THE IMPLEMENTATION OF DISCOVERY LEARNING IN TEACHING ENGLISH BY USING MULTIMEDIA INTEGRATION

(A Case Study at MAN Rejang Lebong in academic Year of 2024)

THESIS

This thesis is submitted to fulfil the requirement For 'Sarjana' degree

in English Tadris Study Program

By:

DEBI AGUSTINA

NIM. 20551013

ENGLISH TADRIS STUDY PROGRAM

THE FACULTY OF TARBIYAH

STATE ISLAMIC INSTITUTE OF CURUP

2025

Hal : Pengajuan Skripsi

Kepada Yth.

Dekan Fakultas Tarbiyah

Di tempat.

Assalamu'alaikum warahmatullahiwabarakatuh

Setelah mengadakan pemeriksaan dan perbaikan maka kami berpendapat bahwa skripsi saudara Debi Agustina dengan NIM 20551013 mahasiswi program studi Tadris Bahasa Inggris IAIN Curup yang berjudul "**The Implementation of Discovery Learning In Teaching English By Using Multimedia Integration**" Sudah dapat diajukan dalam sidang Munaqasyah Institut Agama Islam Negeri Curup.

Demikian Permohonan ini kami ajukan. Terima kasih.

Wassalamu'alaikum Warahmatullahiwabarakatuh

Curup, 08 July 2025

Pembimbing I	Pembimbing II
Jumatul Hidayah, M.Pd	**Dr. Paidi Gusmuliana, M.Pd**
NIP. 19780224 2002122 002	NIP. 19840817 2015031 004

THE STATEMENT OF OWNERSHIP

The researcher sign below :

Name	: Debi Agustina
NIM	: 20551013
Faculty	: Tarbiyah
Study Program	: English Tadris Study Program

State that the thesis with the title **"The Implementation of Discovery Learning in Teaching English by Using Multimedia Integration"**. This statement is made truthfully, if in the future there is a mistake in this statement, the writer is willing to accept punishment or criticism from IAIN Curup in accordance with applicable regulations.

Curup, 08 July 2025

esearcher

Debi Agustina
NIM. 20551013

iv

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI (IAIN) CURUP
FAKULTAS TARBIYAH
Jl. Dr. AK Gani No. 01 PO 108 Telp. (0732) 21010-21759 Fax 21010 Kode Pos 39119
Homepage: http://www.iaincurup.ac.id Email: admin@iaincurup.ac.id

APPROVAL

Nomor: 1165 /In.34/F.TAR/I/PP.00.9/07/2025

Name	: **Debi Agustina**
NIM	: **20551013**
Faculty	: **Tarbiyah**
Department	: **English Tadris Study Program**
Title	: **The implementation of Discovery Learning in Teaching English By Using Multimedia Integration**

Had Examined by examining board of English Study Program of Institut Agama Islam Negeri (IAIN) Curup, on:

Day/Date	: **Friday, 15th August 2025**
Time	: **08.00-09.30 PM**
At	: **Room 2 TBI IAIN Curup**

Had been received to fulfill the requirement for the degree of ***Strata 1*** in English Study Program of *Tarbiyah* Faculty IAIN Curup.

Curup, August 2025

Examiners,

Head,	**Secretary,**
Jumatul Hidayah, M.Pd	**Dr. Paidi Gusmuliana, M.Pd**
NIP. 19780224 200212 2 002	**NIP. 19840817 201503 1 004**

Examiner I,	**Examiner II,**
Dr. Sakut Anshori, M.Hum	**Sarwo Eddy, M.Pd**
NIP. 19811020 200604 1 002	**NIP. 19810607 202321 1011**

Dean
Faculty of Tarbiyah

Dr. Sutarto, S.Ag., M.Pd
NIP. 19740921 200003 1 003

PREFACE

All praises be to Allah SWT That the researcher had finally finished writing thesis entitled '**The Implementation of Discovery Learning in Teaching English by using multimedia integration'**. This thesis submitted as a part of the compilation for undergraduate degree of strata 1 (S1) in English Tadris Study Program of (IAIN Curup). The researcher realizes that this thesis is far from being perfect, therefore he really appreciates any suggestions and critics for being perfect in the future.

Last but not least, the researcher hopes that this will be useful to those who are interested in this field of study.

Curup, Agustus 2025
The researcher

Debi Agustina
20551013

ACKNOWLEDGEMENT

Assalamu'alaikum warahmatullahi wabarakatuh,

All praises are due to allah swt, the most merciful and the most compassionate, who has bestowed mercy, blessings, and guidance upon the researcher, enabling the successful completion of this research.peace and salutations be upon prophet Muhammad SAW, as well as his family and followers, who have been a source of greatness for the entire muslim ummah. This thesis, titled " **The Implementation of Discovery Learning in Teaching english by using multimedia integration",** is presented as a partial fulfilment of the requirements for the strata 1 degree in the English study program at IAIN Curup. Throughout the cource of this thesis, the researcher has received invaluable contributions, guidance, support, and motivation from various individuals. On this occasion, the researcher wishes to express heartfelt gratitude to:

1. **Prof.Dr. Idi Warsah, M.Pd.I** as the chairman of IAIN Curup
2. **Dr. Sutarto, S.Ag,M.Pd** as the dekan of Faculty Tarbiyah
3. **Jumatul Hidayah, M.Pd** as the head of English tadris study program thanks for the support, guidance and helping and my great advisor in finishing study at IAIN Curup
4. My co-advisor **Dr. Paidi Gusmuliana, M.Pd** who gave the researcher support, guidance and helping
5. **Masita Arianie, M.Pd** who have validated research instruments and provided many corrections, useful suggestions, strong encouragementand continuous critical support and guidance to complete this thesis.

6. Thanks for **Rizki Indra Guci, M.Pd** who has provided suggestions and input for submitting the title and **Mr Rachman** thanks for helping me in compiling the thesis
7. All of the lectures of English study program in IAIN Curup thanks for support and advices
8. Thank you to the principal of MAN Rejang Lebong teachers, especially **Maam citra amelia sari S.Pd**, the great teacher that I ever meet, and 2024-2025 students' who have helped many researchers during the research.
9. Especially my father and my mother who always give me extraordinary encouragement
10. All of my friend of English study program at IAIN Curup

In occasion, the researcher greatly values constructive suggestion to enhance their journey towards becoming a more proficient researcher in the future. It is hoped that the outcomes of this research will contribute positively to the development of education in the English study program and other educational institutions. The researcher expresses gratitude for the acknowledgment mentioned and those left unsaid. May allah swt reward all with multiplied blessings. Aamiin.

Wassalamu'alaikum warahmatullahi wabarakatuh

Curup, Agustus 2025
The researcher

Debi Agustina
20551013

MOTTO

“semua jatuh bangunmu hal yang biasa, angan dan pertanyaan waktu yang menjawabnya, berikan tenggat waktu bersedihlah secukupnya, rayakan perasaanmu sebagai manusia”

(Baskara putra-Hindia)

DEDICATION

- **My wonderful god (ALLAH SWT),** I am so much grateful for all the blessing that you given to me so that it can make me strong and keep on my track.
- My big family especially my beloved parents, father (**lukman hakim**) and mother (**Misnaini**) thanks a lot for your love, time, pray, care, support, motivation and other amazing unrequited sacrifices to me so that I can finish this thesis
- For my younger sister **Chelsa arnella** and my younger brother **Rifqi ahmad fajar** who are always there in good times and bad. Thank you for giving me encouragement and support. Grow into a greater version
- I would like to express my gratitude to my extended family, the **Rusli family** and the **Hamdan family** who have always provided support and especially my paternal grandmother and maternal grandparents who passed away before I graduated.
- My friends who have helped me in my research, accompanied me in giving guidance and strengthening each other. May Allah SWT give you health, so that you can live your lives more comfortably.
- Mr. and Mrs. lecturers who have taught and educated so far with patience while at the Faculty of Tarbiyah and Tadris English.
- Mr. and Mrs. Staff of the Faculty of Tarbiyah who have helped me in taking care of all forms of this thesis

- **Jumatul Hidayah, M.Pd.** who always provides motivation, advice, and guidance in completing studies at IAIN Curup.
- **Dr. Paidi Gusmuliana, M.Pd**. who always provides motivation, support, and guidance in completing this thesis and also in completing my studies.
- My lecturer, **Rizki Indra Guci, M.Pd**., who helped me in proposing the title and **Mr. Rachman** who helped me in rearranging my thesis proposal which was still not neatly arranged.
- Lecturers of English Tadris Study Program IAIN Curup whom I love for their support, suggestions and advice.
- All of my classmates on TBI D, thank you so much for the wonderful time that we spent together
- A laptop that has accompanied me since I was in vocational school, until I became a freshman and until now. sorry for this time, you are fine because I have tried to revive you but your illness is too much that I have to buy a new laptop. thank you for accompanying me all this time and sorry I can't fix you anymore because you don't want to live anymore. this laptop is proof of the struggle of the author's parents so that their first daughter can go to school until college well.

- The almamater of IAIN Curup who has booked me until I complete my education.
- Lastly, thank you to the simple woman who has big dreams, but sometimes it is difficult to understand what is in her head. trying hard to convince and strengthen myself that I can finish this study until it is finished. Allah has planned and given the best portion for your life journey.

ABSTRACT

Debi Agustina, **2025** : "The Implementation of Discovery Learning in Teaching English by Using Multimedia Integration " *(A case Study at MAN Rejang Lebong).*

Advisor : **Jumatul Hidayah, M.Pd**

Co-Advisor : **Dr. Paidi Gusmuliana, M.Pd**

This research investigates the implementation of Discovery Learning through multimedia integration in English language instruction at MAN Rejang Lebong. The study aims to (1) describe how Discovery Learning is applied with multimedia support, and (2) identify the benefits of this approach for students' learning outcomes. The research employed a qualitative descriptive method, using observations, interviews, and document analysis as data collection techniques. The findings reveal that the English teacher implemented Discovery Learning systematically by following Bruner's core phases such as gaining attention, presenting stimulus, providing guidance, eliciting performance, and assessing outcomes while integrating multimedia tools at each stage. Media such as YouTube, PowerPoint, interactive worksheets, and digital platforms enhanced student engagement, supported diverse learning styles, and facilitated critical thinking and collaboration. Moreover, Discovery Learning with multimedia helped students connect classroom activities to real life contexts, thereby improving retention and transfer of knowledge. In conclusion, this study affirms that the consistent use of Discovery Learning combined with multimedia integration creates an interactive, student-centered environment that fosters autonomy, creativity, and meaningful language learning.

Keywords: *Discovery Learning, Multimedia Integration, English Teaching*.

TABLE OF CONTENT

LIST OF TABLE

CHAPTER I

INTRODUCTION

A. Background of the Research

Learning is a process of interaction between students and educators learning resources in a learning environment. Quality learning really depends on the motivation of the teacher's creativity, learning have high motivation supported by educators who are able to facilitate and leads to successful achievement of learning targets. Learning activity will be increased by how teachers choose models learning in the process of delivering material in class. By choosing the proper learning model, it is hoped that it will help teachers meet demands increasing student learning outcomes. In Indonesia itself there are various learning models. Such as problem-based learning/PBL, project-based learning/PJBL, discovery learning, direct learning, contextual learning, scientific learning, inquiry learning, cooperative learning and blended learning. Each learning model has its own advantages and disadvantages of its application. One of the existing learning model is discovery learning.[1]

According to Muliati, Discovery Learning functions as a learning method that enables students to solve problems rooted in real-life social contexts. This approach emphasizes learners' natural tendency to explore and relate classroom content to their lived experiences. [2] As a structured method,

[1] Yuliana, N. (2018). Penggunaan Model Pembelajaran Discovery Learning dalam Meningkatan Hasil Belajar Siswa Sekolah Dasar. Pedagogia: Jurnal Ilmiah Pendidikan Dasar Indonesia, 4(1), 31–38.

[2] Muliati, Ulfah Syam, "*Promoting Discovery learning for EFL students in reading comprehension"* Vol 9 No 2 November(2020), p.372-373.

Discovery Learning involves both preparatory stages and implementation processes that guide students toward active inquiry and personal meaning making. It fosters the development of students' intellectual potential, supports a shift from extrinsic to intrinsic motivation, enhances long-term memory retention, and encourages heuristic learning where learners discover knowledge through experience and critical thinking rather than passive reception.

To determine a research setting that accurately reflects the implementation of Discovery Learning in English language instruction, the researcher conducted pre-observations at several secondary schools in Rejang Lebong. These initial visits aimed to examine whether Discovery Learning was not only mentioned in curriculum documents but also realized effectively in classroom practice, particularly in connection with multimedia integration. The results of these preliminary observations revealed that although some schools were familiar with Discovery Learning as a pedagogical concept, in practice it was often applied inconsistently or superficially. In many cases, Discovery Learning was implemented only in limited segments of a lesson or applied in name only, while teacher-centered instruction remained dominant. The integration of multimedia, although mentioned, was constrained by limited access to digital resources, infrastructure issues, or lack of teacher confidence in using technology. These patterns suggested that, although Discovery Learning had been introduced theoretically across schools, its actual classroom realization was often still far from optimal.

In contrast, MAN 1 Rejang Lebong presented a compelling and well-aligned context for this research. During a pre-observation conducted on April 22, 2024, the researcher observed that Discovery Learning was implemented not only as a concept but as an instructional practice across multiple stages of the lesson. The English teacher structured the lesson around inquiry, collaborative discovery, guided reflection, and student-led exploration principles that are central to Discovery Learning. This observation was further confirmed through an initial interview with the English teacher, who stated:

> "*I intentionally use the Discovery Learning method to make students more active and independent in the learning process. I integrate multimedia like videos, slides, and interactive platforms to help them explore the material, especially because English is not their first language. It helps them visualize and apply what they learn*."[3]

This statement reinforces the finding that in MAN 1 Rejang Lebong, Discovery Learning was not only implemented as an instructional framework but also supported with intentional and consistent use of multimedia tools. The multimedia materials were used not merely as visual aids but as part of an active learning environment that encouraged students to investigate, interpret, and construct meaning from the content.

[3] Interview of English teacher at MAN 1 rejang lebong on April 22 April 2024.

Therefore, MAN 1 Rejang Lebong was selected as the site of this research because it demonstrated both pedagogical readiness and practical commitment to Discovery Learning principles, particularly in English language instruction. The school context provided a rich and authentic setting for exploring how Discovery Learning when integrated with multimedia can enhance students' engagement, autonomy, and linguistic development.

Meanwhile, Mayera and Moreno stated that multimedia is a media that connects two or more media elements consisting of text, graphics, images, photographs, audio, video and animation integratedly. Multimedia can be used as a teaching aid, which helps teachers explain the concept of knowledge or help learners practice skills that are taught using instructional media prepared by the teacher. Meiers state that, there is a growing body of evidence that the use of ICT in the classroom can enhance learning.[4]

As a result, the researcher proposed using "Discovery learning: aspect multimedia integration" to learn English at MAN Rejang Lebong. In previous studies, by Muliati and Ulfah syam which the title promoting discovery learning method for EFL students in reading comprehension, it show that there is a significant between discovery learning toward reading comprehension. Additionally, Rafica, Marhaeni sabil&Muhammad Aswad which the title How to Implement Discovery learning in English Language Teaching at Indonesian Higher Education. Another research by Sri Maryanti which the title The

[4] Mayer, R. E., and Moreno, R. "*Aids to computer-based multimedia learning. Learning and Instruction"* 12 (2002), p. 107–119.

Implementation of Discovery Learning Model in Teaching English at Eleventh Grade of SMK Muhammadiyah 3 Purbalinnga.

Another research from Qurnia santi which the title The use of interactive Multimedia in Teaching Listening skill at SMA Babussalam Pekanbaru.

Another reason researcher conducted research in MAN Rejang Lebong was because at MAN Rejang Lebong uses the discovery learning model by linking multimedia integration aspect and one of the English teacher at Rejang lebong uses Merdeka Curriculum. [5] In Sri Hanipah journal, the Merdeka curriculum emphasizes the importance of developing age skill in students. there skills include problem solving, creativity, critical thinking, communication, collaboration, digital literacy, and self-confidence.[6] It means that Merdeka curriculum emphasizes student's skills and activeness in the learning process and this is compatible with the use of discovery learning because as we know that, in implementing Discovery learning methods, there are several benefits apart from making students more active. The activities used in discovery context are often more meaningful than typical classroom exercises and textbook studies. Students acquire investigate and reflective skill that can be generalized and applied in another context. Therefore, the researcher researched at MAN Rejang Lebong to know the Implementation

[5] Interview of English Teacher Citra on 24 April 2024

[6] Sri Hanipah, Analisis Kurikulum Merdeka Belajar dalam Memfasilitasi Pembelajaran Abad ke-21 pada siswa menengah atas. *JUBPI*, Vol.1, No.2 Mei (2023).p. 265

Discovery Learning by using Multimedia Integration in students MAN Rejang Lebong.

B. Research Question

According to background of the research, these following are the problem of this research:

1. How are the Implementation Discovery Learning through Multimedia Integration in students MAN Rejang Lebong ?
2. How are the benefits of Discovery Learning through Multimedia Integration in students MAN Rejang Lebong ?

C. Objective of the Research

The present research attempts to answer the questions presented in the research problem:

1. To investigate the Implementation Discovery Learning through Multimedia Integration in students MAN Rejang Lebong.
2. To Investigate the benefits of Discovery Learning through Multimedia Integration in students MAN Rejang Lebong.

D. The Significant of the Research

This study significance can be divided into two categories. Both theoritical and practical :

1. Theoretical Significances
   a. The research can provide more knowledge about using discovery learning method in teaching English
   b. The research can be improving the quality of using discovery learning method in teaching English
2. Practical Significance
   a. For the researcher

      This research can be more experience and knowledge about using discovery learning model in teaching English that will be useful in the learning process
   b. For the English teacher

      The findings of this study should benefit the teacher by providing new information and enhancing the learning process, especially in teaching English.
   c. For others researcher

      This studie can be used for other researcher as an example of reference to make similiary research in relevant research.

E. Definition of Key Terms

1. Teaching English

Teaching English is the process of facilitating learners' ability to understand, use, and communicate in the English language, encompassing the development of listening, speaking, reading, and writing skills, along with vocabulary, grammar, and pronunciation. Richards and Rodger define

language teaching as *"the activities which are intended to bring about language learning."*[7] In this sense, teaching English is not only the delivery of linguistic knowledge, but also the creation of meaningful, interactive contexts in which learners can acquire communicative competence

2. Discovery Learning Model

According to Gunay, discovery learning is a method that encourages students to arrive at a conclusion based on their activities and observation.[8] It means that discovery learning is one of the learning methods to increase students knowledge. Discovery learning is a learning method use to solve problem when the research is conducted in the teaching learning process.

3. Multimedia

According to Ariasdi Multimedia is a media that connects two or more media elements consisting of text, graphics, images, photographs, audio, video and animation integratedly.[9]

[7] Richards, J. C., & Rodgers, T. S. (2014). *Approaches and methods in language teaching* (3rd ed.). Cambridge University Press.

[8] A., G. Balim, "The Effect of Discovery Learning on Students' Success and Inquiry Learning Skills" Egitim Arastirmali-*Eurasian Journal of Education Research*, Vol 35. Spring (2009), p. 2.

[9] Mayer, R. E., and Moreno, R. "*Aids to computer-based multimedia learning. Learning and Instruction*" 12 (2002), p. 107–119.

CHAPTER II

LITERATURE REVIEW

a.Review of related theories

a. Discovery Learning

a. Definition of Discovery Learning model

One of the cognitive instructional models is discovery learning from Jerome Bruner. He regards that discovery learning agrees with searching knowledge actively by a human being and automatically gives the best result.[10] Jerome Bruner states that discovery learning is a learning method that encourages students to ask questions and draw a conclusion from general principles of practical examples of experiences. The basis of Jerome Bruner's idea is Piaget's opinion, which states that children must play an active role in learning in class. For this reason, Bruner uses what he calls discovery learning, where students organize the material in a final form.[11]

Discovery learning is perhaps the best-known form of inquiry-based learning. It requires students to investigate a topic, issue, or problem actively, obtain pertinent information, interpret causes and effect where relevant, and arrive at conclusions or solutions (Ormord,2000). The method is particularly appropriate for achieving important objectives in social studies, science, geography, history, health, and environmental

[10] Trianto, *Model-model pembelajaran inovatif berorientasi konstruktif* (Jakarta: Prestasi Pustaka, 2007), p.26.

[11] Endang Titik Lestari, *Discovery Learning*,(Sleman: CV BUDI UTAMA,2020),p.7.

education. The consensus regarding discovery learning is that is most effective when:

1) The process is carefully structured
2) Students have prerequisite knowledge and skills
3) Teacher provide any necessary support during the investigations.

Discovery learning takes many different forms, ranging form open-ended, minimally-guided investigation through to fairly tighty structured "guided discovery" where the teacher retains a fair degree of control. In method involving open-ended discovery, the teacher may provide all necessary resource material but learners are given little or no direction for carrying out their investigation. They must decide for themselves the most appropriate method for tackling the investigation and must then reach their conclusions from the observation they make. With this unstructured approach, the outcome are sometime not very good, particularly for students with poor study skill and difficulties with inductive reasoning. Guided discovery, on the other hand, has a much tighter structure. The teacher usually explains the lesson objectives to the students, provides initial input or explanation to help students begin the task efficiently, and may offer a suggestion for a step-by-step procedure to find out the target

information or to solve the problem. During the activities, the teacher makes suggestions, raise questions, or provides hints.[12]

b. Types of Discovery Learning

According to Suphatiningrum, there are two types of discovery learning, as follow:

1) Free discovery learning is without any clues or direction
2) Guided discovery learning is learning that requires the role f the teacher as a facilitator in the learning process.[13]

The English teacher used guided discovery learning in teaching english and teacher become facilitator. So the students undertook the procedure discovery learning method while the teacher guided them in the right direction.

c. The Concept of Discovery Learning

The concept of discovery learning is learning model and strategy that focuses on student activity and direct learning experiences. (Dewey, 1916/1997; Piaget,1954 1973). Meanwhile, Bicknell-Holmes and Hoffman describe discovery learning as follow;

[12] Peter Westwood, *what teacher need to know about teaching methods* (Australia: ACER press, 2008). P.28.
[13] Permendikbud

1) Exploration and problem solving by creating, integrating and generalizing knowledge
2) Students-centered with fun activities
3) Integrating new knowledge based on students previous knowledge.

