

CHAPTER IV

FINDINGS AND DISCUSSION

This section of analysis contains of two parts, they are finding and discussion. They are discussed appropriately by the data obtained. For this section, the researcher focuses on three elements of the analysis. Those elements are the materials, the implementation and the students' response toward the Discovery Learning that is being used to teach speaking at the First Grade of SMP Institut Surabaya.

The data were obtained from the data analysis process. They were derived from interview, observation checklists, and questionnaire. The interview was taken to get the data about the materials used in Discovery Learning to teach speaking. Observation checklist was applied to get the data of the implementation of Discovery Learning in teaching speaking. And the last, the questionnaire consisted of fourteen questions which students should answer. It was for the student's response of the implementation of Discovery Learning to teach speaking. The research was conducted on November 17th, 2014 and finished on November 30th, 2014.

4.1 The materials used in Discovery learning to teach speaking

Before the teacher started the class, he/she has to prepare and determine the learning materials needed. The teacher has also designed the learning activities, so that it can be understood easily by the students. If not so, the learning

process will not reach the goal effectively. Learning materials must be developed by the teacher based on the student's need.

The students will feel interested and joyous in learning process, therefore the learning materials should be impressive so that the students want to think and follow to learning process. An impressive and meaningful material can only be developed by a creative teacher. The researcher had found an English teacher who is creative at SMP Institut Surabaya. Since the teacher develops the materials in his lesson plan and applies the methods creatively. The materials are emphasized more on the development the student's speaking skills about the student's daily activities, pronunciation, making English speaking as their habitual action.

The first material was "It's My Birthday" topic. This topic was selected from official book of Curriculum 2013 entitled "When English Rings the Bell". "It's My Birthday" is a topic which contains the days and months. By choosing the topic, the students will be able to mention, to pronounce and to give an expression about the day and month orally, because the assessment of this topic is speaking only.

The second material was the pictures being presented through power point. The pictures were about the days and months in English. The teacher made pictures on his power point creatively so that the students interested. The picture was used in observing step when the implementing Discovery learning to teach speaking. The function of pictures could stimulate to the students so that they want to think toward what were the pictures about.

The third material was some worksheets (see appendix 2). The worksheets were used as the exercises in the step of experimenting or collecting data. The students could work the worksheet individually or group of discussion. Therefore, the students should look for some sources from dictionary, student's book, the other friend, and online to answer the worksheet. The worksheet was still about the days in the first meeting and the months in the second meeting by using after, before, tomorrow, today, and now. By giving the worksheet, the students could be better understand toward the materials which taught. It could add their knowledge, especially in the vocabulary and expression of days and months in English.

The last material was stick out papers through the game (more detail in appendix 2). The game was still about the days and the months. The game was very suitable with teaching speaking. This activity through the game could drill the student's speaking skill and improve their memories too. The teacher gave the game as the technique of learning process. Besides that, the learning process could be interested and pleased because all of the students had participated until the end of game. They had also made good cooperation in group work.

It can be concluded that the data about materials which taught derived from interview with the teacher. In the first and second meetings, the material topics which taught were about the days and the months in English and the materials were taken from the lesson plan, the official book of Curriculum 2013 : "When English Rings the Bell", the pictures which presented in power point slide by using LCD, worksheet, and stick out papers through the game. They also called

the teaching aids. The teacher uses the teaching aids for helping the students to get knowledge, skill, and attitude.

In other words, the teacher had developed the material in his lesson plan interestingly and the materials had suitable with the student's goal. For the first and second meeting, the purpose of learning is to made the students to be able to express the days and months orally. The teacher invites the students to participate orally in communication with other people. In fact, the students felt difficult to speak English in the class because they had been accustomed to use Indonesian in their environment. The teacher always corrected their pronunciation. The teacher also encouraged and motivated the students so they can speak English bravely and fluently. From beginning until the end of class, the teacher was able to deliver the materials successfully and the students could speak and express about the days and the months in English well.

4.2 The Implementation of the Discovery learning to teach speaking

This research was conducted in two meetings at the First Grade of SMP Institut Surabaya. The English teacher implemented Discovery Learning to teach speaking in the classroom. There are some steps in implementing Discovery Learning method. They are stimulation, problem statement, data collection, processing data, verification, and generalization. The application of Discovery Learning is very suitable with Curriculum 2013.

