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The Implementation of Discovery Learning to Teach Speaking at the First Grade Students at SMP Institut Indonesia

Irmayanti Mufida, Gusti Nur Hafifah, Linda Mayasari

Abstract

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Table of Contents

An Analysis of Suggestive Words in Derren Brown and Romy Rafael's Hypnosis Windy Citra Negara, Dwijani Ratnadewi, Armeria Wijaya	PDF (Bahasa Indonesia) 96-101
The Flouting of Cooperative Principles in Little Women by Louisa May Alcott Fauziah Rachmita Suwandi, Ahmad Idris Asmarandhani, Linda Mayasari	PDF (Bahasa Indonesia) 102-107
The Implementation of Discovery Learning to Teach Speaking at the First Grade Students at SMP Institut Indonesia Irmayanti Mufida, Gusti Nur Hafifah, Linda Mayasari	PDF (Bahasa Indonesia) 108-114
An Analysis of Feminism Depicted in She's The Man Film by Andy Fickman Winar Gumilang Afandi Putri, Masulah -, Ari Setyorini	PDF (Bahasa Indonesia) 115-122
An Analysis of Pivot Grammar Used by Pupils in Playgroup At-Taqwa Surabaya Mery Claudia Laayranita, Wijayadi -, Linda Mayasari	PDF (Bahasa Indonesia) 123-128
The Effectiveness of Comic Strips in Increasing Students Speaking Ability in the Second Year of Junior High School Ni'matul Lailiyah, Gusti Nur Hafifah, Armeria Wijaya	PDF (Bahasa Indonesia) 129-141

THE IMPLEMENTATION OF DISCOVERY LEARNING TO TEACH SPEAKING AT THE FIRST GRADE STUDENTS AT SMP INSTITUT INDONESIA

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Abstract

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 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.

Keywords: Curriculum 2013, Discovery learning, Teaching speaking

Since the Proclamation of Independence on August 17, 1945 in Indonesia, the law about National Education System has changed nine times. The modification occurs in the curriculum of both the level of Elementary School, Junior High School, and Senior High School. In this global era, Mohammad Nuh, as the minister of education and culture in Indonesia, has changed the National Education System by implementing the Curriculum 2013. The Curriculum 2013 has been appointed July, 2013.

There are many schools that have not been able to implement the Curriculum 2013 because in the school is not received the socialization from government. Since 2013, the ministry of education and culture in Indonesia itself has not given counseling and training about Curriculum 2013 to all over the schools in Indonesia. In addition, most of the teachers still do not understand and are not ready to implement the Curriculum 2013 at each of their schools. Therefore, there are only few schools have good quality and fulfill the requirements that are determined selectively which are able to implement the Curriculum 2013 in 2013. The schools that have been allowed to implement the Curriculum 2013 are schools which are selected by the government. There are two requirements must be fulfilled by each school which wants to apply Curriculum 2013. The first requirement is the teachers must be trained to teach using Curriculum 2013 previously, and the second requirement is the student's guardian should provide the official books of Curriculum 2013 to their children because it is the responsibility of the parents, not the government. The government will forbid to the schools that force to implement the Curriculum 2013 if the schools still do not fulfill the requirements. It would make the burden toward the students.

Indeed, the Curriculum changes have occurred many times, we should look positive side and give support toward the decision of government. Prof. Ir. Mohammad Nuh states that the definition of Curriculum 2013 is a Curriculum improvement between the implementation of the Curriculum 2004 and to continue KTSP (Education Unit Based Curriculum) 2006 which include the aspects of attitudes, knowledge and skills in equivalent. Whereas, the purpose of the establishment of the Curriculum 2013 is to prepare the students so that they have an ability to live as individuals and citizens who are religious,

