teaching and learning process. Another theory stated by Creswell descriptive qualitative research is inquiry process of understanding based distinct methodological traditions of inquiry that explore a social or human problem using words, sentences, and theory.²⁹ It is kind of method which is conducted by collecting and analyzing data, and drawing representative conclusion using descriptive qualitative. This design allowed for a deeper understanding of students' experiences in The Implementation of

²⁸ Arikunto, S. (2014). *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: PT. Rineka Cipta.

²⁹ Creswell, J. (2014). *Research Design: Qualitative, Quantitative and Mixed Methods Approaches* Fourth Edition. Thousand Oaks, CA: Sage

Discovery Learning Method in Grammar Class: A Case Study at Ninth Grade of SMP Plus Darusholah Jember.

B. Research Data

In this research, the data in the form of student perception was collected descriptively qualitatively. The data of this research was in the form of responses of interviews which is taken by the subject. The list consisted of 5 statements about perception and documentation on the implementation of discovery learning method in Grammar class, and the last data was taken by observation during learning process.

C. Data Source

Arikunto states that sources of data are subjects where the data come from³⁰. In this study, the object of this research are students of Ninth Grade of SMP Plus Darusholah Jember and the researcher connects the answers of interview questions in students' and teacher's point of view.

D. Research Area

The researcher conducted the research at SMP Plus Darus Sholah Jember in the 2023/2024 Academic Year. The reason for choosing SMP Plus Darus Sholah as the research location is based on several considerations. First, SMP Plus Darus Sholah is one of the well-known Islamic junior high schools in Jember that integrates character education and academic excellence, making it a

³⁰ Arikunto, S. (2014). *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: PT. Rineka Cipta.

suitable environment for implementing innovative teaching methods such as Discovery Learning.

Second, the ninth-grade students at this school are actively involved in a variety of student-centered learning strategies and are accustomed to engaging in inquiry-based learning, which aligns with the characteristics of the Discovery Learning method. This made it possible for the researcher to observe the authentic application of the method in a real classroom context.

Third, the school supports research activities and provides access for collaboration with teachers and students, which facilitated the data collection process. Additionally, the location is reachable and accessible for the researcher, ensuring that the research process was conducted efficiently and thoroughly.

E. The Technique of Collecting Data

In collecting the data, the researcher use interview. In the interview process there 5 students to be interviewed and an English teacher. It based sampling technique on the probability sampling of random sampling. It means here the researcher choose the students randomly from class based on the purpose and the problems research. The following explanation of technique of collecting data is

1. Interview

Estenburg cited by Ary. D. defines researcher who have prepared research instruments in the form of questions and alternative answers, each

5 respondents given the same question and the researcher noted it.³¹ According Moleong L.J, question about knowledge uses to express the informant's knowledge of a case or event that might be known.³² In this study, the researcher used a structured interview to gather data. The questions were prepared in advance and were designed to elicit information about the materials, steps, and evaluations of grammar instruction using the Discovery Learning Method. The interviews targeted both students and the English teacher to understand their perspectives and experiences regarding grammar learning in class.

The interview was conducted with 5 randomly selected ninth-grade students and one English teacher from SMP Plus Darus Sholah. The selection was based on probability sampling using simple random technique, in accordance with the research purpose. The questions focused on exploring:

- The materials used in teaching grammar skills through discovery learning,
- The steps or instructional stages applied by the teacher during grammar lessons,
- The evaluation methods used to assess students' grammar mastery through the discovery learning approach.

This data was collected to support the research objectives: (1) to describe the materials used in grammar teaching, (2) to identify the instructional

³¹ Ary, D. (2009). *Introduction to research in education eight edition*. Cengage.

³² Moleong, L. J. (2010). *Metode Penelitian Kualitatif*. Remaja Rosdakarya.

procedures applied, and (3) to analyze the evaluation strategies implemented within the Discovery Learning framework.

One of important activities in doing research is to collect data. The instruments of collecting data in this research are document, interview about perspective and obstacles in implementing discovery learning method. There 5 questions of students and teacher's interview, Here is the interview questions:

Table 3.1 : The students interview questions

The researcher starts the interview preparation by formulating the interview based on the research questions. Drawing on the procedures of formulating interview questions suggested by Researcher .³³

Students' Initial Name		
Class		
No	Interview Questions	Answer of Students
1.	What do you think about learning grammar in class?	
2.	Do you find any obstacle in learning grammar in class?	
3.	Do you think learning grammar in class helping you to master grammar easily?	
4.	What kind of media or strategies you have applied in learning grammar so far?	
5.	Do you have any suggestion or recommendation in master grammar?	

³³ Mason, J. (2002). *Qualitative Researching*. Sage.

Table 3.2 : The teacher interview questions

Teacher's Initial Name		
No	Interview Questions	Answer of Teacher
1.	What do you think about teaching grammar in class?	
2.	Do you find any obstacle in teaching grammar in class?	
3.	What kind of material or strategies you have applied in learning grammar so far ?	
4.	Do you think learning grammar in class using discovery learning method is effective?	
5.	Do you have any suggestion or recommendation in teaching and learning process in class specially about grammar mastery?	

The next data collection is the result of the work of students using grammar mastery. The data presentation attached after the researcher gets permission to take data from the teacher, then the data presented with the results of the interview.

2. Documents

In this study, documentation was used as a vital technique for collecting data related to students' grammar mastery and the implementation of the Discovery Learning method. The documents analyzed included grammar assignments, lesson plans, written test results, and the teacher's evaluation records. These materials served as concrete evidence of the students' understanding of grammatical concepts, especially in tenses such as Present Tense, Past Tense, and Continuous

Tense. The documents also reflected the instructional planning and assessment strategies used by the teacher throughout the learning process.