Discovery learning has the same principlles as inquiry and problem-solving. Discovery learning,inquiry, and problem solving also have differences. Discovery learning emphasized the finding previously unknown concepts or principles with a focus problem engineered by the teacher. Meanwhile, the inquiry focused on the matter do not the engineer, the students must use all their knowledge and skill to find the thing through be research process. In problem solving, learning is more emphasizes the ability to solve problem.[14]

d. The Aim of Discovery Learning

According to Bell states some of the specific objectives of discovery learning are as follows;

1) In the discovery, students have the opportunity to be actively involved in learning. The fact shows that the participation of many students in learning increases when discovery learning has used.
2) Through discovery, students learn to find patterns in both concrete and abstract situation, as well as many students, extrapolate the additional information provided

[14] Endang titik Lestari,p. 10-11

3) Students also learn to formulate question and answer strategies that are not ambiguous and use questin and answer to obtain information thst help find
4) Learning by discovery helps students form effective, collective, hard work, share information, and listen to use other people's ideas
5) Several facts show that the skills, concepts, and peinciples learned through discovery are more meaningful
6) Skill learned in discovery learning situations are, in some cases, more easily transferred to new activities and applied in new learning situation.[15]

e. Characteristic of Discovery Learning

Hosnan states that application of constructivism learning in the classroom as follows;

1) Encourage independence and student's initiative in learning
2) The teacher asks open-ended questions and allows students to take some time to respond
3) Encourage students to think in higher order
4) Students are actively involved in dialogues or discussions with teachers or other students.
5) Students engage in the knowledge that encourages and challenges discussion

[15] Endang Titik Lestari.,p.12-13.

6) The teachers uses raw data, primary sources, and interactive materials. Based on cognitive learning theory and the characteristics and application of constructivism theory, it can give birth to discovery learning.[16]

b. **Multimedia**

a. **Definition of Multimedia**

According to Ariasdi Multimedia is a media that connects two or more media elelments consisting of text, graphics, images, photographs, audio, video and animation integratedly. Multimedia can be divided into two categories, namely linear multimedia and interactive multimedia. Linear multimedia is multimedia that is not equipped with any control device that can be operated by users. This multimedia is running sequential, for example, TV and Film. Interactive multimedia is a multimedia which is equipped with a controller that can be operated by the user, so that the user can choose what he wants for the next process, for example, gaming applications, and interactive learning multimedia.[17]

defines multimedia as the combination of various digital media types, such as text, images, sounds, and video, into an integrated multi-sensory interactive application or presentation to convey a message or information to an audience. Multimedia allows to convey the

[16] Endang Titik Lestari., p.13-14

[17] Prof. Dr. M. Zaim. The power of multimedia to enhance learner's language skillkin multilngual class "*Proceedings of the fourth International Seminar on English Language and Teaching*"p.23.

understanding of a topic in a variety of ways, provide the students with opportunity to explain their ideas to others. [18]

Eristi, Haseski, Uluuysal and Karakoyun state that Multimedia is the presentation of instructional content to certain target population via some instructional materials such as graphics, audios, and videos. So, multimedia is media that utilizes a combination of different content forms displayed or accessed using computerized or electronic devices. In education, multimedia resources allow the user to go through a series of presentations, text and associated illustrations about a particular topic in various information formats.

Moreover, Ivers & Baron state that there are some main elements which make up a typical multimedia program, they are text, image, video, animation, sound, interactivity, and user control.[19]Text is the on-screen display of words. They should be easy to read. The use of different styles, fonts and colour can be used to emphasize specific points. Image is a picture of an object. It has more impact than merely reading about the words. Video can help make learning more meaningful to students. Animations are a series of graphic images that are shown in rapid succession and fool the eye into seeing motion. Sound can be used in strategic parts of the program or during a movie to emphasize certain

[18] Mayer, R.E. "*The promise of multimedia learning: using the same instructional design methods accross different media. Learning and Instruction*" (2003), p.13.

[19] Ivers, K. and Baron, A. *Multimedia Project in Education*. (Washington: ABC-CLIO.LLC,2010)

points. This may include speech, audio effects, and music. Interactivity refers to the action that occurs as two or more objects have an effect upon one another. User control is to provide students with the option to use or leave certain parts of the application.

Besides the criteria above, Ampa at all add that the contents of multimedia materials should be very interesting and engage the students in learning.[20] The design should display particular skill relevant with the students and the language should be appropriate, understandable, and very accurate. Multimedia allows teachers to integrate text, graphics, animation, and other media into one package to present comprehensive information for their students and to guide students to achieve specified course outcomes.

b. The Role of Multimedia in Language Learning

Multimedia has a variety of roles in the language learning process, such as aid of learning, materials of learning, instruments of assessment, and generating ideas.

1) Multimedia as Aid of Learning

Multimedia can be used as a teaching aid, which helps teachers explain the concept of knowledge or help learners practice skills that are taught using instructional media prepared by the teacher. Meiers

[20] Ampa, A.T., Rasyid, M.A., Rahman, M.A., Haryanto., Basri, M. "The Implementation of Multimedia Learning Materials in Teaching English Speaking Skills". *International Journal of English Language Education,* 1 (3), (2013),p. 293-304.

state that, there is a growing body of evidence that the use of ICT in the classroom can enhance learning. [21] However, all multimedia resources are not equally effective, so the challenge teachers' face is how to assess and select multimedia resources that best promote meaningful learning. Computer-based multimedia learning environments - consisting of images, text and sound - offer a potentially powerful setting for improving student understanding. Mayer and Moreno discuss the cognitive theory of how learners process multimedia information. This theory can be used to guide teachers to assess and select the most effective multimedia resources for learning in the classroom.

2) Multimedia as Material of Learning

Multimedia can also be used as learning materials, which describe the content of learning taught. Multimedia learning occurs when students build mental representations from words and pictures that are presentaed to them. The promise of multimedia learning is that students can learn more deeply from well-designed multimedia messages consisting of words and pictures than from more traditional modes of communication involving words alone.[22]

[21] Mayer, R. E., and Moreno, R. "*Aids to computer-based multimedia learning. Learning and Instruction"* 12 (2002), p. 107–119.

[22] Ibid., p.120

3) Multimedia as Instrument of Assessment

Multimedia can be used as a tool to determine the extent of the knowledge and skills taught has been mastered by the learner. Pisters, Baxk, and Lodewijks did a researchs on the effectiveness of multimedia assesssment of social communicative competence. A series of multimedia test was developed and put on the internet, enabling flexible use. Each test contains video conversations, where fragments were alternated with questions. It was found that students showed a great deal of enthusiasm with respect to multimedia test, reporting that they liked to make use of the test.[23]

4) Multimedia as Generating Idea

Multimedia can be used to convey a person's ability to speak and write. With multimedia, teacher can provoke what will be communicated to students in the form of speaking or writing skills. With multimedia teacher may illustrate what is read and heard so that the understanding of the written text and spoken text will be better. Therefore, by using the multimedia students may be inspired to communicate about what has been heard and seen.

[23] Pisters, B., Bakx, A.W.E.A., and Lodewijks, H. Multimedia Assessment of Social Communicative Competence. *"International Electronic Journal for Leadership in Learning."* 6(1) (2003) http://iejll.journalhosting.ucalgary.ca/index.php/ijll/article/view/431

c. Types of Multimedia Used for Acquiring Language Skill

It is important that teachers prepare the target language audio-visual material containing a range of different interaction types to enhanche awareness of the verbal and non-verbal features used by members of the speech community. In the following, types of multimedia used for acquiring language skills will be explained.

1) Types of Multimedia Used for Developing Listening Skill

Listening skill is language skill to comprehend the information given orally by a speaker. It is a receptive skill. However, listening is not a simply receptive act, there are multiple interactive and creative processes engaged simultaneously through which listeners receive speakers' production of linguistics and non linguistics knowledge. Classroom listening learning activity is usually done by playing audio recording, then students listen and answer questions related to the content of the conversation or oral text played. With multimedia, learners do not only listen to the audio recording, but they can watch audio-visual media, such as TV news, video, which contain sound and image. Teachers can create the learning materials themselves. Zaim and Refnaldi state that One of the software that can be used for developing multimedia for listening skills is exe-learning.[24] There are a lot of

[24] Zaim, M., & Refnaldi. "From Need Analysis to Multimedia Development: Using Exe-Learning in Developing Multimedia Based Listening Matarials". *Paper presented at 51st RELC International Conference,* (March 2016), p.14-16.

recorded TV programs available in internet beside YouTube that can be used by teachers for developing students' listening skills.

2) Types of Multimedia used for Developing Speaking Skill

Speaking skill is language skill to deliver idea, opinion, or answering the idea given by someone. The learners think that they are successful in learning English when they have improved their spoken language proficiency. According to Richard there are three function of speaking skills; interaction, transaction, and performance function. Interaction refers to conversation. Transaction refers to situation where the focus is what is said or done in obtaining goods or services. Performance refers to public talk which transmits information to audiences, such as public announcement and speeches. The types of multimedia that can be used for speaking are multimedia presentation, video, and animation are as follows.

a) Multimedia Presentation

The use of mutimedia presentations in teaching evokes special academic interest. Presentations generated with the help of Microsoft Office Power Point play a significat role in this area according to Bochina, Ageeva, and Vlasicheva. Most papers devoted to educational multimedia presentations mention their informative and illustrative functions. It is no doubt that the use of the visual aids improved students perception, since the more channels of perception are used (optic, mechanical/tactile, auditory and emotional ones), the

higher the indicator of perception is. Consequently, the quality of the acquired knowledge is improving too. The traditional means of visual aids (graphics, maps, symbols and signs, schemes, tables, etc) can be presented to the students with the help of new information technologies, including multimedia presentation. Bochina, Ageeva, and Vlasicheva state that the slides can be devided according to the following kinds of support.

1) Verbal support

Slides with verbal support are used to enhance skills of forecasting and expanding information. Verbally information is represented as a text in its absolute sense (words, phrases, sentences). In speaking practice the verbal support in presentations shuld mainly contain encyclopedic information such as proper names, title of works of art that are not included in the lexical minimum of the given level. For instance, in studying “tourism” topic verbal supports may be presented by names of historical sites, places of interest of a particular country.

2) Verbal-pictorial support

Slides with verbal and pictorial support are combination of images with the title slides, inscriptions of various kinds, etc. This type is the most popular because it has an effect on imagination, feelings and it allows combining verbal and visual image.

3) Graphic support

Slides with graphic support are slides with charts, diagrams, dates, pictures, etc. Students should describe and discuss what they see, exchange opinions on what they know about the person and the picture by operating the knowledge received earlier in class up to the utmost.

b) Video Presentation

Video provides simultinuous audio-visual input and complete contextualized conversations. It contains captivating storyline, true-to-life scenarios, on-location scenes, various social interactions, realistic yet easy to follow linguistic and cultural information. By viewing videos, learners can observe social, cultural, and discoursal conventions, and even go through a range of emotional experiences along with characters. Brophy state that Instructional videos have certain characteristics, they represent lasting records, they can be collected, edited and recombined, and they sustain a set of practices that are very different from traditional teaching.[25] Video can also be presented in the form of silent story where there is no conversation or sounds in the film.

[25] Brophy, J. *Using Video in Teacher Education*. (Bingley: Emerald Group Publishing Limited.2008)

c) Animations

In Wikipedia, Animation is the process of making the illusion of motion and change by means of the rapid display of a sequence of static images that minimally differ from each other. Animation is the process of displaying still images in a rapid sequence to create the illusion of movement. [26] Animation is a simulation of movement created by displaying a series of pictures or frames. [27]Cartoons on television is one example of animation. Animation on computers is one of the chief ingredients of multimedia presentation.

3) Type of Multimedia used for Developing Writing Skills

Writing skill is language skill to convey messages, ideas, and opinions in writing to be understood by others who read the message, ideas, and that opinion. Various instructional media can be used for speaking such as still picture, picture series, animated video, cartoon, film, and so on.

4) Type of Multimedia used for Developing Reading Skill

Reading skill is language skill to understand written language, understand the information conveyed in writtten form. There are two possible multimedia used for reading comprehension; static visualization and dynamic visualization. Static or fixed visualization is graphic, diagram, and picture, and dynamic visualization a kind of

[26] Wisegeek. (2016). What is animation?. Retrieved from wisegeek.org
[27] Beal, V.(2016). Animation. www.webomedia.com Retrived on April 29, 2024.

instructional animation. The example of visualization is illustration in textbook-based instructions or animations in computer-based instruction. Niknejd and Rahbar state that Animation is any application which generates a series of frame, so that each frame appears as an alteration of the previous one and where the sequence of frames is determined by the designer or the user. Concerning the role of visualization, research has reveal the superiority of animated visualization over static visualization.

c. **Implementation**

a. Definition of Implementation

Implementation is an activity or action of a person a detailed plan to achieve a goal. Implementation begins when all plans have been considered perfect. implementation according to Jones theory that Those Activities are directed toward putting a program into effect. Implementation is an action taken after a policy set. Implementation is a way for a policy to be implemented achieve its goal. [28]

Implementation boils down to activities, actions, actions, or existence mechanism of a system. Implementation is not just an activity, however an activity that is planned and to achieve activity goals.[29] The definition of implementation above explains that implementation is not

[28] Mulyadi. *Implementasi kebijakan*. Jakarta: Balai Pustaka. (2015). p. 45
[29] Nurdin U. *Konteks Implementasi Berbasis Kurikulum*. Jakarta:Grasindo, (2002), p. 170

just activities, but also planned activities carried out with truly based on the references planned with truly. Therefore implementation does not stand alone but influenced by the next object, namely the implementation of a program.

Meanwhile, according to Setiawan, he is of the opinion that implementation is the expansion of activities that adapt to each other's processes interaction between goals and actions to achieve them and require implementation network, effective bureaucracy. [30]

Based on the opinions of the experts above, it can be concluded implementation is a planned activity, not just one activities and carried out seriously based on certain norms to achieve a goal. Therefore, implementation does not stand alone but is still influenced by the next object, namely on curriculum program in a school or institution.

b. Benefits of Implementing Discovery Learning

Bruner stated that the act of making sense of the learning experiences relied on an internal cognitive structure. Accordingly, he defined discovery learning as an inquiry, that takes place in problem-solving situations. Other researchers made similar definitions of discovery learning. For example, the definition made by Muliati as discovery learning is “an approach to instruction through which students interact with their environment by exploring and manipulating objects, wrestling

[30] Setiawan, G. *Implementasi dalam Birokrasi Pembangunan*. Jakarta: Balai Pustaka (2004), p. 39

with questions and controversies, or performing experiments".[31] Another definition provided by van Joolingen is that:

> "Discovery learning is a type of learning where learners construct their own knowledge by experimenting with a domain and inferring rules from results of these experiments. The basic idea of this kind of learning is that because learners can design their own experiments in the domain and infer the rules of the domain themselves, they are actually constructing their knowledge".[32]

Bruner hypothesized four benefits of discovery learning: increased intellectual potency, intrinsic motivation, the learning of the heuristics of discovery, and enhanced use of memory. Bruner noted that

"Once the heuristics of discovery have been mastered, they constitute a state of problem-solving or inquiry that serves for any kind of task one may encounter." The importance of active student involvement is reflected in statements like "… the schoolboy learning physics is a physicist and it is easier for him to learn physics behaving like a physicist than doing something else.".

Proponents of discovery learning also claimed that successful discovery learning environments support students' learning in various dimensions such that :

[31] Muliati Muliati and Ulfah Syam, "Promoting Discovery Learning Method for Efl Students in Reading Comprehension," *Exposure : Jurnal Pendidikan Bahasa Inggris* 9, no. 2 (2020): 370–82, https://doi.org/10.26618/exposure.v9i2.4083.

[32] Wouter Van Joolingen, "Cognitive Tools for Learning," *Cognitive Tools for Learning* 10, no. 3 (1992): 385–97, https://doi.org/10.1007/978-3-642-77222-1.

1) Increase intelectual potency

Discovery learning allows students to engage more actively in the learning process, leading to higher academic achievement.

a) Enhances active engagement of students in learning process for higher achievement.

Discovery learning encourages students to participate actively rather than passively receive information. This helps improve conceptual understanding and overall learning outcomes

b) Foster students' curiosity to learn and investigate.

By guiding students to discover information on their own, discovery learning stimulates their curiosity, encouraging exploration and further investigation in the learning process

c) Enable students' autonomy in developing their own inquiry procedures

Discovery learning gives students the freedom to develop their own inquiry methods, allowing them to learn independently and enhance their critical thinking skills

2) Instrictic Motivation

This method helps increase students' motivation from within, without relying on external factors such as rewards or punishments.

a) Increase one's use of creativity and higher order thinking skills.

By facing challenges and exploring independently, students are encouraged to think creatively and use higher-order thinking skills, such as analysis, synthesis, and evaluation

b) Encourage learners to master problem-solving skills.

Discovery learning places students in situations where they must find solutions on their own, improving their ability to solve problems independently and effectively

3) The learning of the heuristics of discovery

This method helps students understand how to discover knowledge independently, contributing to lifelong learning.

a) Fosters life-long learning.

By training students to find knowledge on their own, they develop lifelong learning skills that are valuable in various life situations

b) Provides individualized learning experience based on the learner's pace.

Discovery learning allows students to learn at their own pace and according to their learning styles, creating a more personalized and effective learning experience

4) Enhance use the memory

Discovery-based learning can improve memory retention and the application of knowledge in various contexts

a) Enriches retention of knowledge.

   Students are more likely to remember information they discover on their own rather than information they receive directly from teachers

b) Enhances the transfer of knowledge in a variety of situations.

   Knowledge acquired through discovery is easier to apply in different situations because students understand concepts deeply rather than just memorizing facts

c. The Application of Multimedia through discovery learning

According Rusli et al., the use of multimedia in discovery learning allows educators to create a more dynamic and interesting learning experience. By utilizing various types of media, students have the opportunity to learn through various sensory channels. Starting from visual, auditory and kinesthetic, which can improve understanding and retention of information. Below are several of the use of multimedia in learning that teachers can use as references to make it more interesting. Such as interactive presentation, learning videos, simulation and game, podcast or audio learning and interactive boards and EdTech Apps.

The use of multimedia in learning can improve the quality of learning and improve student learning outcomes. Multimedia provides a more learning experience interactive and fun for students, which can

motivate them to be more involved in the learning process.[33] The use of multimedia can also help students understand difficult and abstract concepts more easily and effectively. [34] Apart from that, the use of multimedia in learning allows students to learn in a way that suits their respective learning styles, such as learning visually, auditory, or kinesthetic. This can help improve understanding and retention of information learned by students. Furthermore, Jerome Bruner introduced nine instructional events discovery learning :

1) Gaining attention

   the teacher arouses interest in the subject matter by relating the lesson with lived experiences of the learners. This might be through stimulating the students with novelty, uncertainty and surprise; posing thought-provoking questions or having students ask questions to be answered by other students

2) Informing learners of the lesson objective

   the teacher articulates the learning outcomes to the class and ensures that learners are well informed about what is to be expected by, for instance, describing criteria for standard performance.

[33] Wahyudi, M. Daud Yahya , Jenuri , Catur Budi Susilo, Dina Mayadiana Suwarma, Okta Veza, Hubungan Penggunaan Multimedia dalam Pembelajaran terhadap Peningkatan Hasil Belajar Peserta Didik. *Jurnal an Education*, Vol. 6, No. 1, September-Desember (2023), p. 25-34

[34] Lamusu, Z., & Syarifudin, S. Pengaruh Model Cooperative Learning Tipe Jigsaw Terhadap Hasil Belajar Bola Basket. Aksara: *Jurnal Ilmu Pendidikan Nonformal*, Vol. 5, No. 2 (2020), p. 129–138.

3) Stimulating recall of prior learning

   the teacher facilitates the connection between the prior experiences and knowledge of learners (for example, by means of a mind map) with the concept that learners will study in the current lesson. A discussion on the issues will ensure synchronisation among learners and the teacher, thus ensuring that learners' attitudes are catered for

4) Presenting the stimulus

   learners are actively engaged in the tasks with the continuous support of the teacher. This supportive guidance might be through 'scaffolding' (giving cues, hints, prompts, mnemonics); through organising varied learning strategies (concept mapping, role playing, visualising); using examples and non-examples to help students see what not to do or the opposite of examples, or providing case studies, analogies, visual images and metaphors

5) Providing learning guidance

   Providing effective learning guidance involves ensuring that learners remain actively engaged in their tasks while receiving continuous support, encouragement, and constructive feedback from the teacher. This support may include clarifying concepts, facilitating discussions, offering personalized assistance, and using interactive methods to enhance understanding. By maintaining an active presence, the teacher helps students navigate challenges, fosters critical thinking, and encourages independent problem-solving,

ultimately leading to a more dynamic and effective learning experience.

6) Eliciting performance

learners are provided with new tasks that serve as evidence of internalisation of learning. Engaging learners in performing authentic tasks (Mueller, 2017) is a useful way to situate whether and what learners have internalised while learning. During the process, the teacher can ask deeplearning questions, making reference to what students already know, and thereby spot shortcomings and immediately provide remediation support.