productive, creative, innovative, and effective. They are also able to participate in the society, nation, state, and world civilization (in PERMENDIKNAS no. 68, 2013). In Curriculum 2013, the students are not the object of education, but they become the subject by taking part to develop the theme and materials that exist. Permendikbud no. 65, 2013 on the Standard Process of Primary and Secondary Education states that the learning process is guided by the principles of scientific approach is very needed. In scientific approach that includes components: observing, questioning, experimenting, associating, and communicating. It means that the application of Curriculum 2013 is using a scientific approach and there are three main of teaching method in Curriculum 2013. One method of teaching is decided Discovery Learning. According to Lefancoios, Discovery Learning can be defined as the learning that takes place when the student is not presented with subject matter in the final form, but rather is required to organize it himself (in Emetembun, 1986:103). It means that the students are not only given the final result, but also they should organize their knowledge and thinking to find out solution from the statement of problem.

Review of Related Literature

Humans are created by God as social beings who interact or communicate with other people in their environment and derived from Brown states that when someone can speak a language, it means that he can carry on a conversation reasonably competently (2001:267). One of the ways that a person can use to communicate to others is using language. There are various varieties of language in this world that are used to communicate to each other. One of those languages is English. Most of people in the world considered that English is a second language which is very important to be learnt after the first language (mother tongue) which is possessed by someone, since they were born.

Speaking is one of the most important things in our life, especially for the students. According to Elizabeth Grugeon, Lyn Dawes, Carol Smith and Lorraine Hubbard (2005:11), the students were being encouraged to talk on their activities and observed the teacher's speaking way carefully. Then, the teacher gives opportunities to all of students for talking and for developing their confidence and fluency as speakers. Scrivener also contributes that fluency and confidence are important goals (2005:146). It means that the learners required for becoming fluency and confidence when they were given a chance for speaking to other person because both of them are important components and goals. At their schools, the students learn English as a foreign language which can be done by practicing in speaking. The students are asked to speak English fluently and confidently. Usually, speaking is more tends to oral activities. Oral activities are more interesting and easy way for the students through speaking or communication. The function of speaking itself is used to express their ideas or thought and to communicate to people in civilized world. But, most of the Junior High School students still feel difficult and they cannot speak English well. Therefore, the researcher chooses only to observe on speaking skill at The First Grade students of SMP Institut Indonesia.

According to Brown (2004:140), speaking is a productive skill. It means that speaking could be observed directly and empirically. It requires the reliability and validity on oral production test. Therefore, students should be brave and active when the teaching and learning process ongoing because it is very connected with the effectiveness of the ability to speak English. The chance will be much obtained by students who are active in the classroom so that students can express their ideas and will add fluency in speaking English. After examining the theory about speaking above, it can be concluded that the teachers must be able to help their students to become a master of the language in the limited time. Beside that the students should study hard her/himself in order to be able to understand it well.

Teaching Speaking, The main goal of teaching speaking English is different from other teaching. The main goal in teaching speaking English is to improve the student's communication skill and to express their feeling, opinion or question freely by using a foreign language. The teacher should also be a master of speaking English in the classroom, because the teacher is the subject of teaching too.

The teacher's role in teaching speaking English is to invite and give motivation so that the students are willing to speak English in bravery and confidence. According to Scott Thornbury (in Harmer, 2007:123), the success of teaching speaking depends on a classroom culture of speaking and it becomes a talking classroom. Both of these speaking cultures must be in English so that the classroom can be a talking classroom. By the activation above, the student's speaking skill will improve and they are more confident for speaking English than before.

Discovery Learning, Discovery Learning is one of teaching methods in Curriculum 2013. This method requires the learners to become active in doing experiments, 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. The sentence is derived from Budiningsih (2005:39) states that on discovery problems, the problems are given to students which are created deliberately by the teacher, so that the students must be thinking and express their opinion to get a discovery. In addition, Djamarah and Zain (1996:22), the teaching materials are not presented in the form of final result, but the students are given the opportunity to look for and to find themselves related to the materials. Mostly, in solving problems are very need a guidance from the teacher, but solving the problem itself is done by the learners. The practice of solving this problem will be transferred in their public life.