By analyzing these documents, the researcher was able to cross-check the results of interviews and classroom observations, which strengthened the credibility of the research findings. The documentation revealed not only students' progress and challenges but also the effectiveness of the learning activities conducted. Each document was carefully reviewed and categorized according to grammar topics and instructional goals. This process allowed the researcher to obtain a more complete and objective picture of how Discovery Learning supported students' grammar skill development in the classroom.

3. Observation

Observation was one of the key techniques used to collect data in this study. The researcher conducted direct classroom observations to gain a deeper understanding of how the Discovery Learning Method was implemented during grammar lessons. This involved attentively watching the teaching and learning process in real-time, taking detailed field notes on teacher strategies, student engagement, learning activities, classroom interactions, and the overall environment. The focus of the observation was to see whether the six steps of the Discovery Learning model stimulation, problem statement, data collection, data processing, verification, and generalization were applied effectively in the grammar instruction. The researcher also noted how students responded to the

learning process, their level of participation, collaboration, and how they developed grammar skills through the tasks given. These observations provided valuable insights that obtained through interviews or documentation alone, ensuring a richer and more accurate depiction of the instructional practices and student behavior in the classroom.

F. The Technique of Analyzing Data

Data analysis is an effort which is done by researcher to embrace the data accurately. After collecting the data, researcher analyzed the data. It can be defined as the process of analyzing data required from the result of the research. Qualitative data is required from the result of the research. Qualitative data is gained from field notes, observation, interview, students' document that are analyzed by data triangulation. Here the researcher only using interview as the data collecting. The data analyzed through the following steps³⁴ :

1. Collecting the data

The data of this research comes from the result of collecting the data which is being done in the students and teacher in interview answers. The researcher write down the important information from students' and teacher's answers.

³⁴ Taherdoost. (2021). Data Collection Methods and Tools for Research; A Step-by Step Guide to Choose Data Collection Technique for Academic and Business Research Projects Volume 10 Number 01. Havetic Journal Edition. Switzerland.

2. Documentation and Identification

Documentation is process of documenting the data. It is done after collecting the data. After the data being documented, the accuracy of interview result is identified. Identifying was done with give code in the interviews. The data from interview was given code to help researcher identified the data.

3. Classification

Classification is the process of classifying all sufficient data based on a category. After answering all the students' interview answer, the researcher started to make a classification based on students' and teacher's answer from the interview.

4. Interpretation

After classification the data, researcher interpreted data, give the meaning to information, evaluated, concluded, responded appropriately, and predicts the result, identification & evaluation. But, before interpreting the data, the researcher must analyze the result of the data from the interview, documents, and observation that already being given to the students by learning grammar using discovery learning method.

G. Trustworthiness of the Findings

The researcher used a type of triangularization theory to check validation of conclusion of this research to another theory from another expert. According to Chako, triangulation method means comparing and cross-checking consistency of it means that information derived at different times and by different means within

qualitative method³⁵. The final result of qualitative research is in the form of an information or thesis statement. The information is then compared with relevant theoretical perspectives in order to avoid bias.



³⁵ Chako. (2017). *Triangulation in qualitative research, Why the use of triangulation necessary in social research*. UZ

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter covers research finding and discussion of the research. The finding is the information found from the field, while the discussion is process of making a decision or a conclusion about the topic of this research that is english day program. The finding and discussion are explained as follows:

A. The Brief Description of The Object

1. The Profile of SMP Plus Darus Sholah

SMP Plus Darus Sholah is a private junior high school located in Kaliwates District, Jember Regency, East Java. The school was established on July 20, 1994, under the Decree of Establishment Number 65/A/YPP.DS/VII/1994, and operates under the supervision of the Ministry of Education and Culture.

In its teaching and learning activities, the school, which currently has 734 students, is guided by 35 professional teachers who are experts in their respective fields. The current principal of SMP Plus Darus Sholah is Muslimin, S.H.I., M,Pd.

2. The Geographic Location of SMP Plus Darus Sholah

SMP Plus Darus Sholah Jember is located in the Darus Sholah Islamic Boarding House area, especially in the Jl. Moh. Yamin No. 25 Jember, Tegal Besar, Kaliwates, Jember, Jawa Timur. Whereas the

location of the Darus Sholah boarding house area itself is located in Tegal Besar, Kaliwates, Jember, Jawa Timur.

3. Vision and Mission of SMP Plus Darus Sholah

a. Vission

To be individuals who contribute to the nation and society, and attain happiness in this world and the hereafter

b. Mission

- 1) To strengthen religious values.
- 2) To develop intellectual capacity.
- 3) To foster integrity
- 4) To achieve excellence.

B. Finding Research

The primary study data, which examined, given to the researcher. According to the previously discussed methods, the researcher employed document examination, observation, and interviews in order to gather data.

Based on the interview, document analysis, and observation, the researcher developed the following research findings:

1. The Goal of Teaching Discovery Learning Method in Teaching Grammar Class at 9th Grade of SMP Plus Darus Sholah Jember

After gathering data through observation, interviewing, and document review, the researcher was able to interpret the data in a qualitative descriptive manner.

The researcher interpreted and elaborated on the data to create a comprehensive description. Mrs. Widyaningsih, the English teacher for the ninth grade at SMP Darus Sholah, states that the purpose of the discovery learning approach is to teach grammar skills.

