

**THE IMPLEMENTATION OF TEACHING SPEAKING SKILL
THROUGH DISCOVERY LEARNING METHOD
(A CASE STUDY AT 2ND GRADE OF MTs AS-SHIDDIQY JEMBER)**

THESIS



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EDUCATION AND TEACHER TRAINING FACULTY
JUNE 2022**

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State Institute of Islamic Studies Jember in partial fulfillment of the requirements
for Bachelor Degree (S.Pd)
English Education Department
Faculty of Tarbiyah and Teacher Training

By

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THESIS

Telah diuji dan diterima untuk memenuhi salah satu
Persyaratan memperoleh gelar Sarjana Pendidikan (S.Pd.)
Fakultas Tarbiyah dan Ilmu Keguruan
Jurusan Pendidikan Islam dan Bahasa
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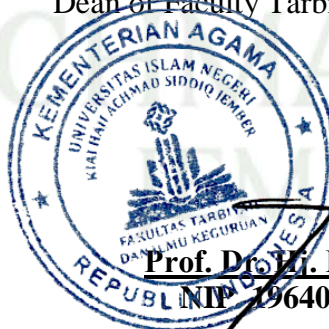
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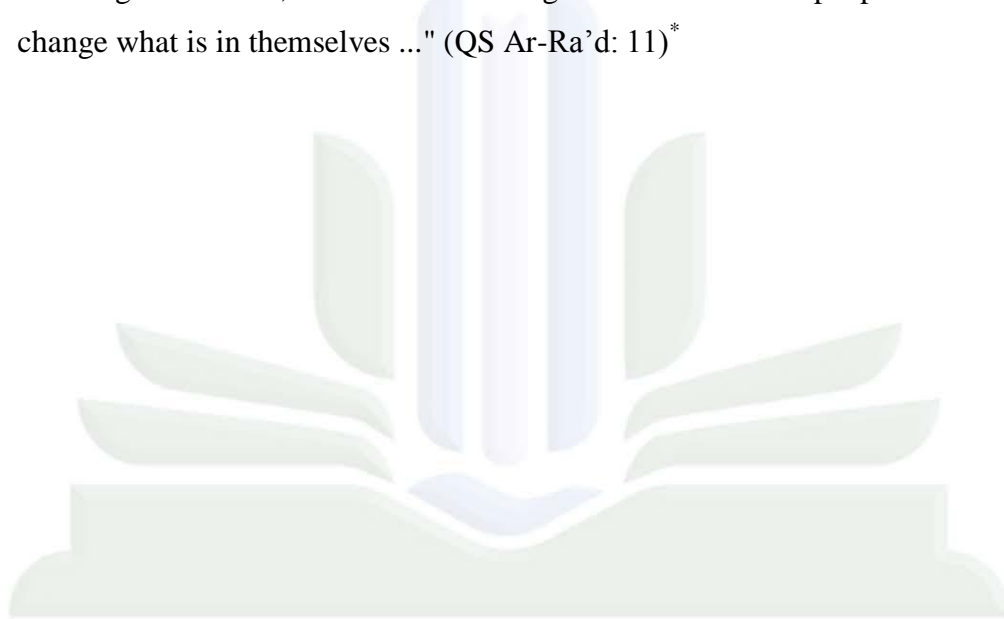


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MOTTO

... إِنَّ اللَّهَ لَا يُغَيِّرُ مَا بِقَوْمٍ حَتَّى يُغَيِّرُوا مَا بِأَنْفُسِهِمْ

Meaning: "... Indeed, Allah will not change the condition of a people until they change what is in themselves ..." (QS Ar-Ra'd: 11)*



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* Muhammad Habib Shakir, The Noble Qur'an (Ahlul Bayt Digital Islamic Library Project: 2010),
<https://quran.al-islam.org/>

DEDICATION

I dedicate this thesis to:

1. My beloved parents, my dad Amanda Wijaya and my mom Siti Hatija who understand me the most and give everything for my life
2. My beloved Brother Mohammad Rosid and Sister Rizqi Wulandari who always support anything what I do
3. My uncle Syafiuddin who has supported and guided me to study English
4. Kholisatul Hasanah, Friska Febriana, Rina Kusumawati, Durrotun Nafisah Ahmad, Ayu Wardani, and Putri Harumi Kinasih who have supported me
5. The big family of the YABP, Indonesian Islamic Student Movement, IMQ, English Students Association, thank you for giving me a process space to be a better human.

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ACKNOWLEDGEMENT

All praises be to Allah the almighty who has given me everything we need long our life. Peace and solutation may always be given to our prophet Muhammad SAW who has guided us from the misleading era into the bright, straight, right and blessed era. And we always wait for his help in the doomsday or the day of qiyamah later.

All praises be to Allah the almighty for all his wishes so that the author can complete a thesis entitled "The Implementation Of Teaching Speaking Skill Through Discovery Learning Method a Case Study At 2nd Grade Of MTs As-Shiddiqy Jember" to achieve the undergraduate degree of English education departmernt, Faculty of Education and Teacher Training, State Islamic Univercity of Kiai Haji Achmad Siddiq Jember.

The author aware that this thesis will never finish without any helps and supports from others during the process of writing. Therefore in this occasion, the author would like to thankful to:

1. Prof. Dr. H. Babun Suharto SE. MM, as the Rector of UIN Kiai Haji Achmad Siddiq Jember.
2. Prof. Dr. Hj. Mukni'ah, M.Pd.I., as the Dean of Faculty of Tarbiyah and Teacher Training of UIN Kiai Haji Achmad Siddiq Jember who has given permission to do this research.

3. As'ari, M.Pd.I., as the Dean of English Education Department and also as my thesis Advisor, thank you for your patience, guidance, and suggestions.
4. All of the Lecturers of English Education Department thank you so much for everything you have given to the writer.
5. All of the staff main library of UIN Kiai Haji Achmad Siddiq Jember, thank you that helped the writer in finding so many references.
6. Ust. Fuad Ahmad as the headmaster of MTs As-Shiddiqy Jember who has helped me a lot to finish this research
7. And all of people who participates on this process.

May Allah swt repay all the kindness of people who have helped in this process. However, the writer understands that this thesis is far from perfect, but hopefully it will be useful for readers and future researchers

Jember, 30 May 2022

Indah Vajarwati

ABSTRACT

Indah Vajarwati.2022. *The Implementation of Teaching Speaking Skill Through Discovery Learning Method (A Case Study at 2nd Grade of MTs As-Shiddiqy Jember).*

Keywords: Speaking Skill, Discovery Learning Method

Success of learning a language can be seen from how the student can speak fluently. Speaking is one of language skills that have to be mastered by the students. When teaching speaking, teachers need to consider appropriate learning model to be applied in teaching speaking. One of method which is appropriate to teach speaking is discovery learning. Discovery learning is one of 2013 curriculum's learning models. This learning model may help students to learn better because it focuses on the process of learning. MTs As-Shiddiqy implemented a discovery learning in improving the speaking skill of its students.

The formulation of the research problems are: 1) How is the goal of teaching speaking skill through discovery learning at 2nd Grade of MTs As-Shiddiqy Jember? 2) How is the material Of Teaching Speaking Skill Through Discovery Learning at 2nd Grade of MTs As-Shiddiqy Jember 3) How is the step of teaching speaking skill through discovery learning 4) How is the evaluation of teaching speaking skill through discovery learning at 2nd Grade of MTs As-Shiddiqy Jember?

To gain the data, the researcher conducted field research at MTs As-Shiddiqy Jember, 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, that are data condensation, data display, Drawing and Verifying Conclusions. The validity of data, the researcher used source triangulation and technical triangulation.

The research results are: 1) the goal of teaching speaking skill through discovery learning method are: Students are being able to have enthusiasm and seriousness in English learning, identify the communicative purpose by using discovery learning, answer the questions related to the text. 2) The material of teaching speaking skill through discovery learning Strategy was about describing and identifying people, animal and thing include the language features and the text structure. 3) The step of teaching speaking skill through discovery learning are: the teacher implements discovery learning which is relevant and appropriate with the theories. She uses six steps, (a) stimulation (b) problem statement (c) data collection (d) data processing (e) verification (f) generalization. 4) 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.

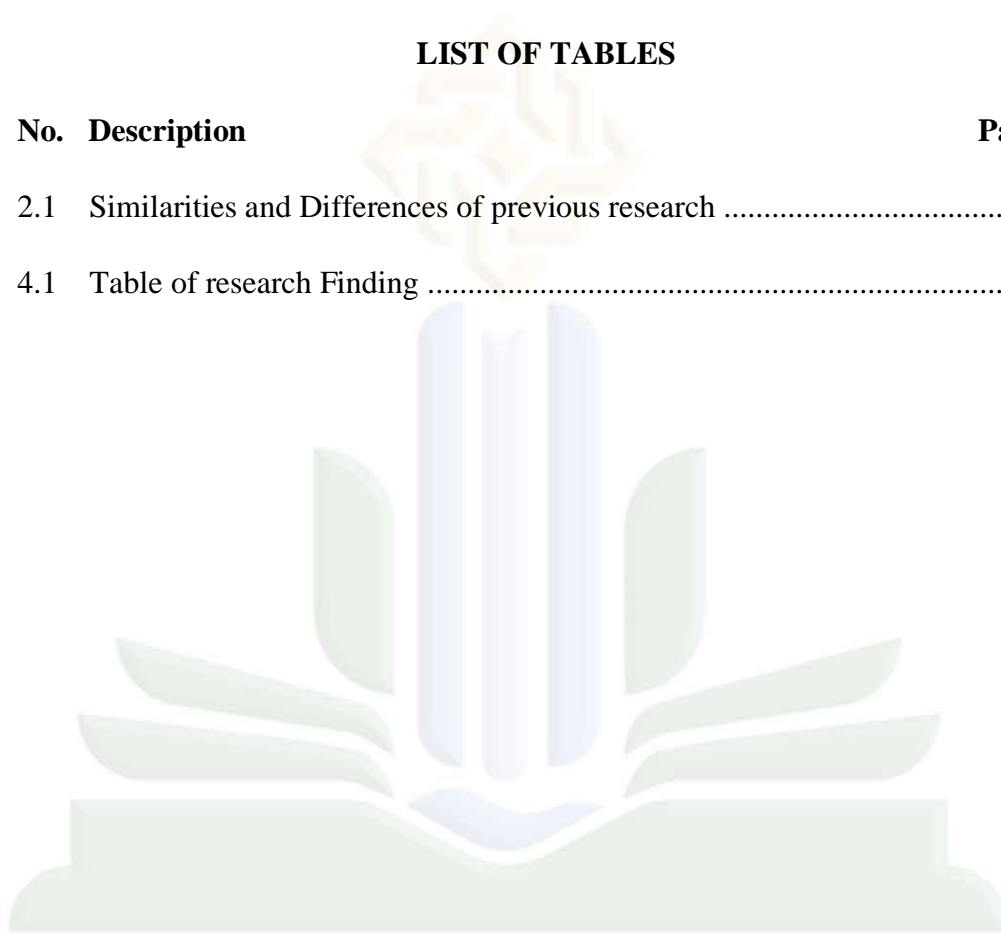
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CHAPTER I

INTRODUCTION

A. Background of The Research

In this recent era, English as an international language is increasingly needed by people in the world, Indonesian students is one of them. English is the Language of International Communication. Although English is not the most spoken language in the world, it is the official language in 53 countries and is spoken as a first language by around 400 million people worldwide. But that's not all, it is also the most common second language in the world. In Indonesia English is as a Foreign Language still not Second Language, therefore some Indonesian are still unfamiliar with the use of English as a daily communication.

There are four skills in English: listening, reading, writing and speaking skills. These four skills are related between one and another, but some of people emphasize the ability to speak as a measure of one's success in learning a language. Speaking is one of four language skills which needs to be mastered by students. It is an important skill because in speaking, someone is able to say what he/she wants to express. Also, it is a symbol of words that usually convey by someone through true oral communication.

Lisrohli said that speaking is a skill which becomes important in daily life; it is the line for people to create social relationship as human being, so it needs

to be developed and practiced independently in the grammar curriculum.¹ Thus, it can be concluded that one of function of speaking skill is to build communication between people. Remember that language is as communication tool with others, and by communication we can obtain a lot of knowledge and experience. Therefore it is a proper thing if some people emphasize the ability to speak. Besides that as a social creature, humans certainly really need it. To develop this speaking ability requires practice and application in daily life continuously.

Based on the Qur'an Allah has said in verse 22 of Surah Ar-Room that Allah created various nations, tribes, races and languages for us to learn, so that fellow human beings can know each other and understand all matters relating to the people around.

وَمِنْ آيَاتِهِ خَلْقَ السَّمُوتِ وَالْأَرْضِ وَاخْتِلَافُ أَلْسِنَتِكُمْ وَأَلْوَانِكُمْ ۚ إِنَّ فِي ذَلِكَ لَآيَاتٍ لِّلْعَالَمِينَ

“And of His sign are the creator of the heavens and the earth and the diversity of your languages and your colors. Indeed in that are signs for that knowledge”.²

In the context of Surah above, Allah shows that among the signs of His power by creating the heavens, the earth and even the several of languages and Allah also created humans with different skin colors.

In fact, speaking is one of the most difficult skill and need habit to master it. This is hardly surprising when one considers everything that is involved when speaking: ideas, what to say, language, how to use grammar and

¹ Lisrohli Iramawati, “Improving Student’s Speaking Ability Trough Communicative Language Games,” *Magistra* 8, No.7 (Maret, 2014), 26.

