



## The Implementation of Discovery Learning for Reading Skill in EFL Classroom at SMPN 8 Padang

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### Abstract

*Many research about Discovery Learning revealed that implementing Discovery Learning in senior high school gave positive impact. Meanwhile, Curriculum also mentioned Discovery Learning as one of learning model. SMPN 8 Padang is one of excellent school in Padang City. English teachers there said that they implemented Discovery Learning in their teaching-learning process. This research conducted to describe the implementation of Discovery Learning in junior high school. This research was a descriptive qualitative research. The sample was one of English teacher who taught in SMPN 8 Padang. The instruments were video recorder, observation checklist, and note-taking. The findings showed the teacher implemented six steps from preparation procedure of Discovery Learning and six steps from implementation procedure of Discovery Learning.*

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## INTRODUCTION

Discovery learning can be implemented to all language learning (Singaravelu, 2012: 57). This method has a good impact on the teaching-learning process. The impact is not only positive for senior high school students but also for students in junior high school. Based on the researcher's pre-survey and interview at SMPN 8 Padang, one of the English teachers there admitted that discovery learning had been applied in her class. Furthermore, SMPN 8 Padang is one of the excellent schools in Padang (Badrun, 2019). It is possible the reason behind the better achievement of the school because the English teachers who teach there use discovery learning in the teaching-learning process. Because of that, the researcher is interested in investigating the implementation of Discovery Learning in EFL classroom at the first grade of SMPN 8 Padang.

Discovery learning is one of the teaching methods in Curriculum 2013. It was introduced by Jerome Bruner (Pappas, 2014). Bruner stated that discovery learning might allow the students to generate information on their own and obtain more new information from the process (Bruner, 1999). According to Martaida, Bukit, & Ginting (2017: 2), discovery learning is “a method for developing active student learning by finding out on their own, investigating on its own so that the results obtained will be long-lasting in memory, not easily forgotten by students”. It can be concluded that the definition of discovery learning is a method that supports students' active learning to master the lesson by researching so the students remember what they found for long term memory.

Kemendikbud (2013) mentioned that there were two procedures to implement discovery learning. They are Preparation Procedures and Implementation Procedures. Kemendikbud (2013) proposed seven steps in implementing the first procedures. The procedures are determining learning objectives, identifying students' characteristics, choosing the subject matter, deciding the topics, developing learning materials, organizing learning topics, and assessing student learning processes and outcomes. Furthermore, Syah (2004) as cited in Kemendikbud (2013); Prawerti (2014); Mufidah, Hafifah, and Mayasari (2015); Mushtoza (2016); Susanto (2016); and Apriyanti (2019) mentioned seven steps that included in this method. The steps are Stimulation, Problem Statement, Data Collection, Data Processing, Verification, and Generalization.

Some researchers conducted a study on the implementation of discovery learning. First, Singaravelu (2012) did research with the title “Discovery Learning Strategies in English”. Singaravelu (2012: 57) found that discovery learning strategies were more effective than traditional methods in learning English Grammar for the learners at standard V. Second, Feriyanti (2014) did a research under the title “Discovering Learning as a Method to Teach Descriptive Text in Building Students' Character: A Case of Seventh Grade Students of SMPN 3 Ulujami“. It was found that learning using Discovery learning continuously could help the students in building their character. Third, Mufida, Hafifah, & Mayasari (2015: 108) found that the students can easily understand the materials which were taught. Next, the finding from Sofeny's (2014) study revealed that the use of discovery learning was effective to extroverted students than introverted students. Martaida, Bukit, & Ginting (2017: 1) conducted research about discovery learning. They found that critical thinking ability and cognitive ability of students applying the discovery learning model is better than students' critical thinking ability and cognitive ability with conventional learning.

Previous studies showed that discovery had good impact in English teaching learning process. One example which implemented discovery learning is English class in SMPN 8 Padang. Today, this school has many achievements. Moreover, English teachers there mentioned that they have implemented discovery learning. Due to the fact, it is interesting to investigate the implementation of discovery learning for reading skill in SMPN 8 Padang.

## **METHOD**

In this research, the researcher applied qualitative research design because the researcher wants to analyze the phenomenon that happens in the field about the implementation of discovery learning in SMPN 8 Padang. According to Creswell

(2008:46), qualitative research is a type of educational research in which the researcher relies on the views of the participants, asks broad, general questions, collect data consisting largely of words or text from participants, describes and analyzes these words for themes, and conducts the inquiry in a subjective based manner.

In this study, the population was English teachers in SMPN 8 Padang. They are four English teachers in SMPN 8 Padang. Cresswell (2012: 209) stated that qualitative research may involve several samples, from 1 or 2 to 30 to 40. Because of that, the researcher involved one English teacher who applied discovery learning in SMPN 8 Padang and her class in this study.