Some steps of scientific approach in Curriculum 2013 are observing, questioning, experimenting, associating, and communicating. They are

synchronized with the application of Discovery Learning, then this collaboration makes some strategies are observing through stimulation, questioning through problem statement, experimenting through collecting data, associating through processing data, communicating through verification and generalization or conclusions which were suitable with his lesson plan.

Before the teacher began teaching, the teacher opened the class by greeting the students and praying together. Then, the teacher checked the student's attendance one by one. The teacher explained about the material that was the days in one week and the purpose of this learning.

Teacher : “Kita akan membahas tentang nama-nama hari dengan menggunakan metode Discovery Learning. Discovery Learning itu kamu belajar dengan menemukan sendiri bahan ajar dan cara belajar dengan mengamati, melakukan, dan kerja kelompok.
Tujuan pembelajaran pada hari ini apa?
Agar siswa mampu mengungkapkan nama-nama hari dari berbagai kosakata.”

After that, the teacher began to apply Discovery Learning method in teaching speaking relating to Syah (2004:244). There are several steps in applying Discovery Learning. The following explanations were about those steps:

4.2.1 Observing through stimulation

Firstly, The English teacher gave stimuli to the students by using pictures which presented through power point slides about the days. Next, the teacher asked the students to observe the pictures in two minutes and gave the problem statement. Then, the teacher asked the students to mention the information which they obtained from the pictures and he asked what the picture was about. After the students looked for the information, the teacher asked the students to mention all

of the information and topic about the picture. It can be seen the conversation below :

- Teacher : “Please, look at the picture in whiteboard.
You have to observe what is the picture about during
two minutes.
Gambar di Powerpoint itu tentang apa ?”
- Students : “Tentang nama-nama hari, pak.”
- Teacher : “Ya, benar. Itu adalah nama-nama hari.
Sekarang kalian sebutkan semua nama-nama hari itu.”

After that, the students answered it together. The way they pronounce ‘Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, and Saturday’ could be seen below :

- Students : “ /Sandeɪ/, /Mɒndeɪ/, /Tʃu:zdeɪ/, /Wednesdeɪ/,
/Tʃesdeɪ/, /Frideɪ/, /Saterdeɪ/.”

Then, the teacher correcting their pronun.

- Teacher : “/Sʌndeɪ/, /Mʌndeɪ/, /Tʃu:zdeɪ/, /Wenzdeɪ/, /θɜ:zdeɪ/,
/Fraɪdeɪ/, and /Sætədeɪ/.”

This step invited the students to observe carefully toward the pictures so that they can answer the problem statement which was given by the teacher.

4.2.2 Questioning through problem statement

Secondly, the teacher gave opportunities to the students for identifying the problem statement in large amount about how to express the days in English. Every students had to think or ask to his/her peer how to express the days in English correctly. After that, the teacher explained how to ask about the days by using today, yesterday, tomorrow, before, and after. After the the students asked their peers, the teacher asked the students to mention the days orally. The teacher

instructed the students to open the student book, "When English Rings the Bell on page 26". It can be seen from the conversation below :

- Student : "Sunday apa hayo?"
 Student : "Minggu."
 Student : "Ucapannya gimana ?
 /sunday/, /sʌndeɪ /, /sʌndaɪ/."
 Student : " /Sʌndeɪ/."
 Student : "Iyo betul."
 Teacher : "Finished, next, please...mention the days, you..."
 Student : " /Sʌndeɪ/, /Mʌndeɪ/, /Tju:zdeɪ/, /Wenzdeɪ/, /θɜ:zdeɪ/,
 /Fraɪdeɪ/, and /Sætədeɪ/."

This step encouraged the students to make and give the question in English to their friends about the materials orally.