² Departemen Agama RI, *Al-Qur'an dan Terjemahannya* (Bandung: PT Sygma Examedia arkelama, 2009), 406.

vocabulary, pronunciation as well as listening and reacting to the person you are communicating with.³ Law No. 24 of 2009 Article 25 of the State Language. This article incorrectly stated that the Indonesian only serves as the official language of the state, introduction of education. Act real manifestation of our government's concern about language education in Indonesia in particular. Where language is an everyday communication tool to get attention of the entire community languages. With the existence of these laws to strengthen the Indonesian legal position in penggunaanya. Indonesian education is one extension of the role of the law as the cultivation and development of Indonesian in particular. From the statement, it can be concluded that the ability to speak must be practiced on an ongoing basis because in this skill there are many elements in its application, therefore many exercises are needed to master it.

Based on the observation in interview, Learning English at 2nd grade of MTs As-Shiddiqy is still quite difficult for students. Learning difficulties are based on motivation learning, infrastructure, learning materials and learning method. The difficulty that is often faced by the students is in the ability of pronunciation. There are some difficulties in teaching speaking at 2nd grade of MTs As-Shiddiqy, like many students still shy to show their ability in speaking, its come from their own background. Some of them are from villages who do not have more time to have a intensive study after school because of the family

³ Lucy Pollard, *Guide to Teaching English* (USA: Longman Group, 2008), 33.

condition. Firstly, the teacher have build student's confidence to speak up in front of public.⁴

Discovery Learning is kind of teaching that is based on the student finding things out for themselves, looking into problem, and asking questions. The students should be speaker in some along study in a class. In discovery learning, speaker has many opportunities to use spoken language for any length of time. The speaker usually figures more attention along speaking process because the listener must process long stretches of the speech without interruption, like giving speeches, telling something, lecturing subject, and delivering news broadcast. When a lecturer gives a material, the students listen carefully to the lecturing.

One of methods which are appropriate to teach speaking is discovery learning. According to Joolingen⁵, Discovery Learning method is a type of method where the learners construct their own knowledge by experimenting a domain, and inferring rules from the result of experiments. Discovery learning is one of learning models suggested by ministry of education in Indonesia to be implemented in applying 2013 curriculum. This learning model is worth to try to solve the problems in teaching speaking to the eighth graders in Indonesian context. Discovery learning is a learning model which let the students to find out about new concept that they do not know before. This learning model may be useful for students because it changes passive learning process to be more

⁴ Mrs. Aisyah, Interviewed by the researcher, 01st of May 2022.

⁵ Wouter Van Joolingen, "Cognitive Tools for Discovery Learning," *International Journal of Artificial Intelligence in Education* 10, No.1 (2021): 385.

active and creative. It also changes the learning process which was teacher-oriented to become student-oriented. So, instead of get the information from the teacher, the students are expected to gather the information by themselves.

Furthermore, the researcher has found that there is a teacher in MTs As-Shiddiqy Jember who had been implementing discovery learning method to teach speaking at the eighth grade for one year. In classroom, there is a small whiteboard for some words of English. Each student writes one word in that whiteboard and every week the words will renew. With such that, the students will read the words every day and the students will remember easily than present in front the class. The purpose of this activity is to add the students' vocabulary.⁶

From some of the problems above the Discovery Learning in descriptive text is one step in handling the difficulties of developing speaking skills in the the class. Discovery learning promotes student exploration and collaboration with teachers and peers to solve problems. Students are also able to direct their own inquiry and be actively involved in the learning process which helps with student motivation. There are some of activities implemented on discovery learning to develop students' speaking skills. Discovery Learning is a teaching method in developing speaking skills for its **students**. There for, researchers are interested in doing research on this method. Researchers take this case as a study entitled "The Implementation of Teaching Speaking Skill Through

⁶ Observation at MTs As-Shiddiqy Jember, Saturday 21st May 2022.

Discovery Learning Method a Case Study at 2nd Grade of MTs As-Shiddiqy Jember”.

B. Research Focus

Based on the background presented, the focus of research are as follows:

1. How is the goal of teaching speaking skill through discovery learning method at 2nd Grade of MTs As-Shiddiqy Jember?
2. How is the material of teaching speaking skill through discovery learning method at 2nd Grade of MTs As-Shiddiqy Jember?
3. How is the step of teaching speaking skill through discovery learning method at 2nd Grade of MTs As-Shiddiqy Jember?
4. How is the evaluation of teaching speaking skill through discovery learning method at 2nd Grade of MTs As-Shiddiqy Jember

C. Research Objective

Objectives of research are as follows:

1. To describe the goal of teaching speaking skill through discovery learning method at 2nd Grade of MTs As-Shiddiqy Jember
2. To describe the material of teaching speaking skill through discovery learning method at 2nd Grade of MTs As-Shiddiqy Jember
3. To describe the step of teaching speaking skill through discovery learning method at 2nd Grade of MTs As-Shiddiqy Jember
4. To describe the evaluation of teaching speaking skill through discovery learning method at 2nd Grade of MTs As-Shiddiqy Jember

D. Research Significance

The result of this research are fully expected to give some theoretical and practical knowledge for the following parties:

1. Theoritically

This research provides beneficial and referential contributions in giving general knowledge of the way to improve speaking skill through discovery learning in narrative text.

2. Practically

The result of this research are beneficial:

a. For the teacher

This research would help them in creating a better and to know how a better way of teaching speaking skill through this discovery learning.

b. For other researchers

This could be a knowledge about improving speaking skill through discovery learning.

E. Definition of Key Term

The following definitions are given to make readers have the same understanding or perception for some terms used in this research. They are also intended to avoid ambiguity or misinterpretation. The terms are as follows:

1. Discovery Learning Method

Discovery Learning is one of teaching methods in Curriculum 2013.

This method, requires the learners to become active in doing experiment,

collecting the data, and analyzing the data. These activities are suitable to the implementation of student-centered learning that puts teachers as just a facilitator or expositor. It means that, the learners must be able to solve or guess the problems which are given by the teacher. It can make the learning process be more useful and effective because by giving the problem, the teacher tries to give stimuli for the students. Discovery Learning in descriptive text means that the speaker gives their understanding about the descriptive text that they have by re-telling and the listeners may ask everything they want to ask after speaker finishes their time. Three main characteristics of discovery learning that relate it to cognitive theory are 1) an emphasis on active learning, 2) the development of meaningful learning, and 3) the capacity to change attitudes and values toward the subject and the self as problem solver.

2. Speaking Skill

Speaking skill is the ability to verbally communicate not only about mastering the concept of language properly and correctly, but must be able to communicate verbally with the aim of conveying ideas, intentions and desires to others properly and correctly. Speaking ability also is an ability, capability, or skill to inform, transfer, communicate or convey the ideas, thought, or a sentence by good grammatical, pronunciation, intonation, accent, and other component of speaking English in which the partner can understand what the speaker means.

3. Teaching Speaking Skill Through Discovery Learning

Teaching speaking skill through discovery learning mean that the teacher apply discovery learning method to teach speaking skill conducted the step of discovery learning.

F. Systematic Discussion

Systematic discussion contains a description of the flow of thesis discussion starting from the introductory chapter to the closing chapter. The format of systematic writing is a descriptive narative, not a table of contents. Systematic discussion in this research as follows:

Chapter I contains the introduction of the thesis, such as background of research, focus of the research, objective of the research, significance of research, and definition of keyterm.

Chapter II contains review of related literature, such as previous research and theory of research related with the research conducted by the researcher.

Chapter III contains a research method that uses in this research, such as research approach and type of research, object of the research, source of data, technique of data collection, technique of data analysis, and validity of data.

Chapter IV contains a findings and discussion which consists ofdescription of research object, research findings and data analysis, discussionon the result of data analysis.

Chapter V contains a conclusion which consists of conclusion and recommendation.

CHAPTER II

LITERATURE REVIEW

A. Previous Research

This research is not the first study in analyzing students' experiences of using Discovery learning. The researcher found some previous research that related to this study from two thesis and three journals such as:

1. **A Journal Written by Mochamad Roni Sobari, Hendra Husnussalam "The Use Of Discovery Learning Method To Improve Students' Writing Descriptive Text"⁷**

A study conducted by Mochamad Roni Sobari, Hendra Husnussalam "The Use Of Discovery Learning Method To Improve Students' Writing Descriptive Text". Published in 2019. 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.

⁷ Sobari Muhammad Roni, "The Use Of Discovery Learning Method To Improve Students' Writing Descriptive Text," *Project 2*, No. 2 (2019).

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 pretest (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.

2. A Journal Written By Irmayanti Mufida, Gusti Nur Hafifah M.Pd, Linda Mayasari "The Implementation Of Discoverey Learning To Teach Speaking At The First Grade Students At SMP Institute Indonesia"⁸

The result of this study show that the English teacher synchronized the steps of scientific approach in Curriculum 2013 with the applications of Discovery Learning in his lesson plan. The steps are observing through stimulation, questioning through problem statement, experimenting through collecting data, associating through processing data, communicating through verification and generalization. They make them, the students become more active in oral activities and all of activities can make the students do not feel bored. This study also attempts to know about the student's responses

⁸ Irmayanti Mufida, Gusti Nur Hafifah, and Linda Mayasari "The Implementation of Discovery Learning to Teach Speacking at The First Grade Student at SMP Institute Indonesia," *Project 3*, No. 2 (2015).

after the implementation of Discovery Learning. It can be concluded that the students more understand easily toward the materials which were taught, especially in their speaking skill because Discovery Learning has given positive impact for the students. Finally the researcher suggested that the teachers should always give the motivation and provide the other materials using the creative techniques so that the learning process can more effective and meaningful. It means that the students will never forget their experiences and the teacher's explanations within a long period.

3. A Journal Written by Yoga Prastowo Mukti¹, Mohammad Masykuri, Widha Sunarno, Ulin Nuha Rosyida, Zuhair Jamain, Mahamboro Dawud Dananjoyo "Exploring the Impact of Project-Based Learning and Discovery Learning to The Students' Learning Outcomes: Reviewed from The Analytical Skills"⁹

The purposes of the research were to know the difference between the student cognitive achievement who learned using PjBL and Discovery Learning models, between the student who had the high and low analyzing ability, and their interaction. The research population included the seventh-grade students in one of the Islamic state schools in Surakarta. The research subjects were students with different knowledge capabilities from low to high levels. The method

⁹ Yoga Prastowo Mukti¹, Mohammad Masykuri, Widha Sunarno, Ulin Nuha Rosyida, Zuhair Jamain, Mahamboro Dawud Dananjoyo "Exploring the Impact of Project-Based Learning and Discovery Learning to The Students' Learning Outcomes: Reviewed from The Analytical Skills," *Project* 9, No. 1 (2020).

has been implemented was experimental research. A two-way Anava test was chosen for the technique of analyzing data in this research. In collecting data, the multiple-choice test was used based on aspects of analytical abilities, namely mental flexibility, verbal reasoning and reading comprehension, scientific and mechanical reasoning. The result showed that there is the effect of the application of PjBL and Discovery learning model on cognitive achievement with the significance value $<0,05$, there is the effect between high and low analyzing ability on cognitive achievement with the significance value $<0,05$ and there was no interaction between learning model and analyzing ability on cognitive achievement with the significance value $>0,05$. This study implies that the PjBL model and discovery have a significant impact on student learning outcomes so that they can be used for other science subjects by paying attention to the internal factors of students that will be used as a review.

4. A Thesis Written by Rita Indriyanti “Improving the Experiment Report Writing Skills of Fifth Graders Through the Discovery Learning Method”¹⁰

This study aimed to improve the experimental report writing skills through the discovery learning method of the fifth graders of Muhammadiyah Sape Elementary School Yogyakarta. This study was classroom action research. The subjects were 26 students of the

¹⁰ Rita Indriyanti “Improving the Experiment Report Writing Skills of Fifth Graders Through the Discovery Learning Method,” (Thesis, Universitas Negeri Yogyakarta, 2019).

fifth grade. The techniques for collecting data were observation, task, and documentation. The instruments of the data collection were observation sheets and writing performance.

The result of this study showed that the process approach with the discovery learning method could improve the experimental report writing skills of the fifth-grade students of Muhammadiyah Sape Elementary School Yogyakarta. It could be seen from the result of students' observation sheet and writing performance. The observation result indicated the increase of the process and result of experimental report writing skills with the average score of 74.88 in Cycle I to 89.38 in Cycle II. The percentage of the Minimum Criteria for Mastery Learning in Cycle I was 60% and increased to 96% in Cycle II, with 24 the students achieved the mastery level and one failed. This showed that the students' classical mastery was achieved.

5. A Thesis Written by Roni Wahyudi “Developing Discovery Learning-Based Assessment Module to Stimulate Critical Thinking and Creativity of Students’ Speaking Performance.”

In the teaching and learning process, Assessment is considered a critical component of curriculum design to determine whether the goals of education have been achieved. In fact, many teachers still have difficulties to design a suitable assessment instrument. To complicate the matter, it should align with the teaching and learning objectives of the 2013 curriculum which requires the teacher to foster

the students' critical and creative thinking. This study aimed to explain the development of discovery-based speaking assessments to stimulate students' critical thinking and creativity at the tenth graders of MIPA 3 at SMA Sultan Agung 1 Semarang in the academic year of 2017/2018. Research and Development (R&D) was applied in this study. This study utilized quantitative and qualitative data through the questionnaire, interview, observation, and test as the instrument in collecting the data.

The teacher collaborated with the researcher in developing the discovery-based speaking assessments module. After that, the module was revised based on the experts' suggestions before conducting the main field testing. The result of the study showed that there were improvements in the students' score after they were taught using the discovery-based speaking assessments module. A paired sampled test result yield that there were significant improvements in the students' mean score in the post-test compared to their pre-test. The significant improvements indicated that discovery-based speaking assessments were effective to improve the students' speaking skill, scritical thinking, and creativity. Furthermore, the strategy is believed to facilitate the students indescribing based on the context of the text.