“A basic method for learning concepts and techniques is called "discovery learning," which incorporates active inquiry and attentive engagement. It describes a type of curriculum used in classroom settings where students are urged to actively investigate and deduce the ideas, answers, or tactics at hand. Students learn how to collaborate well, share information, listen to others, and apply their ideas.”³⁶

According to the aforementioned interview, the purpose of teaching grammar skills through discovery learning is for students to be able to find rules in both real and abstract situations and to extrapolate the knowledge. Students develop excellent teamwork skills, knowledge sharing, listening, and utilizing others' ideas.

Putri Alsabila, a ninth-grade student at SMP Plus, also expressed the same idea. According to Darus Sholah:

“Students have the opportunity to participate actively in class and we become more engaged and excited in English learning activities when we use the discovery learning technique”.³⁷

³⁶ Mrs. Widyaningsih, Interviewed by the researcher, 21st of March 2025

³⁷ Putri Alsabila, Interviewd by the researcher, 21st of March 2025

It is evident from the aforementioned interviews that one of the objectives of the discovery learning approach is to encourage students to participate actively in class.

Zaskiatul Fahra, a ninth-grade student at SMP Darus Sholah Jember, backed it. She gave the following explanation:

“Using the discovery learning technique makes us more engaged and passionate; it's similar to providing a space for interaction between students and teachers so that students may utilize language effectively.”³⁸

According to the aforementioned interview, the purpose of employing discovery learning to teach grammatical skills is to increase students' engagement, enthusiasm, and ease of understanding the text through the teacher's instructions and their ability to use language effectively.

In the field, the study discovered that the teacher outlined the purpose of grammatical skills before going on to describe the content. The teacher listed the following objectives: the Students are able to write more creatively and actively, and they are able to boost their writing confidence. The researcher discovered that the teacher had discussed the value of studying English in this age of globalization in another activity. Students are therefore urged to actively engage in teaching and learning.³⁹

³⁸ Zaskiatul Fahra, Interviewed by the researcher, 21st of March 2025.

³⁹ Observation at MTs As-Shiddiqy Jember, 19th of March 2025.

The researcher came to three conclusions about the objectives of teaching grammar using Discovery Learning based on the aforementioned observation and interview. They are: 1) Students learn how to collaborate well and share information with one another. 2) Students have the opportunity to participate fully in class. 3) Students are more eager to learn English. 4) Providing a space for interaction between students and teachers to help students improve their language skills.

2. The Material of Teaching Discovery Learning Method in Teaching Grammar Class at 9th Grade of SMP Plus Darus Sholah Jember

The English instructor at SMP Plus Darus Sholah, Ms. Widyaningsih, claims that the resources for teaching grammar skills through discovery learning

“I provided the students with materials that described people, animals, and objects while using text structure and linguistic elements.”⁴⁰

It is evident from the aforementioned interview that one of the materials used to teach grammatical skills utilizing the Discovery Learning Method dealt with recognizing and characterizing people, including linguistic traits and text structure.

Putri Alsa Bila, a ninth-grade student at SMP Plus Darus Sholah Jember, commented on the learning resources for teaching grammar skills using the Discovery Learning Method:

“When teaching grammar skills, Mrs. Widyaningsih typically uses the Discovery Learning Method with the

⁴⁰ Mrs. Widyaningsih, Interviewed by the researcher, 21st of March 2025.

content about describing people, animals, and objects. It is necessary because the content requires a deeper comprehension of the text, whether it is in terms of linguistic elements or text structure”⁴¹

Based on the interviewed above are teaching grammar skill through discovery learning make students easier to understand the material.

Zaskiatul Fahra, a ninth-grade student at SMP Plus Darus Sholah, provided support for it. She gave the following explanation:

“We feel happy with the material about descriptive text because Mrs. Widyaningsih using good media for study like a good picture”.⁴²

It is clear from the aforementioned interview that the teacher's presentation of the content on teaching speaking skills through inquiry learning focused on identifying and characterizing people, animals, and objects. Whether it is the text's structure or its linguistic aspects, the content calls for a deeper comprehension of the text.

The teacher's lesson plan (appendix 4) on descriptive texts with the theme "My Dog" demonstrates the findings of the aforementioned interview. The researcher came to the conclusion that teaching grammar skills through the Discovery Learning Method improved students' comprehension of the learning material's text based on the interviews and document review.

⁴¹ Putri Alsa Bila, Interviewd by the researcher, 21st of May 2022.

⁴² Zaskiatul Fahra, Interviewed by the researcher, 21st of May 2022.

3. The Step of Teaching Discovery Learning Method in Teaching Grammar Class at 9th Grade of SMP Plus Darus Sholah Jember

In the ninth grade at SMP Plus Darus Sholah Jember, the Discovery Learning Method was used to teach grammar skills based on observations. In reference to the Discovery Learning Method's grammar instruction approach, Mrs. Widyaningsih stated that:

“As we know, the Discovery Learning Method has its own processes, including stimulation, issue definition, data collecting, data processing, verification, and generalization. The process of teaching speaking skills using this method is implemented in accordance with the lesson plan that I have created”⁴³

From the researcher's interviews, it was determined that the teacher used discovery learning to teach grammar. Every step of the discovery learning process was carried out by the instructor. Additionally, the instructor can motivate the pupils to engage in additional physical activity. It is evident from the exercise where the instructor assigned them tasks, asked them to do them alone and in groups, have a group discussion about them, present their work, and conduct independent research. According to the research findings above, each of the six steps was pertinent to the discovery learning processes. One may argue that the stimulation step's actions were acceptable and pertinent to the theory of stimulation. The teacher was posing queries regarding a broad subject related to the descriptive text. In the stimulation step,

⁴³ Mrs. Widyaningsih, Interviewed by the researcher, 21st of May 2022.

she was also displaying a picture. She didn't make a straight introduction. Students were assisted in identifying and writing descriptive language through the use of pictures. It showed that she was also in charge of describing preparation. The instructor began by posing queries, offering reading recommendations, and engaging in further learning exercises that prepared the students to solve.⁴⁴

Students were given the chance to recognize and evaluate their text by the instructor. It helped pupils become accustomed to finding information in the text, which was a beneficial method. It implies that exploration can be both fruitful and secure.

