
THE IMPLEMENTATION OF DISCOVERY LEARNING MODEL IN TEACHING ASKING AND GIVING OPINION

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a b s t r a c t

The purpose of this research was to explore deeper insights and knowledge about the implementation of the discovery learning model and to investigate the challenges of English teacher when implementing the discovery learning model in teaching asking and giving opinion. This research employed a case study under a qualitative approach. This research was conducted with eleventh grade Science 7 Senior State 1 Ciamis. Meanwhile, the subject of this study was an English teacher. This data were collected through pre-interview, post-interview, observation, and document analysis. The results of the research showed that the teacher does not apply all of the discovery learning syntax at both meetings. Meanwhile, the teacher still faces challenge in implementing this learning model in their class because there are some students who are passive during the learning process. In conclusion, even though at the second meeting the syntax was not carried out properly and the students' character was constrained, the learning objectives could be achieved and the teacher was able to effectively manage these problems.

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INTRODUCTIONS

In recent years, low achievement among Indonesian students has become a significant challenge in the education system. Indonesia's weak educational performance based on the results of international assessments, such as the Programme for International Student Assessment (PISA) in 2018, indicates a systemic problem that needs to be addressed immediately (Kemdikbud, 2019). This issue raises questions regarding the efficacy of present educational systems and their ability to provide students with the abilities as well as knowledge required for success in 21st-century education. The low achievement of students can be attributed to various factors, one of which is the utilization of less effective and innovative teaching models employed by teachers in the classroom.

The limited variation in instructional models applied in Indonesian schools poses a primary constraint in achieving student accomplishments. Conventional teaching models, such as lectures and textbooks, often prove ineffective for all students (Karto et al., 2019). Conventional teaching models can be monotonous, passive, and unattractive for students, particularly in an English language learning. Several reasons contribute to the perception of conventional teaching models as monotonous for students. Firstly, these models tend to be teacher-centered, with limited room for student participation, leading to passive listening on the part of students. Secondly, conventional teaching models often focus on rote memorization, where students are expected to memorize information without truly comprehending it. This approach can be tedious and frustrating for students who do not align with this learning style. Lastly, conventional teaching models frequently lack relevance to students' lives, making it challenging for students to see the connection between their everyday experiences and the learning material. Consequently, students may perceive their learning experiences as futile and disconnected from real-life applications.

The limitations in the choices and types of teaching methods used in English classrooms can lead to below average outcomes for students. This can foster negative perspectives towards English lessons and ultimately impact their overall performance in English proficiency. Students may struggle to comprehend the content or master English skills, facing difficulties in the four language skills of speaking, writing, listening, and reading. Limited vocabulary proficiency can hinder their ability to comprehend English texts comprehensively, express ideas accurately, and communicate effectively.

Compared to the other skills, speaking is thought to be the most difficult skill to master (Charisma & Khomarudin, 2019). Teachers must help students to be confident and dare to speak English. Teachers must also create a fun and conducive learning environment for students to learn English. Therefore, it is very important for teachers to explore alternative teaching models that are more innovative and attractive to students. This is in line with the necessity for teachers to master 21st century skills and teachers must also hone their own skills to meet the demands of the world, life and career (Kemdikbud, 2022). Therefore, teachers play an important role in helping students in developing these skills. They must be able to demonstrate these skills and create classroom environments that encourage students to use them.

21st century education and the 2013 curriculum have a close correlation. The 2013 curriculum is designed to support 21st century education by implementing student-oriented learning. According to Permendikbud Number 22 of 2016 concerning Process Standards for Elementary and Secondary Education, the 2013 Curriculum uses 3 (three) learning models namely discovery learning, problem based learning, and project based learning. Based on preliminary observations conducted by researcher, Senior State 1 Ciamis still uses the 2013 curriculum and English teachers have implemented the discovery learning model in their classes.