Based on the explanation of the previous researchers above, it can be concluded in the following table.

Tabel 2.1
Similarities and Differences of Previous Research

No	Name/Tittle of Research	Similarities	Differences
1	2	3	4
1.	Mochamad Roni Sobari, Hendra Husnussalam "The Use Of Discovery Learning Method To Improve Students' Writing Descriptive Text"	Both of research have the same method about how students' developed in English learning by using discovery learning method in learning and teaching proccess. Both of the researchers use a qualitative approach.	Mochamad Roni Sobari, Hendra Husnussalam 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. Focus on writing skill.
2	Irmayanti Mufida, Gusti Nur Hafifah M.Pd, Linda Mayasari "The Implementation Of Discovey Learning To Teach Speaking At The First Grade Students At SMP Institute Indonesia"	Both of research have the same method about how students' developed in English learning by using discovery learning method in learning and teaching proccess. focus on speaking skiil.	The steps are observing through stimulation, questioning through problem statement, experimenting through collecting data, associating through processing data, communicating through verification and generalization.

1	2	3	4
3	Yoga Prastowo Mukti1, Mohammad Masykuri, Widha Sunarno, Ulin Nuha Rosyida, Zuhair Jamain, Mahamboro Dawud Dananjoyo “Exploring the Impact of Project- Based Learning and Discovery Learning to The Students’ Learning Outcomes: Reviewed from The Analytical Skills”	Both of research have the same method about how students’ developed in English learning by using discovery learning method in learning and teaching proccess.	The research subjects were students with different knowledge capabilities from low to high levels. The method has been implemented was experimental research. In collecting data, their research use the multiple-choice test.
4.	Rita Indriyanti “Improving the Experiment Report Writing Skills of Fifth Graders Through the Discovery Learning Method”	Both of research have the same method about how students’ developed in English learning by using discovery learning method in learning and teachingproccess.	The techniques in her collecting data were observation, task, and documentation. The instruments of the data collection were observation sheets and writing performance
5.	Roni Wahyudi “Developing Discovery Learning- Based Assessment Module to Stimulate	Both of research have the same method about how students’ developed in English learning by using discovery learning	His study utilized quantitative and qualitative data through the questionnaire, interview, observation,

1	2	3	4
	Critical Thinking and Creativity of Students' Speaking Performance"	method in learning and teaching process.	and test as the instrument in collecting the data. The teacher collaborated with the researcher in developing the discovery-based speaking assessments module

Based on the explanation above, it could be seen that most of the researchers have their ways to analyze the students' understanding. The researcher concluded that the similarities between the previous research and this research were about the students' understanding in using discovery learning method in teaching and learning process. While the difference between previous research and this research was on the method in which one of the previous research was conducted quantitative approach while this research uses a qualitative.

This research focus on examine more deeply about the students' understanding in using discovery learning in descriptive text method research narrowed in speaking skill. It is because some previous researchers rarely examine the students' understanding

B. Theoretical Description

1. Teaching English Speaking Skill

a. Definition of Teaching

According to Douglas Brown teaching as showing or helping someone to learn is guiding and facilitating learning enables the learner to learn how to do something, giving instruction, guiding of the study of something, providing with knowledge causing to know or understand.¹¹

Teaching is accompanying and facilitating learning something. It means teaching conditions is an activity that can help students gain knowledge from environmental system. The environmental system consists of instructional objectives, materials delivered, policies, facilities, teachers and students.

b. Aspect of Teaching

In every activity, goals have strategic value and define a person or an organization. With a goal, a person can plan and determine what activities to do. Likewise, goals can direct where a person, institution or organization must go. So that with the goals that have been decided, everyone, organization and institution can actually be achieved¹².

1) Goal of teaching

The goal of teaching speaking is as a communicative efficiency. Learners should be able to make themselves understood

¹¹ H. Douglas Brown, *Principles of Language Learning and Teaching*, (New York: San Fransisco State Univercity,2000), 7.

¹² Haidir. *Strategi Pembelajaran*, (Medan: Ikatan Penerbit Indonesia (IKAPI), 2014), 52

by using their current proficiency to the fullest. To sum up, the purpose of teaching speaking is to drill their speaking ability so that they are able to speak English well and they know what they want to speak about. Students should be familiar with three areas of knowledge speaking¹³:

- a) Mechanics (pronunciation, grammar, and vocabulary): Using the right words in the right order with the correct pronunciation
- b) Functions (transaction and interaction): Knowing when clarity of message is essential (transaction/information exchange) and when precise understanding is not required (interaction/relationship building)
- 3) Social and cultural rules and norms (turn-taking, rate of speech, length of pauses between speakers, relative roles of participants): Understanding how to take into account who is speaking to whom, in what circumstances, about what, and for what reason.

2) Material of Teaching

The material that should be given to the students in teaching speaking through English club program must reference to the context of the teaching in nowadays. To arrange the material, it is needed to have an idea about the quality of students to arrange the suitable material of students.

¹³ Klayo Hasibuan, *Teaching English as Foreign Language*, (Pekanbaru: Alaf Riau Graha UNRI Press, 2007) ,102

The following aspects to arrange the material of speaking to develop the learner's communicative competence¹⁴:

- a) Some idea of the setting in which they would use the language; for example, in an office, on an airplane, in education or in a store.
- b) The communicative events in which the learners would participate: everyday situations, vocational or professional situations, academic situations, and so on; for example, making telephone calls, engaging in casual conversation, or taking part in a meeting
- c) The skills involved of discourse; for example, storytelling, giving an effective business presentation
- d) The grammatical content that would be needed
- e) The lexical content, or vocabulary, that would be needed
- f) The variety or varieties of the target language that would be needed, such as American, Australian, or British English, and the levels in the spoken and written language which the learners would need to reach

3) Method of teaching

Education world is known various methods of learning, without a learning method, learning will not be effective. Therefore, in order that the learning process goes well, we need effective

¹⁴ Jack C. Richard, *Communicative Language Teaching Today*, (New York : University Press, 2006), 09

teaching methods. Every teacher must have own method in teaching material to students, but all students cannot receive the teacher's methods. Therefore teachers must master the methods of teaching. Teaching method has several kinds, namely:

- a) Various method lectures
- b) Question and answer method
- c) Discussion method
- d) Administration task method (recitation)
- e) Demonstration method
- f) Drill method (Training)
- g) Describing picture method
- h) Group work method
- i) Problem solving method (Problem solving)
- j) Travel work method, and many others methods¹⁵.

Teaching method is the ways of teachers deliver the subjects to students by using certain methods corresponding to the characteristics of students that were encountered. Each student has different characteristics from the very clever, moderate, and there is also less able to receive lessons quickly. Therefore, a teacher must be able to apply the learning method in accordance with the characteristics of students. Unless the students whose middle - low

¹⁵ Munawwaroh, "The Influence of Teaching Methods and Learning Environment to The Student's Learning Achievement of Craft and Entrepreneurship Subjects at Vocational High School," *International Journal Of Environmental & Science Education* 6, No.2 (Januari 2017) , 667.

ability will be left behind in the understanding of the material that is presented. And it caused the students mentioned are not interested and lazy to learn because they have felt unable to do. Teaching method helps to determine the success or failure of learning and teaching activity and it is a unity in teaching system. The more precise method that is used by teachers in teaching is expected to be more effective the achievement of learning goal.

According to M. Salahuddin in *Kiat-Kiat Praktis Belajar Speaking* There are many models of teaching and learning speaking as follows:¹⁶

a) Main class and study club

It is better for meeting with the teacher in the class twice a day. First meeting is called main class and second meeting is called study club. Main class is meeting with the teacher, that the teacher as students' advisor in the class. The teacher has important character in the class. All activities in the class depend on the teacher. Study club is group of learning, it held to repeat the material study in the class by senior. Because the senior is not teacher, so the students more enjoy make questions and practices speaking with the senior. Activities in the study club are not different with main class, because the reason of study is to explain material learning.

¹⁶ M. Sholehuddin, *kiat-kiat praktis belajar speaking*, (Jogjakarta: Diva Press, 2009), 66.

b) Conversation on the way

Conversation on the way is one of activity in speaking class. The function is to bore disappear in the class. They can share about their daily activity. So, the students feel the conversation more clearly, attractive, and comfortable.

c) Discussion group

Discussion group is one of activity in speaking class. Discussion in speaking's program only talking about easy topic. Because this discussion just to train the members to speak English. So that, The purpose of discussion method to train the students to speak English more clearly.

d) Describing picture

Describing picture is one of activity in teaching speaking English. In this activity, students must describe pictures in front of class. Every student gets one picture and must describe it. The purposes of this activity are to train students' imagination and retell story in speaking English.

f) Discovery learning

Discovery learning is a method that encourages students to arrive at a conclusion based upon their own activities and observations. Salkind¹⁷ states that "Discovery learning is a

¹⁷ Neil J Salkind, *Encyclopedia of Educational Psychology* (Singapure: Sage Publications, 2008), 255.

general approach that involves mindful participation and active inquiry in the acquisition of concepts and strategies.

4) Evaluation of Teaching

Evaluation is a process through which a value judgment or decision is made from a variety of observations and from the background and training of the evaluator. Evaluation basically not only assessing learning outcomes, but also the processes that are passed educators and students in the whole learning process¹⁸.

In teaching evaluation, there are 5 types of evaluation¹⁹:

a) Pre-test and Post-test

The pre-test is carried out by the teacher regularly at each start of the new presentation. While the post-test is the opposite of the pre-test, namely the evaluation activities carried out by the teacher at the end of each presentation of the material.

b) Diagnostic Evaluation

This evaluation is carried out after completing the presentation of a lesson unit. The aims of this evaluation to identify the students' weaknesses and what factors that cause it.

c) Selective Evaluation

Selective evaluation is an evaluation used to select students who are most appropriate or in accordance with the criteria of a particular activity program.

¹⁸ Asrul, *Evaluasi Pembelajaran* (Bandung: Aulia Grafika Press, 2014), 2.

¹⁹ LisRatna Wulan, *Evaluasi Pembelajaran* (Bandung: Pustaka Setia, 2014), 46.

d) Summative Evaluation

Summative evaluation can be considered as a “general test” conducted to measure academic performance or student achievement at the end of the period implementation of teaching programs, or also known as evaluations carried out to determine student learning outcomes and progress.

e) Formative Evaluation

This type of evaluation can be viewed as a “test- and non-test” that is performed on each the end of the presentation of the lesson unit or module.

The Evaluation uses methods and measures to judge student learning and understanding of the material for purposes of grading and reporting. Evaluation is feedback from the instructor to the student about the student’s learning.

Forms of formative assessment on This research uses test techniques and non-test observation techniques as follows: information on the assessment process and student learning outcomes.

(1) Test Technique

(a) Description Test

Description test is a form of test that contains several questions each containing problems and demand student answers through word descriptions in reflecting

students' thinking abilities.²⁰ In short, This test contains questions in the form of problems which then students are able to think to answer over that problem.

(b) Objective Test

Objective test is a test with short and one of the form of test consisting of items that can be answered by the tester by choosing one or more. There are types of objective tests, including complete test, choice test double, match, and choose between true/false.²¹ In short, Objective test is a form of test that demands to choose one or more answers among several possibilities correct.

(c) Oral Test

Oral test is a test used to measure the ability of students in the communication carried out can be individually or in groups.²² written, oral test is a test that requires students to answer questions through face-to-face communication process to measure learning outcomes students who are proven orally.

(d) Performance Test

Performance tests are tests carried out by means of observing and assessing student activities or performance in

²⁰ Haryanto, *Evaluasi Pembelajaran* (Yogyakarta: UNY Press, 2020), 155.

²¹ Rusydi Ananda, *Evaluasi Pembelajaran* (Bandung: Citapustaka Media, 2015), 45.

²² Moh. Sahlan, *Evaluasi Pembelajaran* (Jember: STAIN Jember Press, 2015).

do something. More specifically, students of the lesson practice directly on the problem action questions.

(2) Non-Test Technique

(a) Observation

Observation is a way to collect materials information that is carried out through the process of observation and systematic recording of phenomena.²³ Clearly, Observation is a method used by researchers to obtain information through systematic observation.

(b) Interview

Interviews are a way of gathering information through a one-sided oral question and answer, face to face, and with the direction and goals that have been set. There are two the types of interviews are structured and unstructured interviews structured. Clearly, the interview is a non-test instrument in obtaining information through question and answer and conversation directly or indirectly and systematically or free.

(c) Attitude Scale

The attitude scale is a non-test instrument that using a closed-ended questionnaire, in which the question or the

²³Rina Febrian , *Evaluasi Pembelajaran* (Jakarta: Bumi aksar, 2019), 47.

statement contains the properties of the value being learning objectives.²⁴

Therefore, the evaluation of teaching speaking proses in this study using a test technique in the form of an oral test and a non-test technique in the form of observation. which includes observing students' speaking. speech, poetry, singing, storytelling and so on.

c. Speaking

1) The Definition Of Speaking Ability

Many definition of speaking have been proposed by language. Speaking derives from the word “Speak”. According to Oxford dictionary, “Speak” means that say thing; talk, be able to use a language, make speech, express ideas, feelings and etc.²⁵ It means that speaking is productive language skill to express and to get the ideas or message to transfer the message from the speaker to the listener with the language itself.

2) Basic Types of Speaking Ability

Brown states the kinds of oral production that students are expected to carry out in the classroom. Those objectives may be classified in term of several types of speaking ability. They are;²⁶

²⁴ Moh. Sahlan, *Evaluasi Pembelajaran*, (Bandung: Univercity Press, 2020), 119.