The Applications of Discovery learning, There are six steps to implement Discovery Learning in the classroom are:

Stimulation, According to Syah (2004:244), after a teacher opens the class and the introduction of the material being taught, a teacher gives stimulation with the instructions for observing the objects, so that the students want to think toward what is the objects about.

Problem Statement, The students should explore the problems which are suitable with the material in class.

Data Collection, Djamarah states that they can search the data by observing the objects, interviewing with resource, doing an experiment alone and others (1996:22).

Data Processing, Syah states that the learners have to process the data which they had got through interview, observation, and others (2004:244).

Verification, the learners are doing review of the rightness their hypotheses. It should be related with the result of processing data

Generalization, Djamarah states that based on the result of verification, the learners will study make a conclusion (1996:23). Generalization is the last step. If the learners have done the generalization, so they have been the master of material from someone's experience.

The Relations between Discovery Learning and Scientific Approach, Discovery Learning is a method of teaching, whereas Scientific Approach is the name of approach. According to Smith et al (in Jamil, 2014:154), the definition of method itself is every activity which determined by the teacher or to achieve the purpose of learning. It means that method is a way of the teacher for conveying the material. On the other side, Edward Anthony states that the definition of an approach was a set of assumptions dealing with the nature of language, learning, and teaching (in Brown, 2001:14). So, if the teacher uses an approach which suitable with the Curriculum that has been determined by the government, the learning process that allow for successful will be reached.

It can be concluded that an approach is the frame of a method of teaching because the teaching method is the part of an approach. If we want to set a teaching method, we should determine approach which will be applied in the classroom. So, Scientific approach as a body of teaching method. In addition, Discovery Learning and Scientific Approach are interrelated each others because Discovery Learning is a part of Scientific Approach.

METHOD

This research is focused on the implementation of Discovery Learning to teach speaking and to know the student's responses toward Discovery Learning. The implementation of Discovery Learning contains some activities during the learning process, whereas the student's responses contain the student's interest toward the application of Discovery Learning in the classroom. So, the researcher uses descriptive qualitative. According to Sugiyono (2013:15), qualitative research contains the description or assumptions from individual that have an active role in the construction of social reality are required. After collecting the data, the next step is describing all the things that obtained to make the data be more clear and easier to understand.

Source of Data and Data, The source of the data was the process of implementing Discovery Learning to teach speaking, the English teacher and the seventh A class students of SMP Institut Surabaya.

The first data is observation checklists, described the teacher's and student's activities during the implementation of Discovery Learning in teaching speaking.

The second data were teacher interview, explained about the materials used to teach speaking in the implementation of Discovery learning.

The third data is questionnaires, to obtain the information about the student's responses after the implementation of Discovery Learning to teach speaking.

Data Collection Techniques, In this study, the writer used three kinds of techniques. They are in the form of observation, interview and questionnaire.

Data Analysis, The analysis of data based on the fact between the teacher's and student's activities in the classroom.

FINDINGS AND DISCUSSION

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 Indonesia in Surabaya.

The materials used in Discovery learning to teach speaking.

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.

The Implementation of the Discovery learning to teach speaking.

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. 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:

Observing through stimulation

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.

Questioning through problem statement

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

Experimenting through collecting data

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.

Associating through processing data

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.

Communicating through verification and generalization

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

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.

CONCLUSION

It can be concluded that the materials used in Discovery Learning to teach speaking were very suitable with the student's need and goal for the First Grade of SMP Institut Indonesia. The materials had developed by the English teacher creatively in his lesson plan. And, Discovery Learning and scientific approach in Curriculum 2013 are connected each others because Discovery Learning is a part of scientific approach in Curriculum 2013. Overall, the students felt interested toward Discovery Learning for the students agreed that the application of Discovery Learning could help the students to learn and understand better toward the English lesson, especially in teaching speaking.

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