Discovery Learning has emerged as an appealing alternative to be implemented in English classrooms. According to Prasasti et al. (2019), discovery learning is a learning model that involves participants in real-life situations. In this approach, the teacher presents materials and ongoing problems or questions that are related to real situations and can be connected to the learning content (Abdullah, 2020). Teachers serve as guides in facilitating the inquiry process and assisting students in finding answers (Kurniawati et al., 2019). The benefits of discovery learning can be significant, including increased student engagement, deeper understanding of the subject matter, fosters the development of critical thinking skills, and problem-solving abilities among students (FeriYanti, 2014; Mufida, 2015; and Hanafi, 2016).

The researcher discovered five journal articles by Sari (2022), Widayanto (2021), Munandar and Mustika (2020), Juhaeni, et al. (2020), and Sofeny (2017) that discuss the use of the discovery learning model in English classrooms. One of these studies revealed that the implementation of the discovery learning model is effective in enhancing students' descriptive writing skills, including sentence arrangement, language usage, and integration between sentences and paragraphs. After conducting a review of previous research on the implementation of discovery learning models in English classes, the researcher observed that most of these studies used a quantitative approach through experimental research and classroom action research. Furthermore, these studies have not provided a comprehensive overview of what it would be like if experienced English teachers implemented this model in their classrooms.

In order to bridge this knowledge gap, this study employs a qualitative approach to delve into the practical implementation and effectiveness of the discovery learning model as used by an English teacher at Senior State 1 Ciamis in their classroom. This research is important because it will not only add to the body of knowledge on effective teaching methodologies but also equip educators with insights and strategies to enhance students' language skills. It is hoped that this study will serve as an inspiration for further exploration and encourage extensive research in the realm of discovery learning models in English language education, as this area remains relatively underexplored.

There are some studies conducted in the systematic review of discovery learning. Related to this research, the researcher selected some relevant previous research literature. The first research" by Sari (2022). This study employed a quasi-experimental design with an experimental group and a control group. The experimental group utilized discovery learning, while the control group employed previewing to teach reading comprehension of narrative texts. The data were collected through pretest and post-test assessments. The participants were 66 students from two classes. The results showed that the experimental group's mean scores were greater than those of the control group. The study stated that discovery learning is an effective strategy for teaching reading comprehension of narrative texts.

The second research by Widayanto aims to examine the efficacy of using the discovery learning model in teaching writing skills for descriptive texts (2021). The study adopts a quasi-experimental method and is conducted at the Surabaya Religious Education and Training Center. The findings indicate that the implementation of the discovery learning model enhances both the participants' learning outcomes in terms of product quality and the overall writing process. In conclusion, the discovery learning model is a viable alternative approach for teaching descriptive writing.

The third research by Munandar and Mustika (2021). This study describes the development of teaching materials for eleventh graders to write procedural texts using the discovery learning method, its implementation, and its assessment. The study adopts a qualitative descriptive method. The subjects of this study were an eleventh-grade teacher and an eleventh-grade high school student. Data collection involved observation and documentation. The results indicated that the teacher's learning plan with the discovery

learning method has met the implementation standards, as well as its implementation in the classroom.

The fourth research by Sofeny (2017) examines the effectiveness of discovery learning compared to direct instruction in enhancing English writing skills. The study employs a quantitative research approach with an experimental factorial design. The population consists of eleventh grade students from a state senior high school in Sale, with a sample size of 20 students from both extroverted and introverted categories. The results of this study indicate that extrovert students benefit more from discovery learning, whereas introvert students benefit more from direct instruction. Thus, the impact of discovery learning is greater on extroverted students compared to introverted students.

The fifth research is entitled by Juhaeni, Jazilah, Isnaini, Fadilah (2020). This article used library research to collect data from books, papers, articles, magazines, journals, the web, and other sources. The data were analyzed to answer the research question. The results of this study indicate that both the grammar translation method and discovery learning have strengths and weaknesses. Grammar translation method is clear and easy to understand, but it is teacher-centered and may not engage students. Discovery learning is student-centered and engaging, but it can be time-consuming and demanding.