7) Providing feedback

teachers offer feedback based on the interactions and evidence of learning. This event is not a stand-alone one but cuts across any of the events. The teacher helps students integrate new knowledge by providing realworld examples, and fosters autonomy among learners by means of additional independent practices

8) Assessing performance

in order to evaluate the effectiveness of the instructional events, the teacher must test to see if the expected learning outcomes have been achieved performance being based on the previously stated objectives. At each stage of the step-by-step process, learners' understanding is challenged in the form of diagnostic and formative assessments. The recourse to diagnostic assessment enables learners

to ‘identify the core principles, issues or concepts associated with the task in the early stages of a course [and which] could promote an attitude of self-regulation’ in the learners

9) Enhancing retention and transfer

students are invited to apply newly constructed knowledge to real-life situations through, for example, paraphrasing content, using metaphors, generating examples, or creating concept maps or outlines.

B.Review of Related Findings

There have been a number of previous research that have looked into some topic. The first research is entitled The Implementation of Discovery Learning Model in Teaching English at Elevent Grade of SMK Muhammadiyah 3 Purbalingga conducted by Sri Maryanti. This type of qualitative research design. The participants in this research were 20 students of first semester from PINE career. The research aims to determine the effect between jazz chants and speaking skill. The result obtained showed that the use of jazz chant influences positively in students speaking skill, it can be demonstrated by the final averages obtained into each test. For instance, into the pre-test students obtained an average of 8 over 15 points, after the treatment had been applied the average increase to 1, 2, 3 points over point showing a significant improvement of 43 points. It concluded that the jazz chants can be useful for improving speaking skill.

The second research is entitled The Influence of Using Discovery Learning Model Toward Students Writing Ability In Descriptive text. This is quasi experimental design with pre-test post-test in experimental class and control class. The population in this research was the students at the first semester of the tenth grade of SMA Muhammadiyah 2 Bandar Lampung. By having cluster random sampling, class X MIA 3 was chosen as the experimental class and X IIS 1 as the control class. In collecting the data, the researcher used the instruments of pre-test and post-test. Pre-test was conducted before the treatment and post-test was conducted after the treatment was done only to the experimental class while the control is taught of using freewriting technique. In this case, the instrument was writing test. After giving the pre-test and post-test, the researcher analyzed the data using SPSS. The result of the analyzing the data by using SPSS was Sig. (2-tailed) of the equal variance assumed was 0.000. Then the result was consulted to the level significance. While Ha is accepted if Sig. (pvalue) < = 0.05 and Ho is accepted if Sig. (pvalue) > = 0.05. So, Ha was accepted. In other words, it could be concluded that is significant influence of using Discovery Learning Model towards students writing ability in descriptive text.

The third, researcher from Indonesia, Silvy Eka Wulandari have talked about “The Implementation of Discovery Learning Methods in Teaching Reading Eight Grade of MTR Bustanul Ulum Panti Jember”. Based on the findings of previous research, it can be concluded that discovery learning had a significant impact on academic field, such as reading, pronunciation,etc. This

teaching method must be taught and developed. So, students are successful in learning English.

Based on several previous studies above, there are differences that occur in the current study. Previous studies only focused on the application of discovery learning in English learning. In this study, the researcher added the application of multimedia in English learning which is used when the teacher provides lesson materials. Where, in this study the researcher focuses on the implementation of discovery learning through multimedia integration in MAN Rejang Lebong students.

CHAPTER III
METHODOLOGY OF THE RESEARCH

A. Research Design

This research used qualitative research to analyze the implementation of discovery learning model in English learning. According to Creswell, Qualitative research means analyzes and codes the data for descriptions and themes, interprets the meaning of the information drawing on personal reflections and past research, and writes the personal report that includes personal biases and a flexible structure. [35]

By collecting detailed, in-depth data from a variety of sources (such as observations, interviews, audiovisual material, documents, and reports), the investigator can study one or more restricted systems (cases) throughout time. The investigator eventually presents a case description and case-based themes. Qualitative also means one for investigating and comprehending the significance that individuals or groups assign to a social or human issue. Inductively growing from specifics to broad themes, data analysis, data interpretation, and emergent questions and processes are all part of the research process.

Data are often acquired in participant settings. The final report's structure is adaptable. People that engage in this type of research advocate an approach to research that values an inductive approach, an emphasis on

[35] John W, Creswell and J. David Cresswell, *Research Design: Qualitative, Quantitative, and, Mixed Methods Approaches, ed. by Helen Salmon and others, Fifth* (Los Angeles, 2018),

personal meaning, and the significance of accurately depicting the complexity of a situation.

The goal of this research is to determine how discovery learning is used in the English language classroom. Thus, the research design utilized in this study was qualitative; no statistical analysis of the data was performed; instead, the researcher explained how English was taught using discovery learning to students in senior high school at MAN Rejang Lebong.

B. Subject of the Research

The subjects of this research were one English teacher and the students of class XI IPA 1 at MAN Rejang Lebong. The total number of students in this class was 32 learners, but for the purpose of interviews, only six students were selected as representatives. The subjects were determined through purposive sampling, which is a technique used to select participants who can provide the most relevant and useful information related to the research objectives.

The reason for selecting class XI IPA 1 and their English teacher was that, based on the preliminary observation and interview conducted on 25th January 2024, students in this class were still experiencing difficulties in actively participating and expressing their opinions in English learning activities. Many students felt shy or lacked confidence to show their comprehension, ask questions, or share opinions during lessons. Considering this condition, the English teacher had applied the Discovery Learning method to help students become more active and confident in expressing themselves.

Therefore, this class and teacher were chosen as the research subjects because they provided the most relevant context for investigating the benefits of implementing Discovery Learning integrated with multimedia in English language teaching. Since this research conducted the teacher said that using discovery learning model can be use for supporting student to be more active in learning process.[36]

C. Technique of the Data Collection

The technique of collecting data is the most significant step in the research process, because the primary goals of research to get data.[37] Those the data collection, are:

1. Observation

Observation means a measurement tool to thoroughly evaluate all the events indicated by the teacher's and students' nonverbal and vocal conduct as well as the students' responses during the teaching and learning process. When a researcher observed and recorded human behavior and activity at a research site, the researcher recorded information in these field notes in an unorganized or semi-structured manner (using some prior questions that the inquirer wanted to know) as well as the actions at the research location.

[36] Preliminary observation and interview on 25th of January 2024

[37] Sugiyono, '*Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D',* Bandung: Alfabeta, 2015.

The data of observation were conducted in the second semester of the XI grade of MAN Rejang Lebong. This study was observed during the teaching and learning process in the classroom when the teacher implemented Discovery Learning in English teaching. The main purpose of the observation was to examine how the Discovery Learning model, integrated with multimedia, was applied by the teacher and how students responded to it in terms of activeness, confidence, and participation.

The observations were carried out three times from May 23rd, 2024 to Juny 4th, 2024 A during regular English lessons to ensure consistency and reliability of the data. Each observation session was conducted for approximately 90 minutes in line with the school's lesson schedule. The instruments used during the teaching and learning process were observation checklists. When using real materials in the learning process, observation checklists were employed in the research to collect data by providing checklists based on the steps or activities of Discovery Learning. After the observations, the data were recorded in detailed field notes, which described the date, people involved, and the entire process.

2. Interview

In this study, interviews were conducted with selected students of XI IPA. The purpose was to understand their perceptions, opinions, and experiences of learning English through Discovery Learning. The reserarcher conduct the interview at school May 15th, 2024 The questions focused on how they felt during the learning process, their motivation,

confidence, and the usefulness of Discovery Learning in improving their English skills.

The interviews were conducted after the classroom observations in the second semester of the 2023/2024 academic year, to confirm and complement the observational data. Semi-structured interview guidelines were used, so the questions could develop naturally based on the students' responses. Both official and informal interviews were carried out, with informal ones serving as tools for clarifying issues that arose during the observations.

3. Documentation

Documentation is analogous to observation. As stated by Prawiyogi et al., documentation is a direct observation of the phenomenon under study, conducted by researchers in accordance with the discussion.[38] In layman's terms, documentation often means that this form of data collection is a photograph. However, the term "documentation" is used in a broad sense.

The researcher employed the documentation method to support the data from observation checklist to know the implementation of discovery learning model through multimedia in students' English skill. The documentation examined data in the form of teacher performance evaluation reports, internal school documents, as well as documentary photographs. The documentation method can be employed by researcher to gain in-depth

[38] Anggy Giri Prawiyogi et al., "Penggunaan Media Big Book Untuk Menumbuhkan Minat Membaca Di Sekolah Dasar," *Jurnal Basicedu* 5, no. 1 (January 30, 2021): 446–52, https://doi.org/10.31004/basicedu.v5i1.787.

insight into the implementation of discovery learning model through multimedia in students' English skill at MAN Rejang Lebong. This can be achieved by extracting data from various documents.

D. Research Instrument

In this research, the instruments used will be designed to explore in-depth information regarding the application of Discovery Learning and multimedia integration in English language learning at MAN Rejang Lebong. This instrument consists of several types that complement each other, namely observation, interviews and documentation. The following are details of the instruments used in the research:

1. Observation Checklist

Observation is used to directly observe learning activities in the classroom. This observation sheet will be used to record various aspects related to the implementation of Discovery Learning and the use of multimedia in English language learning. The observation aims to directly observe the implementation of Discovery Learning and the use of multimedia in English classes. . The researcher built the obesrvation adapted by Jerome Bruner The following is a grid for the observation sheet that will be used in class:

Table 3. 1 Observastion Checklist Blueprint of Implementation Multimedia Integration Through Discovery Learning by Jerome Bruner

No.	Indicators	Sub-indicator	Yes	No	Field notes
1	Gaining attention	Teacher is stimulating students with novelty, un certainly or suprising element			
		The teacher is posing though – provoking questions.			
		The teacher is encouraging students to ask and answer questions			
2	Informing learners of the lesson objective	Stating learning objectives explicitly			
		The teacher is asking to the students about the objective of lesson.			
3	Stimulating recall of prior learning	Encouraging students to share previous experiences related to the topic			
		Synchronizing prior knowledge with new concepts			
4	Presenting the stimulus	The teacher is organizing varied learning strategies concept mappring, role playing visualising			
		The teacher is using example and non-example (providing case studies, and analogies.			
5	Providing learning guidance	The teacher is perfoming authentic task			
		The teacher is ask deep learning question			
		The teacher is making difference to what			

		students already knowledge backgournd			
6	Eliciting performanc e	Providing immediate support to address misconceptions			
7	Providing feedback	Offering constructive feedback based on students' responses			
8	Assessing performanc e	Using formative assessments to check understanding			
9	Enhancing retention and transfer	Encouraging students to generate their own examples			
		Using summarization techniques (paraphrasing, concept maps)			

2. Interview

The interview guide for students focused on their understanding of the application of Discovery Learning in English language learning, as well as how they integrate multimedia in the learning process. This interview aims to explore the teacher's perspective regarding learning practices, challenges faced, and successes achieved. A research instrument blueprint or grid is a tool used to design and map instruments that will be used in research. The following is a grid for the instruments used in this research, which aims to explore the application of Discovery Learning and multimedia integration in English language learning at MAN Rejang Lebong. The researcher built the interview adapted by Jerome Bruner. The following is a grid for interview guidelines with students:

Table 3. 2 Interview Guidance Blueprint of Benefit of Implementation Discovery Learning method through Multimedia Integration by Jerome Bruneer

Indicator	Aspect	Sub-Aspect	Questions
Increase Intellectual Potency	Encouraging students to participate actively	Enhances active engagement of students in the learning process for higher achievement	1. Do you usually take an active role during the learning process? 2. How do you participate actively in the learning process?
	Guiding students to discover information on their own	Fosters students' curiosity to learn and investigate	3. Do you feel curious when learning through Discovery Learning? 4. How does Discovery Learning make you curious to learn more?
	Allowing the students to learn independently	Enables students' autonomy in developing their own inquiry procedures	5. Do you try to create your own questions when learning? 6. How do you develop your own inquiry during the learning process?
Intrinsic Motivation	Engaging the students' creative thinking	Increases one's use of creativity and higher-order thinking skills	7. Do you use your creativity and critical thinking when learning with multimedia? 8. How does multimedia help you develop creativity and critical thinking?
	Guiding the students to find solutions on their own	Encourages learners to master problem-solving skills	9. Do you practice problem-solving skills during Discovery Learning? 10. How do you solve problems when learning through Discovery Learning?
The Learning of the Heuristics of Discovery	Training students to find knowledge on their own	Fosters life-long learning	11. Do you try to find new knowledge on your own when learning? 12. How do you build a habit of learning independently for the future?

	Allowing students to learn in their own learning style	Provides individualized learning experience based on the learner's pace	13. Do you learn best when Discovery Learning is adapted to your style?
Retention & Transfer of Knowledge	Encouraging them to find information on their own	Enriches retention of knowledge	14. Do you remember lessons better when you discover them yourself? 15. How does Discovery Learning help you retain knowledge?
	Applying more in-depth learning concepts	Enhances the transfer of knowledge in a variety of situations	16. Do you apply what you learned through Discovery Learning in different situations?

E. Technique of Data Analysis

Data analysis techniques are efforts made by organizing data, sorting data into manageable units, conducting synthesis, searching for and finding patterns, finding what is important and what is learned and making decisions about what can be told to others. Data analysis is an effort to systematically search for and organize records of observation results, interviews and others. In qualitative research, data analysis in practice cannot be separated from the data collection process, and is continued after data collection is complete. Likewise, theoretically, data analysis and collection are carried out repeatedly to solve problems. [39]

[39] Basrowi dan Suwandi, *Memahami Penelitian Kualitatif* (Jakarta: Rineka Cipta, 2010), hal. 158

According to Iskandar, analyzing data is a process of managing and interpreting data with the aim of placing various types of information according to its function so that it has clear meaning and significance in accordance with the objectives of the research. According to Bogdan, data analysis is the process of methodically searching and organizing the interview transcripts, observation checklist, lesson plan, and other materials that you acquire in order to better understand them on your own and make your findings more understandable to others. A qualitative data analysis has three main steps: data reduction, data presentation, and conclusion. These are:

1. Data Reduction

   Data reduction is a selection process that concentrates on the abstraction, simplification, and transformation of data sources that is derived from field notes that were written down. The data of this research was collected such as observation, interview, and documentation. Afterwards, all the data was collected, selected, and analyzed by referring to the research problems in this research. The data was relevant must be included in this result of the research. The analyzing of this research was contained of all the steps in implementing discovery learning model in teaching English at XI grade of MAN RL. The steps were stimulation, problem statement, data collection, data processing, verification, and generalization

2. Data Display

Data display is the process of organizing a group of facts so that users can draw their own conclusions and take appropriate action. After the data was reduced, narrative form of transcribed data was displayed. This data display was referring to the research problem. The research problems were about the implementation of the step discovery learning model, such as stimulation, problem statement, data collection, data processing, verification, and generalization. Once research problem was about advantages and disadvantages of discovery learning model. Those observations were explaining in this study.

3. Conclusion

Conclusion is formed by distilling the meaning of research findings into clear and concise, well-supported, and simple sentences.[40] This process is carried out by repeatedly examining the veracity of the conclusions, particularly in light of their applicability and consistency to the title, objectives, and formulation of the root issue. A conclusion was reached once the statistics were displayed. In this research, the results were made valid by drawing a preliminary conclusion and a final conclusion. After the facts were gathered and a temporary conclusion was made, the conclusion reached was begun from the commencement of the research. The final conclusion was reached in the next step. To put it another way, it may be

[40] Sirajuddin Saleh, '*Analisis Data Kualitatif*', (Bandung: Penerbit Pustaka Ramadhan: 2017), p. 84

claimed that the conclusion was continually examined and its accuracy confirmed in order to provide a great conclusion.

F. Data Validation

Validity is the degree of accuracy between the data that occurs on the subject of the study and the strength that researchers may report.[41] Therefore, "data that does not differ" between the data reported by the researcher and the data that actually takes place on the subject of the research is considered accurate data. Qualitative research validity is the evaluation of the validity of research results by using the relevant methods. In this validity of the research, there are some of data credibility tests, one of those is triangulation. According to William Wiersma in Sugiono, Triangulation is qualitative cross-validation. It assesses the sufficiency of the data according the convergence of multiple data sources or multiple data collection procedures. Triangulation in the context of this issue of credibility is generally defined as the collection of data from various sources over a variety of time and methods.[42]

There are three triangulations that can be used to determine whether the data are reliable: [43]

---

[41] Sugiyono, '*Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D'*, Bandung: Alfabeta, 2017, p. 267.

[42] John W, Creswell and J. David Cresswell, *Research Design: Qualitative, Quantitative, and, Mixed Methods Approaches, Fifth Edition* (United State of Amerika, 2014).

[43] Sugiyono, '*Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D',* Bandung: Alfabeta, 2017, p. 274.

1. Triangulation of Source

   The triangulation of sources is used to assess the credibility of the information by comparing the data obtained from several sources. In this research, the researcher tested the credibility of the data through several sources, for example from the English teacher and the students relating to the implementation of discovery learning in Teaching English at XI Grade of MAN RL.

2. Triangulation of Technique

   The triangulation technique is used to assess the accuracy of the data by comparing the data from the same source using several techniques. In this research, the researcher examined the credibility of the data through three data collection techniques including observation, interview, and documentation relating to the implementation of discovery learning in Teaching English of MAN Rejang Lebong

3. Triangulation of Time

   The credibility of the data is frequently influenced by time; data gathered through interview techniques in the morning, when the interviewers are still conscious and there haven't been many concerns, would produce more reliable data, making it more credible. In this research, the researcher tested the credibility of the data by interview, observation, and documentation with different time and situation. This data validity used source triangulation. For the triangulation of source, the researcher reinforced the data got by comparing with information from other sources. It aimed to know how the

English teacher applied discovery learning in Teaching English at XI grade of MAN Rejang Lebong

CHAPTER IV
FINDINGS AND DISCUSSIONS

A.Finding

In this study, the researcher focused on the implementation of the Discovery Learning method through multimedia integration in the teaching and learning process at MAN Rejang Lebong. The primary objective was to explore how Discovery Learning was applied in English language instruction with the support of multimedia resources.

The research began with classroom observations that aimed to insvestigate how the implementation of Discovery Learning approach was practiced, including the teaching strategies that were employed, the level of student engagement, and the role of the teacher in facilitating the learning process. Following the observations, in-depth interviews were conducted with the English teacher to gain insights into the teacher's perspective on the effectiveness and outcomes of the method, as well as the challenges that were encountered during its implementation.

To further investigate the use of learning media in the classroom, the researcher carried out focused observations to identify the types of multimedia that were utilized and to assess the relevance of the materials presented in supporting the development of students' English language skills. These observations were intended to provide a comprehensive understanding of how multimedia contributed to a more interactive and meaningful learning experience. In addition, the researcher collected supporting documentation in

the form of the Lesson Plan (*Rencana Pelaksanaan Pembelajaran* or RPP), which served as formal evidence of the application of the Discovery Learning method and the integration of multimedia tools in each stage of the instructional process.

1. **Investigated the Discovery Learning Implementation**

The main focus of this study was to investigate how the Discovery Learning method was implemented in English language classrooms. This investigation was initiated based on a preliminary observation conducted on April 22, 2024, in which the researcher found that the English teacher at MAN Rejang Lebong applied the Discovery Learning method in English instruction to enhance student engagement and promote active participation in the learning process.

To support the data collection, the researcher conducted systematic observations using a checklist to identify the components of Discovery Learning implementation. These observations were carried out over a period from April 26, 2025, to May 10, 2025, with a total of four observation sessions conducted within that timeframe. It is important to note that this investigation specifically focused on the English teacher who consistently applied the Discovery Learning approach in classroom instruction. Consequently, the observed classes were those taught directly by the teacher in question. In this context, Class XI B, XI C, and XI E were selected as the research subjects because they were all under the teacher's instruction. Each class was observed during four different teaching sessions to obtain a

comprehensive understanding of the consistency and effectiveness of Discovery Learning implementation integrated with multimedia in English language learning. The explanation can be seen in the tabel below:

Table 4.1
Detailed Implementation of Discovery Learning Indicators in English Classes

No	Indicator	Implementation Across Classes
1	**Gaining attention**	Teachers began lessons with dynamic strategies such as showing short, high-interest videos related to the topic, presenting real-life problems for students to solve, asking thought-provoking questions, or using unusual images/sounds to spark curiosity. These attention-getters were often linked to students' personal experiences, making them feel the topic was relevant and worth exploring.
2	**Informing learners of the lesson objective**	At the start of each lesson, teachers clearly stated the objectives both verbally and in written form on the board or slides. They explained *why* these objectives were important and connected them to future tasks or assessments. In some cases, students were encouraged to rephrase the objectives in their own words to ensure understanding.
3	**Stimulating recall of prior learning**	Lessons included structured warm-up activities such as quick quizzes, brainstorming sessions, or short discussions that revisited key points from previous topics. Teachers often linked this review to students' personal experiences or real-life scenarios, helping them see the logical flow between what they had learned before and the new material.
4	**Presenting the stimulus**	The new lesson content was introduced through varied and engaging media — including videos, infographics, real-life case studies, dialogues, and role-play scenarios. Teachers intentionally selected stimuli that were authentic, relatable, and problem-based to trigger student inquiry and engagement with the topic.
5	**Providing learning guidance**	Guidance was scaffolded step-by-step, often starting with teacher modeling of a task, followed by guided practice, and then independent work. Digital tools (e.g., Kahoot, Google Slides, interactive quizzes) were used to structure learning. Teachers circulated to give

		targeted hints, asked prompting questions, and provided immediate clarification when needed.
6	**Eliciting performance**	Students applied what they learned through varied performance tasks — such as group debates, project presentations, creative writing, simulation games, and collaborative problem-solving. These tasks were designed to mirror real-world applications, requiring students to use critical thinking, teamwork, and language skills simultaneously.
7	**Providing feedback**	Feedback was given throughout activities rather than only at the end. Teachers used a mix of strategies: oral feedback during group work, written notes on student outputs, and structured peer feedback sessions. Emphasis was placed on constructive suggestions, highlighting both strengths and areas for improvement.
8	**Assessing performance**	Assessment strategies included both formal (short quizzes, graded presentations) and informal (teacher observation, questioning during activities) methods. Teachers evaluated not only the correctness of answers but also communication skills, creativity, and problem-solving ability. Rubrics were sometimes shared in advance to make expectations clear.
9	**Enhancing retention and transfer**	To help students retain knowledge and apply it outside class, teachers used reflective journals, mind maps, and real-world application tasks (e.g., designing a public awareness campaign, writing a business proposal). Review games and peer-teaching sessions were also used to reinforce learning in memorable ways.