Source of data in this research was video recordings of the teaching-learning process. There were four videos about the teaching-learning process for one KD. The teacher focus of this research was *KD 3*. This *KD* was related to reading skill. The observation focused on teacher's activities in implementing discovery learning.

The instrument can be said as a tool for collecting the data in research. Gay and Airasian (2000) explain that an instrument is a tool or something that used to collect the data. In this research, the researcher used the observation checklist and note-taking to collect the data. Gay and Airasian (2000:9) stated that qualitative research collection and analysis of data such as observation, interviews, and other more discursive sources of information. In the observation checklist, there were two indicators. Each of them contained sub-indicators. The indicators and sub-indicators were based on procedures in discovery learning that proposed by Ministry of Education and Culture (2013). The observation checklist was used after the researcher got the videos. Meanwhile, the researcher did field notes while the researcher observed the teaching-learning process.

Table 1 showed the observation checklist.

No	Indicators	Sub Indicators	Checklist		Note
			Yes	No	
1.	Preparation step	1. Teacher determines learning objectives. 2. Teacher identifies students' characteristic. 3. Teacher chooses the subject matter. 4. Teacher decides the topics. 5. Teacher developes learning materials. 6. Teacher organizes learning topics 7. Teacher assesses student learning processes and outcomes.			
2.	Implementation step	A. Stimulation 1. Teacher starts teaching learning process by asking questions that			

		<p>lead to problem solving preparation, or</p> <ol style="list-style-type: none"> <li>2. Teacher starts teaching learning process by encouraging reading books that lead to problem solving preparation, or</li> <li>3. Teacher starts teaching learning process by other learning activities that lead to problem solving preparation.</li> </ol>			
		<p><b>B. Problem statement</b>                  Teacher gives students the opportunity to identify as many agendas as possible that is relevant to the subject matter then select one of agendas to get a hypothesis (temporary answer to problem question)</p>			
		<p><b>C. Data collection</b></p> <ol style="list-style-type: none"> <li>1. Teacher gives the students the opportunity to read literature.</li> <li>2. Teacher gives the students the opportunity to observe objects.</li> <li>3. Teacher gives the students the opportunity to interview with informants.</li> <li>4. Teacher gives the students the opportunity to conduct their own trials</li> </ol>			
		<p><b>D. Data processing</b>                  Teacher ask the students to interpret all information on the results of reading, interviews, observations, and others.</p>			
		<p><b>E. Verification</b></p> <ol style="list-style-type: none"> <li>1. Teacher asks students to do a careful investigation to prove the hypothesis which had set earlier with alternative findings, associated with the results of data processing.</li> <li>2. Teacher provides an opportunity for students to find a concept, theory, rules or understanding through the</li> </ol>			

		examples which students encountered in their life			
		<p>F. Generalization</p> <p>1. Teacher asks students to get conclusion in order to get general principle and applied to all events or problems that are the same, taking into account the results of verification.</p>			

The first thing that the researcher did to get the data was asking permission to the teacher to observe the teaching-learning process in the classroom. Second, the researcher came to the school and got video recording during the teaching-learning process. Third, during the observation process, the researcher did field note along teacher activities in the class. The researcher watched the video and did observation checklist. The last, the researcher compiled the result of the observation process then analyzed it based on analysis technique which are proposed by Gay and Airasian (2000: 239). The result helped the researcher to analyze the implementation of Discovery Learning in EFL classroom at SMPN 8 Padang.

The researcher analyzed the data after the data collected. The researcher analyzed the data based on the observation checklist. According to Gay and Airasian (2000: 239), there are five steps to analyze the data; data managing, reading/memoing, description, and interpreting. Data managing involved creating and organizing the data collected during the study. Then, in the analysis is reading/memoing, the researcher read the instrument used to find the data. After that, description, the researcher described the data obtained from observation based on the phenomena that happen in the field. It was stating all of related indicators found during the researcher did observation in the classroom by using the appropriate figure. The description was based on the procedures of discovery learning that proposed by Education and Culture Ministry (Kemendikbud, 2013). Kemendikbud (2013) mentioned six steps that included in this method. The steps are Stimulation, Problem Statement, Data Collection, Data Processing, Verification, and Generalization.

## RESULT AND DISCUSSION

### A.

#### 1. Research Finding (tentative)

There are two procedures in discovery learning. The first procedure is mentioned as preparation procedure. There are seven steps in this procedure. Furthermore, the implementation of this procedure in this study showed in Table 2.

