

**TEACHER'S TECHNIQUES IN TEACHING ENGLISH USING  
DISCOVERY LEARNING MODEL AT SMKS BINA BANUA  
BANJARMASIN**

**AN UNDERGRADUATE THESIS**

**Presented to  
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in partial fulfillment of the requirements  
for the degree of Sarjana Pendidikan in English Language Education**

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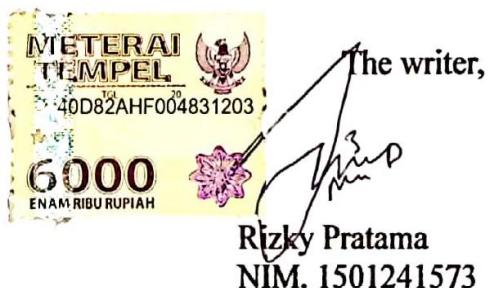
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## **STATEMENT OF AUTHENTICITY**

I, the undersigned, Rizky Pratama declare that this undergraduate thesis is my original work, gathered and utilized especially to fulfill the purposes and objectives of this study, and has not been previously submitted to any other university for any degree or other purposes. I also declare that the publications cited in this work have been properly acknowledged. If someday, it is proven otherwise, I understand that my degree will be revoked.

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## ABSTRACT

Rizky Pratama. 2019. Teacher's Techniques in Teaching English Using Discovery Learning Model at SMKS Bina Banua Banjarmasin. Thesis. English Education Department, Faculty of Tarbiyah and Teacher Training, Antasari State Islamic University. Advisors: (I) Dra. Andi Irlina, M. Hum, (II) Nur Alfa Rahmah, M.Pd.

**Keywords:** Learning, Scientific Approach, Discovery Learning Model, Teaching Techniques, Learning Techniques

This research aims to describe the use of Discovery Learning Model and find out students' responses toward Discovery Learning Model which is in SMK Bina Banua in this case researcher used descriptive qualitative techniques namely describe the data in the form of sentences or descriptions to make it clear. Subject of this research are teacher and students. Data collection that used in this research is observation, questionnaire, interview, and documentation. The result from this research is the first step of the teacher doing the activity begins with asking students to be motivated or curious about the material provided. then the teacher gives the opportunity for students to find out or identify problems related to the material. And the teacher asks students to look for information or possibilities so students can solve the problem. At the core of learning, the teacher asks students to do something according to instructions, so students become more active in learning. In the final stage, the teacher and students draw conclusions together. However, students' responses in using Discovery Learning Model are they liked the use of Discovery Learning Model in learning English and students easy to understand the learning material but most of them disliked if the difficult task with Discovery learning was able to make them be skillful but they were able to be easier if they made hypothesis first before they learnt, and also there is no difficulties when the teacher asked to do something in learning process, however they felt difficulty when given the task that the material didn't teach yet by the teacher nor appropriate wuth the explanation and the example.

## ABSTRAK

Rizky Pratama. 2019. Teacher's Techniques in Teaching English Using Discovery Learning Model at SMKS Bina Banua Banjarmasin. Skripsi. Jurusan Tadris Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, UIN Antasari Banjarmasin. Dosen Pembimbing: (I) Dra. Andi Irlina, M. Hum, (II) Nur Alfa Rahmah, M.Pd.

**Keywords:** Learning, Scientific Approach, Discovery Learning Model, Teaching Techniques, Learning Techniques

Penelitian ini bertujuan untuk mendeskripsikan penggunaan model Discovery Learning dan mengetahui respon siswa terhadap model Discovery Learning yang ada di SMKS Bina Banua dalam hal ini penulis menggunakan teknik deskriptif kualitatif yaitu menggambarkan keadaan data dalam bentuk kalimat atau uraian agar terlihat jelas. Subjek dalam penelitian ini adalah guru dan siswa. Teknik pengumpulan data yang digunakan dalam penelitian ini adalah observasi, kuisioner, interview, dan dokumentasi. Hasil dari penelitian ini adalah Tahapan awal guru melakukan kegiatan dimulai dengan bertanya agar siswa termotivasi ataupun penasaran mengenai materi yang diberikan. kemudian guru memberi kesempatan kepada siswa untuk mencari tahu atau mengidentifikasi masalah yang berkaitan dengan materi. Dan guru meminta siswa untuk mencari informasi atau kemungkinan sehingga siswa bisa menyelesaikan masalah tersebut. Pada inti pembelajaran, guru meminta siswa untuk melakukan sesuatu sesuai dengan intruksi, sehingga siswa menjadi lebih aktif dalam pembelajaran. Pada tahapan akhir, guru dan siswa bersama sama mengambil manarik kesimpulan. Adapun tanggapan siswa dalam penggunaan model Discovery Learning ini adalah mereka menyukai penggunaan discovery learning dalam pengajaran bahasa Inggris dan siswa mudah untuk memahami pelajaran tetapi kebanyakan dari mereka tidak suka jika tugas yang sulit dengan discovery learning akan membuat mereka terampil, tetapi mereka akan lebih mudah jika mereka membuat hipotesis terlebih dahulu sebelum belajar, dan juga tidak ada kesulitan ketika guru meminta untuk melakukan sesuatu dalam pembelajaran, namun mereka merasa kesulitan ketika diberi tugas yang materinya belum diajarkan oleh guru atau tidak sesuai dengan apa yang dijelaskan dan juga memberikan contoh materi.

## **MOTTO**

There is no glory in practice, but without practice there is no glory.

Champions train, losers complain.

Remember: Quotes won't work unless you do.

“The more we value things, the less we value ourselves”  
(BRUCE LEE)

## **DEDICATION**

I dedicate this thesis for:

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Finally, the writer hopes that this research will be useful for the next researchers. The writer admits that this research paper is not perfect yet. Therefore, suggestion will be expected to make it better.

Banjarmasin, September 18<sup>th</sup> 2019

Writer

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