Table 4.1 illustrates the detailed implementation of Discovery Learning indicators in English classes. The findings reveal that teachers consistently applied all nine indicators in ways that actively engaged students, linked lessons to real-life contexts, and supported both understanding and skill development. Activities such as multimedia introductions, clear communication of objectives, and warm-up reviews helped prepare learners for new material. The use of authentic stimuli,

scaffolded guidance, and real-world performance tasks promoted active participation and critical thinking. Feedback was provided continuously, and assessment strategies were varied to capture multiple aspects of performance. Finally, retention and transfer were enhanced through reflective practices, review games, and practical application tasks, ensuring that learning extended beyond the classroom.

1. **Gaining attention**

   Teachers initiated lessons using multimedia hooks such as a short 2-minute YouTube video or a GIF animation related to the topic. For example, before teaching a unit on "Travel and Tourism," the teacher played a fast-paced travel vlog showing famous landmarks around the world. Students reacted with excitement, and many began discussing destinations even before the lesson formally started.

   The observations across Classes XI B, XI C, and XI E revealed that the *Gaining Attention* phase was implemented consistently and effectively in all learning sessions. Teachers utilized a variety of attention-capturing strategies, including the use of unexpected media clips, real-life scenarios, critical and hypothetical questions, and opportunities for student-led questioning. These approaches were not only engaging but also aligned with the Discovery Learning principle of beginning with curiosity and cognitive activation. The integration of multimedia played a key role in enhancing the impact of this stage, making abstract topics more accessible and relatable. The students were

positioned not just as passive recipients but as participants who were intellectually involved from the beginning of each lesson. This consistent application across all three classes confirms that gaining attention was successfully achieved and functioned as a strong foundation for the subsequent phases of inquiry and discovery in the learning process

2. Informing learners of the lesson objective

Objectives were presented using PowerPoint slides with images and key phrases. In one lesson on persuasive speaking, the teacher displayed the goal alongside two contrasting advertisement videos, asking students to guess the purpose of the day's activity. This visual cue helped students connect the objective to a real-world context immediately.

Based on the observations conducted in Classes XI B, XI C, and XI E, it was evident that the teachers effectively implemented the second phase of Discovery Learning by consistently informing students of the learning objectives. These objectives were not only stated at the beginning of the lesson but were also contextualized through relatable examples and interactive questioning. In several instances, teachers encouraged students to paraphrase or reflect on the objectives, reinforcing clarity and ownership of the learning goals. The use of supporting media such as PowerPoint slides, video prompts, and visual summaries further enhanced students' understanding of the lesson purpose. This consistent and thoughtful practice contributed to a

structured learning environment where students were guided not only in what to learn but also in why the learning mattered. As a result, students were better prepared to engage meaningfully in subsequent discovery-based activities.

3. **Stimulating recall of prior learning**

To review the previous lesson on descriptive adjectives, the teacher used Kahoot with colorful images of famous people and places. Students answered questions like “Which adjective best describes this picture?” The quiz not only refreshed vocabulary but also visually linked past knowledge to the new lesson on descriptive writing.

The implementation of this indicator was evident in all observed classes. In Class XI B, the teacher facilitated reflection using guided questions and visual prompts, while in Class XI C, interactive quizzes and peer discussions were used to reinforce prior knowledge in a more collaborative manner. In Class XI E, multimedia support such as slides and verbal questioning effectively activated students’ memory of earlier lessons. Across all three classes, the stimulation of prior learning was effectively executed and well-integrated with Discovery Learning principles. These strategies helped ensure that students began each lesson with a refreshed understanding, enabling them to relate past knowledge to new learning material and engage more deeply with the content. This step proved essential in maintaining continuity and enhancing cognitive engagement throughout the instructional process.

4. Presenting the stimulus

New content was introduced through authentic multimedia. For example, during a lesson on giving directions, the teacher projected a Google Maps street view and demonstrated real-time navigation to a landmark. Students then discussed possible routes in English, making the activity both authentic and interactive.

The use of stimulation across all three observed classes demonstrated an effective and intentional application of Discovery Learning principles. In Class XI B, students were exposed to structured multimedia inputs such as case studies and concept maps; in Class XI C, authentic materials like online news, quick online learning, and dialogues served to engage students with real-life relevance; while in Class XI E, visual and situational prompts were used to set up inquiry and collaborative exploration. The strategic presentation of these stimuli allowed students to interact with content in meaningful ways, making abstract concepts more tangible and prompting critical thinking. The diverse and multimedia-rich stimuli served not only to capture attention but also to lead learners into deeper investigation and collaborative discussion. This finding confirms that presenting a relevant and challenging stimulus is essential in enabling students to transition from passive reception to active discovery in the English learning process.

5. Providing learning guidance

Teachers combined live explanations with step-by-step slides. In one writing lesson, the teacher used a document camera to display a sample paragraph, highlighting topic sentences and supporting details in different colors. Students followed along on their devices, reinforcing the structural elements visually and verbally.

Across all three classes, the implementation of learning guidance reflected a deep understanding of Discovery Learning principles. In Class XI B, structured instructions and teacher facilitated discussions helped students navigate complex tasks with confidence. In Class XI C, multimedia tools and teacher prompts were used to guide students through analytical thinking and collaborative work. Meanwhile, in Class XI E, guidance was provided through strategic questioning, contextual examples, and peer-based support. The consistent presence of learning guidance ensured that students remained on task, understood the expectations, and were able to process and apply new knowledge in meaningful ways. Rather than removing structure, the teacher provided purposeful scaffolding that enhanced student autonomy. These practices underscore the importance of the teacher's role in Discovery Learning not as the sole source of information, but as a facilitator of exploration, critical thinking, and student-led inquiry.

6. **Eliciting performance**

Students applied their learning through multimedia-supported tasks. For instance, in a speaking activity, groups created short video skits using their phones, adding subtitles and background music. One group even edited in a green-screen travel background to simulate being in Paris. This creative integration deepened engagement and required real application of the target language.

The implementation of this indicator across all three classes demonstrated a clear commitment to engaging students in active, performance-based learning. In Class XI B, students completed structured tasks such as budgeting plans and reflective writing, which allowed them to apply key concepts. In Class XI C, the performance stage was highlighted through student-led presentations and creative visual products, while in Class XI E, learners participated practical simulations that required critical thinking and real time decision making.

7. **Providing feedback**

The teacher projected a student's Google Slides presentation on the screen and used a stylus to annotate directly on their slides while giving feedback. In another case, recorded video assignments were played back in class, with pauses for peer comments. Students appreciated seeing concrete examples of strengths and areas for improvement.

In Class XI B, feedback was given during group activities and written reflections, helping students identify gaps and revise their understanding in real time. In Class XI C, both teacher-led and peer feedback were used to support collaborative learning and encourage critical evaluation. Similarly, in Class XI E, the integration of digital tools enabled immediate, personalized feedback while maintaining student engagement. These practices illustrate that feedback in a Discovery Learning environment is not an endpoint, but an ongoing dialogue that shapes students' learning trajectories. By embedding feedback within the instructional process, the teacher not only guided students' discovery but also promoted a culture of continuous reflection and improvement. This aligns with the goal of empowering learners to take an active role in assessing and refining their own learning progress

8. Assessing performance

Assessment was often multimedia-based. In one debate activity, the teacher recorded each team's performance and later shared the videos via Google Drive. Students were then required to self-assess using a digital rubric provided in Google Forms, which included sample clips for reference. This approach made assessment more transparent and reflective.

. In Class XI B, performance tasks such as poster creation and written reflections were used to assess comprehension and creativity. In Class XI C, the teacher employed multimedia-based tools and oral

presentations to evaluate students' ability to synthesize and articulate their understanding. Class XI E featured continuous assessment through group work, scenario-based responses, and formative rubrics that emphasized participation and application.

9. Enhancing retention and transfer

Teachers reinforced learning with multimedia projects. After a unit on narrative writing, students created animated story videos using Powtoon, which required them to apply plot structure, sequencing, and descriptive language in a new format. By retelling their written story visually, students not only reviewed content but also adapted it creatively for a different medium.

The implementation of strategies to enhance retention and transfer was consistently observed across the three classes. In Class XI B, students completed mind maps and budgeting tasks that reflected their ability to synthesize and personalize knowledge. In Class XI C, learners produced posters and verbal summaries that linked learning content to everyday life. Similarly, in Class XI E, students reflected on personal habits, solved real-life problems, and articulated their insights in creative ways.

B.Benefit of Implementation Discovery Learning Method Through Multimedia Integration

The interview was conducted with students of MAN Rejang Lebong to gain a deeper understanding of their perceptions and experiences regarding the implementation of Discovery Learning integrated with multimedia. The interview instrument was structured based on Jerome Bruner's Discovery Learning theory and consisted of nine sub-aspects grouped under four main indicators: intellectual potency, intrinsic motivation, heuristics of discovery, and memory enhancement. The findings of the interview are presented in detail below:

Tabel 4.2
Benefits of Discovery Learning with Multimedia Integration (Based on Student Interviews)

Main Indicator	Students' Anaswer	Benefits Gained
Intellectual Potency	Students were actively involved in exploration, discovery, and group discussion rather than being passive listeners.	1. Builds confidence in thinking critically and independently. 2. Encourages responsibility for own learning. 3. Develops problem-solving and inquiry skills.
Intrinsic Motivation	Multimedia (videos, apps, images) made learning fun, interactive, and engaging.	1. Increases interest and enjoyment in lessons. 2. Boosts willingness to participate. 3. Encourages creativity in presenting ideas.
Heuristics of Discovery	Students linked lessons to daily life and felt free to explore in ways that	1. Promotes independent and lifelong learning.

	suited their learning style.	2. Helps transfer classroom knowledge to real-world contexts. 3. Adapts to different learning styles (visual, collaborative, independent).
Enhancing Memory	Students used repetition, reviews, projects, and real-life applications to retain knowledge.	1. Strengthens long-term memory through active use. Improves understanding via projects (posters, presentations, etc.). 2. Increases retention by applying knowledge in real-life practice.

1. **Increase Intellectual Potency**

Students consistently reported that they were not passive in class, but actively engaged in exploring knowledge. They expressed that involvement in activities such as group work, discussions, and discovery tasks helped them feel more responsible for their learning. One student remarked:

"Yes, we are always involved in the learning process, so we don't just sit and listen. This makes us more motivated and focused."

Another student highlighted how curiosity was triggered by opportunities to discover concepts themselves:

"With Discovery Learning, we are given the chance to find answers on our own. It feels more satisfying than just being told by the teacher."

In addition, several students noted the role of the teacher in guiding rather than directly instructing. They appreciated being encouraged to think independently and critically:

"Our teacher does not immediately give the answer but guides us step by step. Because of that, we become curious and learn how to think critically."

This suggests that Discovery Learning helps students develop intellectual potency by shifting them from passive receivers to active learners. They not only participate but also build confidence in their ability to inquire and reason.

2. Intristic Motivation

Students agreed that the integration of multimedia resources created a learning environment that was more interesting, enjoyable, and motivating. They highlighted the role of videos, images, audio, and interactive applications in capturing their attention and making lessons more meaningful. Student A stated:

"We use multimedia like videos, pictures, and interactive apps. It's more fun than just reading a book, and it makes me want to learn."

Another explained that multimedia tools allowed them to explore content creatively:

"When we use videos or apps, it makes the learning more exciting. We can make posters, presentations, or even solve problems in new ways."

Students also described how these methods supported their critical thinking and problem-solving abilities:

"Through these activities, we are trained to think critically and solve problems together with friends."

These statements demonstrate that Discovery Learning, when combined with multimedia, fosters intrinsic motivation by making lessons more engaging and empowering students to explore knowledge in creative and critical ways.

3. **The Learning of the Heuristics of Discovery**

Many students explained that Discovery Learning encouraged them to apply what they learned to everyday life. They recognized that lessons were not only about theory but also about practical application. One student commented:

"We are encouraged to connect what we learn with daily life, so it doesn't feel useless. For example, English lessons can be used when we watch movies or try to communicate."

Others pointed out that the method was flexible enough to match their learning styles and interests:

"Discovery Learning is not the same for everyone. Sometimes we can work in groups, sometimes alone, and it depends on our style. That makes learning easier for me."

This shows that Discovery Learning cultivates the heuristics of discovery by promoting independent learning habits and adaptability. Students appreciated how the approach allowed them to become lifelong learners who can continue exploring knowledge even beyond the classroom.

4. **Enhancing Use of Memory**

Students shared several strategies that helped them remember and apply what they learned. They described review activities, repetition of lessons, and class discussions as especially effective in strengthening memory retention. Student C reflected:

"We usually review the material, repeat it, or discuss it again in groups. That way, I can remember it longer."

They also noted that projects and creative tasks helped them retain knowledge more effectively:

"When we make posters, presentations, or projects, the lesson sticks in my mind because I understand it better."

In addition, students explained that applying their knowledge in real-life situations made it easier to remember:

"When we use English in daily life like making sentences, practicing conversations, or writing it stays in our memory."

These accounts confirm that Discovery Learning enhances memory retention by encouraging repeated engagement with content and providing opportunities for authentic application. Students are not just memorizing, but internalizing and transferring knowledge to different contexts.

Based on the students' interviews, it can be concluded that the implementation of Discovery Learning integrated with multimedia has a positive and meaningful impact on their learning experiences. Students reported that they felt more actively involved, motivated, and challenged to think critically. The use of multimedia tools made lessons more engaging, enjoyable, and suitable for diverse learning preferences. Furthermore, students were able to connect classroom knowledge to real-life situations, adapt learning to their personal styles, and strengthen memory through reviews, projects, and practical applications.

B.D iscussions

The findings of this study reveal that the English teacher at MAN Rejang Lebong implemented Discovery Learning in a consistent and structured manner, both in planning and in practice, and did so with deliberate integration of multimedia tools. This supports the theoretical framework of Jerome Bruner, who emphasized the importance of learning through discovery, exploration, and active engagement with content rather than passive reception.

1. Implementation of Discovery Learning in English Teaching

The implementation of the Discovery Learning method through multimedia integration in Classes XI B, XI C, and XI E can be clearly explained using Bruner's theory and supported by previous studies. According to Bruner, Discovery Learning emphasizes active engagement, curiosity, and self-directed exploration, which were reflected in how multimedia tools (e.g., YouTube videos, infographics, and interactive quizzes) were used to stimulate students' curiosity at the start of lessons[44]. This aligns with Hosnan, who notes that Discovery Learning in Indonesian classrooms can motivate learners by involving them in inquiry-based activities. Lesson objectives, when presented through multimedia-based slides, encouraged students to frame problems meaningfully, which supports Bruner's view that learners should restructure knowledge rather than receive it passively.

The activation of prior knowledge through interactive quizzes and visual prompts reflects constructivist scaffolding, helping students connect new concepts with previous learning. Studies in Indonesian EFL contexts (e.g., Sari & Pratiwi) have shown that integrating multimedia into Discovery Learning improves students' comprehension and supports scaffolding in language learning[45]. Similarly, the use of authentic media such as Google Maps, news clips, and real-life problem simulations reflects Bruner's "spiral

[44] Bruner, J. S. (1961). *The act of discovery*. Harvard Educational Review, 31(1), 21–32.
[45] Sari, N., & Pratiwi, D. (2020). Discovery learning with multimedia to enhance students' motivation in EFL classroom. *English Education Journal*, 11(4), 412–423

curriculum" principle, where learners revisit concepts in progressively deeper ways. This is also consistent with research by Hidayati, who found that Discovery Learning with multimedia increased students' critical thinking and problem-solving abilities in English classrooms[46].

The guidance phase showed that teachers scaffolded students' exploration through visual demonstrations and step-by-step multimedia modeling. This reflects Bruner's idea of a "scaffolding role" for teachers, and is supported by Indonesian findings (Setiawan & Jumadi) that multimedia in inquiry-based learning fosters student independence without reducing clarity. Student performance was evident in tasks such as video skits, posters, budgeting projects, and creative reflections, demonstrating Bruner's principle of "learning by doing." Studies (e.g., Nugroho, 2021) confirm that Discovery Learning with multimedia enhances student creativity and engagement through authentic tasks.

Feedback and assessment were also multimedia-based (e.g., annotated slides, digital rubrics, interactive discussions), reflecting formative assessment principles in constructivist classrooms (Black & Wiliam)[47]. Research in Indonesian schools (Rahmawati) has shown that digital formative feedback increases learners' motivation and helps clarify

[46] Hidayati, N. (2019). The implementation of discovery learning to improve students' critical thinking skills in English learning. *Journal of English Education and Teaching (JEET)*, 3(2), 123–134.

[47] Black, P., & Wiliam, D. (2009). *Developing the theory of formative assessment*. Educational Assessment, Evaluation and Accountability, 21(1), 5–31. https://doi.org/10.1007/s11092-008-9068-5

understanding. Finally, strategies for memory retention and transfer such as mind maps, posters, and animated storytelling support Bruner's idea that knowledge is best retained when connected to real-life contexts. This resonates with findings it can be seen that who reported that Discovery Learning with multimedia integration enhances both literacy and long-term retention in high school EFL classrooms.

2. The Multimedia intergration in Facilitating Discovery Learning

The findings of this study indicate that the implementation of Discovery Learning integrated with multimedia had a positive and meaningful impact on students' learning experiences at MAN Rejang Lebong. Students consistently reported being more actively involved, motivated, and able to transfer knowledge to real-life contexts. This aligns with Self-Determination Theory[48], which emphasizes that students are more engaged when their basic psychological needs for autonomy, competence, and relatedness are fulfilled. The students' reflections such as enjoying opportunities to explore content independently, feeling capable through guided tasks, and collaborating with peers illustrate how the learning environment supported intrinsic motivation and sustained active participation.

[48] Bernard, R. M., Borokhovski, E., Schmid, R. F., Waddington, D. I., & Pickup, D. I. (2019). *Twenty-first century adaptive teaching and individualized learning operationalized as specific blends of student-centered instructional events: A systematic review and meta-analysis*. *Campbell Systematic Reviews*, 15(1–2), e1017

The integration of multimedia also resonates with Cognitive Load Theory, which explains that learning is most effective when instructional design reduces unnecessary mental effort and helps learners focus on essential information [49]. In this study, multimedia tools such as videos, images, and interactive applications helped students better process and retain knowledge by presenting information in manageable and visually supported formats. The learners' comments about lessons being more enjoyable and memorable suggest that multimedia reduced extraneous load and strengthened germane cognitive processes, allowing deeper comprehension and retention.

Furthermore, the collaborative and networked nature of learning in this study reflects the principles of Connectivism (Siemens, 2005), a modern learning theory for the digital era that highlights how knowledge is distributed across networks and learning occurs by forming meaningful connections. Students' multimedia projects, peer feedback, and use of digital platforms not only facilitated individual learning but also fostered collective knowledge building. This supports the idea that multimedia-enhanced Discovery Learning allows students to engage in both independent inquiry and socially connected meaning-making.

[49] Sweller, J. (2011). Cognitive load theory. Psychology of Learning and Motivation, 55, 37–76. https://doi.org/10.1016/B978-0-12-387691-1.00002-8

The present findings are also consistent with previous research in the Indonesian context. Hidayati found that implementing Discovery Learning in English classrooms improved students' critical thinking skills [50] , as learners were encouraged to analyze, evaluate, and apply knowledge in new contexts. Similarly, Sari and Pratiwi reported that Discovery Learning combined with multimedia tools enhanced student motivation and creativity in EFL classrooms, since digital resources made lessons more engaging and relevant. Both studies confirm that Discovery Learning, particularly when integrated with multimedia, empowers students to be active, motivated, and independent learners.

Taken together, the results of this study strengthen the argument that Discovery Learning with multimedia integration fosters motivation, effective cognitive processing, adaptability, and connected learning among students. Theories of Self-Determination Theory, Cognitive Load Theory, and Connectivism provide strong conceptual support for these outcomes, while evidence from previous Indonesian research highlights that similar benefits have been observed in other EFL contexts. This suggests that Discovery Learning with multimedia is not only theoretically sound but also practically effective in enhancing the quality of English learning in Indonesian classrooms..

[50] Ibid P.36

3. Comparison with Previous Research

The implementation of Discovery Learning in English language instruction has been the subject of various previous studies, each focusing on different language skills. The current study builds upon this foundation while offering a unique perspective through the integration of multimedia tools at every stage of the Discovery Learning process.

One relevant study was conducted by Sri Maryanti, entitled The Implementation of Discovery Learning Model in Teaching English at Eleventh Grade of SMK Muhammadiyah 3 Purbalingga. Although the study's focus was primarily on the effect of jazz chants on speaking skills, it employed a Discovery Learning framework as the instructional foundation.[51] Maryanti's research showed that Discovery Learning helped improve students' speaking performance significantly. The average post-test scores rose compared to pre-test scores, suggesting that when students are actively engaged and guided through meaningful input (in this case, jazz chants), they are able to internalize and express language more effectively. This aligns with the present study's findings, where student creativity and engagement were enhanced through exploratory, multimedia-supported speaking tasks such as digital poster presentations.

[51] Sri Maryanti, "The Implementation of Discovery Learning Model in Teaching English at Eleventh Grade of SMK Muhammadiyah 3 Purbalingga" (State Islamic University Profesor Kiai Haji Saifuddin Zuhril Purwokerto, 2022).