As part of the data gathering process, the teacher guided the pupils to seek out additional sources instead of relying solely on reading one textbook. The opening dictionary and book were the other sources. These demonstrated how the instructor had led the class. The teacher's guidelines for teaching speaking are encouraging and helpful. It is advised that the instructor include certain speaking-related exercises, like providing samples of descriptive writings.

Before composing the collected data as part of their writing assignment, students processed it in data processing. Analyzing and interpreting information and data that students have collected through observation, interviews, and other methods is known as data processing.

⁴⁴ Obsrvation, 19th of May 2022

A student from each group who felt motivated to speak or deliver the assignment led the group in completing their assignments in front of the class. This type of performance task is separated into three categories: project, written, and spoken. Since each pupil was different, it was done to accommodate a variety of talents. They had a range of skills. The pupils who were at ease with grammar. On the other hand, for those who wanted to speak. Additionally, the teacher requested students who felt comfortable creating the product to show the outcomes of their grammar and project. Students also completed the coding or categorizing in this case, which aided in the development of concepts and generalizations on their own. The learner gained new insight into alternative solutions or settlements that require logical proof.

It is possible to infer from the above statement that the instructor helped the pupils indicate their preferred method of learning. As a facilitator, the teacher helps students complete the right assignment. Additionally, the instructor offered valuable experience. Gaining proficiency in the data processing stage was expected. The competency that was created in this activity was the ability to analyze methodically, be tolerant, and cultivate honest attitudes. It is to build good and proper language skills and to briefly communicate their opinions.

The teacher and students came to a conclusion in the generalization step. Regarding the verification's outcome, the procedure might be applied as a general principle to any occurrence or comparable issue. Students gained the ability to make specific inferences or generalizations based on the findings of the previous verification step. Lastly, it articulated the underlying concepts of generalizations.

4. The Evaluation of Teaching Discovery Learning Method in Teaching Grammar Class at 9th Grade of SMP Plus Darus Sholah Jember

The researcher returned to SMP Plus Darus Sholah on May 21st, 2025, to learn more about the assessment of the teaching and learning process utilizing discovery learning that was completed on May 19th, 2025. The researcher spoke with SMP Plus Darus Sholah's English teacher at 09.30. Mrs. Widyaningsih begins by outlining the purpose of the evaluation.

“Evaluation occurs in one form or another in every aspect of life. Perhaps the purpose of life will be lost if the assessment processes are removed from human existence. Evaluation is a tool used in education to assess how well a child has achieved his or her goals. As a result, evaluation and goals are closely related”.⁴⁵

According to the aforementioned interview, all evaluations occur in one way or another. The goals of life may be lost if the evaluation procedures deprive students of their humanity, yet throughout the educational process, all students achieve their goals.

⁴⁵ Mrs. Widyaningsih, Interviewed by the researcher, 21st of May 2025.

The teacher also said that the use of discovery learning in the teaching process increased student engagement by demonstrating a student-centered approach in which the instructor only stimulates the class rather than retelling the subject. Some pupils were still passive, though, and he simply remained silent as his friend engaged in a very engaging presentation and actively replied to it.

“Since each student is unique, teachers wasn't place the responsibility on passive learners. In actuality, we figure out a way to make the passive student active and the active one active once more.”⁴⁶

Based on interview above, it can conclude that every students have their own capability and we can not blame them even if the result of evaluation process not like our expectation.

The statement above was added by an interview with a student named Zaskiatul Fahra , he said that:

“Following the discussion of the assigned material, Ms. Feni typically poses text-related queries”⁴⁷

Based on the aforementioned interview, it is evident that students answered questions related to the teacher's statement as part of the assessment process for teaching speaking skills using the discovery learning technique. Based on the aforementioned interview, it may be said that SMP Plus Darus Sholah Jember used the sonducted steps of discovery learning itself to evaluate the teaching of speaking skills. The following elements were assessed: self-confidence, intonation, and

⁴⁶ Mrs. Widyaningsih, Interviewed by the researcher, 21st of May 2025.

⁴⁷ Agus Hariyanto, Interviewed by the researcher, 21st of May 2025.

pronunciation. Formative evaluation is a sort of assessment that is conducted at the conclusion of each course presentation and can be thought of as a "test and non-test."

As part of the evaluation process, the instructor provided each student a single question to assess their oral and written work. After asking the students to describe a picture using the descriptive text form, the teacher invited them to share their interpretation of the visual to the class.⁴⁸

It is evident from the preceding observation and interview that the teacher evaluated the discovery learning approach. Pronunciation, performance, delivery, and grammar were the elements that were assessed when the teacher used the conducted steps of discovery learning itself.