Referring to some of the research findings, there are clear differences compared to this study. In the first, second, and fourth studies used experimental studies to investigate the effectiveness of the discovery learning model in honing reading and writing skills. Meanwhile, the third study used descriptive qualitative and the fifth study used library research to describe the effectiveness of discovery learning and its application by teachers in English classes. Overall, the five studies have similarities in their focus on the effectiveness of the discovery learning model.

On the other hand, this study stands out in terms of approach and subject matter. This study uses a qualitative approach with a case study design. Instead of an experimental design, this research relies on case studies to collect data. The subject of this research is specifically an English teacher. This research focuses on how English teachers apply discovery learning to hone students' english speaking skills.

Based on the background of the problem and the formulation of the problem that has been described previously, the objectives of the research can be seen as follows to explore deeper insights and knowledge about the implementation of discovery learning models in teaching asking and giving opinion at Senior State 1 Ciamis. This research focus on the practices applied by the teacher; to investigate the challenges faced by the English teacher in implementing discovery learning in teaching asking and giving opinion at Senior State 1 Ciamis.

METHOD

The research design used in this research is case study under the qualitative approach. Research location refers to the physical location where research is conducted, such as laboratories, hospitals, research centers, and other institutions. This research was conducted in class XI Science 7 Senior State 1 Ciamis and was carried out from July to August 2023. the subject of this study was one of the English teacher at Senior State 1 Ciamis who teach in eleventh grade Science 7 using discovery learning model and the object of this study was the implementation of the discovery learning model applied by the English teacher at Senior State 1 Ciamis in eleventh grade Science 7 in the academic year 2023/2024. This study utilizes two sources of data. First, the primary data source consists of observing the learning practices of an English teacher directly in class. The primary data, typical in qualitative research, is further explored using observation and interview techniques to delve into the obtained information more comprehensively. Secondly, secondary data is gathered from various literature sources,

including documentation, journals, books, and relevant online resources, that complement the primary data (Nugrahani, 2014). In this study, the researcher employs the teacher's lesson plan as secondary data, supporting the primary data collected.

This study involved the observation of classroom events in order to investigate the teaching and learning process within the context of eleventh grade Science 7. The specific focus was on the implementation of the discovery learning model during 2 meetings (4 x 45 minutes). In this research, researcher used interviews to collect data from eleventh grade English teacher at Senior State 1 Ciamis regarding the implementation of the discovery learning model in teaching asking and giving opinions as well as challenges faced by the teacher. Researcher have prepared questions and engaged in conversation to get clear and valid information. Interviews were conducted 2 times, before observation and after observation. Furthermore, from the information shared by the teacher during the interview, the researcher has presented it in the appendix. In this research, the researcher used some techniques in collecting the data. These are the technique that were used to collect the data: data transcription, data reduction, data analyze and drawing conclusion.

RESULT AND DISCUSSIONS

This study uses a case study research design with a focus on a qualitative approach. This research was conducted at Senior State 1 Ciamis from 31 July to 8 August 2023. The data collection methods used included interviews, observation, and document analysis. Interviews were conducted with an English teacher before and after the observation was carried out. Next, the researcher made observations of the learning process of English lessons in class XI Science 7 using the discovery learning model with a focus on asking and giving opinions. The document that is the object of analysis is the lesson plan used in learning. In order to gain a comprehensive understanding, this study seeks to combine these various data sources in order to identify and analyze the implementation of the discovery learning model in learning English in specific contexts. Furthermore, the researcher describes the results of this study in detail in the discussion below.

The Implementation of the Discovery Learning Model in Teaching Asking and Giving Opinion at Senior State I Ciamis

This research is focused on the application of the discovery learning model in the context of teaching the material of asking and giving opinion. The research process was carried out carefully in class XI Science 7. Through an in-depth investigation of the teaching strategies used by the teacher in teaching asking and giving opinion, the researcher was able to collect and analyze a number of data. The findings from this study will be explained in detail and comprehensively in the following sections.

