

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter presents the finding and discussion from the study in order to answer the research questions. The research is about Teacher's techniques in teaching English using discovery learning model at SMKS Bina Banua Banjarmasin. Researcher will be presented in the form of description, based on data that have been obtained in this research either through observation, and interview technique which was done by the researcher for 2 months.

A. Findings

The finding is collected based on the result of observation and interview the teacher and student to find out teacher's techniques using discovery learning model in teaching English and also made an observation sheets and interview students to know the responses using discovery learning model at smks Bina Banua Banjarmasin.

1. Teacher Applied Discovery Learning Model in Teaching English

To describe what the model were used in teaching English in the class, the researcher used observation and interview. The researcher observed the kind of model when used in teaching English in the class, what material was used with the discovery learning model, how to evaluate, what funds the teacher faced when using the Discovery Learning Model. The researcher also observed by going directly to the field or in the class that used discovery learning model with three times observations.

a. The First Observation of Teaching English Using Discovery Learning Model

At first observation. The researcher observed the English teacher in the class where the material being taught is suggestion. Researcher saw the teacher using a variety of activities, including pre-activity, while-activity, and post-activity.

At the pre activity the teacher gave greetings first, then checked the attendance of students. Furthermore, the teacher prepared students to take part in the learning, the teacher asked students to mention something related to the suggestion so that students mentioned anything related to the learning material or can be called stimulation. After that, the teacher provided some expressions related to the material on the board and asked one of the students to read the expressions that have been provided. The next step is the teacher asked other students to repeat the expressions that have been read simultaneously.

Then in the while activity the teacher explained the material to be taught. The teacher gived students the opportunity to ask questions that they did not understand. The teacher asked students about the meaning of the text / expression related to the suggestion so that the teacher can guide students to find more and varied information from various sources and it could be said problem statement in the form of procedure Discovery Learning.

In the next activity the teacher displayed a video related to the suggestion. The teacher asks students about the contents of the video displayed and the students mention the content of the video showed related to the learning material and this activity is data collection procedure.

After the activity, the teacher also asked students to make groups of each group consisting of 4/5 people and provide a flashcard that contains the situation as a picture of students to make a conversation. The teacher gives instructions so students make a conversation at least 12 lines about suggestions and responses it called data processing stage. The teacher gives a paper that contains the situation or circumstances that they must make the material to make a conversation so that students can make a conversation using expressions and responses (accept and reject) based on material. The conversations that have been made by students will be practiced forward in front of the class. And other students can pay attention and identify expressions of suggestions and reject / accept responses this stage is verification procedure of Discovery Learning Model.

And at the last, post activity. The teacher corrected if students made mistakes during learning. The teacher together with students draw conclusions from the lesson and also the teacher makes an assessment and reflection on the activities that have been carried out and last stage in this

procedure is about generalization. After all activities have been done, then the teacher closes the lesson.

b. The Second Observation of Teaching English Using Discovery Learning Model

In the second observation, the researcher re-observed the English teacher in the class where the material being taught is offering. Researcher saw the teacher used a variety of activities, as well as the first observation that has pre while and post activity.

In pre-activity. As usual the teacher greeted and checked the attendance of students. The teacher also provided contextual student learning motivation according to the benefits and application of teaching materials. After that, the teacher asks students to mention something related to offering or brainstorming. Then the teacher provided several expressions related to the material on the blackboard. Then the teacher asks one of the students to read the expression that has been provided and the teacher also asks another student to repeat the expression that has been read simultaneously it was absolutely a part of Discovery Learning Model, the procedure called stimulation .

In the while activity, the teacher provided the material and wrote on the blackboard and the teacher asked students to write the material in their own books then the teacher explained the material to be taught. Then the teacher asked all students to read expressions related to the offering it

was about problem statement stage in the procedure of Discovery Learning Model while students find many problems from material.

After that, the teacher gave the opportunity to students to ask something they did not understand yet. So, the teacher guided students to look for more and diverse information from various sources this activity called data collection procedure in Discovery Learning Model cause students gather information related to material as much as possible.

In the next activity, the teacher asked each students to make sentences related to the offering and the response (accepting & declining) and the teacher checked and gave feedbacks to students about the work they have done. To find out students' understanding, the teacher provides a paper for exercise containing random conversations to be arranged and the teacher gave instructions so that students arranging conversations in pairs. So students can discuss how to arrange the conversation with their friends and students gather their work to the teacher and this stage could say data processing procedure while students got a chance to process the data.