Table 4.1
Matriks of Research Finding

NO.	Research Focuses	Research Findings
1.	The Material Of Teaching Grammar Skill Through Discovery Learning Method at SMP Plus Darus Sholah	the material presented by the teacher on teaching speaking skill through discovery learning was about describing and identifying people, animal and thing. Which is the material requires more understanding about the the text wether on the language features or the text structure.

⁴⁸ Observation at SMP Plus Darus Sholah Jember, 19th of May 2025.

2.	The Steps Of Teaching Grammar Skill Through Discovery Learning Method at SMP Plus Darus Sholah	The teacher's step concluded that all the six steps were relevant with the procedures of discovery learning
3.	The Evaluation Of Teaching grammar Skill Through Discovery Learning Method at SMP Darus Sholah	Teaching learning process using discovery learning made students more active by showing student-centered, where the teacher no longer explains the material but only stimulate the students

C. Discussion

In order to explain any new understanding that arose as a result of the investigation, this section presents the researcher's thought. The discussion interprets and describes the importance of the findings based on what was previously known about the research problems that were explored. The researcher's analysis of the research findings is also included in the discussion.

This term, there are four topics to cover. 1) The purpose of SMP Plus Darus Sholah's discovery learning approach to teaching grammar skills 2) The resources used at SMP Plus Darus Sholah to teach grammar skills using the discovery learning approach 3) The process of teaching grammar skills at SMP Plus Darus Sholah using the discovery learning

approach 4) The assessment of grammar instruction at SMP Plus Darus Sholah using the discovery learning approach.

1. The Material of Teaching Discovery Learning Method in Teaching Grammar Class at 9th Grade of SMP Plus Darus Sholah Jember

The researcher visited the class on Thursday, March 19, 2025, to see how the English instructor at SMP Plus Darus Sholah uses discovery learning to teach grammar. Students in the ninth grade at SMP Plus Darus Sholah and an English teacher served as the subjects. The class finished at 08.30 AM, having begun at 7 AM. The ninth grade was selected since the curriculum they studying aligned with the findings of the study. The instructor welcomed the class as she walked into the room to begin the lecture. She then gave the pupils an introduction to the researcher. The researcher monitor the teaching and learning process in the classroom, the teacher informed the students. The teacher invited one of the students to lead the class in prayer after introducing the researcher.

The instructor then began calling each student's name one at a time to check the attendance list. Two pupils were missing, while eleven students showed up for class. The instructor went over the narrative text lesson from the previous meeting after looking over the attendance list.

The teacher used the steps of discovery learning in the primary activity. In order to get the kids interested, the teacher first showed them a picture. Inquiring about Sinchan's activities during the previous holiday, the instructor requested the class to look at the image. "First

sinchan breakfast, then he played with his friend in the beach miss," was the response given by the student who called Safira. Mrs. Aisyah remarked, "Oh, good riska." The instructor then instructed the class to open their books and read the material. The teacher guided the class in observing the text after they had finished reading it in order to learn about its language features, structure, and social function. the text's linguistic features and structure. The teaching and learning process piqued the pupils' interest. It is evident from the pupils' engaged responses to the teacher's queries. The teacher also asked the students to identify the past verbs employed in the text after they had learned about its social role, structure, and linguistic features. It is possible for the verbs to be irregular or regular. The teacher then requested the students to explain the meaning of the past verbs they had discovered in Indonesian while they were actively discussing them. This was done by the teacher to highlight the use of past tense in descriptive writing. Additionally, by translating the verbs into Indonesian, the pupils are better able to comprehend the text's content.⁴⁹

Since the students had already studied narrative text in the previous meeting, the teacher led the class in asking questions regarding the purpose of descriptive text as well as the distinctions and similarities between descriptive and narrative texts. The pupils began to inquire as to whether or not the two passages were identical. The teacher merely

⁴⁹ Neil J Salkind, *Encyclopedia of Educational Psychology* (Singapore: Sage Publications, 2008), 255.

provided a few answers to pique students' interest and allow them to share their own knowledge.

Third, the teacher divided the class into four groups and guided them in group analysis of the text "when I was child" in order to gather data. She helped the pupils identify each paragraph's core idea as well as specific textual features and information. From the first to the final paragraph, the instructor guided the class in finding all the facts.

The instructor then helped the students compile a list of all the data they had collected during the data processing phase. The instructor then wrote each point on the whiteboard to assist the students in classifying the data.

Following the collection and analysis of the data, the instructor led the class in a performance to showcase the acquired data. By listening to and laughing at the kids' jokes, the teacher created a relaxed learning environment. Because the teacher always listens to them, the students feel more at ease and free to express their opinions in class. Additionally, the teacher and students discussed the text to see if the students' work was already correct.

Together, the teacher and students came to the conclusion in the generalization step. Regarding the verification's outcome, the procedure might be applied as a general principle to any occurrence or comparable issue. The kids responded that they had learned about descriptive texts when she asked them what they had learned that day. The instructor then

inquired as to whether the pupils had encountered any challenges when studying descriptive texts. The pupils appear to comprehend what they have learned. Mrs. Widyaningsih then administered a three-question test. She requested the eighth-grade student leader to gather his friends' quiz results after giving them five minutes to respond. Then, Mrs. Widyaningsih assigned the children to compose a descriptive text of their own. Ultimately, the instructor concluded the class by informing the students of their next meeting's agenda. The instructor then greeted the students as she departed, concluding the class.