²⁵ Victoria Bull, “*Oxford learner’s Pocket Dictionary Forth Edition*”, (New York: Oxford University Press, 2008), 426.

²⁶ H Douglas Brown, *Language Assessment Principles And Classroom Practices*, (San Fransisco: Longman, 2004), 141.

- a) Imitative. At one end of a continuum of types of speaking performance is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence.
 - b) Intensive. A second type of speaking frequently employed in assessment contexts is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationships
 - c) Responsive. Responsive assessment tasks include interaction and test comprehension but at the somewhat limited level of very short conversations, standard greetings and small talk, simple requests and comments, and other.
 - d) Interactive can take the two forms of transactional language which has the purpose of exchanging specific information, or interpersonal exchanges, which have the purpose of maintaining social relationships.
 - e) Extensive (monologue). Extensive oral production tasks include speeches, oral presentations, and story-telling.
- Language style is frequently more deliberative (planning is involved) and formal for extensive tasks.

3) Element of Speaking

According to Brown that speaking skill must have five aspects they are vocabulary, grammar, fluency, comprehension,

pronunciation. So, the students who want to master in speaking skill the five aspects must be mastered as well²⁷. They are:

- a) Vocabulary: Vocabulary is very essential but it is not the first thing to be considered if speaking takes place is a very early stage. Vocabulary is a total number of words, which a make up a language.
- b) Grammar: Grammar is the rule in spoken language and written language. The students' must obey the rules of grammar to obtain a good result, the students' can also find the grammar rule in pronunciation, morphology, and syntax. In speaking ability, sometimes the speaker and the listener do not care about the grammar itself.
- c) Fluency: It shows that people are able to communicate well because it consists of the case and speed of the flowing speech. Someone who can communicate fluently but she may be able to use the language fluently.
- d) Comprehension: Comprehension means that the speaker and the listener must have a good understanding so that the conversation certainly requires a subject to respond to speech as well as to initiate it.
- e) Pronunciation: Pronunciation is the way we make a sound of the language how and where we place the stress and how we

²⁷ Lalu Bohori, " Improving Speaking Skills Through Small Group Discussion at Eleventh Grade Students of SMA Plus Munirul Arifin NW Praya" *Journal of Languages and Language Teaching* 3, No. 1 (2019): 70.

use pitch and intonation to show how we are feeling and what we mean.

4) The Criteria of English Speaking Assignment

Speaking is the tool in communicating activity, that needs accurately and even the speaker must be clear in sharing information. According to Nunan (1999), there some aspects that should be assessed in speaking skill, those are²⁸:

a) Grammar

Test takers are assessed on how to control its usage within sentences, to construct, to use it appropriately and accurately and to avoid grammatical errors in speaking.

b) Vocabulary

The range, precision, and the usage of vocabulary features in a conversation used by test takers indicate the level of how proficient they are.

c) Comprehension

Understanding the context of the conversation and able to give appropriate response according to the question

d) Fluency

The language fluency indicates that the production of speech in a conversation is well delivered. Have confidence in delivering the

²⁸ Yenny Rahmawati, Ertin, "developing assessment for speaking," *journal of IJEE* 2, No. 6 (2014): 202.

speech and able to responds specific theme without many hesitation in choosing words

f) Pronunciation

Pronunciation deals with how often errors in pronunciation occur and how the pronunciation aspect interfere the communication are the criteria of the assessment

g) Task

Task deals with finishing the command given during the speaking test.

2. Discovery Learning Method

Many names have been given to the methods of teaching that emphasize teaching and learning practices that actively engage students in, and help discovery learning is the term that most often is used to describe such methods.

a. The Definition Of Discovery Learning

Discovery learning is a method that encourages students to arrive at a conclusion based upon their own activities and observations.

Salkind²⁹ states that “Discovery learning is a general approach that involves mindful participation and active inquiry in the acquisition of concepts and strategies. In classroom contexts, it refers to a form of curriculum in which students are encouraged to actively explore and figure out the concepts, solutions, or strategies at hand.” It means that

²⁹ Neil J Salkind, *Encyclopedia of Educational Psychology* (Singapore: Sage Publications, 2008), 255.

this method is particularly appropriate for achieving important objectives in social studies, science, geography, history, health, environmental education and mathematics, because discovery learning is a kind of teaching that is based on the student finding things out for themselves, looking into problems, and asking questions. Essentially, it's all about students coming to their own conclusions and asking about things in their course that might not make particular sense. Obviously, as soon as enquiries are made, they can learn new things and hence will have become part of an innovative, thought-provoking and interesting educational journey.

b. The Goal Of Discovery Learning

Bell states that there are many specific aims in discovery learning, as follows:

- 1) Students have a chance to involve actively in teaching learning.
- 2) Students learn to discover rule in concrete as well as abstract situation, also students extrapolate information that have given.
- 3) Students learn to formulate answer question strategy that not confused and use answer question to obtain information.
- 4) Students form the way of working together effectively, giving information each other, and listening and using people's ideas.
- 5) Students' concept skills and principles that have been learnt is meaner.

- 6) Students' skill in discovery learning is easier to transfer in new activity and to apply in new learning situation.

c. Procedure of Discovery Learning

In Discovery Learning, teacher should must give a change to students to be a problem solver, mathematician, and historian. Lesson material is not given in the beginning of teaching learning, but students should must do some activities collect information, comparing, category, analyzing, integrating, reorganizing material as well as making conclusions. Syah states that in the application of Discovery Learning, there are some procedures that should be done in the teaching learning process. They are:

1) Stimulation

First of all, in this stage students are hoped on thing which makes confusing, then it does not give generalization, in order there is desirability to investigate by themselves. Besides, teacher can begin the activity by proposing questions, read a book, etc. That will give direction on the starting of problem solving. The function of this stage is to supply learning interaction condition which can develop and help students in exploring material.

2) Problem Statement

After that, teacher gives a change to students to identify as many as possible the agendas of problem that related with the material, then one of them is chosen and arranged in form of hypothesis.

3) Data Collection

When the exploring is going, teacher also gives a change to students to collect the information as many as possible that related to prove whether hypothesis is right or no. The function of this stage is to answer the questions or to prove whether hypothesis is right or no, so that students are given a change to collect many relevant information, read literature, observe object, interview, and do experiment.

4) Data Processing

According to Syah data processing is activity of process data and information that has been gotten from students through interviewing, observing, etc. then interpreted. All of the information from the result of reading, interview, observation etc. All of them are processed, classified, tabulated, even if it needs, calculated with particular way as well as interpreted in believed level.

5) Verification

In this stage, all of students do investigate accurately to prove whether hypothesis is right or no that is decided with alternative discovery, direct coupled with data processing result. According to

Bruner, verification has purpose in order learning process would run well and creative if teacher gave a change to students to discover a concept, theory, rule or comprehension through the example of their daily activity.

6) Generalization

Generalization is process of draw the conclusion that can be common principle and valid for all events or same problems, by attending verification result. Based on the verification result, so it is formulated principles of generalization.

d. The Advantages and Disadvantages of Discovery Learning

According to Marzano, the advantages of discovery learning are as follows:³⁰

- 1) Students can participate actively in teaching learning
- 2) Developing and planting inquiry in the students
- 3) Supporting students' problem solving ability
- 4) Giving interaction field in each-students and studentteacher, so that students can use language well
- 5) The material which is learnt can achieve the high level students' ability. It is also more unforgettable because the students are involved directly in the discovery process
- 6) Students learn how to learn

³⁰ Neil J Salkind, 288.

- 7) Learning appreciate themselves
- 8) Motivating themselves and it is easier to transfer
- 9) Knowledge will be permanent and remember able
- 10) The result of discovery learning has more transfer effect than other result
- 11) Developing students' intellectual activity and students' ability to think free
- 12) Training students' cognitive to discover and solve the problem without people's helping

While Philips states that discovery learning claims the following advantages. Discovery learning:

- 1) promotes creative thinking;
- 2) sees failure as a natural and, at times, essential step on the way to success;
- 3) is engaging and motivational to the student learner;
- 4) promotes the development of higher-level thinking skills;
- 5) enhances the confidence of the learner in the learning process;
- 6) develops skills in students that are needed for the workforce, such as problem solving, communication, collaboration, and presentation skills.

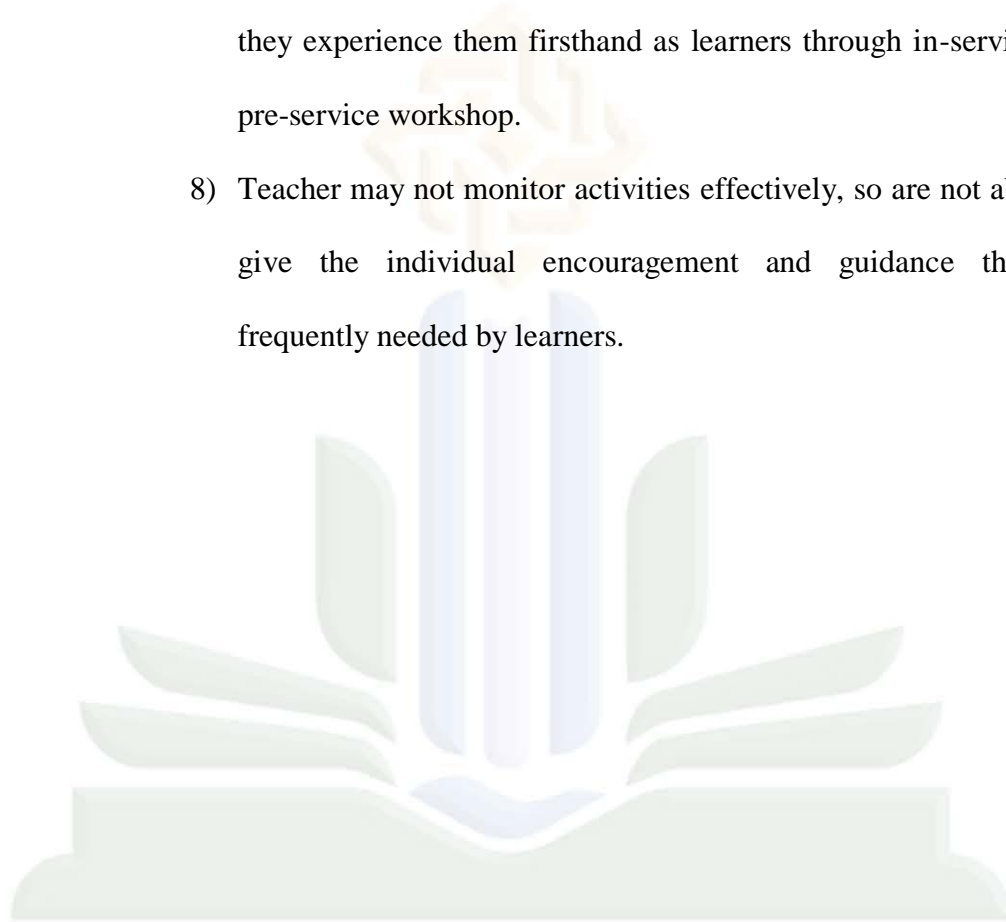
However, besides having many advantages, of course there are some disadvantages. The following are disadvantages of discovery learning according to Peter Westwood:³¹

- 1) Discovery can be a very time-consuming method, often taking much longer for information to be acquired than would occur with direct teaching.
- 2) Discovery methods often require a resource-rich learning environment.
- 3) Effective learning by discovery usually depends upon learners having adequate literacy, numeracy, independent study skill and self-management.
- 4) Students may learn little of value from discovery activities if they lack an adequate knowledge base for interpreting their discoveries accurately.
- 5) Although students become actively involved, they may still not understand or recognize the underlying concept, rule or principle.
- 6) Young children (and older children with learning problems) often have difficulty forming opinions making predictions, drawing conclusions from evidence.
- 7) Teachers are not necessarily good at creating and managing discovery learning environment, resulting sometimes in poor outcomes. There is evidence that teachers may develop a better understanding of the processes and problems in the approach if

³¹ Peter Westwood, *What Teachers Need to Know About* (Australia: Acer Press, 2008), 30.

they experience them firsthand as learners through in-service or pre-service workshop.

- 8) Teacher may not monitor activities effectively, so are not able to give the individual encouragement and guidance that is frequently needed by learners.



UIN

UNIVERSITAS ISLAM NEGERI

KH ACHMAD SIDDIQ
JEMBER

CHAPTER III

RESEARCH METHODOLOGY

A. Approach and type of research

The approach of this research uses the qualitative research approach. Qualitative inquiry seeks to understand and interpret human and social behavior as it is lived by participants in a particular social setting. It is an intensely personal kind of research, one that freely acknowledges and admits the subjective perceptions and biases of both participants and researcher.³² This approach prefers to conduct the data of phenomenon about the researcher's experience of behavior, perception, motivation, action, and etc. the qualitative approach is principally concerned with the discovery of "social facts" devoid of subjective perceptions of intentions and divorced from particular social and historical contexts.

While the type of the research used in this research is case study. That means a research method that is directed to describe perfectly and deeply about the reality of social and all phenomenon happened in the society which becomes the subject of research in order to be described the kinds, character, nature and the model of the phenomenon. The Qualitative Descriptive research is to describe the activities in Learning and Teaching of Speaking Ability at 2nd Grade of MTs As-Shiddiqy.

³² Donald Ary, *Introduction to educational research 8th edition*, (Canada: Wadsworth Cengage Learning, 2010), 420.