4.2.3 Experimenting through collecting data

The teacher asked the students to do an experiment by collecting the information based on power point slides and the student's book. Collecting the data is derived from the teacher. The teacher also gave a modelling about the days which were difficult to say correctly by the students. Next, the teacher gave some exercises about the days and the students were asked to do it. After the students had finished doing the exercises, the teacher asked each student to come forward in front of the class for presenting their work. Here are the four students who presented their work :

- Student 1 : "Today is /Frideɪ/. /Frideɪ/ is after /Saturdeɪ/. /Frideɪ/ is before /θɜ:zdeɪ/. The Indonesian language of /Frideɪ/ is Jumat."
 Student 2 : "Today is /Wednesdeɪ/. /Wednesdeɪ/ is after /θɜ:zdeɪ/. /Wednesdeɪ/ is before /Tjusdeɪ/. The Indonesian language of /Wednesdeɪ/ is Rabu."
 Student 3 : "Today is /θɜ:zdeɪ/. Yesterday was /Wednesdeɪ/. Tomorrow is /Frideɪ/. The Indonesian language /θɜ:zdeɪ/ of is Kamis."

Student 4 : “Today is /Mʌndeɪ/. Yesterday was /Sʌndeɪ/.
Tomorrow is /Tjʊsdeɪ/. The Indonesian language of
/Mʌndeɪ/ is Senin.”

This step appealed to the students for collecting the data from various of sources. The several examples of worksheet (see Appendix 2).

4.2.4 Associating through processing data

The teacher instructed the students to ask and had to express the days in other language: Arabic, Javaness, and Indonesia to their friends orally. After that, the teacher introduced a game, called “The fast runner game”, it is a game used to collect information from given sources that are to produce oral performance in communication and improve their memories. At this meeting, the teacher applied “The fast runner game” for topic being discussed. This game was about the days by using after, before, tomorrow, yesterday, and today, then asked to make group. It can be seen in the conversation below :

Teacher : “Now, please ask to your friends about the days in
another languages.
Bahasa Inggrisnya Minggu apa ?”
Student : “/Sʌndeɪ/.”
Teacher : “Kalau bahasa Arabnya Minggu apa ?”
Student : “Ahad, pak.”

Before the game began, the teacher explained the intruction of playing the fast runner game firstly (more detail in Appendix 6). Then, the students begin to run quickly to find stickout papers which were outside the class. The followings are the student one by one who succeed convey it by the clapping the teacher's hands, are :

Student : “Today is /Sætədeɪ/.” (group 1)
Student : “Today is /Tju:zdeɪ/.” (group 2)
Student : “Today is /θɜ:zdeɪ/.” (group 4)

- Student : “Tomorrow is /Sʌndeɪ/.” (group 1)
 Student : “Today is /Mʌndeɪ/.” (group 2)
 Student : “Today is /Wenzdeɪ/.” (group 3)
 Student : “Today is /Fraɪdeɪ/.” (group 1)
 Student : “Today is /Wenzdeɪ/.” (group 3)
 Student : “Today is /Tju:zdeɪ/.” (group 4)
 Student : “Yesterday was /Tju:zdeɪ/.” (group 1)
 Teacher : “Sekarang kelompok siapa yang bisa dan cepat menyampaikan kalimat”The Indonesia language of Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, and Saturday”, kelompok itu adalah pemenangnya..”
 Student : “The Indonesia language of /Mʌndeɪ/ is Senin.” (group 2)
 Student : “The Indonesia language of /Fraɪdeɪ/ is Jumat.” (group 1)

There were some activities in associating stage. It asked the students to process their data derived from expressing the day’s activity with the expression of day in other languages and the game. This game brought good effect for the students since it can improve their memories. The students were willing to participate actively and bravely inside and outside classroom.

4.2.5 Communicating through verification and generalization

The teacher gave correction of their result, whether true or not. Finally, the teacher asked the students to generalize or conclude toward the activities of Discovery Learning which had implemented in teaching speaking based on the topic, “It’s My Birthday”. The teacher could conclude that the students were able to use the day expressions in English to communicate in English with other people. The teacher observed toward the student’s concern and responsible in communication inside and outside classroom. This can be seen the conversation below:

Teacher : “Before the class in the end. I will give the conclusion. So, you should practice again and you don’t feel ashamed to use English language in your daily lifes. Kamu juga bisa mengungkapkan nama-nama hari dalam Bahasa Inggris kepada teman-temanmu.”

This step attracted the students to understand the materials overall from beginning until the end of class.