Another relevant comparison is found in the quasi-experimental research titled The Influence of Using Discovery Learning Model Toward Students' Writing Ability in Descriptive Text by Zahra, conducted at SMA Muhammadiyah 2 Bandar Lampung. The findings of that study showed a statistically significant improvement in students' writing performance when taught using Discovery Learning as compared to the control group taught using traditional methods (e.g., freewriting).[52] This supports the notion that Discovery Learning enhances language output by promoting a deeper understanding of structure, vocabulary, and coherence. Similarly, the current study also found that students developed stronger written and oral communication skills through guided inquiry and structured tasks, particularly when paired with rich multimedia resources such as infographics, videos, and visual prompts. However, unlike the Bandar Lampung study, which applied Discovery Learning as a fixed treatment, the current research explores how Discovery Learning is embedded and adapted throughout actual lesson planning and delivery, offering a more naturalistic and practical perspective.

The third study, conducted by Silvy Eka Wulandari, focused on The Implementation of Discovery Learning in Teaching Reading to the Eighth Grade Students of MTR Bustanul Ulum Panti Jember. Her findings also

[52] Desti Zahra, "The Influence of Using Discovery Learning Model towards Students Writing Ability in Descriptive Text at the First Semester of the Tenth Grade of SMA Muhammadiyah 2 Bandar Lampung in the Academic Year 2018/2019" (Raden Intan Islamic University, 2022).

support the positive impact of Discovery Learning on student engagement and comprehension, particularly in reading. [53] Wulandari emphasized the need for this method to be sustained and developed, as it improved students' academic achievement across language domains, including pronunciation and vocabulary. In line with these findings, the current study also revealed that Discovery Learning led to deeper comprehension and active participation. However, the addition of multimedia integration in this study sets it apart. Students in this research were not only reading but engaging with authentic texts through digital platforms, visual mapping tools, and interactive content, which allowed for multimodal interpretation and deeper conceptual understanding.

The main point of departure between these previous studies and the current research lies in the integration of multimedia as a consistent and structured part of the Discovery Learning process. While prior studies focused on a single skill (speaking, writing, or reading) and measured outcomes using pre- and post-tests or limited qualitative analysis, the present study provides a more holistic investigation by combining observation, teacher interviews, and document analysis. It explores how Discovery Learning is designed, implemented, and adapted in real classroom settings particularly in the context of multimedia-supported instruction. Furthermore, this study demonstrates that multimedia not only

[53] Silvy Eka Wulandari, "The Implementation of Discovery Learning Method MTs Bustanul Ulum Panti Jember" (State Islamic University of Kiai Achmad Siddiq Jember, 2021).

enhances the phases of Discovery Learning (e.g., stimulation, data collection, verification) but also supports student-centered learning, critical thinking, and collaborative inquiry. These dimensions were less emphasized in the previous research, which tended to focus on learning outcomes rather than pedagogical processes. As a result, the current study contributes not only confirmation of prior findings but also extends the theoretical and practical understanding of how Discovery Learning and technology can synergistically transform English language teaching.

CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

The implementation of Discovery Learning at MAN Rejang Lebong was carried out in XI IPA class during English learning by following the stages of Discovery Learning, supported with multimedia such as videos, digital pictures, and interactive slides. Classroom observations showed that the teacher guided students to explore the material, identify problems, and find solutions through activities like group discussions, poster-making, mind mapping, and verbal summaries. Multimedia was used to present concepts more clearly and attractively, making the learning process more interactive. The teacher also employed observation checklists and field notes to ensure that each stage of Discovery Learning was followed. This showed that Discovery Learning integrated with multimedia was applied consistently and systematically to support student-centered learning.

The benefits observed from Discovery Learning with multimedia integration included increased student confidence, participation, and motivation in learning English. Students who were initially shy and passive became more active in expressing opinions, asking questions, and working collaboratively. They were also able to connect the learning material with real-life contexts, such as budgeting tasks, personal habit reflections, and solving practical problems. Multimedia made abstract concepts more concrete, stimulated curiosity, and

enhanced creativity through outputs like posters, mind maps, and oral presentations. From interviews, students expressed that learning felt more engaging, enjoyable, and meaningful compared to traditional methods. Overall, Discovery Learning with multimedia helped students not only understand the material but also develop higher-order thinking skills and communication abilities.

B. Suggestion

Based on the findings and conclusions of this research, several suggestions are proposed for different stakeholders in the field of English language education:

1. For English Teachers

Teachers are encouraged to adopt the Discovery Learning model not only as a teaching strategy but as a guiding framework for fostering student-centered, inquiry-driven learning environments. This study has shown that Discovery Learning, when supported by multimedia, enhances students' curiosity, autonomy, and critical thinking skills. Therefore, English teachers should integrate multimedia resources such as video materials, digital worksheets, and online presentation tools not just as supplementary aids but as core instructional components that scaffold the learning process from exploration to conclusion. Moreover, teachers should continually reflect on their role as facilitators who guide students to construct knowledge, rather than merely deliver content.

2. For Schools and Educational Institutions

Schools should provide the infrastructure and support necessary for the successful implementation of Discovery Learning through multimedia integration. This includes ensuring access to digital devices, reliable internet connectivity, and multimedia tools for both teachers and students. In addition, professional development programs should be offered to equip teachers with the skills needed to design and facilitate discovery-based lessons using digital media. Encouraging innovation in instructional design and fostering a culture of learner-centered pedagogy will contribute to higher levels of student engagement and achievement.

3. For Future Researchers

This study opens several pathways for further investigation. Future researchers may explore the long-term impact of Discovery Learning on language proficiency, student motivation, or learner autonomy across different skill areas (e.g., listening, speaking, reading, and writing). Comparative studies across different school contexts urban, rural, public, and private could offer broader insights into the effectiveness and adaptability of the Discovery Learning model. Researchers may also investigate how specific types of multimedia (e.g., podcasts, augmented reality, or mobile apps) influence student learning within the Discovery framework.

REFERENCES

Anna G Halim, A.,G. 2021. The Application of Discovery Learning In Improving Student's Creative Thinking Skill. *Journal of education: Conf. Series 1211.* http://doi:10.1088/1742-6596/1211/1/012086

Bondoba, RT. (2024). Discovey Learning and How it works. New Edition Press. Retrived on April 29, 2024.

Brophy, J. (2020). *Using Video in Teacher Education*. Bingley: Emerald Group Publishing Limited

Brown, H.D. (1994). *Principles of Language Learning and Teaching. Englewood Cliffs.* New Jersey: Prentice Hall Regents

Bruner, J. S. (1961). *The Act of Discovery.* Harvard Educational Review, 31 (1), 21– 32.

Creswell, John W and J. David. (2018). *Research Design: Qualitative, Quantitative, and, Mixed Methods Approaches ed Fith.* Los Angeles: Helen Salmon and others

Feriyati, D. (2014). Discovery learning as a method to teach descriptive text in building students' character: A Case of Seventh Grade Student of SMP N 3 Ulujami. *English Teaching Journal, 5*(2), 58-69

Gulo W. (2002). *Metodologi Penelitian.* Jakarta: Gramedia Widiasarana Indonesia

Harefa, S. S. M., Harefa, A. R., & Lase, S. (2022). *Pengembangan video pembelajaran berbasis discovery learning pada materi dimensi tiga siswa kelas XI SMK Negeri 1 Lotu*. Formosa Journal of Applied Sciences (FJAS)

Isadaud, D. M., and Fikri, D. (2022). The urgency in the curriculum in Indonesia to prepare human resources for global competitiveness. *Jurnal Pendidikan dan Pembelajaran , 1*(1), 51–58

Baron, A. (2020). *Multimedia Project in Education the Impmenetation* Washington: Networking

Jonassen, D. H. (2000). *Learning to solve problems with technology: A constructivist perspective*. Merrill/Prentice Hall

Lamusu, Z., & Syarifudin, S. (2020). Pengaruh Model Cooperative Learning Tipe Jigsaw Terhadap Hasil Belajar Bola Basket. Aksara: Jurnal Ilmu Pendidikan Nonformal, *5*(2), 129–138.

Lestari, Endang Titik. (2020). Discovery Learning,Sleman: CV BUDI UTAMA

Mayer, R. E., and Moreno, R. (2002). Aids to computer-based multimedia learning. *Learning and Instruction.*

Meliasari, Rahayu, et al. (2023) *The Effect of Discovery Learning to Teach Students' Reading Comprehension*. Jurnal Pendidikan Bahasa, 12(1), 702–715

Muhilisin & Imran (2023) *Discovery Learning in English Subjects to Enhance Learning Outcomes in Speaking Aspects*. Jurnal Ilmiah Mandala Education

Muliati & Syam, U. (2020). Promoting Discovery learning for EFL students in reading comprehension

Naim, S. N., Rahmawati, S., Nasir, & Jumriah. (2023). *Peningkatan aktivitas dan hasil belajar siswa menggunakan model discovery learning pada pembelajaran bahasa Indonesia di kelas XI SMA Negeri 3 Pangkep*. *Guru Pencerah Semesta*

Permendikbud. (2013). *Peraturan Menteri Pendidikan dan Kebudayaan no 65 tahun 2013 tentang Standar Proses*.

Pisters, B., Bakx, A.W.E.A., and Lodewijks, H. (2003). Multimedia Assessment of Social Communicative Competence. *International Electronic Journal for Leadership in Learning.*

Praveen. Patel. (2008). *English Language Teaching*. Jaipur: Sunsire Publishers

Ratna, S. (2018).An Analysis Of the students' Problem In Learning Speaking At The First Semester Of the Eleventh Grade Of Smkn 6 Bandar Lampung. Thesis.

Saleh, S. (2017). *Analisis Data Kualitatif.* Bandung: Penerbit Pustaka Ramadhan

Sugiyono. (2015). *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D'*. Bandung: Alfabeta

Syah, M. (2017). *Psikologi Pendidikan*. Bandung: PT Remaja Rosdakarya.

Prianto Ananta. (2023). *Model-model pembelajaran Disecovery Learning*. Jakarta: Prestasi Pustaka,

Westwood, P. (2008). *What the Teachers Need To Know About Teaching*. Camberwell: Acer Press.

Wisegeek. (2016). What is animation?. Retrieved from wisegeek.org

Zaim, M., & Refnaldi. (2016). From Need Analysis to Multimedia Development: Using Exe-Learning in Developing Multimedia Based Listening Matarials. Paper presented at 51st RELC International Conference.

APPENDICES

Appendices Data Mentah hasil

The first indicator in the implementation of Discovery Learning is *Gaining Attention*, which refers to the teacher's strategies to stimulate students' curiosity and focus at the beginning of the learning process. According to Bruner (1961), learning is most effective when it begins with a sense of inquiry when students are curious and cognitively engaged. In Discovery Learning, this initial stimulation serves as a gateway to deeper exploration. In the context of this study, gaining attention was achieved primarily through the integration of multimedia, real-life prompts, and provocative questioning techniques. The following field notes from Classes XI B, XI C, and XI E illustrate how teachers initiated lessons in ways that sparked curiosity, triggered critical thinking, and encouraged students to take an active role in learning from the outset.

Table 4. 1

Table of gaining attention

Class	Meeting				Field note
	1	2	3	4	
XI B	✓	✓	✓	✓	In the first and second meetings, teachers began each learning session with interesting stimulation designed to capture students' attention and provoke curiosity. In the third meeting teachers used surprising questions, thought-provoking images, and open-ended questions relating to real-life contexts. In the fourth meeting the teacher consistently encouraged students to ask their own questions and respond to their peers' ideas. This approach not only encourages critical thinking but also positions students as active participants in the learning process.
XI C	✓	✓	✓	✓	In Class XI C, in both the first and second meetings, teachers consistently used creative and thought-

					provoking strategies to capture students' attention at the beginning of the lesson. This included the use of unusual media clips and situational clues that served as visual or contextual hooks to stimulate curiosity and encourage engagement with the topic. In the third and fourth meetings, class discussions often began with reflective or hypothetical questions, which encouraged students to move beyond surface level responses and engage in deeper thinking. In addition, a portion of each session is devoted to an open question and answer exchange, where students are encouraged to ask clarifying questions and respond to their peers' ideas using English expressions.
XI E	✓	✓	✓	✓	In Class XI E, In meetings one and two, teachers consistently began each session with stimulating activities designed to spark students' curiosity and activate engagement. These activities included the use of short dialogs drawn from real-life contexts and surprising facts related to students' daily experiences. In meeting three, the teacher introduced open-ended questions that challenged students to share opinions and make predictions, encouraging active mental engagement throughout the lesson. In the fourth meeting, the teacher designed group discussions, students were encouraged to ask and answer questions in English, which not only maintained attention but also encouraged interaction and language use in meaningful contexts.

The observations across Classes XI B, XI C, and XI E revealed that the *Gaining Attention* phase was implemented consistently and effectively in all learning sessions. Teachers utilized a variety of attention-capturing strategies, including the use of unexpected media clips, real-life scenarios, critical and hypothetical questions, and opportunities for student-led questioning. These approaches were not only engaging but also aligned with the Discovery Learning principle of beginning with curiosity and cognitive

activation. The integration of multimedia played a key role in enhancing the impact of this stage, making abstract topics more accessible and relatable. The students were positioned not just as passive recipients but as participants who were intellectually involved from the beginning of each lesson. This consistent application across all three classes confirms that gaining attention was successfully achieved and functioned as a strong foundation for the subsequent phases of inquiry and discovery in the learning process.

1. Informing learners of the lesson objective

The second indicator in the Discovery Learning model is *Informing Learners of the Lesson Objective*. This phase is essential for setting the direction of learning and ensuring that students are aware of what they are expected to achieve. According to instructional design principles and Discovery Learning theory, making objectives explicit at the beginning of a lesson helps students understand the relevance of the tasks they will engage in and enables them to monitor their own learning process. In the context of this study, the teachers in Classes XI B, XI C, and XI E made consistent efforts to communicate learning objectives clearly, both verbally and visually, while also contextualizing them through multimedia and real-life examples. This allowed students to internalize the

purpose of the lesson and become more intentional in their participation.

Table 4. 2

Table of informing learners of the lesson objective

Class	Meeting				Field note
	1	2	3	4	
XI B	✓	✓	✓	✓	In Class XI B, in the first and second meetings, the teacher explicitly conveyed the learning objectives at the beginning of each session. These objectives were conveyed both verbally and visually using PowerPoint slides, so that students could understand the purpose and expected outcomes of the lesson. In the third and fourth meetings, the teacher also asked students to restate the learning objectives in their own words, thus promoting clarity and ensuring that students were mentally prepared for the next learning activity.
XI C	✓	✓	✓	✓	In Class XI C, in meetings one, two and three the teacher consistently stated the lesson objectives at the beginning of each session, linking them directly to students' experiences and the topics introduced through the multimedia stimulation. By contextualizing the objective and inviting students to relate it to their prior knowledge or expectations, the teacher facilitated a meaningful entry point into the lesson. In session four the teacher encourages students to reflect on what they expect to learn, which supports metacognitive awareness and engagement with the lesson objectives.
XI E	✓	✓	✓	✓	In Class XI E, in the first meeting, the teacher presents the lesson objectives in a clear and structured way. In meetings two and three, the teacher uses brief explanatory statements and supporting visuals to inform students about the focus of the lesson. In meeting four, the teacher asks students to make a brief reflection or question that encourages students to anticipate the relevance of the topic. This strategy helps align students' expectations with instructional objectives and fosters a sense of direction during learning. process.

Based on the observations conducted in Classes XI B, XI C, and XI E, it was evident that the teachers effectively implemented the second phase of Discovery Learning by consistently informing students of the learning objectives. These objectives were not only stated at the beginning of the lesson but were also contextualized through relatable examples and interactive questioning. In several instances, teachers encouraged students to paraphrase or reflect on the objectives, reinforcing clarity and ownership of the learning goals. The use of supporting media such as PowerPoint slides, video prompts, and visual summaries further enhanced students' understanding of the lesson purpose. This consistent and thoughtful practice contributed to a structured learning environment where students were guided not only in what to learn but also in why the learning mattered. As a result, students were better prepared to engage meaningfully in subsequent discovery-based activities.

2. Stimulating recall of prior learning

The third indicator in the Discovery Learning framework involves activating students' existing knowledge before presenting new content. This phase is essential in helping learners connect previous learning experiences with upcoming material, thereby reinforcing cognitive pathways and preparing them for deeper inquiry. In the context of English teaching, stimulating prior knowledge serves to remind students of relevant vocabulary,

structures, or concepts that will support their understanding of new topics. Observations across Classes XI B, XI C, and XI E revealed that the teachers applied this principle consistently, using a range of strategies to elicit recall, including multimedia tools, review questions, and collaborative discussions. These efforts not only reinforced earlier material but also encouraged students to build connections and approach new content with greater readiness.

Table 4. 3

Table of stimuating recall of prior learning

Class	Meeting				Field note
	1	2	3	4	
XI B	✓	✓	✓	✓	In Class XI B, in meetings one, two, three and four the teacher regularly activated students' prior knowledge through structured questions and short review activities. At the beginning of each session, students were invited to reflect on what they had learned in the previous meeting, often by answering questions related to previous vocabulary or themes. These prompts are delivered using multimedia aids such as visual slides or short recall tasks embedded in interactive worksheets. This approach effectively bridges prior learning with new content, allowing students to make meaningful connections and strengthening conceptual continuity.
XI C	✓	✓	✓	✓	In Class XI C, in the first meeting the teacher used various techniques to stimulate recall before introducing new material. in the second and third meetings, the teacher administered mini-quizzes through platforms such as Wordwall, Puzzle, group-based vocabulary review, and warm-up discussions based on previous lessons. Students are encouraged to share their understanding with their peers, and teachers often revisit key concepts from previous topics to ensure basic understanding. in the fourth meeting, teachers encourage students to explore new content and encourage reflection on learning progress.

XI E	✓	✓	✓	✓	In Class XI E, in the first and second meetings, teachers provided verbal questions and multimedia support. in meetings two and three teachers often began the lesson by asking students to recall specific terms or ideas from the previous class, supported by visual aids or a summary of the material displayed on the screen. in the fourth meeting students were asked to occasionally compare new situations with previously discussed situations, which enhanced conceptual connections. This strategy helps strengthen retention and creates a smooth transition into the exploration of new topics.

The implementation of this indicator was evident in all observed classes. In Class XI B, the teacher facilitated reflection using guided questions and visual prompts, while in Class XI C, interactive quizzes and peer discussions were used to reinforce prior knowledge in a more collaborative manner. In Class XI E, multimedia support such as slides and verbal questioning effectively activated students' memory of earlier lessons. Across all three classes, the stimulation of prior learning was effectively executed and well-integrated with Discovery Learning principles. These strategies helped ensure that students began each lesson with a refreshed understanding, enabling them to relate past knowledge to new learning material and engage more deeply with the content. This step proved essential in maintaining continuity and enhancing cognitive engagement throughout the instructional process.

3. Presenting the stimulus

The fourth indicator in the Discovery Learning framework focuses on presenting a stimulus that encourages students to begin the inquiry process. This stimulus acts as a bridge between the students' prior knowledge and new material, and its purpose is to provoke curiosity, pose challenges, and inspire learners to explore ideas more deeply. In the context of English language instruction, the stimulus often comes in the form of multimedia content, contextual problems, or relatable real-world scenarios. During the classroom observations in Classes XI B, XI C, and XI E, teachers consistently presented varied forms of stimuli at the beginning of new learning segments. These included video materials, infographics, short dialogues, and situational prompts, all of which aimed to stimulate students' thinking and initiate the process of discovery.

Table 4. 4

Table of presententing the stimulus

Class	Meeting				Field note
	1	2	3	4	
XI B	✓	✓	✓	✓	In Class XI B, in the first and second meetings the teacher presented the new material through a variety of stimulation designed to provoke student interest and activate deeper thinking. This included multimedia presentations, such as budgeting videos, animated infographics, and real case studies delivered through slides. in the third meeting, the teacher introduced relevant analogous concepts to help students connect

					abstract concepts with real world scenarios. in the fourth meeting, the teacher combined these visual and contextual stimuli to help clarify complex ideas and support students in forming initial hypotheses, in accordance with Discovery Learning principles that guide students to explore content independently.
XI C	✓	✓	✓	✓	In Class XI C, in the first, second, and third meetings, the teacher consistently introduced each new and interesting topic. The students were exposed to authentic materials including short online news clips, quick online learning, and dialog examples from everyday situations. This is usually followed by questions that require students to make connections between the stimulation and their own experiences. In the fourth meeting, the teacher variably uses the multimedia used in the previous meeting and relates it to real life making the digital learning content more interesting, encouraging curiosity, and positioning students to start the inquiry process in class.
XI E	✓	✓	✓	✓	In Class XI E, in meetings one, two, three and four teachers consistently used multimedia based stimulation to introduce new topics. These included video footage, situational visuals and sometimes short animations relating to personal finance habits. Teachers complement these stimuli with scenario based questions and group tasks that ask students to interpret information critically. This approach encourages students to view the material not as isolated facts, but as issues to be explored and understood, thus supporting the discovery phase of learning.

The use of stimulation across all three observed classes demonstrated an effective and intentional application of Discovery Learning principles. In Class XI B, students were exposed to structured multimedia inputs such as case studies and concept maps; in Class XI C, authentic materials like online news, quick online learning, and dialogues served to engage students with real-life relevance; while in Class XI E, visual and situational prompts were used to set up inquiry and collaborative exploration. The strategic

presentation of these stimuli allowed students to interact with content in meaningful ways, making abstract concepts more tangible and prompting critical thinking. The diverse and multimedia-rich stimuli served not only to capture attention but also to lead learners into deeper investigation and collaborative discussion. This finding confirms that presenting a relevant and challenging stimulus is essential in enabling students to transition from passive reception to active discovery in the English learning process.