Then students practiced the conversations they put together in front of the class. Then other students pay attention to their friends having a conversation in front of the class and giving questions related to the offering material and students are asked to answer questions given about the offering material it called verification stage based on Discovery Learning Model procedure.

In the post activity, the teacher corrected if students made mistakes during the learning process. The teacher together with students draw conclusions from the lesson, this stage called generalization procedure in Discovery Learning Model. At that time the teacher did an assessment and reflection on the activities that have been carried out and finally, the teacher closes the lesson.

c. The Third Observation of Teaching English Using Discovery Learning Model

At the thirs or the last observation, the teacher made observations in class about opinions and thoughts. Researcher saw the teacher used a variety of activities, as well as the first and second observations that have pre, while and post activity.

In pre activity the teacher started the teaching and learning process, the teacher opens the lesson by saying greetings. After the teacher says his greetings then checks the presence of students. Next the teacher asks students to mention something related to opinion and the teacher provides several expressions related to the material, this stage called stimulation the procedure of Discovery Learning Model. The teacher provided several expressions related to the material. after that the teacher asks one of the students to read the expression given by the teacher. then the teacher asks other students to repeat the expressions that have been read simultaneously.

In the while activity the teacher provided the material and wrote it on the board. Then the teacher asked students to write the material in their own books. After that the teacher explained the material to be taught and asked students to read expressions related to opinions it called problem statement which teacher asked students to identify any problem from the explanation.

In the next activity the teacher gave the opportunity to students to ask questions that they did not understand. Then the teacher asked students to remember some expressions by closing the notes. The teacher gave an example of how to remember expressions of opinions so that each student memorizes expressions of opinions in front of the class aloud this activity called data collection while students got the data as much as possible.

The teacher provided one theme and made students into 2 groups (pro and contra). The teacher asked each student to make sentences related to opinions and responses (agreement & disagreement) on a sheet of paper in accordance with the given theme. Then students express their opinions related to the theme in front of the class. Other students are given the opportunity to give their opinions by adding or refuting the opinions of their friends using expression agreement and disagreement and this stage called data processing related to data collection previously. At that time the teacher checked and gave feedbacks to students about the work they have done.

In the post activity. The teacher gave instructions so that each student makes a sentence based on the situation that has been provided by the teacher by using the expressions that have been explained previously and students will collect their work to the teacher. The teacher corrects if students make mistakes during learning so this stage is about verification procedure of Discovery Learning Model.

At the end of the lesson the teacher with the students drew conclusions from the lesson together. The teacher also assessed and reflected on activities that have already been carried out for this activity it called generalization procedure of Discovery Learning Model. After all activities are finished the teacher closes the lesson.

Following are the summaries or results of three observations made in class related to the scientific approach which will be divided into several procedures.

Table 4.1 The Observation Result of Scientific Approach	
Procedures	Explanations
Observing	The teacher displays some media at the beginning of learning by giving a little clue about the learning material.
Questioning	The teacher gives questions related to learning material.
Experimenting	The teacher asks students to identify several learning media.
Associating	The teacher gives students the opportunity to look for information to better understand with the other friend when there is material that they do not understand.

Communicating	The teacher asks students to correct together answers in class and students ask questions about what they do not understand then the teacher explain more details.
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Table 4.1: (The Observation Result of Scientific Approach)

On the results of observations made in class, researcher got results related to the scientific approach which is divided into 5 parts. These 5 sections are listed in the lesson plan that the teacher uses when teaching (see in appendix V). In these 5 stages the teacher performs several activities that make students more active in the teaching and learning process, such as presenting media to motivate students to be more active in learning to be more focused on the material being taught and the teacher will also provide opportunities for students to ask questions about the material being taught so that students are more active than teacher.

At this stage it is also closely related to the Discovery Learning Model used by the teacher during the teaching and learning process, following is part of the point of the discovery learning model during the observations made.

Table 4.2 The Observation Result of Discovery Learning	
Procedures	Explanations
Stimulation	Teaching and learning activities begin with asking questions, encouraging reading books / references, and other learning activities that lead to preparation for problem solving. Students are faced with something that can cause confusion. Students have the desire to investigate the problems themselves.