Planning

A good teacher must have in-depth and structured preparation before starting learning. The first and most important preparation is to make a lesson plan. Lesson plan must be prepared properly and carefully so that learning can run effectively and efficiently. Lesson plan must include learning objectives, learning materials, learning activities, learning assessment, and time allocation. This finding is corroborated by the results of interviews with an English teacher at Senior State 1 Ciamis regarding teaching preparation. Following are the results of the interview:

"The preparations are as usual. Before going to class, every teacher must prepare including a lesson plan or lesson plan. So in this lesson plan I studied first. However, the most important thing is the purpose of learning. Then the

material and learning media are also prepared. In all teaching methods, the first step still starts with the preparation of lesson plans."

The results of the interviews above show that the first step before the start of teaching and learning activities is to prepare lesson plans and the teacher must prepare learning materials and media that are in accordance with the learning objectives. Lesson plan is made according to the material to be taught. Teacher also needs to find learning resources to support the teaching process using the discovery learning model. This data is corroborated by the results of interviews. Following are the results of the interview:

"Of course in compiling learning materials, first of all, I use the textbooks that have been set by the government as the main reference. Furthermore, for more general information, I utilize online sources such as the Google search engine. Apart from that, I also take advantage of the learning videos available on Youtube."

From the interview results above, it can be seen that the sources used by the teacher of Senior State Ciamis are textbooks and the internet such as Google and Youtube. In addition to sources, learning media also need to support the success of the teaching and learning process. The following are the results of interviews related to learning media:

"The learning media used is like an example of a video situation. Then from e-books as well and smart boards and so on"

The results of the interview above show that the media used in the learning process uses the discovery learning model, namely videos, e-books and smart boards. This is also supported by the results of the researchers' observations on July 31, 2023, namely the teacher teaching in the language lab using a smart board and showing videos from YouTube regarding examples of conversations asking and giving opinions.

Syntax of the Discovery Learning Model

In this section, the researcher has outlined the steps taken by the teacher in carrying out the teaching and giving opinion material that applies the discovery learning model in the classroom. The syntax of the discovery learning model is explained in detail as follows.

Giving Stimulus

The first syntax of the discovery learning model that needs to be applied by the teacher in the classroom is giving a stimulus to students. Based on the analysis of the lesson plan that has been carried out by researcher, this step is in accordance with what is recorded in the lesson plan. First of all, the teacher conveys the initial stimulus or stimulus to start the learning process. The teacher provides stimulation to students through activities designed to arouse students' curiosity about the material to be studied. This activity is watching a video that displays a situation of asking and giving opinion. Then, the teacher encourages students to ask questions related to the activities they have done before.

Researcher have made observations twice and based on the results of observations, the stimulus given by the teacher was only carried out in the first meeting. This is different from what is written in the lesson plan. The stimulus given by the teacher at the first meeting was by showing a video conversation from YouTube using a smart board and then inviting students to determine information from the video they had watched before.

Identification of the Problem

Problem identification is done to involve students in thinking and analyzing what they will learn. The teacher asks students to identify related problems such as social functions, text structure and language of transactional interaction texts in the material asking and giving opinions. Based on the results of observations supported by the lesson plan, this stage was also only carried out at the first meeting. At this stage, the teacher and students review the video and identify what information is contained in the video. This information includes expressions of asking and giving opinions and agreeing and agreeing an opinion. In addition, the teacher

invites students to verbally mention the expression sentences in the video. Then students record these expressions in their notebooks.

Data Collection

After knowing the problems that exist in the material to be studied, students start looking for more information about the material asking and giving opinion. Based on the results of observation and analysis of documents from the lesson plan that the teacher has made, this stage is carried out in both meetings. At this stage, the teacher divides students into groups in pairs. The teacher gives assignments to each group regarding the material of asking and giving opinion. Then, students examine the teaching materials provided by the teacher. At the first meeting, the task given by the Senior State 1 Ciamis teacher was to do the exercises in the book on page 19 in pairs with a tablemate. Meanwhile, in the second meeting, the teacher gave assignments to students in pairs to make conversational texts about Asking and Giving Opinion.