B. Research Location

This research will be conducted at 2nd Grade of As-Shiddiqy. Based on the observation in interview, Learning English at 2nd grade of MTs As-Shiddiqy is still quite difficult for students. Learning difficulties are based on motivation learning, infrastructure, learning materials and learning method. The difficulty that is often faced by the students is in the ability of pronunciation. There are some difficulties in teaching speaking at 2nd grade of MTs As-Shiddiqy, like many students still shy to show their ability in speaking, its come from their own background. Some of them are from villages who do not have more time to have a intensive study after school because of the family condition. Firstly, the teacher have build student's confidence to speak up in front of public. The researcher intends to describe exactly a phenomenon or problem that was found. This research aims to find out the effectiveness of using discovery learning at 2nd Grade of As-Shiddiqy.

C. Research Subject

Research subjects are informants who are used as data sources to report data sources that are related to the research focus. The description includes what data you want to obtain, who wants to be an informant or research subject, how the data will be sought and captured so that its validity can be guaranteed.³³

³³ Tim penyusun, *Pedoman Penulisan Karya Ilmiah*, (Jember: UIN Jember Press, 2021), 94.

This research used purposive technique. This technique is choosing research subject based on consideration and a specific purpose. Below is the research subject that has been decided:

1. Mr. Ali as headmaster of MTs As-Shiddiqy Jember, which the researcher set as informants in order to obtain the historical data when the beginning of the MTs As-Shiddiqy Jember.
2. Mrs. Aisyah as English teacher, which the researcher set as informants in order to obtain related data goal of teaching, material, method, and evaluation of teaching.
3. Agus Hariyanto and Aditya Dwicahyono as Student of the 2nd grade of MTs As-Shiddiqy Jember, researcher set students as informants in order to obtain the data of the successful student's studying in discovery learning method.

D. Data Collection Technique

Data collection methods used by researchers are as follows:³⁴

1. Observation (observation)

Observation is the collection of data through the use of human senses. In some natural condition, observation is the act of watching social phenomenon in the real world and recording events as they happen.

The researcher used observation non-participant to observe the location where the research was carried out. The purpose of this

³⁴ John W. Creswell, *Educational Research Fourth Edition*, (Boston: Pearson Education, 2012) 211.

observation is to know how the students learning process in the discovery learning method. By using the observation the researcher can know a description of the students' behavior, learning process, natural phenomenon, problems and how to solve them. The observation is used when the object of research is human behavior, work process, natural phenomena and small respondent.³⁵

There are four observation conducted by researcher. They are:

- a. Goal of teaching speaking skill through Discovery learning method at MTs As-Shiddiqy Jember
- b. Material of teaching speaking skill through Discovery learning method at MTs As-Shiddiqy Jember
- c. Step of teaching speaking skill through Discovery learning method at MTs As-Shiddiqy Jember
- d. Evaluation of teaching speaking skill through Discovery learning method at MTs As-Shiddiqy Jember

2. Interview

According to Gorden Interviewing is conversation between two people in which one person tries to direct the conversation to obtain information for some specific purpose. It is done by dialogue orally either directly or indirectly. Interview is used to

³⁵ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D Bandung*: (Alfabeta, 2011), 145.

gather data from people about opinions, beliefs and feelings about situation.³⁶

There are three types of interviews which are going to be used by the researcher. They are;

a. Structured interview

Structured interviews are used as data collection techniques, if the researcher or data collectors have known for sure about what information will be obtained. By Therefore, in conducting interviews, the data collector has prepared the instrument research in the form of written questions which alternative answers have been prepared.

b. Semistructured interview

This type of interview is included in in-dept interview category, where in implementation is more free when compared with structured interviews. The purpose of This type of interview is to find problems more openly, where parties interviewees were asked for their opinions and ideas. In conducting interviews, researchers need to listen carefully and take notes stated by the informant.

c. Unstructured interview

Unstructured interview, is free interviews in which the researcher does not using interview guidelines that have been

³⁶ Umar Sidiq, *Metode penelitian kualitatif di bidang pendidikan*, (Ponorogo : CV. Nata Karya, 2019), 59.

systematically and completely arranged for data collection. The interview guide used only as outlines problem to be asked.

In this study, researcher used the third type, namely semistructured interviews with the aim of knowing the whole activities in implementing discovery learning method:

- 1) The goal of teaching speaking skill through Discovery learning method at MTs As-Shiddiqy Jember
- 2) The material of teaching speaking skill through Discovery learning method at MTs As-Shiddiqy Jember
- 3) The step of teaching speaking skill through Discovery learning method at MTs As-Shiddiqy Jember
- 4) The evaluation of teaching speaking skill through Discovery learning method at MTs As-Shiddiqy Jember

3. Document Review

Documentation consist of public and private records that qualitative researchers obtain about a site or participants in a study, and they can include newspapers, minutes of meetings, personal journals, and letters. These sources provide valuable information in helping researchers understand central phenomena in qualitative studies. They represent public and private documents.

The data that are going to be obtained through documentation are;

- a. The Profile of MTs As-Shiddiqy Jember
- b. Data of teachers and studentss of MTs As-Shiddiqy Jember

- c. Photos of implementation activities in MTs As-Shiddiqy Jember
- d. RPP (Rencana Pelaksanaan Pembelajaran)

E. Data Analysis

The data analysis technique used in this research is an interactive model of analysis. According to Miles and Huberman, and Saldana” there is three concurrent verification flow of activity in the model such as data collection, data condensation, data display, and data conclusion drawing and verification”.³⁷

1. Data Condensation

Data condensation according to miles is referred to as the process of selecting, focusing, simplifying, abstracting, and transforming the data in written-up field notes or transcripts.³⁸ In this stage, the researcher needs to separate the accurate from the inaccurate ones. Through the data condensation, the researcher focuses on the data that will be analyzed. It can be easier for the researcher to continue collecting the data.

2. Data Display

The next step is data display which is an important thing to do after data condensation. In this stage, the researcher will be easier to understand what is happening and also to do something

³⁷ Hasnidar, “Students’ Perception of Using Online Learning Materials” (Thesis, Muhammadiyah University of Makassar, 2020), 30.

³⁸ Miles, Matthew & Huberman, A. Michael. *Analisis Data Kualitatif* (Jakarta: UI Press, 1992), 20.

further analysis on that understanding. It is also well-known as the process of showing data only in the form of words, narrative, able to get the appropriate conclusion at the end. So, in this research, the researcher uses an essay and charts in displaying the data which is very commonly used in qualitative research.

3. Conclusion Drawing and Verification

The last step is the stage of drawing conclusions based on findings and verifying data. As explained above are still temporary and are changed if substantial evidence is found to support the next stage of data collection. This process of obtaining evidence is called data verification.

F. Validity of data

To test the validity of data in this study is used triangulation. According to Lexy Moleong,” Triangulation is a data validity checking technique that utilizes something other than the data for checking purposes or as a comparison of the data”³⁹ Triangulation is divided into two types:

1. Source Triangulation

Triangulation with sources that is testing the credibility of the data is done by checking the data that has been obtained through several sources. For example, the researcher obtained strong data

³⁹ Lexy Moleong, *Metodologi Penelitian Data Kualitatif* (Bandung: Remaja Rosdakarya, 2001), 135.

through interviews with the English teacher and then strengthened by the results of interviews with students.

2. Technical Triangulation

Technical triangulation is the use of various data disclosure techniques that are carried out to the data source. Test the credibility of the data by triangulation of techniques, that is, checking the data to the same source with different techniques.

For example in this research, the researcher will use technique and data source triangulation to validate the data. So, after getting the data from observation, especially during the teaching and learning process of English subject, the researcher will compare it with the result of the interview from different participants (between the teacher and students).

G. Research Steps

This section outlines the research implementation plan that will be carried out by researchers, starting from preliminary research, design development, actual research, and to writing reports.

The research phase that was passed by the researcher in the research process was as follows.

1. Pre-field step

The pre-field stage is the stage where it is determined what must be done before a researcher enters the field of study object.

a. Develop research designs

In compiling this plan, the researcher establishes the following: the title of the study, the reasons for the research, the focus of the study, the purpose of the study, the benefits of the study, the object of the study, and the method used.

b. Choosing research fields

Before conducting research, a researcher must first choose a research field. The chosen research field is 2nd Grade of MTs As-Shiddiqy Jember.

c. Permit processing

Before conducting research, researcher takes care of licensing in advance to the campus. Thus, researcher can immediately carry out the CVC stages of research after getting permission to conduct research at the site.

d. Assess the state of the field

After getting permission, researcher begins to explore and assess the field to know better the background of the research object. This is done in order to make it easier for researcher to dig up the data.

e. Prepare research equipment

The researcher prepares the equipment needed in the study before plunging into the field starting from preparing notebooks, papers, and so on.

2. Stage of field work

The next step is to carry out research. In carrying out this stage, the researcher collects the data needed by using several methods, including observations, interviews, and documentation.

3. Data analysis stage

After all the data is collected, analyze the whole data and then describe it in the form of a report and consult with the supervisor. This activity continues to be carried out by researcher so that the supervisor states the results of this study are ready to be tested.

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UNIVERSITAS ISLAM NEGERI

KH ACHMAD SIDDIQ
JEMBER

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 folllows:

A. The Brief Description of The Object

1. The Profile of MTs As-Shiddiqy

As-Shiddiqy Islamic Boarding School was established by Kyai Shiddiq at 1980 in Pakis, Panti, Jember. 25 years of existence, the islamic boarding school currently under the care of the grandson of the founder has owned several main boarding schools under the auspices of the Kyai Shiddiq boarding school foundation. Since 1995 there has been a change of caregivers, to Kyai Abdul Basir becouse the firs caregiver died. In 2000 there was initiative to open a new institution namely MTs As-Shiddiqy Jember. This institution was also established because many students entered the boarding school after graduating from elementary school, then the student's parents proposed to open a junior high school institution so that the sons and daughters who entered the boarding school did not drop out of school.

2. The Geographic Location of MTs As-Shiddiqy Jember

MTs As-Shiddiqy Jember is located in the As-Shiddiqy Islamic Boarding House area, especially in the Middle *Dalem*. Whereas the location of the As-Shiddiqy boarding house area itself is located in Pakis, Panti, Jember. The location of this Islamic boarding house area is located in the middle of residents' homes, surrounded by the houses of relatives of the founder of the boarding house. Therefore there are no specific borders in this boarding school area.

3. Organization Structure of MTs As-Shiddiqy Jember

Chief of Foundation	: Kyai Abdul Basir
Committee	: Abdul Wahid
Headmaster	: Drs. Ali Arifin
Secretary	: Ahmad Fuad Hasan, S.Pd.
Head of Administration	: Moh. Ridwan, SE
Deputy of curriculum	: Habibatus Zahro, S.Pd.I.
Deputy of student	: Uswatun Hasanah, S.Pd.
Deputy of public relation	: Nurul Iswati, S.Pd.
Deputy of facilities & infrastructure	: Trif Iful BA., S.Pd.I.
Teachers	

4. Vision and Mission of MTs As-Shiddiqy Jember

a. Vission

Establishing a Generation of Achievements and Islamic Culture

b. Mission

- 1) Improving professionalism and fostering creativity in learning learning
- 2) Get used to good behavior
- 3) Getting used to religious rituals in everyday life
- 4) Growing Islamic creations and traditions

B. Finding Research

Researcher should be provided with the data serving as the main of research, that is would be analyzed. According to the discussion previously that, researcher used interview, observation, and document review which was served by collecting data using three mentioned technique.

Researcher elaborated research findings based on the interview, document review, and observation as follows:

1. The Goal of Teaching Speaking Skill Through Discovery Learning

Method at MTs As-Shiddiqy Jember

Researcher was able to analyze the data in qualitative descriptive after collecting data by using interview, observation and document review. Researcher described elaborated and interpreted data so that became whole description.

The goal of teaching speaking skill through discovery learning method, according to Mrs. Aisyah as the English teacher of 2nd grade of MTs As-Shiddiqy Jember:

“Discovery learning is a general approach that involves mindful participation and active inquiry in the acquisition

of concepts and strategies. In classroom contexts, it refers to a form of curriculum in which students are encouraged to actively explore and figure out the concepts, solutions, or strategies at hand. Students form the way of working together effectively, giving information each other, and listening and using people's ideas".⁴⁰

Based on interview above, it can be seen that the goal of teaching speaking skill using discovery learning are: students are being able to to discover rule in concrete as well as abstract situation, also students extrapolate information that have given. Students form the way of working together effectively, giving information each other, and listening and using people's ideas.

The same thing was also conveyed by Aditya Dwicahyono, a student of 2nd grade of MTs Ashiddiqy Jember said that:

"when using dscovery learning method, we become more active and enthusiastic in English learning activity and also Students have a chance to involve actively in class".⁴¹

Based on the intrviewed above, it can seen that one of discovery learning method goal are to make students active and have a chance to involve actively in class.

It was supported by Agus Hariyanto as the student of 2nd grade of MTs As-Shiddiqy Jember. She explained as follows:

"when using dscovery learning method, we become more active and enthusiastic, its like Giving interaction field in each-students and studentteacher, so that students can use language well".⁴²

⁴⁰ Mrs. Aisyah, Interviewed by the researcher, 21st of May 2022

⁴¹ Aditya Dwicahyono, Interviewd by the researcher, 21st of May 2022

⁴² Agus Hariyanto, Interviewed by the researcher, 21st of May 2022.

Based on interview above, it can be seen that the goal of using discovery learning in teaching speaking skill are to make students become more active, enthusiastic and easier on understanding the text by teacher's steps in teaching and they can use language well.