2. The Step of Teaching Discovery Learning Method in Teaching Grammar Class at 9th Grade of SMP Plus Darus Sholah

The researcher's observation, which was conducted using field notes, revealed that the teacher used discovery learning to teach speaking. Every step of the discovery learning process was carried out by the instructor. Additionally, the instructor can motivate the pupils to engage in additional physical activity. It is evident from the exercise where the instructor assigned them tasks, asked them to do them alone and in groups, have a group discussion about them, present their work, and conduct independent research.

According to the research findings above, each of the six steps was pertinent to the discovery learning processes.⁵⁰ One may argue that the stimulation step's actions were acceptable and pertinent to the theory of

⁵⁰ Syah, *Psikologi Pendidikan dengan Pendekatan Baru* (Bandung: PT REMaja Rosdakarya, 2004) p. 244

stimulation. The teacher was posing queries regarding a broad subject related to the descriptive text. In the stimulation step, she was also displaying a picture. She didn't make a straight introduction. Students were assisted in identifying and writing descriptive texts by the use of pictures and visualizations. It showed that she was also in charge of getting the problem ready. Syah⁵¹ claimed that the teacher began by posing queries, offering reading recommendations, and engaging in other learning exercises that helped students get ready to solve problems.

Students were given the chance to recognize and examine their problem faces through the use of text and images. It was a helpful method for preparing children to identify their own problems. It implies that exploration can be both fruitful and secure. It is a useful method for helping students develop habits that last a lifetime. Teachers were given the opportunity to have students identify as many agenda concerns related to the subject matter as possible. One of these issues was then chosen and developed into hypotheses. According to Djamarah⁵² Issues that were later chosen ought to be presented as questions or hypotheses, namely as statements that serve as short-term answers to queries.

As part of the data gathering process, the teacher guided the pupils to seek out additional sources instead of relying solely on reading one textbook. The other sources were browsing the internet and reading dictionaries and books. These demonstrated how the instructor had led the

⁵¹ Syah, 244.

⁵² Syaiful Bahri Djamarah, *Strategi Belajar Mengajar* (Jakarta: Rineka Cipta, 2002), p.22.

class. It was in agreement with Harmer,⁵³ Teachers' roles in teaching speaking are to encourage and assist students. It is advised that the instructor include certain speaking-related exercises, like providing samples of descriptive writings.

In data processing, students processed the acquired data before writing it as part of their writing assignment. It aligns with Syah⁵⁴ that data processing is the process of analyzing and interpreting information and data that students have gathered through observation, interviews, and other means.

A student from each group who felt motivated to speak or deliver the assignment led the group in completing their assignments in front of the class. This type of performance task is separated into three categories: project, written, and spoken. Since each pupil was different, it was done to accommodate a variety of talents. Their skills varied. Students who were at ease with writing were assisted in completing the assignment. Conversely, the advised task was speaking for those who wanted to talk. Additionally, the teacher invited the students to publish the findings of their grammar and created a project for those who felt comfortable creating it. Students also completed the coding or categorizing in this case, which aided in the development of concepts and generalizations on their own. The student's generalization gained new insight into various solutions or settlements that require logical proof.

⁵³ Jeremy Harmer, *How to Teach Writing* (England: Pearson Education Ltd, 2004), p.41

⁵⁴ Syah, 244.

It is possible to infer from the above statement that the instructor helped the pupils indicate their preferred method of learning. It is consistent with Brown.⁵⁵ that the right task is facilitated by teachers, who act as facilitators. Additionally, the instructor offered valuable experience. Gaining proficiency in the data processing stage was expected. The competency that was created in this activity was the ability to analyze methodically, be tolerant, and cultivate honest attitudes. It is to build good and proper language skills and to briefly communicate their opinions.

The teacher and students came to a conclusion in the generalization step. Regarding the verification's outcome, the procedure might be applied as a general principle to any occurrence or comparable issue. That was consistent with Djamarah.⁵⁶ that students learned to make specific inferences or generalizations based on the findings of the previous verification stage. Lastly, it articulated the underlying concepts of generalizations.

3. The Evaluation of Teaching Discovery Learning Method in Teaching Grammar Class at 9th Grade of SMP Plus Darus Sholah Jember.

On March 19, 2025, the English teacher at SMP Plus Darus Sholah assesses students' learning by creating a quiz with three questions and a five-minute response period. Its purpose is to ascertain how well pupils comprehend descriptive texts. She gathered the scores from the students'

⁵⁵ H. Douglas Brown, *Language Assessment: Principles and Classroom Practices*, (New York: Longman, 2011), 340.

⁵⁶ Djamarah, 22.

attitudes during the teaching and learning process, their performance in front of the class, their quiz results, and their grammatical scores.

The states of Dickins and Garmaine⁵⁷ that assessment is an essential component of education. It is significant to the students since it can offer a multitude of information that can be used to organize the course, manage learning assignments and students, and determine the future path of classroom practice.

The aforementioned explanation leads to the conclusion that evaluation aids in the development of educational programs, the assessment of their accomplishments, and the enhancement of their efficacy. An important part of the teaching-learning process is evaluation. It facilitates better teaching and learning for both educators and learners. It aids in the creation of learning objectives, the planning of learning activities, and the evaluation of student performance. In addition, it is quite beneficial to enhance curriculum and instruction. It offers accountability to the educational system, parents, and society.

⁵⁷ Pauline R Dickins and K Garmaine, *Evaluation* (Oxford University Press, 1992) p.3

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents conclusion and suggestion related to what has analyzed and discussed. It has correlated with the title, “The Use of Discovery Learning Method in Grammar Class: a Case Study at 9th Grade of SMP plus Darus Sholah”

A. Conclusion

The material used in the teaching of grammar skill through Discovery Learning at ninth grade of SMP Plus Darus Sholah focuses on describing and identifying people, animals, and things, incorporating both the language features and the text structure. This material is designed to support students' understanding of descriptive texts and enhance their ability to apply grammatical concepts through contextual learning. The teacher implements discovery learning which is relevant and appropriate with the theories. She uses six steps: 1) stimulation 2) problem statement 3) data collection 4) data processing 5) verification 6) generalization.