Problem Statement	At this stage the teacher gives the opportunity for students to identify as many issues as possible that are relevant to the learning material, and then one of them is chosen and formulated in the form of a hypothesis
Data Collection	Students are given the opportunity to gather as much information as possible to prove the hypothesis, whether true or not. This can be done by reading literature, interviewing interviewees, observing objects, conducting their own experiments, and so on.
Data Processing	At this stage the data and information processing that has been obtained by students both through interviews and observations and then interpreted.
Verification	At the verification stage a careful examination is carried out to prove the correctness or failure of the hypothesis set out earlier, related to the results of data processing.
Generalization	At this stage students conclude the answer to the problem that has been resolved by formulating the underlying principles and of course by paying attention to the results of verification.

Table 4.2: (The Observation Result of Discovery Learning)

So, during the observation has been done for 3 times, the writer knew that the teacher used discovery learning in teaching and learning activities in class. In the class the teacher exposed students to something that raises a question mark at the beginning of teaching and learning activities and brainstorming, then the teacher gives a brief explanation of the material to be done in class. However, not as detailed as the explanation of the core material. Teacher could start learning activities by asking questions and giving students the opportunity to find out the problems they will face in

learning. In the class the teacher designs some questions and statements as temporary answers to the questions asked.

In the core activities the teacher gave time for students to exchange ideas with fellow students and students are asked to gather as much information as is appropriate to prove their hypothesis is true or not.

The results of student activities would be summarized by the teacher and explained again according to the teacher's understanding. The teacher also gives the opportunity for students to analyze students carefully to prove whether or not the hypothesis that will be set earlier that will be associated with the results of the data that has been found.

At the end of the activity, the teacher checked whether or not answered and whether there is evidence based on the summary results or information that has been obtained from the initial and core learning outcomes. The teacher also draws conclusions that can be summarized for students by paying attention to the suitability of the results. And the media used by the teacher in teaching are pictures and videos to make learning in the classroom not boring. So, the assessment is made by the teacher to students using the discovery learning model are test and non- test. Assessment is done by tests that is by giving written questions to students, and assessment by non-test by giving questions verbally.

Based on the results of interviews with teachers that the teacher used discovery learning models in the classroom when learning English, and the teacher included the discovery learning model in the lesson plan that the

teacher uses to teach in the classroom. The results of the teacher using the discovery learning model that many students are active in learning and there are only a few that are less active. And also, in the interview conducted to the teacher, the teacher explained that she used one of the material in the book, which are about suggestions, offering and opinion & thoughts.

Based on teacher responses regarding the use of discovery learning models is to make students more active and understand quickly. So that the model according to the teacher is more interesting to do in the classroom.

Based on the results of interviews conducted by researchers again, the teacher explained that learning using discovery learning models in class has been achieved because teachers use various techniques including emphasizing learning to students not entirely from the teacher and also the teacher applies this model in the while section.

In the teacher rubric of assessment, the teacher makes an assessment using cognitive assessment, process, attitude or work assessment. By applying discovery learning models the teacher also has an effort to improve the process and results in learning by doing games in the classroom which aims to make learning in the classroom not boring. According to the teacher this model makes students more active and quick to understand in receiving lessons because the teacher techniques in this model vary so that students are more proficient and independent in finding out the learning material. However, the teacher has a problem when using this model which is that there

are some students who are quiet and not active, the teacher also explains that if there are too many students it will be difficult to apply the model.

2. Students' responses using discovery learning model by teacher in Teaching English

This research also aimed to find the students' responses toward Teacher's techniques in teaching english using discovery learning model at smks Bina Banua banjarmasin. The writer has given interview and did observation to the students to know how their responses about discovery learning model in teaching English.

To know students' responses toward teacher techniques in teaching english using discovery learning model, the writer made observation directly to the student who had learned English by teacher using discovery learning model and giving questions to students to get more accurate results by interviewing them directly to the student about their response to the discovery learning model in teaching English.

In the observations, the researcher observed teaching and learning process in the class. Researcher looked at students when studying English. At the beginning of learning students mention something related to the material being taught, then students pay attention to some expressions or points related to the material on the blackboard and then one of the students reads the expression on the blackboard and another student repeats the expression that has been read simultaneously.

At the while activity, students observed the teacher's explanation in front of the class about the material being taught, then students are asked to ask questions about the material that has been explained by the teacher. In the observation several times the researcher did, at the exploration stage students were asked to do something related to the material, for example inferring the contents of the video displayed, making sentences using English, and memorizing some of the sentences requested by the teacher. by grouping or discussing the material provided and they can present their arguments related to the material and at the final stage of this core activity they can practice the activities requested by the teacher in pairs or in groups.