Data Processing

Data processing is done after all the necessary data has been collected. At this stage, students discuss to present initial findings related to the assignment given by the teacher. The observation results show that this stage was carried out in both meetings. This data is also in accordance with the one in the lesson plan that the researcher analyzed. At the first meeting, students discussed in pairs and wrote down their answers in their notebooks. Then in the second meeting, students discuss with their partners to determine the theme of the conversation to be used.

Verification

After processing the data, the next stage is proving in which students submit findings from assignments given by the teacher regarding the material of asking and giving opinion and the teacher gives an assessment of the results of student assignments. From the results of observations made, it appears that this stage was carried out in the first and second meetings. This data is supported by lesson plans made by the teacher. Based on the results of observations made on July 31, 2023, to be precise, at the first meeting, the teacher gave an opportunity to students who dared to express their answers verbally, then the teacher re-explained the answers the students had stated in more detail. Meanwhile, according to observations on August 7 2023 or at the second meeting, students wrote down conversations that had been made on sheets of paper and presented their work in front of the class. Then, the teacher gives appreciation to students who have presented.

Generalization

Based on the results of observations, this stage is carried out at the end of the activity. At this stage, students draw conclusions regarding the material of asking and giving opinions and assignments that have been assessed by the teacher. At the first meeting, students together draw conclusions from the task. Whereas in the second meeting, the teacher invited students to re-evaluate the material that had been studied during these 2 meetings.

Following are the results of interviews with a teacher of Senior State 1 Ciamis regarding the understanding of the material by asking and giving opinions by applying the discovery learning model:

"In general, at Senior State 1 Ciamis, the material is relatively easy to understand. However, whether it is easy or not depends on the class situation. For example, in class XI Science 7 it is like this, but in other classes it can be different. However, in general, I hope this material is easy to understand."

The results of the interviews the teacher stated that the application of the discovery learning model to the material of asking and giving opinions was relatively easy to teach so that all students could understand it. However, students' understanding abilities are different. Individual understanding can be seen from group discussions. Following are the results of the interview:

"Regarding the examination, usually the teacher has to supervise when students are having group discussions. For example, if the activity is an important part of the learning process, we can give it a group assignment and grade it. This assessment is often done while walking around. When walking around, we not only look, but also bring a grade book to record. This helps check the abilities of each student individually."

From the results of the interviews above, it appears that the way the teacher checks individual understanding in group discussions is by supervising them while the discussion is in progress. In addition, student activity plays an important role in the application of the discovery learning model. The following are the results of interviews regarding student activity:

"Yes, the Discovery Learning model encourages students to be more actively involved because what this model requires is students' curiosity about learning material in more depth. In this way, they are more involved in the learning process than just receiving information from us as teachers. So, we as teachers provide a little guidance, invite children to explore, search for themselves, and finally we discuss their findings and draw conclusions. In this case, discovery learning succeeds in creating a more dynamic environment, and that is why students become more active in learning."

The results of the interviews above show that the application of the discovery learning model is able to make students active because they are invited to seek and explore information independently and discussed together.

In discussing or doing assignments, students must dare to express their answers and opinions. The following are the results of interviews regarding student courage:

"This actually varies, because sometimes we can't change the quiet nature of students. However, in general, the level of inactivity is not very significant. For example, in class XI Science 7, only about 2% or 3% of a total of 36 students tend to be quiet or inactive. Even though they have been motivated, there are certain reasons why they prefer not to speak. However, this is a common situation and it usually affects the variation in students' grades."

From the results of the interview, the teacher at Senior State 1 Ciamis stated that the characters of class XI Science 7 students varied, in which not all students dared to speak in front of the class and chose to be silent. Only 1 or 2 of the 36 students did not dare to give answers or opinions. Regarding to knowing the achievement of learning objectives in using the discovery learning model, the following are the results of the interview:

"Actually, by applying any learning model, learning objectives must be achieved. However, the challenge is not only about achieving these goals, but also ensuring that all students achieve good results. Of course there are situations where additional steps such as remedial are needed. This is not only the case when applying the Discovery Learning model, but also applies to other learning models. However, in general, learning objectives can be achieved properly."