The last meeting was on November 30th, 2014. The teacher greeted and asked to the students pray together, before the learning process began. The teacher checked the student’s attendance. Then, the teacher gave brainstorming about the material on previous study, November 17th, 2014.

Teacher : “Do you still remember about the material previously?
Apakah kamu masih ingat tentang materi sebelumnya?”
Students : “Nama-nama hari, pak.”
Teacher : “Right. Today we will study about the month in the years.”

The next activities and techniques implemented by the teacher were similar with the first meeting. The teacher implemented Discovery Learning method to teach speaking. The steps of scientific approach in Curriculum 2013 which synchronized with the application of Discovery Learning by the teacher sequentially. Then, the teacher asked the students to pronounce or spelling name of months correctly. The teacher gave the students some exercises about the months, in order to collect the information about the months. After the students had collected the information, they did a game, called “The fast runner game”. Basically, “The fast runner game is a game used to collect information from given sources that are to produce oral performance in communication and improve their memories. Then, the teacher tried to modify by inserting the material for today’s

class which was about the months. After the game was finished, the students look active and enthusiastic especially in group activities.

Finally, the teacher conveyed the generalization of each meeting in the research. Then the teacher made a conclusion that was the students should be able to apply, remember, and pronounce the expression of days and months by using after, before, tomorrow, yesterday, now, and today in English.

All of the data above, derived from observation checklists made by the researcher. Observation checklists were made in accordance with the teacher's lesson plan. In his lesson plan, there were several steps of scientific approach in Curriculum 2013 such as observing, questioning, experimenting, associating, and communicating which are suitable with Permendikbud No. 65, 2013. Then, the teacher also implements one of the methods in Curriculum 2013, that is Discovery Learning. Discovery Learning is an effective method to train the students for improving their bravery in speaking English spontaneously than memorizing a script. In the Discovery Learning method, there are also some applications which are in accordance with the theory of Syah (2004:244).

To analyze the steps of scientific approach in Curriculum 2013 and the application of Discovery Learning, so it should be synchronized both of them. As stated in the theory on chapter II, the steps of scientific approach in Curriculum 2013 are very related with the application of Discovery Learning because Discovery Learning is a part of scientific approach. The steps of scientific approach were also needed in implementing Discovery Learning. The steps are observing through stimulation, questioning through problem statement,

experimenting through collecting data, associating through processing data, and communicating through verification and generalization which was based on his lesson plan (more detail in Appendix 1). It means that before the learning began, the teacher gave stimuli to the students for thinking and solving the problem in next step with their knowledge so that they get a discovery, it was suitable with the theory of Budiningsih (2005:39) that by giving the problem through several questions to the students, the teacher raised the student's power of thought to train getting the solution of problems. Then, the teacher gave an opportunity to the students to be more active, to participate in learning process and assess the student's attitude (affective), knowledge (cognitive), and skills (psychomotor), it was suitable with Permendikbud No. 81A, 2013 that include three domain of competence standard in scientific approach are required by Curriculum 2013. It means that the teacher gave the students opportunity to pronounce and present their work by oral performance.

From the discussion above, it can be concluded that the learning process was successful and make the students more active individually and participate in group work. In group work, they would have to solve the problem enthusiastically. The teacher got success in teaching speaking by implementing Discovery Learning. It was proved that all of activities which have been listed by the researcher from opening and closing the class in observation checklists had completed in two meetings.

4.3 The student's response after the implementation of Discovery learning to teach speaking

Table 4.1
The Table of Questionnaire's Result

No. Of Questions	The answer of students								Total of students
	A	Percentage	B	Percentage	C	Percentage	D	Percentage	
1.	6	42,9%	8	57,1%	-	-	-	-	14
2.	10	71,4%	4	28,6%	-	-	-	-	14
3.	8	57,1%	4	28,6%	-	-	2	14,3%	14
4.	11	78,6%	3	21,4%	-	-	-	-	14
5.	12	85,7%	2	14,3%	-	-	-	-	14
6.	6	42,8%	3	21,4%	1	7,2%	4	28,6%	14
7.	10	71,4%	3	21,4%	1	7,2%	-	-	14
8.	10	71,4%	3	21,4%	1	7,2%	-	-	14
9.	11	78,6%	3	21,4%	-	-	-	-	14
10.	13	92,8%	1	7,2%	-	-	-	-	14
11.	12	85,7%	2	14,3%	-	-	-	-	14
12.	14	100%	-	-	-	-	-	-	14
13.	9	64,3%	3	21,4%	-	-	2	14,3%	14
14.	11	78,6%	3	21,4%	-	-	-	-	14