In the final activity, students made conclusions about the material that has been studied by the teacher's direction. So it can be concluded that the students carry out the activities given by the teacher in accordance with the instructions of the teacher so that it can be said the purpose of the discovery learning model is achieved because the students in the class do a lot of activities or are more active in learning.

In the observation for students, the researcher gave question relating to several aspects to answer the results of this study. Among these aspects are like or dislike about discovery learning which includes how to teach, materials, activities. Then aspects about students' understanding of learning English using discovery learning models, then aspects about student difficulties, and finally about the tasks instructed by the teacher.

In aspects of like or dislike about discovery learning which includes how to teach, materials, and activities. So according to the results obtained most of them like teachers in teaching English using discovery learning models with teacher explained in detail first rather than directly giving assignments and they don't feel bored when the teacher explains, but most of them don't like to find some subject matter by themselves before the teacher's explanation.

Regarding the material the students liked the material provided and the material was in accordance with what was in the English language books. As for the activities in the class, the students said that they liked learning activities that used discovery learning models, and also used a variety of media. And this model makes students more active in the teaching and learning process in class because students have more role in the learning process than the teacher so students get lots of new ideas.

The responses of students like discovery learning discovery learning because they think it is easier and faster to understand the lesson so that they make them more independent and know more about learning but according to them it will be easier if the learning is explained given instructions by the teacher.

The next aspects is about understanding. So, based on questions the results are students easy to understand lesson but most of them they don't like if the difficult task with discovery learning will make them skilled, but they will be easier if they make a hypothesis first before learning. And based on

student interviews they understand the learning material if the teacher explains the lesson first and gives instructions to students how to do the given task.

The last aspect is about difficulties when the teacher uses the discovery learning model. So, based on interview result are not difficulty when the teacher asks to do something in learning, when the researcher gives a statement about the discovery learning model in learning English that saturates and makes them sleepy, most of them feel comfortable when English learning using discovery learning models. In the results obtained from interviews with students about the difficulties that is if they are given an assignment whose material has not been taught by the teacher or not in accordance with what is explained and also provide examples of the material.

B. Discussion

After the data has been obtained and in the process based on the description above, the researcher has written and analyzed the data obtained in the above findings. The researcher also knows how to apply discovery learning in teaching and also what the students' responses about discovery learning.

According to Abdul Majid (2013), the scientific approach to learning has steps including observing, asking, trying, processing, presenting, inferring, and creating. Based on the analysis of researchers that learning in Bina Banua Banjarmasin vocational School includes steps that are in

accordance with the theory, but in this learning creating steps are not found by researchers in students because during learning there are some materials that do not require students to create the results of learning the.

Ismail (2008) argues that the learning model is an adopted model that is appropriate and harmonious to present a material so that effective and efficient learning objectives will be achieved as expected. In the research results obtained by researchers in the field that the English teacher uses a model called discovery learning makes the goals created run effectively because when the teaching process the teacher uses techniques that do not bored so that learning objectives are achieved. During the learning process students are also more receptive to learning and the teacher will be able to carry out teaching assignments appropriately and in accordance with the learning concepts in the lesson plan. Then it can be said that the results of this study are closely related to those explained in theory by one of the experts.

Based on the author's analysis of the previous data presentation, it is known that the English teacher in junior high school in banua in teaching with techniques using media in the form of pictures and videos. So that it can be said that the analysis proposed by Gerlach and Ely that the technique is a road, tool, or media used by the teacher to direct student activities towards the goals to be achieved.

Meanwhile, according to J.R.David (2008) argues that teaching techniques can be interpreted as a plan that contains a series of activities designed to achieve certain educational goals. Based on the results found that

when teaching a teacher has several activities including the initial stage (pre activity), namely by means of the teacher doing brainstorming so that makes students motivated to think and ask if they lack understanding, then in the core stages (while activity) the teacher also provide activities that make students find out for themselves about the subject matter provided, and the final stages (post activity) such as teacher motivated students to be able to provide conclusions and the teacher will correct student conclusions that are still lacking which are the stages using the discovery learning model. So these results are interconnected with the theory put forward.

The teaching and learning process using discovery learning requires the teacher to present the subject matter not in its final form (intact from beginning to end) with other terms as explained by Shah (2014) the teacher only presents part of the subject matter, then given to students to search by themselves and students are given the opportunity by the teacher to get what the teacher has not said with the problem solving learning approach. The results that have been obtained are very much in accordance with the theory because the results of research when observations and interviews of teachers do use the discovery learning model in learning, it means that the teacher provided learning material to students and students are given instructions to be more independent and can find out for themselves.