In the field, researcher found that before the teacher explain the material, he explained the goal of public speaking class. The goals mentioned by teacher were: the Students are able to increase self-confidence in public speaker, the students are able to increase speaking creatively and actively. In another activity, the researcher found that teacher explained the importance of learning English in this globalization era. so students are encouraged to participate actively in teaching learning.⁴³

Baaed on to the interview and observation above, there are three points that the researcher concluded the goals of teaching speaking through Discovery Learning. They are: 1) Students form the way of working together effectively, giving information each other 2) Students have a chance to involve actively in class 3) Students more enthusiastic in eEnglish learning 4) Giving interaction field in each-students and studentteacher, so that students can use language well.

2. The Material of Teaching Speaking Skill Through Discovery Learning Method at MTs As-Shiddiqy Jember

The material of teaching speaking skill through discovery

⁴³ Observation at MTs As-Shiddiqy Jember, 19th of May 2022.

learning, According to Ms. Aisyah as the English teacher at MTs

As-Shiddiqy Jember said that:

“The material that I gave to the students was describing people, animal and thing, include the language features and the text structure”⁴⁴

Based on the interview above, it can be seen that one of the material of teaching speaking skill using Discovery Learning Method was about describing and identifying people, include the language features and the text structure.

Regarding the learning material for teaching speaking skill using Discovery Learning Method, Aditya Dwicahyono as a student of 2nd grade of MTs As-Shiddiqy Jember stated that:

“In the learning process, usually Mrs. Aisyah using Discovery Learning Method on the learning speaking skill with the material about describing people, animal and thing. It is requires because the material needs more understanding about the text wether on the language features or the text structure”⁴⁵

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

It was supported by Agus Hariyanto as the student of 2nd grade of MTs As-Shiddiqy Jember. She explained as follows:

“We feel happy with the material about descriptive text because Mrs. Aisyah using good media for study like a good picture”.⁴⁶

⁴⁴ Mrs. Aisyah, Interviewed by the researcher, 21st of May 2022.

⁴⁵ Aditya Dwicahyono, Interviewed by the researcher, 21st of May 2022.

⁴⁶ Agus Hariyanto, Interviewed by the researcher, 21st of May 2022.

Based on the interview above, it can be seen that 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.

The result of interview above evidenced by the lesson plan (appendix 4) prepared by the teacher that is about descriptive text with the thema My Dog.

Based on the interviews and document review, the researcher concluded that teaching speaking skill using Discovery Learning Method helped students to be more understand about the text of the learning material

3. The Step of Teaching Speaking Skill Through Discovery Learning at MTs As-Shiddiqy Jember

The step of teaching speaking skill based on the results of observations, the Discovery Learning Method were applied in 2nd grade of MTs As-Shiddiqy Jember. Regarding the process of the teaching speaking skill through Discovery Learning Method, Mrs. Aisyah said that:

“The process of teaching speaking skill using Discovery Learning Method applied according to the lesson plan (RPP) that I have compiled, as we know that discovery learning has own steps, like stimulation, problem

statement, data collection, data procession, verification and generalization”.⁴⁷

Based on the interviewed done by the researcher, it can be known that the teacher applied discovery learning for teaching speaking. The teacher did all of the stages of discovery learning. The teacher can also encourage the students to be more active. It can be seen from the activity in which the teacher gave them some tasks, asked them to answer it both individual and in group, discuss it together, present their work and find information by themselves.

In research finding above, it concluded that all the six steps were relevant with the procedures of discovery learning. It could be discussed that the activities in stimulation step was appropriate and relevant with the theory of stimulation. Teacher was asking questions about a general topic interconnected with Descriptive text. She was also presenting picture in the stimulation step. She did not introduced directly. Using picture to help the students identified and wrote descriptive text. It indicated that she also lead to the preparation of discribing. The teacher started teaching learning activities by asking questions, suggestions reading books, and other learning activities that lead to the preparation of solving.⁴⁸

The teacher gave students the opportunity to identify and analyze their picture. It was a useful technique in building students so that they

⁴⁷ Mrs. Aisyah, Interviewed by the researcher, 21st of May 2022.

⁴⁸ Obsrvation at MTs As-Shiddiqy Jember, 19th of May 2022

were accustomed to find information from the picture. It means is exploration can be both rewarding and safe.

The teacher's activity in data collection step was that guide the students to look for other sources rather than read a single text book only. The other sources were as opening dictionary and book. These represented that the teacher has guided the students. The rule of teacher in teaching speaking are motivating and supporting. It is recommended that the teacher should add some activities related to teaching speaking such as giving the examples of Descriptive texts.

In data processing, students did the process data that were collected then they were written as a product of their writing project. The data processing is an activity of process data and information that has been obtained by the students through interviews, observation, and so on, then interpreted.

In the group, they performed their tasks in front of class by a student in each of group who felt interested in talking or presenting the task. Here, the sort of performing task divided into three forms namely spoken, written, and project. It was conducted to accommodate several of students' abilities because every students was unique. They had various abilities. The students who felt comfortable in speaking. In contrast, for those who were interested in talking. Moreover, for those who felt easy in making the product, the teacher asked them to present the results of their speakings and made a project. Here,

students also did the coding or categorization that served as the formation of concepts and generalizations individually. The generalization of the student got a new knowledge about alternative answers or settlement that needs proof logically.

From the description above, it could be concluded that the teacher facilitated the students to express their learning style. The teacher is a facilitator who facilitates the proper task. Furthermore, the teacher also provided useful experience. It expected to gain competence in data processing step. The competence which is developed in this activity was to develop attitudes of honesty, through, tolerance, the ability of systematically thinking. It is to express their opinion briefly and to develop good and correct language skill.

In generalization step, teacher and students drew the conclusion. It was the process could be used as a general principle and applied to all events or similar problem, with regard to the outcome of verification. Based on the results of the verification stage earlier, students learned to draw certain conclusions or generalizations. Finally, it formulated in words the principles that underlied generalizations.

4. The Evaluation of Teaching Speaking Skill Through Discovery Learning at MTs As-Shiddiqy Jember

To know the evaluation the teaching learning process using discovery learning that was done on May 19th 2022, the researcher came

back to MTs As-Shiddiqy Jember on May 21th 2022. At 09.30, researcher interviewed English teacher of MTs As-Shiddiqy Jember.

Starting with Mrs. Aisyah explaining what the evaluation is.

“In every walk of life the process of evaluation takes place in one or other form. If the evaluation processes is eliminated from human life then perhaps the aims of life may be lost. In education how much a child has succeeded in his/her aims, can be determined through evaluation. Thus there is a close relationship between evaluation and aims”.⁴⁹

Based on the interview above, every evaluation take place in one or other form. If the evaluation processes make student elimited from human life then perhaps the aims of lif may be lost, but in education life every students are succeeded in their aims.

Teacher also said that the result of 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. However, there were still some passive students, where he just kept quiet when his friend had been very active in his presentation and actively responded to his friends' presentation.

“As a teacher, we should not blame passive students because every student has different abilities. The truth is we find the solution so that the passive student becomes active, and the active one becomes active again.”⁵⁰

Based on iterview 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.

⁴⁹ Mrs. Aisyah, Interviewed by the researcher, 21st of May 2022.

⁵⁰ Mrs. Aisyah, Interviewed by the researcher, 21st of May 2022.

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

“After discussing the text provided, Ms. Feni usually gives questions related to the text”⁵¹

Based on the interview above, it can be seen the evaluation of teaching speaking skill through discovery learning method was students answering some question related with the teacher statement. Based on the interview above, it could be concluded that the evaluation of teaching speaking skill through discovery learning method at MTs As-Shiddiqy Jember implemented conducted steps of discovery learning itself. The aspects which were evaluated were Pronunciation, Intonation, Fluency self-Confident. Formative evaluation, this type of evaluation can be viewed as a “test and non-test” that is performed on each the end of the presentation of the lesson.

The evaluation process, the teacher gave the students one question to evaluate their writing and oral test. The teacher asked them to describe a picture based on the descriptive text structure than the students presented in front the class for explained about their understanding's picture conducted descriptive text.⁵²

Based on the interview and observation above, it can be seen that the evaluation of discovery learning method done by the teacher. The teacher implemented conducted steps of discovery learning itself, the aspects

⁵¹ Agus Hariyanto, Interviewed by the researcher, 21st of May 2022.

⁵² Observation at MTs As-Shiddiqy Jember, 19th of May 2022.

which were evaluated were Pronunciation, performance, Delivery and Grammatical.

Table 4.1
Matriks of Research Finding

NO.	Research Focuses	Research Findings
1.	The Goal Of Teaching Speaking Skill Through Discovery Learning Method at MTs As-Shiddiqy Jember	<p>The goals of teaching speaking through Discovery Learning. They are:</p> <ol style="list-style-type: none"> 1) Students form the way of working together effectively, giving information each other 2) Students have a chance to involve actively in communication in class 3) Students more enthusiastic in English learning. 4) Giving interaction field in each-students and studentteacher, so that students can use language well.
2.	The Material Of Teaching Speaking Skill Through Discovery Learning	the material presented by the teacher on

	Method at MTs As-Shiddiqy Jember	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.
3.	The Steps Of Teaching Speaking Skill Through Discovery Learning Method at MTs As-Shiddiqy Jember	The teacher's step concluded that all the six steps were relevant with the procedures of discovery learning
4.	The Evaluation Of Teaching Speaking Skill Through Discovery Learning Method at MTs As-Shiddiqy Jember	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

This section is researcher's idea, discussion is interpreting and describing the significance of the findings based on what was already known about the research problems have been investigated and to explain any new understanding that emerged as the result of the study. Discussion is also as the analyzed by the researcher about the research findings.

There are four points to be discussed in this term. 1) The goal of teaching speaking skill through discovery learning method at MTs As-Shiddiqy Jember 2) the material of teaching speaking skill through discovery learning method at MTs As-Shiddiqy Jember 3) the step of teaching speaking skill through discovery learning method at MTs As-Shiddiqy Jember 4) the evaluation of teaching speaking skill through discovery learning method at MTs As-Shiddiqy Jember.

1. The Goal of teaching Speaking Skill Through Discovery Learning at MTs As-Shiddiqy Jember

Goal is very important component in the learning system, because the teacher and the student's activities are directed to achieve the learning goal.

Learning educational goals to be achieved at the teaching level. The results of this achievement are in the form of students who gradually formed their character thinking abilities, and technological skills.

Basically, these goal are expectations of what students can do at the end of the lesson. In a competency-oriented curriculum, learning purposes are also commonly referred to the learning outcome indicators. Those are closely related to the learning outcomes to be achieved by students.⁵³

Salkind Neil said that there are many specific aims in discovery learning are students have a chance to involve actively in teaching learning, students learn to discover rule in concrete as well as abstract situation, also students extrapolate information that have given, students learn to formulate answer question strategy that not confused and use answer question to obtain information, students form the way of working together effectively, giving information each other, and listening and using people's ideas, students' concept skills and principles that have been learnt is meaner, students' skill in discovery learning is easier to transfer in new activity and to apply in new learning situation.⁵⁴

Based on the findings and the theory about goal of teaching speaking trough discovery learning has been fixed that students have to be able to speak fluently, have good pronouncation, have selfconfident and students are able to speak creatively. The teaching process at the discovery learning runs well and systematically so that the goals of the discovery learning such as increasing self-confidence, fluency and pronouncation will be easily achieved.

⁵³ Ahmad Susanto, *Teori Belajar Dan Pembelajaran Di Sekolah Dasar* (Jakarta: Kencana, 2016), 40.

⁵⁴ Neil J Salkind, *Encyclopedia of Educational Psychology* (Singapure: Sage Publications, 2008), 255.

2. The Material of Teaching Speaking Skill Through Discovery Learning Method at MTs As-Shiddiqy Jember

To know how English teacher in MTs As-Shiddiqy Jember apply discovery learning in teaching speaking, the researcher observed in the class on Thursday, 19 of May 2022. The subjects were an English teacher and the eighth grade students of MTs As-Shiddiqy Jember. The lesson started at 7 AM and ended at 08.30 AM. The VIII class was chosen because the learning material that they are going to learn was in line with the research.

In opening the lesson, the teacher greeted the students as she entered the classroom. Then, she introduced the researcher to the students. The teacher told the students that the researcher would join the class and observed the teaching and learning process. After that, she let the researcher to sit in the back of the class. After introduced the researcher, the teacher asked one of the students to lead the class to pray together.

After that, the teacher started to check the attendance list by calling the students' name one by one. There were eleven students that attended the class, two student absent. After checking the attendance list, the teacher reviewed the last meeting lesson about narrative text.

In the main activity, the teacher followed the steps of discovery learning. First step was stimulating the students, the teacher gave a picture to the students. The teacher asked the students to observe the

picture and asked about what sinchan is doing in the last holiday? Then student who called safira answered that question “first sinchan breakfast then he played with his friend in the beach miss”. “Oh good riska” said Mrs. Aisyah. Then teacher asked the students to open their book and asked them to read the text. After the students reading the text, the teacher led the students to observe the text together to find out about the social function, structure and language feature of the text. The students were interested to the teaching and learning process. It can be seen from the students who responded to the questions given by the teacher actively. In addition, after the students know about the social function, structure and language feature of the text, the teacher asked the students to identify the past verbs used in the text. The verbs could be in the form of regular or irregular verb. Then, the students were actively mentioning the past verbs they found and the teacher asked the students the meaning of those verbs in Indonesian language. The teacher did this in order to emphasize that Descriptive text were written by using past verbs. Moreover, by translating the verbs into Indonesian, it helps the students to understand the meaning of the text.⁵⁵

After stimulating the students, the teacher led the students to ask about the purpose of Descriptive text and the differences and similarities between Descriptive text and narrative text, as the students already learnt about narrative text in the last meeting. The students started to ask

⁵⁵ Neil J Salkind, *Encyclopedia of Educational Psychology* (Singapore: Sage Publications, 2008), 255.

whether both of the texts were the same or not and. The teacher did not answer all, she only answered a little to stimulate students so that the knowledge gained from the students themselves.