From the table 4.3 1, the first question was whether the student feel pleased toward the English lesson or not. There were 57.1% of students chose answers "B" (very pleased). Whereas, 42.9% of students appointed answer "A" (pleased). None of students chose C or D options. Through these percentages, they can be concluded that mostly of students felt very happy toward the English in the class.

Next, the second question was about the student feel interested or not toward the implementation of Discovery Learning in the class. There were 71.4% of students settled upon answer "A" (interested) and 28.6% of students took

answer “B” (very interested). Many students choose “A”, so it means that they felt interested toward the implementation of Discovery Learning in the class.

And the third question related to the student feel easy or not to understand the English lesson in the application of Discovery Learning in teaching speaking. There were 57.1% of students appointed answer “A” (easy). Whereas, 28.6% of students took answer “B” (very easy) and the 14.3% of students took answer “D” (not easy). The result of percentages is the application of Discovery Learning overall can easier the students to understand better toward the English lesson, especially in teaching speaking.

The analysis of the fourth question was in which part of the applications of Discovery Learning the students feel interested. There were 78.6% of students elected answers “A” and 21.4% of students determined answer “B” (more detail in Appendix 8). The outcome is the student’s interest is on the part of answering the questions from the teacher correctly because the teacher has given stimulation with some questions, so it can stimulate the students to think about it. The students felt proud of themselves if they can answer the questions correctly and they also have knowledge about the materials.

Then, the fifth question was the area of intensity or frequency of the teacher implements Discovery Learning to teach speaking or not in the classroom. The results of questionnaire were 85.7% of students determined answer “A” (often) and 14.3% of students selected the answer “B”(very often). The consequence is most of the students consider that the teacher often implements Discovery Learning to teach speaking in the classroom.

The analysis of the sixth question, what the difficulties the students face in implementing Discovery Learning to teach speaking. There were 42.8% of students elected answer “A” and 21.4% of students picked answer “B”. Whereas, there was one student chose the answer “C” and four students dropped as their preference”D”(see Appendix 8). The assumption of percentages were the students felt difficult for answering the questionings when the teacher delivered the question. The students felt frightened if their answer was false. The second reason is if they did not have knowledge about the materials, they could not answer the questions.

Even though, the seventh question was what the student’s reaction if they experienced difficulty when Discovery Learning was ongoing. There were 71.4% of students favored answer “A” (asked to the teacher), 21.4% of students preferred answer “B” (discussed with friends), and one student chose answer “C” (tried to find alone). To sum up was mostly of the students faced difficulty when the learning process taken place in the class, the students will ask to the teacher. But, the students speak Indonesian for asking to the teacher, it will make the students become more understand about the teacher’s explanation.

For the eight questions was about what advantage they got in the implementation of Discovery Learning. There were 71.4% of students endorsed answer “A”, 21.4% of students preferred answer “B”, and one student singled out answer “C” (more detail in Appendix 8). It can be inferenced that the advantage in implementing Discovery Learning was the students can add an experience for solving the problem themselves.

The next, ninth question as regards if the students understood or not toward the materials which was taught by the teacher in the implementation of Discovery Learning. There were 78.6% of students picked answer “A” (understood) and 21.4% of students crossed answer “B” (very understood). It can be concluded that after the teacher implemented the Discovery Learning, the students understood about the materials.

Again, the tenth question, there were 92.8% of students fancied answer “A” (like) and 7.2% of students separated answer “B” (very like). The problem is about what the student’s thought about the instructions of teacher when they were observing the problem provided. Through these percentages, we can say that the students like to do observing activity. When the teacher gave an instruction to observe the picture or other aids because the pictures can give stimulus to the students.

Later, the eleventh question was about the student’s opinion toward the questioning activity, whether they like or not. There were 85.7% of students judged answers “A” (like) and 14.3% of students approved the answer “B” (very like). The result was the students like the questioning activity because it can train the students to make the question and communicate in English with another person.