The teacher implements discovery learning which is relevant and appropriate with the theories. She uses six steps: 1) stimulation 2) problem statement 3) data collection 4) data processing 5) verification 6) generalization.

The evaluation of teaching speaking skill through discovery learning strategy was in the form of teacher duty to present in front the class. In all of the speaking, the teacher gives her comments. It makes

students pay attention to their result, and know their mistakes as motivational correction for them.

B. Suggestion

The researcher gives some suggestions according to the result of the study of English day program as follow:

1. For the Headmaster

The hope is that the learning media provided by the school can be more complete so that educators in schools can be more optimal in providing subjects

2. For the teacher

Since discovery learning contributes positive result in students' grammar skill, the teacher must mind the time management since discovery learning passing through some stages. One material made into two meetings so that the material delivered is truly conveyed and the students become truly understood.

3. For the next researcher

There further research about the implementation of discovery learning. It is expected that the next researcher do another research in different areas. This learning model can be implemented in different grades and topics. By conducting another research, it may help to lose the teacher's burden in implementing discovery learning.

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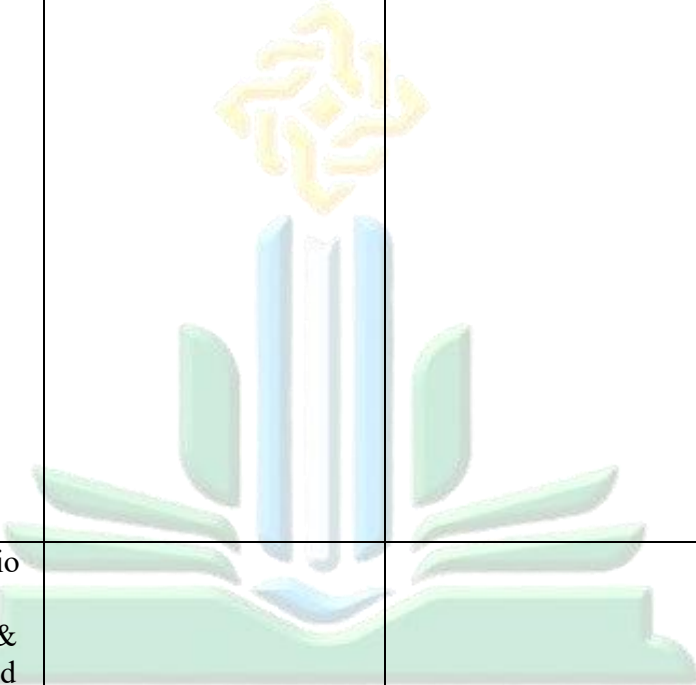
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Appendix 1

MATRIX OF RESEARCH

Title	Variable	Sub Variable	Indicator	Source Of Data	Research Method	Research Focus
The Use of Discovery learning Method in Grammar Class: A Case Study at 9th Grade of SMP PLUS Darus Sholah	Grammar Skill	1. Material of teaching grammar skill 2. Step of teaching grammar skill 3. Evaluation of teaching grammar skill		a. Interview 1. The Headmaster 2. The Teacher 3. The Students	1. Approach and type of research a. Qualitative b. A case study 2. Data collection method a. Observation b. Interview c. Documentation 3. Data analysis technique: Qualitative Descriptive 4. Validation of data: a. source triangulation b. triangulation technique	1. How is the goal of teaching grammar skill through discovery learning method at SMP Plus Darus Sholah? 2. How is the material of teaching grammar skill through discovery learning method at SMP Plus Darus Sholah? 3. How is the step of teaching grammar skill

						<p>through discovery learning method at SMP Plus Darus Sholah?</p> <p>4. How is the evaluation of teaching grammar skill through discovery learning method at SMP Plus Darus Sholah?</p>
	Discovery Learning Method	<ol style="list-style-type: none"> 1. Implementation/Steps 2. Advantages & disadvantaged 				

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Appendix 2

RESEARCH INSTRUMENT

A. Observation Instruments

1. Profile of SMP Plus Darus Sholah .
2. Geographical location of SMP Plus Darus Sholah
3. Objective conditions of SMP Plus Darus Sholah

B. Interview Instruments

1. What do you think about the planning of the implementation of learning grammar skill through Discovery Learning at the 9th grade of SMP Plus Darus Sholah?
2. How is the goal of teaching grammar skill through Discovery Learning at the 9th grade of SMP Plus Darus Sholah?
3. How is the step of grammar skill through Discovery Learning at the 9th grade of SMP Plus Darus Sholah ?
3. What is your opinion before using the Discovery Learning at the the 9th grade of SMP Plus Darus Sholah?
4. What is your opinion after using the Discovery Learning at the the 9th grade of SMP Plus Darus Sholah?

5. How is the material of the implementation of grammar skill through Discovery Learning at the 9th grade of SMP Plus Darus Sholah?



6. How is the evaluation of the implementation of grammar skill through Discovery Learning at the 9th grade of SMP Plus Darus Sholah?

C. Documentation Instruments

1. The structure of SMP Plus Darus Sholah.
2. Vision and Mission of SMP Plus Darus Sholah.
3. Documents relevant to the research of SMP Plus Darus Sholah.