Third, in collecting the data, the teacher made the students into four group and led the students to analyze the text that entitled “when I was child” in groups. She assisted the students to find the main point of each paragraph, information details and specific information of texts. The teacher led the students to find all the information from the first until the last paragraph.

Next, in data processing stage, the teacher guided the students to list all of the information that they had been gathered. Then, the teacher helped the students to categorize the information by writing every point on whiteboard.

After collecting and processing the data, the teacher guided the students to perform in front of class to presentation the data that had been collected. The teacher built a comfortable learning process by listen to students’ jokes and laugh at them. It makes the students felt relax in the class and have no burden to speak their thought because the teacher always listen to them. Furthermore, the students and teacher were discussed the text together to check whether their work were already correct.

In generalization step, teacher and students drew the conclusion together. It was the process could be used as a general principle and

applied to all events or similar problem, with regard to the outcome of verification. She asked the students about what they had learnt that day and the students said that they had learnt about Descriptive text. Then, the teacher asked the students whether they found any difficulty while learning Descriptive text. The students seem to understand about what they learnt. Then Mrs. Aisyah gave some quiz that consist three questions. She just gave five minutes to answer the question and asked the leader of eighth grade students to collect the quiz of his friends. Then as homework Mrs. Aisyah asked students to write their own Descriptive text. Finally, the teacher ended up the lesson by giving the students the information about what will they do next meeting. Then, the teacher closed the class by greeting the students as she left.

3. The Step of Teaching Speaking Skill Through Discovery Learning at 2nd Grade of MTs As-Shiddiqy Jember

According to the result of observation done by the researcher by using field notes, it can be known that the teacher applied discovery learning for teaching speaking. The teacher did all of the stages of discovery learning. The teacher can also encourage the students to be more active. It can be seen from the activity in which the teacher gave them some tasks, asked them to answer it both individual and in group, discuss it together, present their work and find information by themselves.

In research finding above, it concluded that all the six steps were relevant with the procedures of discovery learning⁵⁶. It could be discussed that the activities in stimulation step was appropriate and relevant with the theory of stimulation. Teacher was asking questions about a general topic interconnected with Descriptive text. She was also presenting picture in the stimulation step. She did not introduced directly. Using picture and visualization provided texts to help the students identified and wrote Descriptive text. It indicated that she also lead to the preparation of solving. Syah⁵⁷ said that teacher started teaching learning activities by asking questions, suggestions reading books, and other learning activities that lead to the preparation of solving.

Through picture and text, teacher gave students the opportunity to identify and analyze their problem face. It was a useful technique in building students so that they were accustomed to find a problem. It means is exploration can be both rewarding and safe. It is a valuable technique for building lifelong habits discovery in the student. The activity gave teachers an opportunity to the students to identify as many agenda issues relevant to the subject matter, then one of them is selected and formulated in the form of hypotheses. In line with Djamarah⁵⁸ was subsequently selected issues should be formulated in the form of a question, or hypothesis, namely a statement (statement) as a temporary answer to questions.

⁵⁶ Syah, *Psikologi Pendidikan dengan Pendekatan Baru* (Bandung: PT REmaja Rosdakarya, 2004), 244

⁵⁷ Syah, 244.

⁵⁸ Syaiful Bahri Djamarah, *Strategi Belajar Mengajar* (Jakarta: Rineka Cipta, 2002), 22.

The teacher's activity in data collection step was that guide the students to look for other sources rather than read a single text book only. The other sources were as opening dictionary and book, internet surfing. These represented that the teacher has guided the students. It was line with Harmer⁵⁹, the role of teacher in teaching speaking are motivating and supporting. It is recommended that the teacher should add some activities related to teaching speaking such as giving the examples of Descriptive texts.

In data processing, students did the process data that were collected then they were written as a product of their writing project. It is in line with Syah⁶⁰ that the data processing is an activity of process data and information that has been obtained by the students through interviews, observation, and so on, then interpreted.

In the group, they performed their tasks in front of class by a student in each of group who felt interested in talking or presenting the task. Here, the sort of performing task divided into three forms namely spoken, written, and project. It was conducted to accomodate several of students' abilities because every students was unique. They had various abilities. The students who felt comfortable in writing were guided to do the writing task. In contrast, for those who were interested in talking, the suggested task wa speaking. Moreover, for those who felt easy in making the product, the teacher asked them to print the results of their speakings and

⁵⁹ Jeremy Harmer, *How to Teach Writing* (England: Pearson Education Ltd, 2004), 41

⁶⁰ Syah, 244.

made a project. Here, students also did the coding or categorization that served as the formation of concepts and generalizations individually. The generalization of the student got a new knowledge about alternative answers or settlement that needs proof logically.

From the description above, it could be concluded that the teacher facilitated the students to express their learning style. It is in line with Brown⁶¹ that a teacher is a facilitator who facilitates the proper task. Furthermore, the teacher also provided useful experience. It expected to gain competence in data processing step. The competence which is developed in this activity was to develop attitudes of honesty, through, tolerance, the ability of systematically thinking. It is to express their opinion briefly and to develop good and correct language skill.

In generalization step, teacher and students drew the conclusion. It was the process could be used as a general principle and applied to all events or similar problem, with regard to the outcome of verification. It was in line with Djamarah⁶² that based on the results of the verification stage earlier, students learned to draw certain conclusions or generalizations. Finally, it formulated in words the principles that underlied generalizations.

4. The Evaluation of Teaching Speaking Skill Through Discovery

Learning at 2nd Grade of MTs As-Shiddiqy Jember

⁶¹ H. Douglas Brown, *Language Assessment: Principles and Classroom Practices*, (New York: Longman, 2011), 340.

⁶² Djamarah, 22.

To evaluate teaching learning on 19 May 2022, English teacher at MTs As-Shiddiqy Jember does assessment by making a quiz that consist three question and the time to answer just five minutes. It is to know students' understanding about Descriptive text. She collected the score from the attitude of the students while teaching learning process, the performance while present in front of class, the score of quiz and the score of students' speaking.

Dickins and garmaine state⁶³ that evaluation is an intrinsic part of teaching and learning. It is important to the students because it can provide a wealth of information to use for the future direction of classroom practice, for the planning of course, and for management of learning tasks and students.

Based explanation above, it can be concluded that evaluation helps to build an educational program, assess its achievements and improve upon its effectiveness. Evaluation plays an enormous role in the teaching-learning process. It helps teachers and students to improve teaching and learning. In learning, it contributes to formulation of objectives, designing of learning experiences and assessment of learner performance. Beside this, it is very useful to bring improvement in teaching and curriculum. It provides accountability to the society, parents, and to the education.

⁶³ Pauline R Dickins and K Garmaine, *Evaluation* (Oxford University Press, 1992), 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 Implementation of Discovery Learning in Improving Speaking Skill (A Case Study at 2nd Grade of MTs As-Shiddiqy Jember)”

A. Conclusion

The goal of teaching speaking skill through discovery learning method are: 1) Students find the way of working together easier in communication, giving information each other 2) Students have a chance to involve actively in class 3) Students more enthusiastic in English learning 4) Giving interaction field in each-students and studentteacher, so that students can use language well.

The researcher can conclude that the materials delivered by the teacher is accordance with her RPP about descriptive text.

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' speaking ability, the teacher should mind the time management since discovery learning passing through some stages. One material should be made into two meetings so that the material delivered is truly conveyed and the students become truly understood.

3. For the next researcher

There should be further research about the implementation of discovery learning. It is expected that the next researcher will 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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Appendix 1

MATRIX OF RESEARCH

Title	Variable	Sub Variable	Indicator	Source Of Data	Research Method	Research Focus
The Implementat ion of Teaching Speaking Skill Through Discovery Learning a Case Study at 2nd Grade of MTs As- Shiddiqy	Speaking Skill	<ol style="list-style-type: none"> 1. Goal of teaching speaking skill 2. Material of teaching speaking skill 3. Step of teaching speaking skill 4. Evaluation of teaching speaking skill 		<ol style="list-style-type: none"> 1. The Headmaster 2. The Teacher 3. The Studets 	<ol style="list-style-type: none"> 1. Approach and type of research <ol style="list-style-type: none"> a. Qualitative b. A case study 2. Data collection method <ol style="list-style-type: none"> a. Observation b. Interview c. Documentation 3. Data analysis technique: Qualitative Descriptive 4. Validation of data: <ol style="list-style-type: none"> a. source triangulation b. trianglation technique 	<ol style="list-style-type: none"> 1. How is the goal of teaching speaking skill through discovery learning method at MTs As-Shiddiqy Jember? 2. How is the material of teaching speaking skill through discovery learning method at MTs As-Shiddiqy Jember? 3. How is the step of teaching speaking skill

						<p>through discovery learning method at MTs As-Shiddiqy Jember?</p> <p>4. How is the evaluation of teaching speaking skill through discovery learning method at MTs As-Shiddiqy Jember?</p>
	Discovery Learning Method	<ol style="list-style-type: none"> 1. Goal of learning 2. Implementation/Steps 3. Advantages & disadvantaged 				

Appendix 2

RESEARCH INSTRUMENT

A. Observation Instruments

1. Profile of MTs As-Shiddiqy Jember.
2. Geographical location of MTs As-Shiddiqy Jember.
3. Objective conditions of MTs As-Shiddiqy Jember.

B. Interview Instruments

1. What do you think about the planning of the implementation of learning speaking skill through Discovery Learning at the 2nd grade of MTs As-Shiddiqy Jember?
2. How is the goal of teaching speaking skill through Discovery Learning at the 2nd grade of MTs As-Shiddiqy Jember?
3. How is the step of teaching speaking skill through Discovery Learning at the 2nd grade of MTs As-Shiddiqy Jember?
3. What is your opinion before using the Discovery Learning at the 2nd grade of MTs As-Shiddiqy Jember?
4. What is your opinion after using the Discovery Learning at the 2nd grade of MTs As-Shiddiqy Jember?

5. How is the material of the implementation of speaking skill through Discovery Learning at the 2nd grade of MTs As-Shiddiqy Jember?

6. How is the evaluation of the implementation of speaking skill through Discovery Learning at the 2nd grade of MTs As-Shiddiqy Jember?

C. Documentation Instruments

1. The structure of MTs As-Shidiqy Jember.
2. Vision and Mission of MTs As-Shidiqy Jember.
3. Documents relevant to the research of MTs As-Shidiqy Jember.












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Appendix 3

RESEARCH JOURNAL

NO.	Hari/Tanggal	Jenis Kegiatan	Tanda Tangan
1.	30 April 2022	the researcher look at the location and enviromental condition of MTs As-Shiddiqy Jember	
2.	6 May 2022	the researcher confirm the research permission	
3.	10 May 2022	submit the reseach proposal	
4.	19 May 2022	observe the classroom activity in learning speaking skill through discovery learning at MTs As-Shiddiqy Jember	
5.	21 May 2022	interview with the english teacher about method used in the learning process	
6.	21 May 2022	interview with three students of MTs As-Shiddiqy Jember	
7.	21 May 2022	interview with the headmaster of MTs As-Shiddiqy Jember	
8.	23 May 2022	Complete the research data and documentation	
9.	25 May 2022	the researcher asking for a letter research finishing	

Mengetahui :

Plt Kepala Sekolah MTs As-Shiddiqy Jember,


Drs. Arifin

Appendix 4

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah	: MTs As-Shiddiqy Jember
Mata Pelajaran	: Bahasa Inggris
Kelas/ Semester	: VIII/Genap
Materi Pokok	: Teks deskriptif pendek dan sederhana, tentang orang, binatang dan benda
Alokasi Waktu	: 2 x 45 Menit (1 x Pertemuan)
Guru Kelas	: Mrs. Aisyah

A. Kompetensi Inti

1. Menghargai KI1 dan KI2: Menghargai dan menghayati ajaran agama yang dianutnya serta Menghargai dan menghayati perilaku jujur, disiplin, santun, percaya diri, peduli, dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, dan kawasan regional.
2. KI3: Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.
3. KI4: Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif, dalam ranah konkret dan ranah abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

KI.	Kompetensi Dasar	Indikator Pencapaian Kompetensi
1	1.1.Mensyukuri kesempatan dapat	1.1.1.Menunjukkan rasa syukur kepada Tuhan selama pembelajaran.

	mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar	
2	2.3. Menunjukkan perilaku tanggungjawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional	2.3.1. Menunjukkan perilaku peduli dalam pembelajaran
3	3.10. Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai dengan konteks penggunaannya	<p>3.10.1. Memberi nama benda</p> <p>3.10.2. Mengidentifikasi sifat benda</p> <p>3.10.3. Mendeskripsikan benda</p> <p>3.10.4. Menyebutkan fungsi sosial teks deskriptif.</p>
4	4.12. Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi	4.12.2. Menyusun teks deskriptif sederhana tentang benda

	sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	
--	--	--

❖ **Karakter yang diharapkan : Disiplin**

C. Tujuan Pembelajaran

Melalui metode pembelajaran *Discovery Learning*, siswa mampu aktif dan berpikir kritis. Berdasarkan kompetensi, siswa mampu:

1. Menunjukkan rasa syukur kepada Tuhan selama pembelajaran.
2. Menunjukkan perilaku peduli dalam pembelajaran
3. Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai dengan konteks penggunaannya
4. Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

D. Materi Pembelajaran

Example of descriptive text

My dog

My dad bought me a dog on my birthday. It is a male golden retriever dog. I really love him as my pet.