For the twelveth questions, there were 100% of the students well-liked answers “A” (like). The problem about what the student’s view about the instructions of teacher when they were experimenting or collecting the data. The end of the line was all of the students like to do the experiment. In experiment, the

students have to collect the information from many sources such as the student's book, dictionary or Internet. Therefore, the teacher also gave some worksheet about the materials. The student might work their worksheets individually or discuss with other students. After finished, they should be presented their work in front of the class. Then, their answer will be corrected by the teacher.

Whereas, the thirteenth question was about the student's reaction toward associating activity, whether they like or not. There were 64.3% of the students decided answers "A" (like) and 21.4% of students chose the answer "B" (very like). The decision of this questionnaire that the students like to do associating or processing the data. The teacher gave instruction the students to make a group and gives a game.

The last analysis of the fourteenth question, there were 78.6% of students adapted answer "A" (like) and 21.4% of students answered "B" (very like). The problem was what the student's opinion about the instructions of teacher when they were communicating or making conclusion. We could give opinion that the students like activities in the communicating step. In communicating, there were verificating and generalizing activities. The students and the teacher should give the verification and conclusion of the materials which had taught easygoing.

The result of responses above obtained from questionnaires which were given to the students after the research was finished. Questionnaires used to know how far the student's responses toward the implementation of Discovery Learning to teach speaking. It can be concluded that for the first question, 57.1% of students felt very happy toward the English in the class because they were very

active to participate when the English lesson ongoing. Next the second question, 71.4% of students felt interested toward the implementation of Discovery Learning in the class because they had followed to participate in working the worksheet and presenting it. And the third question, 57.1% of students considered that the application of Discovery Learning overall can easier the students to understand better toward the English lesson, especially in teaching speaking because the teacher had explained about the activities which must done by the students in every application of Discovery Learning.

Then the fourth question, 78.6% of students felt interested on the part of answering the questions from the teacher correctly because if the students could answer the questions from teacher correctly, the students understood about the materials and they felt satisfied about that. Whereas the fifth question, 85.7% of students gave opinion that the English teacher often implements Discovery Learning to teach speaking in the classroom because the application of Discovery Learning was easy than other learning in Curriculum 2013. Now the sixth question, 42.8% of students felt difficult on the part of answering the questionings because if they did not have knowledge about the materials, they could not answer the questions and the options were used to collect the data. Again the seventh question, 71.4% of students who faced difficulty in the learning process, the students will ask to the teacher because if the students did not ask to the teacher like proverb in Indonesia "malu bertanya sesat di jalan", the students would not got the knowledge and experience about the materials.

Later the eighth question, 71.4% of the students said that the implementation of Discovery Learning had advantage that is the students can add an experience for solving the problem themselves because the implementation of Discovery Learning invited the students to solve the problem inside and outside of the class. Even though the ninth question, 78.6% of students understood about the materials after the teacher implemented the Discovery Learning because the teacher uses some techniques creatively in implementing Discovery Learning such as pictures, worksheets, and stick out papers through the game. To the tenth question, 92.8% of students like to do observing activity because the students were only observe the pictures which can give stimulus to them.

Afterwards the eleventh question, 85.7% of the students like on the questioning activity because the students trained to make the question and communicate in English with another friends. For the twelveth question, all of the students in the class like the activities in experimenting step because this step stimulated the students to participate for collecting the data actively by giving worksheets and it could discussed individually or group. Then thirteenth question, 64.3% of the students like to do associating activities because the students felt pleased in playing the game so that they could be active speaker, could improve their memories, and made good cooperation in group work. Last, the fourteenth question, 78.6% of students like activities in the communicating step because the students invited actively in the verificating and generalizing of the materials which had taught. The teacher would clarify and gave more explanation toward the student's opinion.

Overall, the questionnaire above shows that the students had give good response after the English teacher implemented Discovery Learning in the class. They felt very enthusiasm in every steps of Discovery Learning and they more understand easily toward the materials which were taught, especially in their speaking skill. It mean that the implementation of Discovery Learning had give positive impact for the students to be more active and participate in the English learning process.