Appendix 3

	<p align="center">KEMENTERIAN AGAMA REPUBLIK INDONESIA UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER FAKULTAS TARBIYAH DAN ILMU KEGURUAN</p> <p>Jl. Mataram No. 01 Mangli, Telp. (0331) 428104 Fax. (0331) 427005 Kode Pos: 68136 Website: www.http://ftik.uinkhas-jember.ac.id Email: tarbiyah.iainjember@gmail.com</p>								
<p>Nomor : B-11275/In.20/3.a/PP.009/04/2025 Sifat : Biasa Perihal : Permohonan Ijin Penelitian</p>									
<p>Yth. Kepala SMP PLUS DARUS SHOLAH JEMBER Jl. Moh. Yamin No.117 A, Kedungpiring, Tegal Besar, Kec. Kaliwates, Kabupaten Jember, Jawa</p>									
<p>Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :</p> <table border="0"> <tr> <td>NIM</td> <td>: T20186157</td> </tr> <tr> <td>Nama</td> <td>: FARHAN AKBAR WARDANA</td> </tr> <tr> <td>Semester</td> <td>: Semester empat belas</td> </tr> <tr> <td>Program Studi</td> <td>: TADRIS BAHASA INGGRIS</td> </tr> </table> <p>untuk mengadakan Penelitian/Riset mengenai "THE USE OF DISCOVERY LEARNING METHOD IN GRAMMAR CLASS: A CASE STUDY AT 9TH GRADE OF SMP PLUS DARUS SHOLAH JEMBER" selama 30 (tiga puluh) hari di lingkungan lembaga wewenang Bapak/Ibu Muslimin, S.H.I.</p>		NIM	: T20186157	Nama	: FARHAN AKBAR WARDANA	Semester	: Semester empat belas	Program Studi	: TADRIS BAHASA INGGRIS
NIM	: T20186157								
Nama	: FARHAN AKBAR WARDANA								
Semester	: Semester empat belas								
Program Studi	: TADRIS BAHASA INGGRIS								
<p>Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.</p>									
<p align="right">Jember, 15 April 2025</p> <div style="display: flex; align-items: center; justify-content: center;">  <div style="margin-left: 10px;"> <p>at Kan,</p> <p>Wakil Dekan Bidang Akademik,</p> <p>KHOTIBUL UMAM</p> </div> </div>									

Appendix 4



YAYASAN PENDIDIKAN ISLAM DARUS SHOLAH
SMP PLUS DARUS SHOLAH
 NPSN : 20523962 Status : Terakreditasi "A"
 SEKOLAH STANDAR NASIONAL (SSN)
 Jl. Moh. Yamin No. 25 Tegal Besar Kaliwates Telp: 0331-334639 081393997616 Jember 68132

SURAT SELESAI PENELITIAN
 Nomor : 422.3/188/310.02.20523962/2025

Yang bertanda tangan di bawah ini :

Nama : MUSLIMIN, S.H.I.,M.Pd
 Jabatan : Kepala SMP Plus Darus Sholah

Dengan ini menerangkan bahwa :

Nama : FARHAN AKBAR WARDNA
 NIM : T20186157
 Fakultas / Prodi : Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris
 Judul : THE USE OF DISCOVERY LEARNING METHOD IN GRMMAR CLASS: A
 CASE STUDY AT 9TH GRADE OF SMP PLUS DARUS SHOLAH

Adalah benar – benar telah melakukan Penelitian di SMP Plus Darus Sholah Jember pada
 Tanggal 3 Maret 2025 sampai 2 April 2025 dalam rangka memenuhi Tugas Akhir Skripsi.

Demikian surat keterangan ini kami buat dengan sebenar-benarnya dan untuk dipergunakan
 sebagaimana mestinya

Jember, 22 Mei 2025
 Kepala SMP Plus Darus Sholah


 MUSLIMIN, S.H.I.,M.Pd

Appendix 5

DOCUMENTATION

Profile of SMP Plus Darus Sholah



Interview with the English teacher of SMP Plus Darus Sholah



Interview with the headmaster of SMP Plus Darus Sholah



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Learning Process



*Appendix 6***DECLARATION OF AUTHORSHIP**

The undersigned bellow

Name : Farhan Akbar Wardana
 Place, date of birth : Banyuangi, 15th of July 1999
 Addres : Jl. Malangsari, Kalibaru kulon, Banyuwangi
 Faculty : Tarbiyah and Teacher Training
 Program : English Education

State that thesis entitled “The Use Of Discovery Learning Method In Grammar Class: A Case Study At 9th Grade Of SMP Plus Darusholah Proposal” is truly my own work from the result of conducting research at The 9th Grade of SMP Plus Darus Sholah

Jember, 10th of June 2025



Farhan Akbar Wardana
 T20186157

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 JEMBER

*Appendix 7***CURRICULUM VITAE****Personal Information**

Name : Farhan Akbar Wardana
 Nim : T20186157
 Place, Date of Birth : Banyuangi, 15th of July 1999
 Address : Jl. Malangsari, Kalibaru kulon, Banyuwangi
 Department : Tarbiyah and Teacher Training
 Program : English Department
 Email : Farhanwardana70@gmail.com

Educational Background**a) Formal School**

- 1) TK Khotidjah 87 Kalibaru
- 2) SDN 1 Kalibaru
- 3) SMPN 1 Kalibaru
- 4) SMA Darus Sholah Jember

b) Informal School

- 1) English Course of The immensity Pare