Indicators	Sub Indicators	Video 1		Video 2		Video 3		Video 4	
		Checklist		Checklist		Checklist		Checklist	
		Yes	No	Yes	No	Yes	No	Yes	No

Preparation Procedure	1. Teacher determines learning objectives.	√		√		√		√	
	2. Teacher identifies students' characteristic,	√		√		√		√	
	3. Teacher chooses the subject matter,	√		√		√		√	
	4. Teacher decides the topics,	√		√		√		√	
	5. Teacher develops learning materials,	√		√		√		√	
	6. Teacher organizes learning topics,	√		√		√		√	
	7. Teacher assesses student learning processes and outcomes.	√		√		√		√	

Based on table 2, the teacher implemented seven steps from Preparation Procedures of Discovery Learning. The steps are determining learning objectives, identifying students' characteristics, choosing the subject matter, deciding the topics, developing learning materials, and organizing learning topics, and assessing students' learning process and outcomes. The teacher found the learning objectives based KD in Curriculum 2013. Then, the teacher got the subject matter, topics, learning materials, the organization of learning topics, and assessment form the LKS (students' book) written by English teachers for junior high school community (MGMP) in Padang city and textbook provided by Indonesian Educational and Cultural Ministry.

The second procedure is implementation procedure. Table 3 showed how the teacher implemented this procedure.

Indicators	Sub Indicators	Video 1		Video 2		Video 3		Video 4	
		Checklist		Checklist		Checklist		Checklist	
		Yes	No	Yes	No	Yes	No	Yes	No

From the table 3, it can be concluded that the teacher in this research implemented the second procedure, Implementation Procedure, of Discovery Learning. The teacher implemented stimulation step by applying three activities. Then,

Implementation step	A. Stimulation							
	1. Teacher starts teaching learning process by asking questions that lead to problem solving preparation,	√		√		√		√
	2. Teacher starts teaching learning process by encouraging reading books that lead to problem solving preparation,	√		√		√		√
	3. Teacher starts teaching learning process by other learning activities that lead to problem solving preparation.	√			√		√	√
	B. Problem statement							
	1. Teacher gives students the opportunity to identify as many agendas as possible that is relevant to the subject matter then select	√		√		√		√

<p>one of agendas to get a hypothesis (temporary answer to problem question)</p>								
<p>C. Data collection</p>								
<p>1. Teacher gives the students the opportunity to read literature.</p>	√		√		√		√	
<p>2. Teacher gives the students the opportunity to observe objects.</p>	√		√		√		√	
<p>3. Teacher gives the students the opportunity to interview with informants.</p>		√		√		√		√
<p>4. Teacher gives the students the opportunity to conduct their own trials</p>		√		√		√		√
<p>D. Data processing  Teacher asks the students to interpret all information</p>	√		√		√		√	



	on the results of reading, interviews, observations, and others.								
	E. Verification								
	1. Teacher asks students to do a careful investigation to prove the hypothesis which had set earlier with alternative findings, associated with the results of data processing.	√		√		√		√	
	2. Teacher provides an opportunity for students to find a concept, theory, rules or understanding through the examples which students encountered in their life.	√		√		√		√	
	F. Generalization								
	Teacher asks students to get conclusion in order to get general principle and applied to all	√		√		√		√	

	events or problems that are the same, taking into account the results of verification.								
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in the next step, problem statement, the teacher did one activity to implement the step. Furthermore, the teacher applied two activities in implementing the following step that is data collection. The next step is data processing. The teacher implemented the step by applying one activity. The fifth is verification. The teacher implemented the step by two activities. The sixth step is generalization. The teacher implemented the step by applying one activity.

## 2. Discussion

The finding about how the teacher implemented the preparation procedure was similar to findings from previous study. Apriyanti (2019) found that the teacher who involved in her research did preparation procedure by making lesson plan. Apriyanti (2019) mentioned that the lesson plan contained material and learning activity. The lesson plan was also based on Curriculum 2013. This is similar to finding in this research that the teacher also referred the learning objectives, the subject matter, the topics, learning materials, and learning topics organization to Curriculum 2013.

It was found from observations that there were three activities that teacher did to implemented stimulation step. The teacher started teaching learning process by asking questions, encouraging reading books, and using other learning activities that lead to problem solving preparation. This is in line with the findings from previous studies. Efrini (2016) found that one of teacher who was observed in her research giving question to stimulate the students. The teacher also gave vocabularies and pictures. Meanwhile other teachers in the research gave example of topic learning and reminded the students about previous text related in order to stimulate their students. Mushtoza (2016) also found that asking questions was used by the teacher who involved in her research. The teacher asked questions about a general topic for the subject matter. The teacher also used picture and visualization to stimulate the students.

This research found that the teacher did one activity in implementing the second step for Implementation Procedure, or problem statement step. The teacher gave students the opportunity to identify as many agendas as possible that is relevant to the subject matter then select one of agendas to get a hypothesis (temporary answer to problem question). This finding was not contradicted with findings from Mufida, Hafifah, and Mayasari (2015) and Efrini (2016). Mufida, Hafifah, and Mayasari (2015) found that the teacher in their research implemented problem statement step by asking the students to make and giving the question in English to their friends about the materials orally. The findings from Efrini (2016) revealed that in implementing problem statement, the teacher asked question, gave listening task related to the topic,

created example and asked about it, and asked the students to find difficult words, its meaning and synonym based on the text given.