From the results of the interview above it is said that by using the discovery learning model in class, learning objectives can be achieved. In addition, researcher also found the benefits of applying the discovery learning model. This finding is corroborated by the results of interviews with teacher regarding the benefits of the discovery learning model. Following are the results of the interview:

"This learning model seems to be effective, especially when applied to class XI Science 7. The impact is quite positive, because children become more creative and braver. However, keep in mind that no approach is perfect. Even so, this method has a good impact, especially in training students' independence in understanding a concept. The teacher in this method acts as a guide who gives brief directions. Then students are invited to be independent and creative in finding their own answers. From experience with this method, I see that Discovery Learning can have a beneficial impact."

The interview results above show that the discovery learning model is an effective method and has a positive impact. Students become creative and brave in the learning process.

Based on the results of the research that has been done, it is concluded that before applying the discovery learning model, it is important to carry out careful planning. One of the necessary steps is to develop a lesson plan. A lesson plan serves as a guide for teacher in designing and organizing learning to suit learning objectives and student characteristics. With good planning through a lesson plan, the learning process using the discovery learning model can be carried out effectively and efficiently, and provide more optimal results in increasing student understanding. The lesson plan describes the activity plan from opening to closing. In addition, sources, media and methods that will be used in the teaching process are also attached. In this study, a teacher at Senior State 1 Ciamis used textbooks and the internet as teaching resources. Regarding to the learning media, the teacher use videos, e-books, and smart board. The learning model used is discovery learning.

The material of asking and giving opinion has been implemented by the teacher with the six-step syntax of the discovery learning model which is integrated with aspects of speaking skills. This result ties well with previous studies conducted by Widayanto (2021) wherein there are 6 processes that must be applied in the discovery learning model, namely stimulation, problem statements, data collection, data processing, verification, and generalization. The first step is to provide a stimulus that exposes students to something that causes curiosity in the form of phenomena related to concepts. The second step is problem identification, when the teacher asks questions and students must identify problems from a particular topic. The third step is data collection. This step is carried out where students are given the opportunity to collect data through research. The fourth step is data processing. This step consists of data processing activities obtained from students. The fifth step is verification, which is where careful research is carried out to prove the hypothesis that is determined based on the processing of data and results. The final step in discovery learning is generalization.

Based on the discovery learning steps, it can be seen from the findings above that the teacher did all the steps correctly, but only in the first meeting, in the second meeting the teacher did not provide stimulus and problem identification. Contrary to previous research conducted by Jajang Munandar and Ika Mustika (2021), the teacher's learning plan employing the discovery learning approach meets the required implementation standards. This is shown by the procedures taken in accordance with the standard procedure for preparing learning preparations for the discovery learning methods. Showing a video about asking and giving opinion is implemented in the first stage to provide stimulus to students and they need to observe and review the video again to identify problems. Giving assignments to work on textbooks and making conversations about asking and giving opinions was done for data collection. For the data processing step, at the first meeting students discussed and wrote answers, while at the second meeting, students discussed determining the theme of the conversation with their partners. Then, students write down the conversations that have been made on sheets of paper and present their work in front of the class for proof. The last step, the teacher invites students to re-evaluate the material that has been studied as a generalization. Even though at the second meeting all the syntax was not applied, it still helped them in the process of teaching and learning to speak using the discovery learning model (Tumurun et al., 2016 and Warsito, 2018).

The next finding, researcher found several benefits and goals of the discovery learning model. Among them, students become more active in the learning process. This statement is in line with research conducted by Firmansyah (2021) that the application of discovery learning in class can increase student participation. This is evidenced by an increase in student responses to teacher questions which are also related to the findings of subsequent researcher, namely students being brave in expressing opinions or answers. In addition, the goals and achievements of learning with the discovery learning model of teacher at Senior State 1 Ciamis are to make students think systematically, actively, and courageously and creatively.