His name is Jiji. He has brown fur. His fur is really soft and he likes to be rubbed on his belly. He has a long tail and big body. I always take him for walk around because he really like it. Jiji is already as the part of our family.

1. What does the text tell about?
2. Why the text is called descriptive?
3. What is the generic structure of the text?

Fungsi sosial

To describe something /someone /some place in specific way.

For example: Monumen Nasional, Bruno, my Dog, My English Teacher, etc.

E. Metode Pembelajaran

Discovery Learning Method

F. Media Belajar

- Gambar

G. Sumber Belajar

1. Buku Siswa “When English Rings a Bell”, Jakarta: Kemendikbud 2017
2. Ppt yang dishare oleh guru

H. Langkah-langkah Pembelajaran

Kegiatan	Deskripsi Kegiatan	Alokasi waktu						
Pendahuluan	<p>a. Orientasi</p> <p>1) Melakukan pembukaan dengan salam pembuka, memanjatkan syukur kepada Tuhan YME dan berdoa untuk memulai pembelajaran</p> <p>2) Memeriksa kehadiran peserta didik sebagai sikap disiplin</p> <p>3) Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran.</p> <p>b. Apersepsi</p> <p>1) Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya</p> <p>2) Mengingat kembali materi prasyarat dengan bertanya.</p> <p>3) Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan.</p> <p>c. Motivasi</p> <p>1) Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari dalam kehidupan sehari-hari.</p> <p>2) Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung</p> <p>3) Mengajukan pertanyaan</p> <p>d. Pemberian Acuan</p> <p>1) Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu.</p> <p>2) Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator, dan KKM pada pertemuan yang berlangsung</p> <p>Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran.</p>	15 Menit						
	<table><tr><th>Metode Pembelajaran</th><th>Kegiatan Pembelajaran</th></tr><tr><td>Discovery Learning</td><td></td></tr><tr><td>Stimulation</td><td>Siswa memperhatikan gambar</td></tr></table>	Metode Pembelajaran	Kegiatan Pembelajaran	Discovery Learning		Stimulation	Siswa memperhatikan gambar	
Metode Pembelajaran	Kegiatan Pembelajaran							
Discovery Learning								
Stimulation	Siswa memperhatikan gambar							

Kegiatan	Deskripsi Kegiatan		Alokasi waktu
Kegiatan Inti		yang ditunjukkan guru mengenai manusia, hewan dan benda	60 menit
	Problem Statement	Siswa berdiskusi bersama guru untuk membahas hal-hal yang perlu dipersiapkan untuk mendeskripsikan seperti pada gambar yang diberikan	
	Data Collection	Siswa berdiskusi bersama kelompok untuk menjawab rumusan masalah yang disajikan dalam lembar kerja dan Siswa mencari informasi yang diperlukan melalui berbagai literatur	
	Data Processing	Siswa mencatat point-point penting yang diperoleh dan menyusunnya dalam suatu bentuk untuk dipresentasikan	
	Verification	Siswa melakukan presentasi hasil diskusi	
	Generalization	Guru menyimpulkan kegiatan pembelajaran	
Penutup	1) Guru memberikan tugas rumah kepada siswa untuk mencari referensi/ bahan bacaan terkait dengan tema diskusi pada pertemuan berikutnya 2) Guru bersama siswa membaca doa kafaratul majlis untuk mengakhiri pembelajaran 3) Guru memberi salam sebagai tanda akhir pembelajaran		15 menit

I. Penilaian

No.	Jenis Penilaian	Teknik Penilaian
1.	Sikap	Observasi
2.	Pengetahuan	Tes Objektif
3.	Keterampilan	

1. Penilaian Sikap/Observasi

Indikator:

- (1) Memiliki semangat untuk melakukan setiap kegiatan dalam pembelajaran bahasa Inggris.
- (2) Memiliki keseriusan untuk melakukan setiap kegiatan dalam pembelajaran bahasa Inggris.

No.	Aspek yang dinilai (skor 1-4)		Total Skor	Rata-Rata
	indikator (1)	indikator (2)		
1				
2				
3				
4				
5	Etc			

Keterangan:

- 4 = Sangat Baik (jika selalu melakukan perilaku yang diamati)
 3 = Baik (jika sering melakukan perilaku yang diamati)
 2 = Cukup (jika kadang melakukan perilaku yang diamati)
 1 = Kurang (jika tidak pernah melakukan perilaku yang diamati)

2. Pengetahuan

- a. Teknik Penilaian : Tes Tulis
- b. Bentuk Instrumen : Essay

No	Aspek yang dinilai	Kriteria	Score
1.	Unsur kebahasaan dan struktur teks tentang Teks Interaksi Transaksional; Niat Melakukan Suatu Tindakan/Kegiatan	Sangat memahami	5
		memahami	4
		Cukup memahami	3
		Kurang memahami	2
		Tidak memahami	1
2.	Pilihan kata	Sangat variatif dan tepat	5
		Variatif dan tepat	4
		Cukup variatif dan tepat	3
		Kurang variatif dan tepat	2
		Tidak variatif dan tepat	1

Tabel Penilaian Aspek Pengetahuan

NO	ASPEK YANG DINILAI	KRITERIA	SCORE
1	Tujuan komunikatif	Sangat Memahami	5
		Memahami	4
		Cukup memahami	3
		Kurang memahami	2
		Tidak memahami	1
2	Keruntutan teks	Struktur teks yang digunakan sangat runtut	5
		Struktur teks yang digunakan runtut	4
		Struktur teks yang digunakan cukup runtut	3
		Struktur teks yang digunakan kurang runtut	2
		Struktur teks yang digunakan tidak runtut	1
3	Pilihan kosa kata	Sangat variatif dan tepat	5
		Variatif dan tepat	4
		Cukup variatif dan tepat	3
		Kurang variatif dan tepat	2
		Tidak variatif dan tepat	1

3. Keterampilan

Bentuk Penilaian : Tes Lisan

Instrumen penilaian : Text Descriptive

Indikator:

- (1) Pronunciation
- (2) Performance
- (3) Delivery
- (4) Grammar

No.	Aspek Yang Dinilai				Total Skor	Rata-rata
	Indikator (1)	Indikator (2)	Indikator (3)	Indikator (4)		
1.						
2.						
3.						
4.						
5.	Etc.					

PEDOMAN PENSKORAN

$$\text{SKOR} = \frac{\text{Perolehan Nilai}}{\text{Skor Maksimal}} \times 100$$

Mengetahui :



Drs. Ali Arifin

CS Dipindai dengan CamScanner

Jember, 10 of May 2022
Guru Mata Pelajaran,

Mrs. Aisyah

CS Dipindai dengan CamScanner



UIN

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JEMBER**

Appendix 5



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER
FAKULTAS TARBIIYAH DAN ILMU KEGURUAN

Jl. Mataram No. 01 Mangli. Telp.(0331) 428104 Fax. (0331) 427005 Kode Pos: 68136
Website: [www.http://ftik.uinkhas-jember.ac.id](http://ftik.uinkhas-jember.ac.id) Email: tarbiyah.iainjember@gmail.com

Nomor : B-3540/In.20/3.a/PP.009/05/2022

Sifat : Biasa

Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala MTs As-Shiddiqy JemberPakis-Panti-Jember

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan IlmuKeguruan, maka mohon diijinkan mahasiswa berikut :

NIM : T20176089
 Nama : INDAH VAJARWATI
 Semester : Semester sepuluh
 Program Studi : TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai "The Implementation of Discovery Learning in Improving Speaking Skill (Study Case at 2nd Grade of MTs As-Shiddiqy Jember) selama 30 (tiga puluh) hari di lingkungan lembaga wewenang Bapak/Ibu Ahmad Fuad Hasan

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember,
02 Mei 2022

an. Dekan,
Wakil Dekan Bidang
Akademik,



MASHUDI

Appendix 6



YAYASAN PENDIDIKAN ISLAM AS SHIDDIQY
MADRASAH TSANAWIYAH AS SHIDDIQY
 Jalan Mangga nomor 36Panti 68153
 Telepon 081 331 928 685
 E-mail: mtsashiddiqy@gmail.com

No : B-012/MTs.189/VI/2022 Panti, 09 Juni 2022
 Sifat : Biasa
 Perihal : **Rekomendasi Ijin Penelitian**
Mahasiswa UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ
JEMBER (UINKHAS)

Kepada
Yth. Dekan UINKHAS Jember

Dengan hormat, Menyikapi Surat Nomor : B-354/In.20/3.a/PP.009/05/2022. Perihal permohonan Ijin Penelitian, dengan ini Kepala MTs As-Shiddiqy Kecamatan Panti Kabupaten Jember memberikan Rekomendasi permohonan ijin pelaksanaan ijin penelitian mahasiswa/i UINKHAS Jember di lembaga kami dengan mahasiswa sebagai berikut:

NIM : T20176089
 Nama : Indah Vajarwati
 Semester : X (Sepuluh)
 Program Studi : Tadris Bahasa Inggris

Untuk melaksanakan penelitian/riset 10 hari di MTs As-Shiddiqy Panti Jember.
 Demikian surat rekomendasi penelitian kami buat, untuk dapat digunakan sebagaimana mestinya.



Kepala MTs As-Shiddiqy Panti
Drs. Ali Arifin

Appendix 7

DOCUMENTATION

Profile of MTs As-Shiddiq Jember

PROFIL SEKOLAH, VISI DAN MISI SEKOLAH		
SEKOLAH : MTs AS-SHIDDIQ		TAHUN PELAJARAN : /
IDENTITAS SEKOLAH		
1. NAMA SEKOLAH	MTs AS-SHIDDIQ	
2. N.S	121234090153	
3. N.S.S	JAWA TIMUR	
4. PROPINSI	JAWA TIMUR	
5. OTONOMI DAERAH	PANTAI	
6. KECAMATAN	PAKIS	
7. DESA / KELURAHAN	MANGGA	
8. JALAN DAN NOMER	NOMER :	
9. KODE POS	64153	
10. TELEPON	KODE WILAYAH :	NOMER :
11. FAKSIMILI / FAX	KODE WILAYAH :	NOMER :
12. DAERAH	<input type="checkbox"/> PERKOTAAN	<input checked="" type="checkbox"/> PEDESAAN
13. STATUS SEKOLAH	<input type="checkbox"/> NEGERI	<input checked="" type="checkbox"/> SWASTA
14. KELOMPOK SEKOLAH	<input checked="" type="checkbox"/> NTI	<input type="checkbox"/> MODEL <input type="checkbox"/> FILIAL <input type="checkbox"/> TERBUKA
15. AKREDITASI	<input checked="" type="checkbox"/> 5 TAHUN	<input type="checkbox"/> 2,5 TAHUN <input type="checkbox"/> 8 BULAN
16. SURAT KEPUTUSAN / SK	NOMER : TANGGAL :	
17. PENERBIT SK (DITANDATANGANI OLEH)	2009	
18. TAHUN BERDIRI	TAHUN	
19. TAHUN PENEGERIAN	<input checked="" type="checkbox"/> PAGI <input type="checkbox"/> SIANG <input type="checkbox"/> PAGI & SIANG	
20. KEGIATAN BELAJAR MENGAJAR	<input checked="" type="checkbox"/> MILIK SENDIRI <input type="checkbox"/> BUKAN MILIK SENDIRI	
21. BANGUNAN SEKOLAH	L : P :	
22. LUAS BANGUNAN SEKOLAH	L : P :	
23. LOKASI SEKOLAH	S : KM	
24. JARAK KE PUSAT KECAMATAN	15 : KM	
25. JARAK KE PUSAT OTODA	<input checked="" type="checkbox"/> DESA <input type="checkbox"/> KABUPATEN <input type="checkbox"/> PROPINSI	
26. TERLETAK PADA LINTASAN	SEKOLAH	
27. PERJALANAN PERUBAHAN SEKOLAH	PEMERINTAH <input checked="" type="checkbox"/> YAYASAN <input type="checkbox"/> MASYARAKAT <input type="checkbox"/> ORGANISASI	
28. JUMLAH KEANGGOTAAN	KEPALA SEKOLAH	
29. ORGANISASI PENYELENGGARA		
30.		

Interview with the English teacher of MTs As-Shiddiq Jember



Interview with the headmaster of MTs As-Shiddiqy Jember



Interview with the student of 2nd Grade Of MTs As-Shiddiqy Jember



Learning Process



UNIVERSITAS ISLAM NEGERI
KH ACHMAD SIDDIQ
JEMBER

Appendix 8**DECLARATION OF AUTHENTICITY**

The undersigned bellow:

Name : Indah Vajarwati

NIM : T20176089

Major : Tadris Bahasa Inggris

Faculty : Tarbiyah dan Ilmu Keguruan

Institution : UIN KHAS Jember

States that thesis entitled "**The Implementation of Discovery Learning in Improving Speaking Skill (Case Study at 2nd Grade of MTs As-Shiddiqy Jember)**" is truly my original work. It does not incorporate any material previously written or published by another person expect those indicated in quotation and bibliography. Do the fact, i am the only person who is responsible for the thesis if there is any objection or claim for other.

Jember, 1st of June 2022


Indah Vajarwati

Appendix 9**CURRICULUM VITAE**

Name : Indah Vajarwati
 NIM : T20156089
 Place, date of birth : Jember, 14 of March 1998
 Gender : Female
 Address : Kemuningsarilor – Panti - Jember
 Faculty : Education and Teacher Training
 Major : English Education Departement
 Email : vajarindah1403@gmail.com

Educational Background

TK An-Nur (Graduated in 2004)

SDN Badean 01 (Graduated in 2010)

SMPN 02 Panti (Graduated in 2014)

SMK Al-Qodiri 1 Jember (Graduated in 2017)