The third step for Implementation Procedure is data collection. This research found that the teacher implemented the step by two activities. The teacher gave the students the opportunity to read literatures. Then, the teacher gave the students the opportunity to observe objects. This finding is different with previous studies conducted by Mufida, Hafifah, and Mayasari (2015) and Mushtoza (2016). Mufida, Hafifah, and Mayasari (2015) found that giving exercises and presenting the result of the exercises in front of the class were the activities that the teacher did to implement data collection step. Mushtoza (2016) found that the teacher asked the students to find other sources to implement data collection step. The sources can be dictionary, book, internet surfing, and discussion in groups. However, this finding is almost similar to Efrini (2016). Efrini's (2016) finding showed that the teacher asked the students to read a text, search internet, do the task in LKS, and find something by reading a text to implement this step.

The following step after data collection is data processing step. This finding revealed that the teacher implemented this step. The teacher did one activity to implement this step. The teacher asked the students to interpret all information on the results of reading, interviews, observations, and others. This finding supports the previous studies from Mufida, Hafifah, and Mayasari (2015), Mushtoza (2016), and Efrini (2016). The finding from research conducted by Mufida, Hafifah, and Mayasari (2015) revealed that to implement the data processing step, the teacher asked students to express the topic by using another languages and game. The teacher in Mushtoza's (2016) research asked the students to write a text based on data collection that students did before to implement data processing step. Similar to Mushtoza (2016), Efrini (2016) found that the teachers asked the students to write a text based on example and fata finding, do task and answer questions about the text to implement this step.

After data processing, verification step is the next step. This research found that the teacher implemented verification step. There were two activities that the teacher did in order to implement this step. The teacher asked students to do a careful investigation to prove the hypothesis which had set earlier with alternative findings, associated with the results of data processing. The teacher also provided an opportunity for students to find a concept, theory, rules or understanding through the examples which students encountered in their life. This finding is in line with the finding from studies conducted by Mushtoza (2016) and Efrini (2016). Mushtoza (2016) found the activities in this step implemented by giving correction and feedback through the students' task. Meanwhile, Efrini (2016) found that this step implemented by comparing the text written by the students and the example or other text or the material on sources.

The last step in this procedure is generalization. The teacher in this research implemented this step. The teacher implemented it by doing one kind activities. The teacher asked students to get conclusion in order to get general principle and applied to all events or problems that are the same, taking into account the results of verification. The finding is similar to the finding from previous studies conducted by Mufida, Hafifah, and Mayasari (2015), Mushtoza (2016), and Efrini (2016). Mufida, Hafifah, and Mayasari (2015) and Mushtoza (2016) found that this step implemented

by asking the students to draw conclusion through their learning activities. Efrini (2016) found that this step implemented by asking students to conclude the lesson in general, and giving feedback and homework.

## CONCLUSION

The aimed of this research was to describe how the implementation of Discovery Learning in SMPN 8 Padang. Discovery learning involved two kind procedures. There are Preparation Procedure and Implementation Procedure. The preparation procedure had seven steps. Implementation procedure had six steps. Steps in Implementation procedure can be implemented in some activities. From the researcher's observation, it was found that there were some activities that the teacher did to implement Discovery learning. Meanwhile, there were some activities that the teacher did not do.

The finding revealed that the teacher implemented seven steps from Preparation Procedures of Discovery Learning. The steps are determining learning objectives, identifying students' characteristics, choosing the subject matter, deciding the topics, developing learning materials, organizing learning topics, and assessing student learning processes and outcomes. The teacher implemented six steps of Implementation Procedure of Discovery Learning. The teacher implemented stimulation step by applying three activities. Then, in the next step, problem statement, the teacher did one activity to implement the step. Furthermore, the teacher applied two activities in implementing the following step that is data collection. The next step is data processing. The teacher implemented the step by applying one activity. The fifth is verification step. There were two activities which the teacher did to apply the steps. The last step is generalization. The teacher implemented the step by applying one activity.

According to the findings and conclusion of the research, there are some suggestions offered to the teachers and the next researchers. For the teachers, it is it is a good idea for teacher to implement discovery learning in English class for junior high school. It is advisable for the teachers to give the students exercises which are possible for students to think more creative. Moreover, it is advisable for the teachers to follow all learning activities in implementing discovery learning. For the next researchers, it is possible to observe the implementation of discovery learning in other skills. It is also possible to observe the implementation of discovery learning in other grades in junior or senior high school.

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