Teacher's Challenges When Implementing the Discovery Learning Model in Teaching Asking and Giving Opinion

Based on interviews that were conducted with a teacher of Senior State 1 Ciamis on August 8, there were challenges faced by teacher when implementing the discovery learning model in the learning and teaching process of asking and giving opinions. The challenge faced by the teacher is on the character of the students. Following are the results of the interview:

“The main obstacle actually lies in the character of the students. As previously mentioned, the discovery learning method requires student activity, curiosity, and creativity from students. However, the challenge is that not all students can engage in this way. There are students who may not be interested or do not meet the

requirements required by the Discovery Learning model. However, it should be noted that this occurred in a fraction of the total 36 students in the class. So, overall, the constraints are not too burdensome for the teacher."

From the interview results above, it appears that student character is the main challenge for teacher of Senior State 1 Ciamis. Not all students are interested in the discovery learning model, even though this method requires student activity and creativity. Therefore, teacher must be able to overcome these problems. In accordance with the results of the interview regarding the solution to the problem above, the following are the results of the interview:

"These obstacles can be overcome by providing a special approach to these students."

The results of the interviews above show that in order to overcome the differences in student characters faced by the teacher, that is with a special approach to some students where the teacher must analyze which students are less interested in the discovery learning model.

In addition, classes that are not conducive are often a problem in the process of teaching and learning activities. Based on the results of the interviews, it was mentioned about how to keep the class conducive. Following are the results of the interview:

"Conducive conditions can vary depending on the context. For example, in a language class, conducive can mean an active and lively atmosphere. In such classes, active participation and fun in the discussion is encouraged. In contrast to subjects such as physics or chemistry, conducive might lead to calm and seriousness. However, in language classes, I always encourage students to speak up and be active in discussions. So, a conducive condition here does not mean silence, but the crowd while maintaining effective learning."

Based on the results of the interviews above, it can be seen that the way the teacher of Senior State 1 Ciamis keep the class conducive is by encouraging students to be active in class such as talking and participating in discussions. The teacher explained that the conducive thing meant was not a quiet class but a busy class with the effectiveness of learning being maintained.

Based on the results of the research above, there were several challenges and obstacles faced by teacher of Senior State 1 Ciamis when implementing discovery learning in asking and giving opinions in class XI Science 7. The most important challenge was student character. In one class, each student has a different character. Not all are interested in the discovery learning model and not all are active in class. There are around 2% or 3% of the 36 students in class XI Science 7 who don't want to speak and express opinions or answers, let alone speak in English. This statement has similarities with the statement given by Ningsih (2015) and Leong & Ahmadi (2017) that not all students can comprehend the teachings using this model of learning.

Besides that, the classes that are not conducive can also be an obstacle in teaching and learning activities. A class that is not conducive refers to a learning environment that does not support an effective teaching and learning process. One of them can occur if students are less actively involved in learning. To overcome this problem, the teacher at Senior State 1 Ciamis have their own way of creating and maintaining conducive classroom conditions. The method used by the teacher is to encourage students to maintain the learning environment.

CONCLUSIONS

Based on the findings of researcher through observation, interviews and document analysis, the researcher put forward the following conclusions the implementation of the discovery learning model in class XI Science 7 Senior State 1 Ciamis has been carried out correctly, even though at the second meeting there were syntax that were not carried out. Before entering class, the teacher prepares materials and other plans by making lesson plans. In the application of the discovery learning model, the steps that have been carried out are providing a stimulus as the first step by showing a video about asking and giving opinion. The second

stage is problem identification, the teacher and students review the videos they have watched again and then identify the information in the video. The third step is data collection, the teacher gives assignments to students. The fourth step is data processing, students discuss the task. The fifth step is verification, in which the teacher gives students the opportunity to present or express their answers. The last step in discovery learning is generalization, students draw conclusions. Furthermore, the implementation of the discovery learning model encouraged students becoming more active, creative, courageous, and curious. Teachers face a variety of challenges while teaching, but the main challenge is the character of the students. As a result, the teacher keeps pushing students to participate actively in the teaching and learning process.

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