4. Providing learning guidance

Providing learning guidance is a crucial phase within the Discovery Learning model, as it ensures that students are supported as they navigate open-ended tasks and construct new knowledge. While Discovery Learning emphasizes learner autonomy, the teacher plays a vital role as a facilitator who offers scaffolding, clarifies instructions, and poses probing questions to maintain cognitive engagement. Guidance can be delivered through verbal support, structured worksheets, collaborative prompts, or digital tools that help students process information meaningfully. In the observed classes (XI B, XI C, and XI E), the teacher consistently acted as a guide throughout the learning process. While allowing space for student discovery, the teacher ensured that learners had access to the structure, tools, and support they needed to explore

concepts effectively. This balance between independence and guidance is essential for promoting higher-order thinking and ensuring the success of inquiry-based instruction.

Table 4. 5

Table of providing learning guidance

Class	Meeting				Field note
	1	2	3	4	
XI B	✓	✓	✓	✓	In Class XI B, in meetings one, two, three and four teachers consistently provided structured learning guidance throughout the inquiry and exploration process. After presenting the stimulus, teachers provided step by step instructions, modeled the required tasks, and used digital worksheets and guiding questions to help students organize their thinking. During group discussions, the teacher circulates among the students, offering hints and clarifications to help them stay focused and refine their understanding. This multimedia scaffolding allows students to explore ideas with clear direction while maintaining autonomy in finding solutions.
XI C	✓	✓	✓	✓	In Class XI C, in the first, second, third, and fourth meetings the teacher consistently guided students by inserting reflective and analytical tasks in each stage of the lesson. Instructions were presented clearly through visual slides and explained verbally, and students were encouraged to ask for clarification when needed. Teachers also provide sample answers and questions to support deeper thinking. Multimedia tools such as EdPuzzle and powerpoint are used to guide students through complex ideas while allowing them to work collaboratively. This approach helps ensure that students remain engaged in the discovery process while receiving continuous and meaningful support.
XI E	✓	✓	✓	✓	In Class XI E, in the first, second, third, and fourth meetings the teacher facilitated learning by breaking down tasks into manageable steps and offering guidance through questioning techniques. During group work, students were encouraged to justify their reasoning, while the teacher supported their exploration by connecting new content to familiar contexts. Digital learning tools were used to help students process information and develop structured responses. The teacher also

					encouraged peer collaboration as a way of offering mutual support and collective discovery, which contributed to a guided yet independent learning atmosphere.

Across all three classes, the implementation of learning guidance reflected a deep understanding of Discovery Learning principles. In Class XI B, structured instructions and teacher facilitated discussions helped students navigate complex tasks with confidence. In Class XI C, multimedia tools and teacher prompts were used to guide students through analytical thinking and collaborative work. Meanwhile, in Class XI E, guidance was provided through strategic questioning, contextual examples, and peer-based support. The consistent presence of learning guidance ensured that students remained on task, understood the expectations, and were able to process and apply new knowledge in meaningful ways. Rather than removing structure, the teacher provided purposeful scaffolding that enhanced student autonomy. These practices underscore the importance of the teacher's role in Discovery Learning not as the sole source of information, but as a facilitator of exploration, critical thinking, and student-led inquiry.

5. Eliciting performance

Eliciting performance is a critical phase in the Discovery Learning process, wherein students are expected to demonstrate

their comprehension, application, and synthesis of the knowledge they have acquired through exploration. At this stage, learners engage in meaningful tasks that allow them to apply concepts, test hypotheses, and communicate their understanding through both oral and written outputs. Performance-based activities are often collaborative and inquiry driven, encouraging students to express their ideas independently or in groups.

In the observed classes (XI B, XI C, and XI E), the teacher consistently designed tasks that prompted students to engage in real-life simulations, produce reflective outputs, and present their ideas using various formats. These activities were aligned with the Discovery Learning model's emphasis on active learning and student-centered performance, enabling learners to construct knowledge through authentic and expressive tasks.

Table 4. 6

table of ofeliciting performance

Class	**Meeting**				**Field note**
	1	**2**	**3**	**4**	
XI B	✓	✓	✓	✓	In Class XI B, in the first, second, third and fourth meetings teachers consistently provided many opportunities for students to demonstrate their understanding through individual and collaborative tasks. After completing guided explorations, students were required to produce outputs such as budgeting plans, mind maps, and short written reflections. These activities require students to apply their knowledge in a practical context, encouraging them to organize and express their ideas clearly. Teachers monitor group discussions and respond to students' misconceptions in real time, helping

					to ensure that performance tasks reflect accurate understanding and active participation.
XI C	✓	✓	✓	✓	In Class XI C, in the first, second, third and fourth meetings teachers consistently elicited student performance through project-based tasks and oral presentations. Students were encouraged to synthesize information gathered from media content and group work into creative outputs such as posters or slide presentations. During these tasks, students had to explain their reasoning, present findings, and respond to peer questions practices that promoted accountability and verbal fluency. The teacher emphasized the process of learning, allowing students to revise and improve their work after formative feedback. This approach positioned performance not only as an end product but also as part of an iterative learning cycle.
XI E	✓	✓	✓	✓	In Class XI E, in the first, second, third and fourth meetings teachers consistently activated through both verbal questioning and multimedia support. The teacher often began the lesson by asking students to recall specific terms or ideas from previous classes, supported by visual aids or content summaries displayed on screen. Additionally, students were occasionally asked to compare new situations with those previously discussed, which enhanced conceptual linkage. This strategy helped reinforce retention and created a smooth transition into the exploration of new topics.

The implementation of this indicator across all three classes demonstrated a clear commitment to engaging students in active, performance-based learning. In Class XI B, students completed structured tasks such as budgeting plans and reflective writing, which allowed them to apply key concepts. In Class XI C, the performance stage was highlighted through student-led presentations and creative visual products, while in Class XI E,

learners participated practical simulations that required critical thinking and real time decision making.

The teacher's ability to elicit performance through diverse and context-rich tasks not only enhanced student engagement but also provided meaningful opportunities for formative assessment. These performance activities supported the Discovery Learning goal of enabling students to test and articulate their understanding in authentic contexts. Ultimately, this approach contributed to deeper learning, skill integration, and the development of learner confidence and independence.

6. Providing feedback

Providing timely and constructive feedback is a core aspect of the Discovery Learning model, ensuring that students can reflect on their performance, correct misunderstandings, and reinforce conceptual understanding. Unlike traditional models that rely solely on teacher evaluation, Discovery Learning emphasizes feedback as an interactive and formative process, involving both teacher and peers. Effective feedback not only guides students toward improved outcomes but also fosters a reflective learning environment that supports continuous growth.

In the observed classrooms of XI B, XI C, and XI E, feedback was not limited to post-task correction but was actively integrated throughout the learning process. Teachers employed a range of

feedback methods including verbal clarification, written comments, and digital interaction while also encouraging peer feedback during collaborative activities. These practices reflect a feedback-rich environment that aligns closely with the constructivist foundations of Discovery Learning.

Table 4. 7

Tabel of providing feedback

Class	Meeting				Field note
	1	2	3	4	
XI B	✓	✓	✓	✓	In Class XI B, the teacher regularly provided timely and constructive feedback during and after learning activities. Feedback was delivered both verbally during group discussions and in written form through annotations on students' digital worksheets or submitted tasks. The teacher also used class time to highlight common errors and encourage peer correction. This continuous feedback loop supported students in refining their ideas, deepening their understanding, and staying engaged throughout the learning process.
XI C	✓	✓	✓	✓	In Class XI C, the teacher regularly gave feedback through a combination of teacher-student interaction and peer response activities. After each group presentation or task, the teacher offered specific comments on both content and language use, reinforcing correct understanding while addressing areas for improvement. Students were also encouraged to respond to one another's ideas, creating a classroom culture of collaborative feedback. This practice fostered a reflective learning environment where students were actively involved in evaluating and improving their performance.
XI E	✓	✓	✓	✓	In Class XI E, the teacher regularly incorporated feedback as an integral part of the learning cycle. After tasks were completed, students received verbal feedback that included praise for effort, clarification of misunderstandings, and suggestions for improvement. Additionally, the teacher used interactive platforms (such as quizzes and shared docs) where feedback could be

					given immediately. Opportunities for peer feedback were also present during group activities, allowing students to learn from one another while improving communication and analytical skills.

Across the three observed classes, the provision of feedback was executed thoughtfully and consistently. In Class XI B, feedback was given during group activities and written reflections, helping students identify gaps and revise their understanding in real time. In Class XI C, both teacher-led and peer feedback were used to support collaborative learning and encourage critical evaluation. Similarly, in Class XI E, the integration of digital tools enabled immediate, personalized feedback while maintaining student engagement.

These practices illustrate that feedback in a Discovery Learning environment is not an endpoint, but an ongoing dialogue that shapes students' learning trajectories. By embedding feedback within the instructional process, the teacher not only guided students' discovery but also promoted a culture of continuous reflection and improvement. This aligns with the goal of empowering learners to take an active role in assessing and refining their own learning progress.

7. Assessing performance

Assessing performance within the Discovery Learning framework involves evaluating how well students are able to apply, demonstrate, and communicate the knowledge they have

constructed throughout the learning process. Unlike traditional summative assessments that emphasize final outcomes, Discovery Learning prioritizes formative, process-oriented assessment that reflects students' ongoing progress, collaboration, and problem-solving abilities. Performance assessments in this context are often authentic, inquiry-based, and aligned with real-world applications.

In the observed classes XI B, XI C, and XI E the teacher integrated various formative assessment techniques to monitor and evaluate student understanding. These included quizzes, interactive media-based tasks, presentations, and observation of group interactions. Assessment criteria were clearly defined and communicated, and students were given opportunities to reflect on their own performance. These practices reflect a commitment to meaningful assessment that aligns with the goals of Discovery Learning.

Table 4. 8

table of assessing performance

Class	**Meeting**				**Field note**
	1	**2**	**3**	**4**	
XI B	✓	✓	✓	✓	In Class XI B, the teacher consistently incorporated ongoing formative assessment strategies to measure students' understanding and application of the material. Assessments were conducted through short quizzes, observation of group discussions, and performance tasks such as digital poster presentations and written reflections. These assessments allowed the teacher to evaluate both content mastery and communication skills.

					Assessment criteria were communicated clearly, and student progress was monitored continuously to inform subsequent instruction.
XI C	✓	✓	✓	✓	In Class XI C, Teachers consistently assess student performance through a mix of individual and group assignments, including worksheet completion, oral presentations, and analysis of multimedia materials. Teachers also use interactive tools such as Quizizz, EdPuzzle and Worldword to assess understanding in real-time. These assessments are aligned with lesson objectives and focus not only on factual recall, but also on students' ability to apply knowledge in context, reflecting the formative and process-oriented nature of Discovery Learning.
XI E	✓	✓	✓	✓	In Class XI E, Teachers consistently assessment activities were embedded throughout the lesson to ensure continuous monitoring of student understanding. Students were assessed based on their participation in discussions, responses to situational prompts, and the quality of their final products, such as budgeting plans and reflective summaries. The teacher used rubrics and verbal evaluation to provide clear expectations and measure outcomes, ensuring that assessments supported deeper learning rather than rote performance.

The teacher's assessment practices across all three observed classes demonstrated a consistent alignment with Discovery Learning principles. In Class XI B, performance tasks such as poster creation and written reflections were used to assess comprehension and creativity. In Class XI C, the teacher employed multimedia-based tools and oral presentations to evaluate students' ability to synthesize and articulate their understanding. Class XI E featured continuous assessment through group work, scenario-based responses, and formative rubrics that emphasized participation and application.

These assessment approaches shifted the focus from evaluating what students remember to assessing what they can do with what they've learned. By embedding assessment within the learning activities, the teacher ensured that evaluation supported the discovery process rather than interrupting it. As a result, students were better able to monitor their progress, take ownership of their learning, and make meaningful connections between classroom content and real-life contexts.

8. Enhancing retention and transfer

The final phase in the Discovery Learning process emphasizes enhancing students' retention of knowledge and their ability to transfer what they have learned to new, meaningful contexts. This stage ensures that learning is not merely temporary but internalized and applicable beyond the classroom. Strategies such as summarization, student-generated examples, reflective activities, and real-life applications are key to reinforcing understanding and supporting long-term retention. In the observed classes XI B, XI C, and XI E teachers embedded retention-focused activities at the end of each session. These activities encouraged learners to review key concepts, relate them to personal experiences, and express their understanding through varied formats such as written reflections, presentations, and group discussions. The aim was to solidify

knowledge and enable students to apply it in new and practical situations, as outlined in Discovery Learning theory.

Table 4. 9

table of Enhancing retention and transfer

Class	Meeting				Field note
	1	2	3	4	
XI B	✓	✓	✓	✓	In Class XI B, Teachers consistently implemented strategies to help students retain new knowledge and transfer it to real-life situations. At the end of each lesson, students were asked to summarize key points using digital mind maps or reflective writing. Tasks often required students to generate their own examples or apply the topic to personal experiences, such as planning a realistic monthly budget. These activities reinforced understanding and encouraged long-term retention through meaningful application.
XI C	✓	✓	✓	✓	In Class XI C Teachers consistently used summarization and real-world connection tasks to promote retention and knowledge transfer. Students were encouraged to rephrase learned content in their own words and discuss how the lesson related to their daily lives. Through the creation of digital posters and presentations, learners had to integrate and apply their understanding in ways that simulated authentic communication, making the knowledge more durable and transferable beyond the classroom setting.
XI E	✓	✓	✓	✓	In Class XI E, Teachers consistently emphasized the transferability of knowledge by having students reflect on how lesson content applied to their personal habits and decisions, especially in topics like financial literacy. Students were asked to construct solutions to real-life problems and explain them in written or oral formats. Summary discussions and student-generated examples were also used to consolidate learning. This process supported both memory retention and practical application, in line with Discovery Learning's emphasis on deep, meaningful learning.

The implementation of strategies to enhance retention and transfer was consistently observed across the three classes. In Class

XI B, students completed mind maps and budgeting tasks that reflected their ability to synthesize and personalize knowledge. In Class XI C, learners produced posters and verbal summaries that linked learning content to everyday life. Similarly, in Class XI E, students reflected on personal habits, solved real-life problems, and articulated their insights in creative ways.

These practices illustrate that the teacher effectively supported students in transforming short-term understanding into long-term knowledge through personalized and applied tasks. By engaging students in reflective and practical applications, the learning process extended beyond the classroom and fostered the kind of transferability that is central to Discovery Learning. This final phase validated the overall success of the instructional approach in developing both cognitive retention and real-world skill integration.

Appendices Instrument

Table 3. 1

Observastion Checklist Blueprint of Implementation Multimedia Integration Through Discovery Learning by Jerome Bruner

No.	Indicators	Sub-indicator	Yes	No	Field notes
1	Gaining attention	Teacher is stimulating students with novelty, un certainly or suprising element			
		The teacher is posing though – provoking questions.			
		The teacher is encouraging students to ask and answer questions			
2	Informing learners of the lesson objective	Stating learning objectives explicitly			
		The teacher is asking to the students about the objective of lesson.			
3	Stimulating recall of prior learning	Encouraging students to share previous experiences related to the topic			
		Synchronizing prior knowledge with new concepts			
4	Presenting the stimulus	The teacher is organizing varied learning strategies concept mappring, role playing visualising			
		The teacher is using example and non-			

		example (providing case studies, and analogies.			
5	Providing learning guidance	The teacher is perfoming authentic task			
		The teacher is ask deep learning question			
		The teacher is making difference to what students already knowledge backgournd			
6	Eliciting performance	Providing immediate support to address misconceptions			
7	Providing feedback	Offering constructive feedback based on students' responses			
8	Assessing performance	Using formative assessments to check understanding			
9	Enhancing retention and transfer	Encouraging students to generate their own examples			
		Using summarization techniques (paraphrasing, concept maps)			

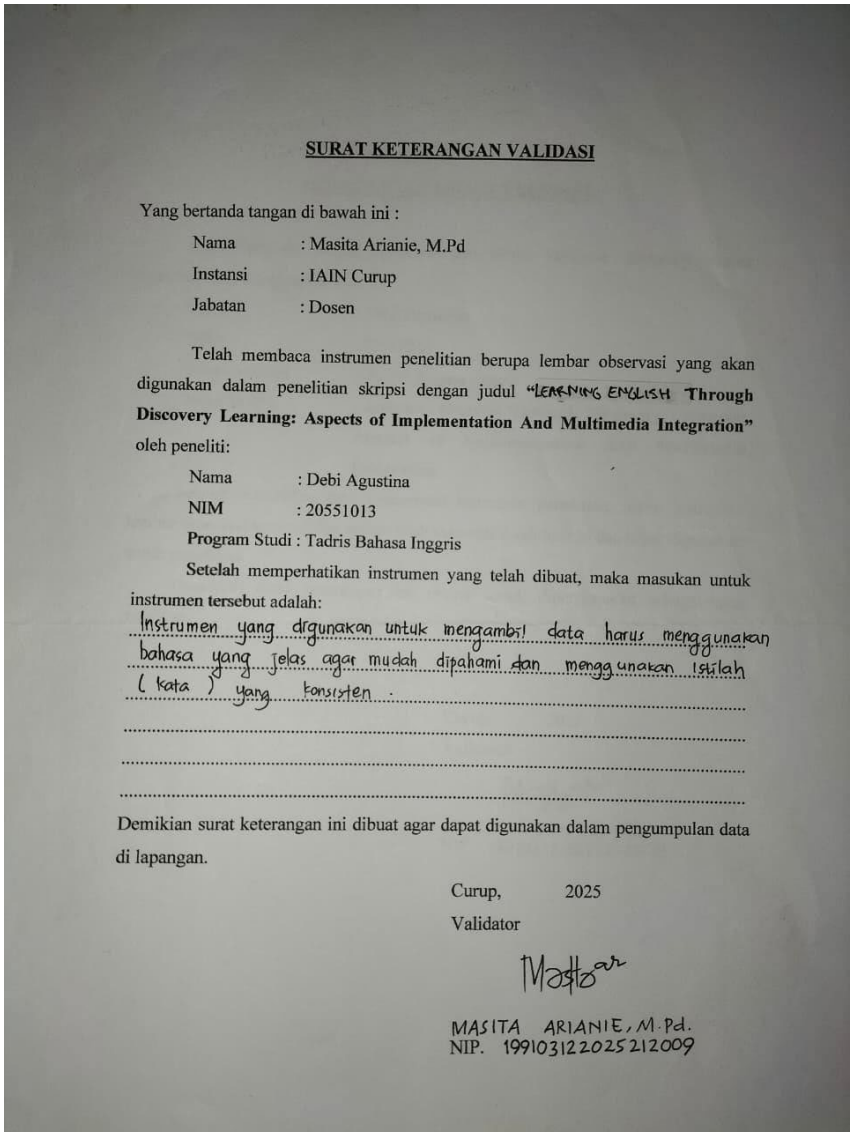
Table 3. 2

Interview Guidance Blueprint of Benefit of Implementation Discovery Learning method through Multimedia Integration by Jerome Bruneer

Indicator	Aspect	Sub-Aspect	Questions
Increase Intellectual Potency	Encouraging students to participate actively	Enhances active engagement of students in the learning process for higher achievement	1. Do you usually take an active role during the learning process? 2. How do you participate actively in the learning process?
	Guiding students to discover information on their own	Fosters students' curiosity to learn and investigate	3. Do you feel curious when learning through Discovery Learning? 4. How does Discovery Learning make you curious to learn more?
	Allowing the students to learn independently	Enables students' autonomy in developing their own inquiry procedures	5. Do you try to create your own questions when learning? 6. How do you develop your own inquiry during the learning process?
Intrinsic Motivation	Engaging the students' creative thinking	Increases one's use of creativity and higher-order thinking skills	7. Do you use your creativity and critical thinking when learning with multimedia? 8. How does multimedia help you develop creativity and critical thinking?
	Guiding the students to find	Encourages learners to master	9. Do you practice problem-solving skills during Discovery Learning?

	solutions on their own	problem-solving skills	10. How do you solve problems when learning through Discovery Learning?
The Learning of the Heuristics of Discovery	Training students to find knowledge on their own	Fosters life-long learning	11. Do you try to find new knowledge on your own when learning? 12. How do you build a habit of learning independently for the future?
	Allowing students to learn in their own learning style	Provides individualized learning experience based on the learner's pace	13. Do you learn best when Discovery Learning is adapted to your style?
Retention & Transfer of Knowledge	Encouraging them to find information on their own	Enriches retention of knowledge	14. Do you remember lessons better when you discover them yourself? 15. How does Discovery Learning help you retain knowledge?
	Applying more in-depth learning concepts	Enhances the transfer of knowledge in a variety of situations	16. Do you apply what you learned through Discovery Learning in different situations?

Appendices Surat keterangan validasi



SURAT KETERANGAN VALIDASI

Yang bertanda tangan di bawah ini :

Nama : Masita Arianie, M.Pd
Instansi : IAIN Curup
Jabatan : Dosen

Telah membaca instrumen penelitian berupa lembar observasi yang akan digunakan dalam penelitian skripsi dengan judul "LEARNING ENGLISH **Through Discovery Learning: Aspects of Implementation And Multimedia Integration"** oleh peneliti:

Nama : Debi Agustina
NIM : 20551013
Program Studi : Tadris Bahasa Inggris

Setelah memperhatikan instrumen yang telah dibuat, maka masukan untuk instrumen tersebut adalah:

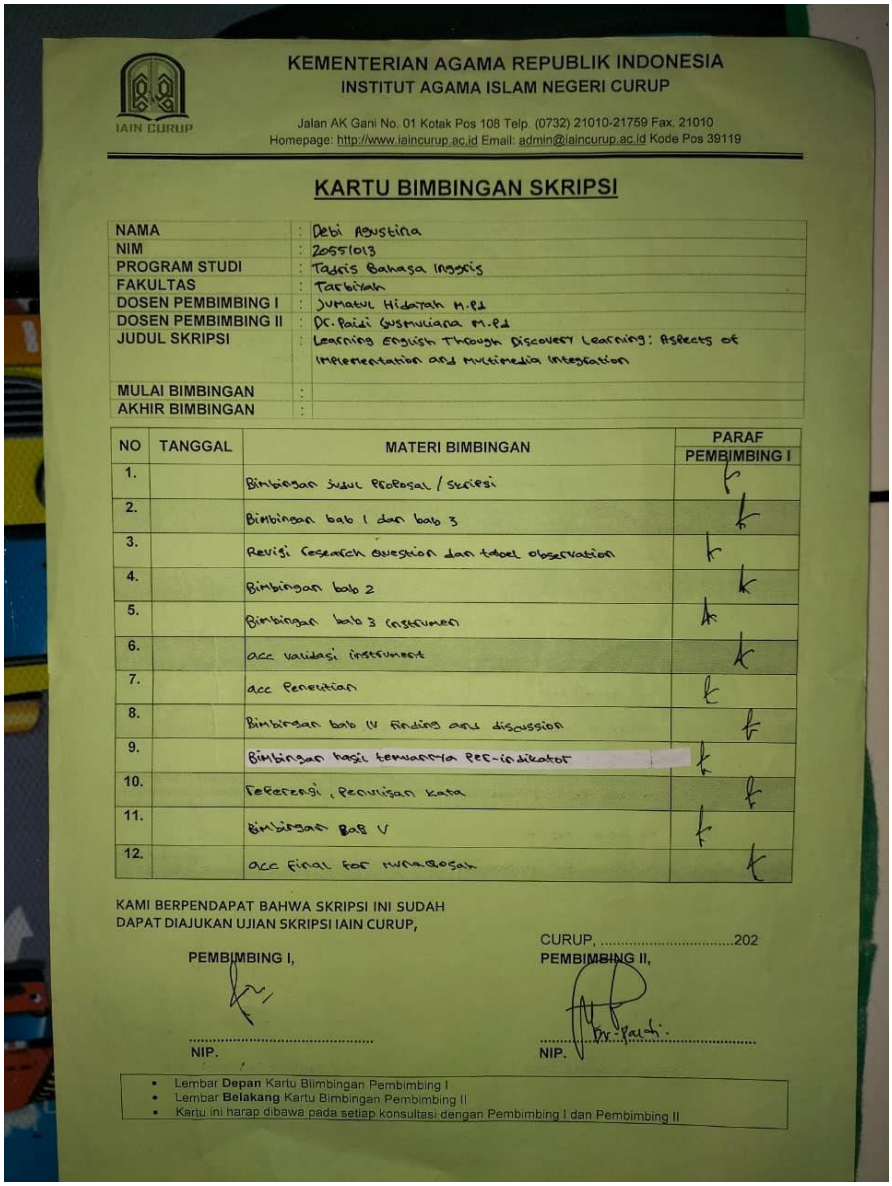
Instrumen yang digunakan untuk mengambil data harus menggunakan bahasa yang jelas agar mudah dipahami dan menggunakan istilah (kata) yang konsisten .

Demikian surat keterangan ini dibuat agar dapat digunakan dalam pengumpulan data di lapangan.

Curup, 2025
Validator

MASITA ARIANIE, M.Pd.
NIP. 199103122025212009

Appendices Kartu Bimbingan



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI CURUP

IAIN CURUP

Jalan AK Gani No. 01 Kotak Pos 108 Telp. (0732) 21010-21759 Fax. 21010
Homepage: http://www.iaincurup.ac.id Email: admin@iaincurup.ac.id Kode Pos 39119

KARTU BIMBINGAN SKRIPSI

NAMA	:	Debi Agustina
NIM	:	2055103
PROGRAM STUDI	:	Tadris Bahasa Inggris
FAKULTAS	:	Tarbiyah
DOSEN PEMBIMBING I	:	Jumatul Hidayah M.Pd
DOSEN PEMBIMBING II	:	Dr. Paidi Gustmuliana M.Pd
JUDUL SKRIPSI	:	Learning English Through Discovery Learning: Aspects of Implementation and Multimedia Integration
MULAI BIMBINGAN	:	
AKHIR BIMBINGAN	:	

NO	TANGGAL	MATERI BIMBINGAN	PARAF PEMBIMBING I
1.		Bimbingan judul Proposal / Skripsi	
2.		Bimbingan bab 1 dan bab 3	
3.		Revisi research question dan tabel observation	
4.		Bimbingan bab 2	
5.		Bimbingan bab 3 instrumen	
6.		acc validasi instrument	
7.		acc Penelitian	
8.		Bimbingan bab IV finding and discussion	
9.		Bimbingan hasil temuannya per-indikator	
10.		Referensi, Perevisian kata	
11.		Bimbingan Bab V	
12.		acc Final for munaqosah	

KAMI BERPENDAPAT BAHWA SKRIPSI INI SUDAH
DAPAT DIAJUKAN UJIAN SKRIPSI IAIN CURUP,

CURUP, ...202

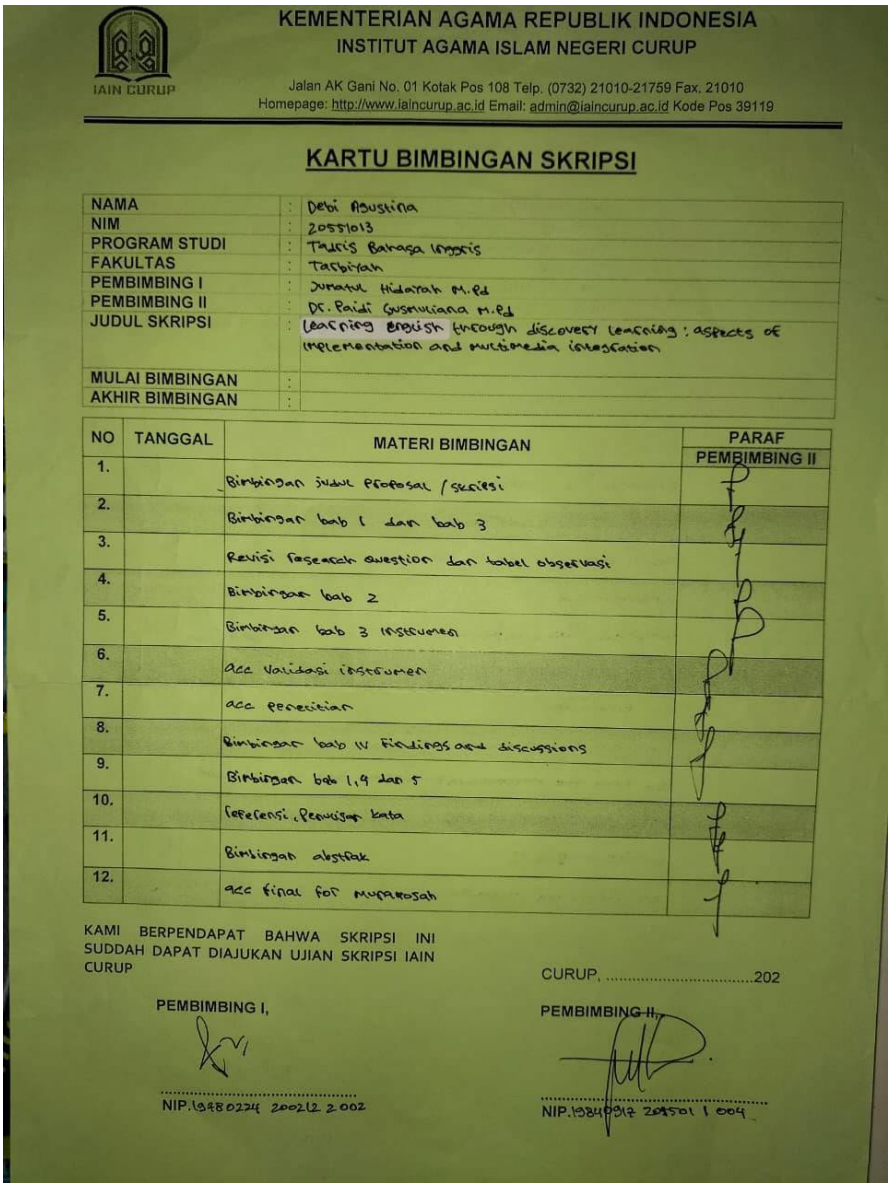
PEMBIMBING I,

.....
NIP.

PEMBIMBING II,

Dr. Paidi.
.....
NIP.

- Lembar **Depan** Kartu Bimbingan Pembimbing I
- Lembar **Belakang** Kartu Bimbingan Pembimbing II
- Kartu ini harap dibawa pada setiap konsultasi dengan Pembimbing I dan Pembimbing II



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI CURUP

IAIN CURUP

Jalan AK Gani No. 01 Kotak Pos 108 Telp. (0732) 21010-21759 Fax. 21010
Homepage: http://www.iaincurup.ac.id Email: admin@iaincurup.ac.id Kode Pos 39119

KARTU BIMBINGAN SKRIPSI

NAMA	:	Debi Agustina
NIM	:	20551013
PROGRAM STUDI	:	Tadris Bahasa Inggris
FAKULTAS	:	Tarbiyah
PEMBIMBING I	:	Jumatul Hidayah M.Pd
PEMBIMBING II	:	Dr. Paidi Gusmuliana M.Pd
JUDUL SKRIPSI	:	Learning English through discovery learning : aspects of implementation and multimedia integration
MULAI BIMBINGAN	:	
AKHIR BIMBINGAN	:	

NO	TANGGAL	MATERI BIMBINGAN	PARAF PEMBIMBING II
1.		Bimbingan judul Proposal / skripsi	
2.		Bimbingan bab 1 dan bab 3	
3.		Revisi research question dan tabel observasi	
4.		Bimbingan bab 2	
5.		Bimbingan bab 3 instrument	
6.		acc validasi instrument	
7.		acc penelitian	
8.		Bimbingan bab IV findings and discussions	
9.		Bimbingan bab 1, 4 dan 5	
10.		referensi, Penulisan kata	
11.		Bimbingan abstrak	
12.		acc final for munaqosah	

KAMI BERPENDAPAT BAHWA SKRIPSI INI SUDDAH DAPAT DIAJUKAN UJIAN SKRIPSI IAIN CURUP

CURUP, ...202

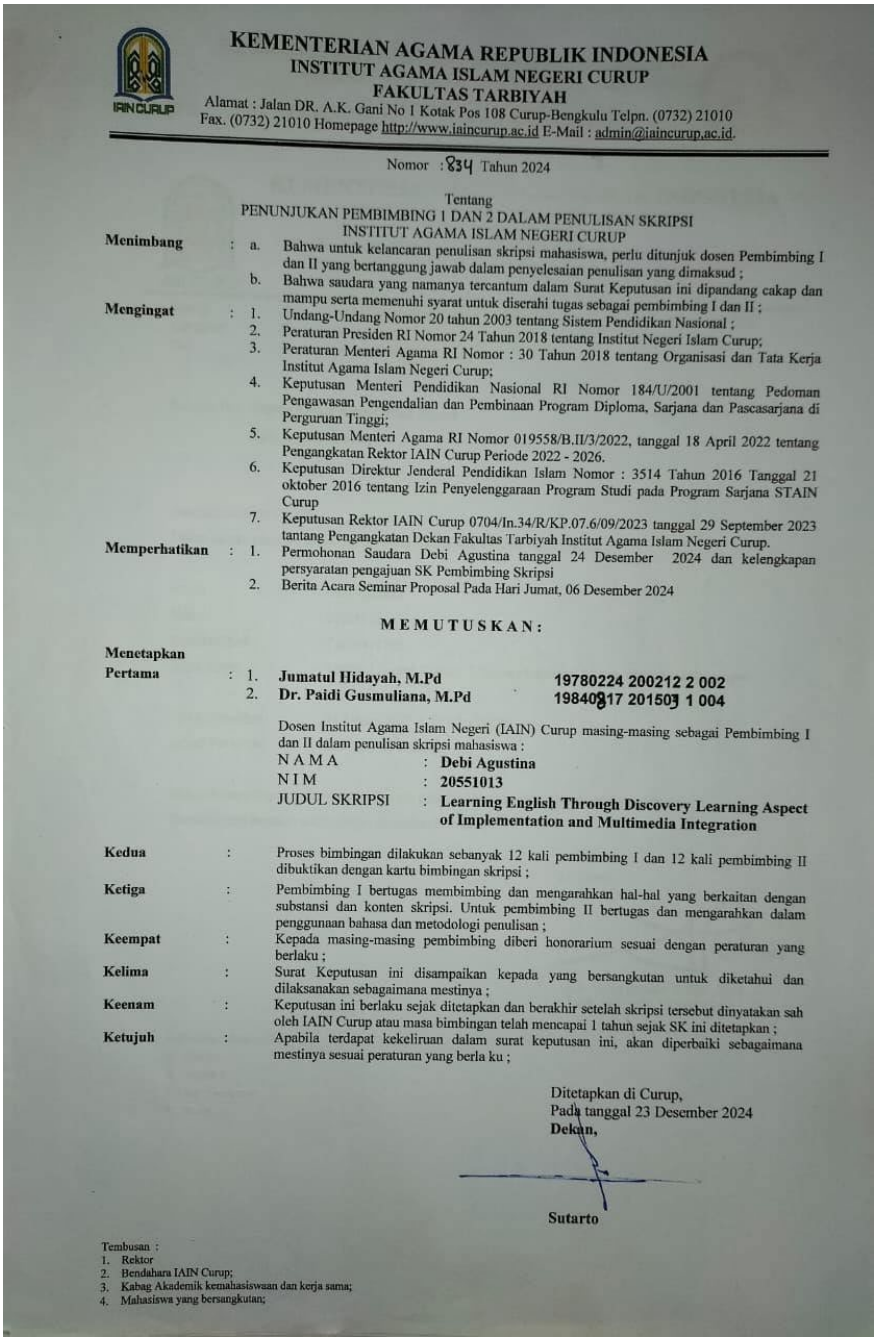
PEMBIMBING I,

.....
NIP.19880224 200212 2 002

PEMBIMBING II,

.....
NIP.19840917 201501 1 004

Appendices Penunjuk Pembimbing 1 dan 2



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI CURUP
FAKULTAS TARBIYAH
Alamat : Jalan DR. A.K. Gani No 1 Kotak Pos 108 Curup-Bengkulu Telpn. (0732) 21010
Fax. (0732) 21010 Homepage http://www.iaincurup.ac.id E-Mail : admin@iaincurup.ac.id.

Nomor : 834 Tahun 2024

Tentang
PENUNJUKAN PEMBIMBING 1 DAN 2 DALAM PENULISAN SKRIPSI
INSTITUT AGAMA ISLAM NEGERI CURUP

Menimbang :
a. Bahwa untuk kelancaran penulisan skripsi mahasiswa, perlu ditunjuk dosen Pembimbing I dan II yang bertanggung jawab dalam penyelesaian penulisan yang dimaksud ;
b. Bahwa saudara yang namanya tercantum dalam Surat Keputusan ini dipandang cakap dan mampu serta memenuhi syarat untuk diserahi tugas sebagai pembimbing I dan II ;

Mengingat :
1. Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional ;
2. Peraturan Presiden RI Nomor 24 Tahun 2018 tentang Institut Negeri Islam Curup;
3. Peraturan Menteri Agama RI Nomor : 30 Tahun 2018 tentang Organisasi dan Tata Kerja Institut Agama Islam Negeri Curup;
4. Keputusan Menteri Pendidikan Nasional RI Nomor 184/U/2001 tentang Pedoman Pengawasan Pengendalian dan Pembinaan Program Diploma, Sarjana dan Pascasarjana di Perguruan Tinggi;
5. Keputusan Menteri Agama RI Nomor 019558/B.II/3/2022, tanggal 18 April 2022 tentang Pengangkatan Rektor IAIN Curup Periode 2022 - 2026.
6. Keputusan Direktur Jenderal Pendidikan Islam Nomor : 3514 Tahun 2016 Tanggal 21 oktober 2016 tentang Izin Penyelenggaraan Program Studi pada Program Sarjana STAIN Curup
7. Keputusan Rektor IAIN Curup 0704/In.34/R/KP.07.6/09/2023 tanggal 29 September 2023 tantang Pengangkatan Dekan Fakultas Tarbiyah Institut Agama Islam Negeri Curup.

Memperhatikan :
1. Permohonan Saudara Debi Agustina tanggal 24 Desember 2024 dan kelengkapan persyaratan pengajuan SK Pembimbing Skripsi
2. Berita Acara Seminar Proposal Pada Hari Jumat, 06 Desember 2024

M E M U T U S K A N :

Menetapkan

Pertama :
1. **Jumatul Hidayah, M.Pd** **19780224 200212 2 002**
2. **Dr. Paidi Gusmuliana, M.Pd** **19840817 201503 1 004**

Dosen Institut Agama Islam Negeri (IAIN) Curup masing-masing sebagai Pembimbing I dan II dalam penulisan skripsi mahasiswa :

N A M A	:	**Debi Agustina**
N I M	:	**20551013**
JUDUL SKRIPSI	:	**Learning English Through Discovery Learning Aspect of Implementation and Multimedia Integration**

Kedua : Proses bimbingan dilakukan sebanyak 12 kali pembimbing I dan 12 kali pembimbing II dibuktikan dengan kartu bimbingan skripsi ;

Ketiga : Pembimbing I bertugas membimbing dan mengarahkan hal-hal yang berkaitan dengan substansi dan konten skripsi. Untuk pembimbing II bertugas dan mengarahkan dalam penggunaan bahasa dan metodologi penulisan ;

Keempat : Kepada masing-masing pembimbing diberi honorarium sesuai dengan peraturan yang berlaku ;

Kelima : Surat Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya ;

Keenam : Keputusan ini berlaku sejak ditetapkan dan berakhir setelah skripsi tersebut dinyatakan sah oleh IAIN Curup atau masa bimbingan telah mencapai 1 tahun sejak SK ini ditetapkan ;

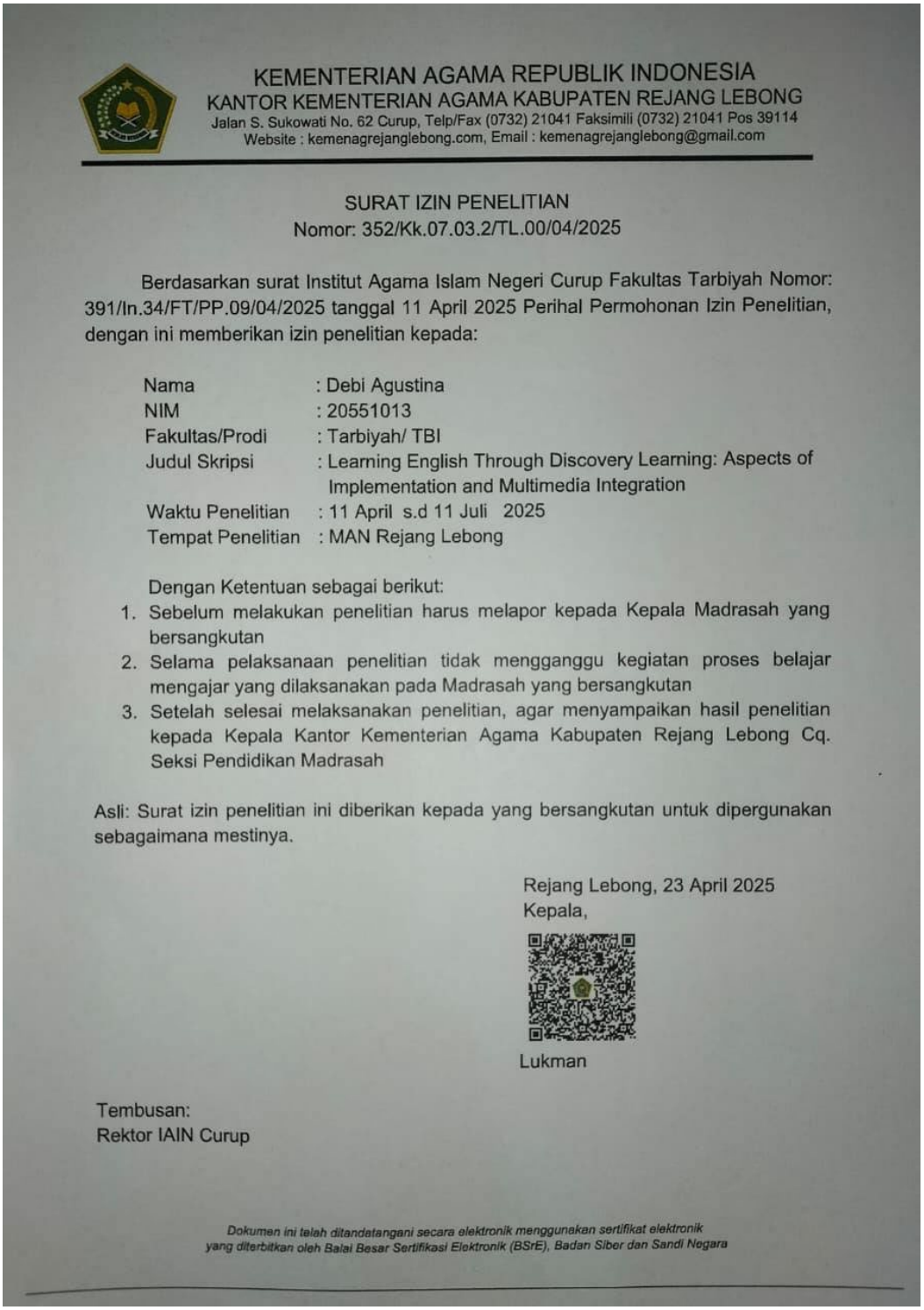
Ketujuh : Apabila terdapat kekeliruan dalam surat keputusan ini, akan diperbaiki sebagaimana mestinya sesuai peraturan yang berla ku ;

Ditetapkan di Curup,
Pada tanggal 23 Desember 2024
Dekan,

Sutarto

Tembusan :
1. Rektor
2. Bendahara IAIN Curup;
3. Kabag Akademik kemahasiswaan dan kerja sama;
4. Mahasiswa yang bersangkutan;

Appendices Surat Izin Penelitian



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN REJANG LEBONG
Jalan S. Sukowati No. 62 Curup, Telp/Fax (0732) 21041 Faksimili (0732) 21041 Pos 39114
Website : kemenagrejanglebong.com, Email : kemenagrejanglebong@gmail.com

SURAT IZIN PENELITIAN
Nomor: 352/Kk.07.03.2/TL.00/04/2025

Berdasarkan surat Institut Agama Islam Negeri Curup Fakultas Tarbiyah Nomor: 391/In.34/FT/PP.09/04/2025 tanggal 11 April 2025 Perihal Permohonan Izin Penelitian, dengan ini memberikan izin penelitian kepada:

Nama	: Debi Agustina
NIM	: 20551013
Fakultas/Prodi	: Tarbiyah/ TBI
Judul Skripsi	: Learning English Through Discovery Learning: Aspects of Implementation and Multimedia Integration
Waktu Penelitian	: 11 April s.d 11 Juli 2025
Tempat Penelitian	: MAN Rejang Lebong

Dengan Ketentuan sebagai berikut:

1. Sebelum melakukan penelitian harus melapor kepada Kepala Madrasah yang bersangkutan
2. Selama pelaksanaan penelitian tidak mengganggu kegiatan proses belajar mengajar yang dilaksanakan pada Madrasah yang bersangkutan
3. Setelah selesai melaksanakan penelitian, agar menyampaikan hasil penelitian kepada Kepala Kantor Kementerian Agama Kabupaten Rejang Lebong Cq. Seksi Pendidikan Madrasah

Asli: Surat izin penelitian ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

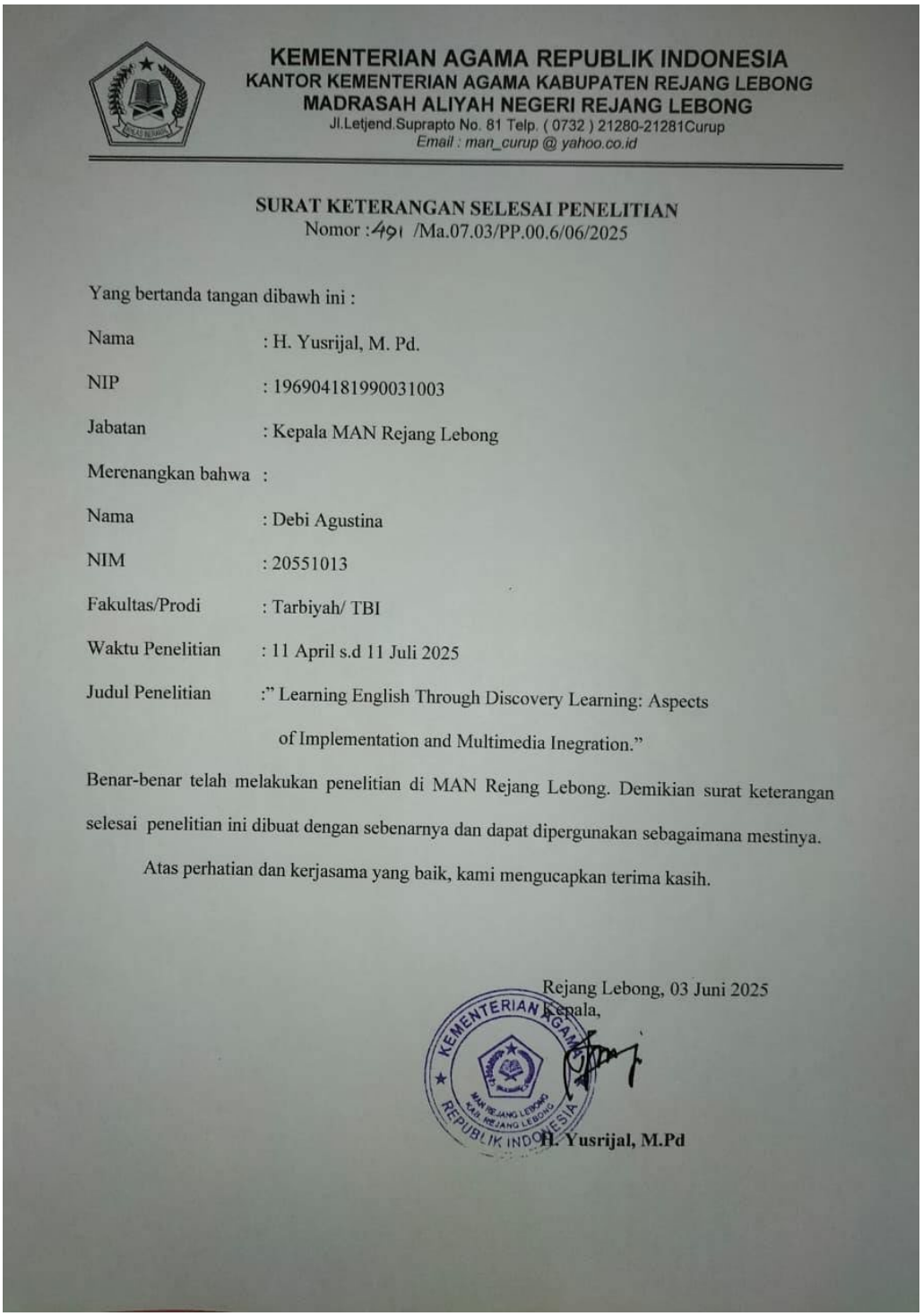
Rejang Lebong, 23 April 2025
Kepala,

Lukman

Tembusan:
Rektor IAIN Curup

Dokumen ini telah ditandatangani secara elektronik menggunakan sertifikat elektronik yang diterbitkan oleh Balai Besar Sertifikasi Elektronik (BSrE), Badan Siber dan Sandi Negara

Appendices Surat Selesai Penelitian



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN REJANG LEBONG
MADRASAH ALIYAH NEGERI REJANG LEBONG
Jl.Letjend.Suprapto No. 81 Telp. (0732) 21280-21281Curup
Email : man_curup @ yahoo.co.id

SURAT KETERANGAN SELESAI PENELITIAN
Nomor :491 /Ma.07.03/PP.00.6/06/2025

Yang bertanda tangan dibawh ini :

Nama : H. Yusrijal, M. Pd.

NIP : 196904181990031003

Jabatan : Kepala MAN Rejang Lebong

Merenangkan bahwa :

Nama : Debi Agustina

NIM : 20551013

Fakultas/Prodi : Tarbiyah/ TBI

Waktu Penelitian : 11 April s.d 11 Juli 2025

Judul Penelitian :" Learning English Through Discovery Learning: Aspects of Implementation and Multimedia Inegration."

Benar-benar telah melakukan penelitian di MAN Rejang Lebong. Demikian surat keterangan selesai penelitian ini dibuat dengan sebenarnya dan dapat dipergunakan sebagaimana mestinya.

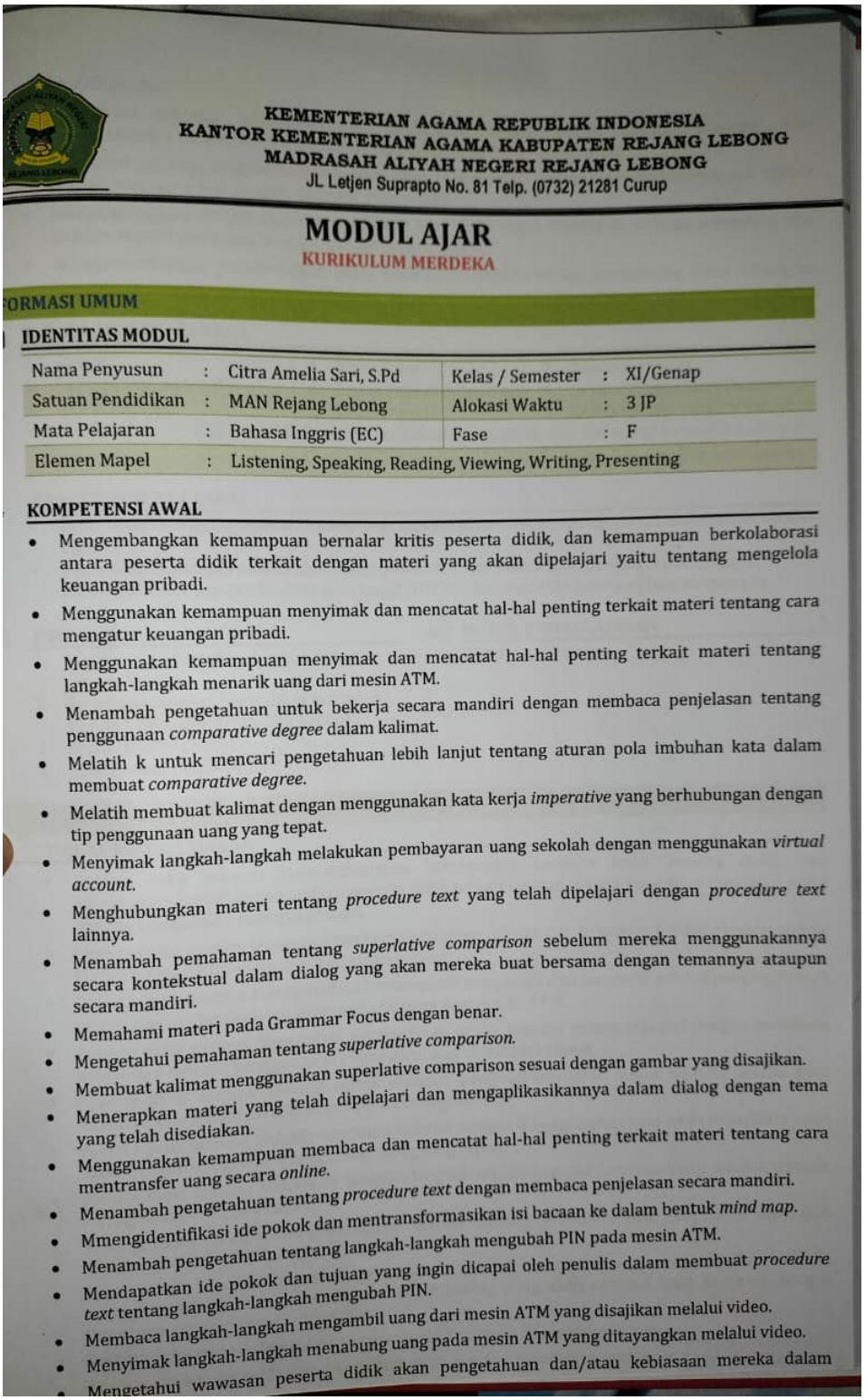
Atas perhatian dan kerjasama yang baik, kami mengucapkan terima kasih.

Rejang Lebong, 03 Juni 2025
Kepala,

KEMENTERIAN AGAMA REPUBLIK INDONESIA
MAN REJANG LEBONG KAB. REJANG LEBONG

H. Yusrijal, M.Pd

Appendices Modul ajar



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN REJANG LEBONG
MADRASAH ALIYAH NEGERI REJANG LEBONG
JL. Letjen Suprapto No. 81 Telp. (0732) 21281 Curup

MODUL AJAR

KURIKULUM MERDEKA

ORMASI UMUM

IDENTITAS MODUL

Nama Penyusun	:	Citra Amelia Sari, S.Pd	Kelas / Semester	:	XI/Genap
Satuan Pendidikan	:	MAN Rejang Lebong	Alokasi Waktu	:	3 JP
Mata Pelajaran	:	Bahasa Inggris (EC)	Fase	:	F
Elemen Mapel	:	Listening, Speaking, Reading, Viewing, Writing, Presenting			

KOMPETENSI AWAL

- Mengembangkan kemampuan bernalar kritis peserta didik, dan kemampuan berkolaborasi antara peserta didik terkait dengan materi yang akan dipelajari yaitu tentang mengelola keuangan pribadi.
- Menggunakan kemampuan menyimak dan mencatat hal-hal penting terkait materi tentang cara mengatur keuangan pribadi.
- Menggunakan kemampuan menyimak dan mencatat hal-hal penting terkait materi tentang langkah-langkah menarik uang dari mesin ATM.
- Menambah pengetahuan untuk bekerja secara mandiri dengan membaca penjelasan tentang penggunaan *comparative degree* dalam kalimat.
- Melatih k untuk mencari pengetahuan lebih lanjut tentang aturan pola imbuhan kata dalam membuat *comparative degree*.
- Melatih membuat kalimat dengan menggunakan kata kerja *imperative* yang berhubungan dengan tip penggunaan uang yang tepat.
- Menyimak langkah-langkah melakukan pembayaran uang sekolah dengan menggunakan *virtual account*.
- Menghubungkan materi tentang *procedure text* yang telah dipelajari dengan *procedure text* lainnya.
- Menambah pemahaman tentang *superlative comparison* sebelum mereka menggunakannya secara kontekstual dalam dialog yang akan mereka buat bersama dengan temannya ataupun secara mandiri.
- Memahami materi pada Grammar Focus dengan benar.
- Mengetahui pemahaman tentang *superlative comparison*.
- Membuat kalimat menggunakan superlative comparison sesuai dengan gambar yang disajikan.
- Menerapkan materi yang telah dipelajari dan mengaplikasikannya dalam dialog dengan tema yang telah disediakan.
- Menggunakan kemampuan membaca dan mencatat hal-hal penting terkait materi tentang cara mentransfer uang secara *online*.
- Menambah pengetahuan tentang *procedure text* dengan membaca penjelasan secara mandiri.
- Mmengidentifikasi ide pokok dan mentransformasikan isi bacaan ke dalam bentuk *mind map*.
- Menambah pengetahuan tentang langkah-langkah mengubah PIN pada mesin ATM.
- Mendapatkan ide pokok dan tujuan yang ingin dicapai oleh penulis dalam membuat *procedure text* tentang langkah-langkah mengubah PIN.
- Membaca langkah-langkah mengambil uang dari mesin ATM yang disajikan melalui video.
- Menyimak langkah-langkah menabung uang pada mesin ATM yang ditayangkan melalui video.
- Mengetahui wawasan peserta didik akan pengetahuan dan/atau kebiasaan mereka dalam

bentuk poster.

- Berdiskusi tentang langkah-langkah berbelanja secara *online* melalui diagram, lalu menuliskannya dalam bentuk *procedure text* dengan struktur yang benar.
- Membaca tentang langkah-langkah memesan transportasi *online*, lalu menuliskannya dalam bentuk *procedure text* dengan struktur yang benar.
- Menghubungkan materi tentang *procedure text* yang telah dipelajari dengan *procedure text* lainnya seperti memesan tiket kereta api secara *online*.
- Mempresentasikan poster dalam skala kecil yaitu kepada setiap pengunjung yang datang ke kelompoknya.

SARANA DAN PRASARANA

1. Gawai
2. Laptop/Komputer PC
3. Akses Internet
4. Buku Teks
5. Papan tulis/White Board
6. Lembar kerja
7. Handout materi
8. Infokus/Proyektor/Pointer
9. Referensi lain yang mendukung

Sumber Belajar : Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia, 2022, Bahasa Inggris (EC) untuk SMA/MA Kelas X1. Penulis: Puji Astuti, dkk.

TARGET PESERTA DIDIK

- Peserta didik reguler/tipikal: umum, tidak ada kesulitan dalam mencerna dan memahami materi ajar.
- Peserta didik dengan pencapaian tinggi: mencerna dan memahami dengan cepat, mampu mencapai keterampilan berfikir aras tinggi (HOTS), dan memiliki keterampilan memimpin

PROFIL PELAJAR PANCASILA

1. Beriman dan bertakwa kepada Tuhan yang maha Esa
2. Bergotong royong, Berkebinekaan global, Mandiri, Bernalar Kritis, dan Kreatif
3. Syura (Musyawarah)
4. Keteladanan (Qudwah)

MODEL PEMBELAJARAN

Discovery Learning

KOMPETENSI INTI

TUJUAN PEMBELAJARAN

- Peserta didik mampu Mengembangkan kemampuan bernalar kritis peserta didik, dan kemampuan berkolaborasi antara peserta didik terkait dengan materi yang akan dipelajari yaitu tentang mengelola keuangan pribadi.
- Peserta didik mampu Menggunakan kemampuan menyimak dan mencatat hal-hal penting terkait materi tentang cara mengatur keuangan pribadi.
- Peserta didik mampu Menggunakan kemampuan menyimak dan mencatat hal-hal penting terkait materi tentang langkah-langkah menarik uang dari mesin ATM.
- Peserta didik mampu Menambah pengetahuan untuk bekerja secara mandiri dengan membaca penjelasan tentang penggunaan *comparative degree* dalam kalimat.
- Peserta didik mampu Melatih untuk mencari pengetahuan lebih lanjut tentang aturan pola imbuhan kata dalam membuat *comparative degree*.
- Peserta didik mampu Melatih membuat kalimat dengan menggunakan kata kerja *imperative* yang berhubungan dengan tip penggunaan uang yang tepat.
- Peserta didik mampu Menyimak langkah-langkah melakukan pembayaran uang sekolah dengan menggunakan *virtual account*.
- Peserta didik mampu Menghubungkan materi tentang *procedure text* yang telah dipelajari dengan *procedure text* lainnya.
- Peserta didik mampu Menambah pemahaman tentang *superlative comparison* sebelum mereka menggunakannya secara kontekstual dalam dialog yang akan mereka buat bersama dengan temannya ataupun secara mandiri.
- Peserta didik mampu Memahami materi pada Grammar Focus dengan benar.
- Peserta didik mampu Mengetahui pemahaman tentang *superlative comparison*.

bentuk *mind map*.

- Peserta didik mampu Menambah pengetahuan tentang langkah-langkah mengubah PIN pada mesin ATM.
- Peserta didik mampu Mendapatkan ide pokok dan tujuan yang ingin dicapai oleh penulis dalam membuat *procedure text* tentang langkah-langkah mengubah PIN.
- Peserta didik mampu Membaca langkah-langkah mengambil uang dari mesin ATM yang disajikan melalui video.
- Peserta didik mampu Menyimak langkah-langkah menabung uang pada mesin ATM yang ditayangkan melalui video.
- Peserta didik mampu Mengetahui wawasan peserta didik akan pengetahuan dan/atau kebiasaan mereka dalam bertransaksi keuangan.
- Peserta didik mampu Menambah wawasan peserta didik tentang cara mengatur keuangan pribadi sebagai salah satu penerapan pengetahuan dalam bidang inansial.
- Peserta didik mampu Menambah pengetahuan peserta didik dalam membuat sintesis dan mengevaluasi informasi dari sebuah teks.
- Peserta didik mampu Menyintesis informasi dari sebuah teks multimodal.
- Peserta didik mampu Menggunakan kemampuan menulis tentang langkah-langkah mengelola keuangan dalam bentuk poster.
- Peserta didik mampu Menggunakan kemampuan menulis tentang cara-cara menggunakan uang secara hemat dalam bentuk poster.
- Peserta didik mampu Berdiskusi tentang langkah-langkah berbelanja secara *online* melalui diagram, lalu menuliskannya dalam bentuk *procedure text* dengan struktur yang benar.
- Peserta didik mampu Membaca tentang langkah-langkah memesan transportasi *online*, lalu menuliskannya dalam bentuk *procedure text* dengan struktur yang benar.
- Peserta didik mampu Menghubungkan materi tentang *procedure text* yang telah dipelajari dengan *procedure text* lainnya seperti memesan tiket kereta api secara *online*.
- Peserta didik mampu Mempresentasikan poster dalam skala kecil yaitu kepada setiap pengunjung yang datang ke kelompoknya.

II. PEMAHAMAN BERMAKNA

- In learning Unit 5 **Personal Money Management**, student study adjective and adverb in comparative and superlative degree, and words related to sequence, Identifying and using the comparative and superlative in the monologues, 1) imperative 2) comparative and superlative degree, identifying main idea, author's purpose, and core information, procedure tex and writing a procedure text, and presenting a digital and non-digital poster.

III. PERTANYAAN PEMANTIK

A. Pertanyaan Pemantik Pertemuan 1

- Are you familiar with those types of piggy banks?
- Do you use them to save your money?
- Why do you use them? Why don't you use them?

B. Pertanyaan Pemantik Pertemuan 2

- Is online transportation (popular) than public one? I

C. Pertanyaan Pemantik Pertemuan 3

- What is the most important information about your identity that you should not tell other people other than the bank oicers?

D. Pertanyaan Pemantik Pertemuan 4

- What Internet vs Traditional Banking ?

E. Pertanyaan Pemantik Pertemuan 5

- What is a procedure text?
- Why do you need to know a procedure text?
- What is the structure of a procedure text?

F. Pertanyaan Pemantik Pertemuan 6

- You have learned the stages of presentation in the previous unit ?

KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN REJANG LEBONG
MADRASAH ALIYAH NEGERI REJANG LEBONG
JL Letjen Suprapto No. 81 Telp. (0732) 21281 Curup

KEGIATAN PEMBELAJARAN

KURIKULUM MERDEKA

Nama Penyusun	:	Citra Amelia Sari, S.Pd	Kelas / Semester	:	XI/Genap
Satuan Pendidikan	:	MAN Rejang Lebong	Alokasi Waktu	:	3 JP
Mata Pelajaran	:	Bahasa Inggris (EC)	Fase	:	F
Elemen Mapel	:	Listening, Speaking, Reading, Viewing, Writing, Presenting			

Pertemuan Ke-1

Pendahuluan (10 Menit)

1. Guru membuka pelajaran dengan salam dan berdoa, memperhatikan kesiapan peserta didik, memeriksa kehadiran, kerapihan pakaian, kerapihan posisi, dan tempat duduk peserta didik.
2. Mengatur posisi duduk peserta didik dan mengondisikan kelas agar proses pembelajaran berlangsung menyenangkan.
3. Guru menyampaikan tujuan yang ingin dicapai dalam proses pemebelajaran
4. Guru mempersiapan segala peralatan yang akan digunakan pembelajaran
5. Guru melakukn apersepsi dapat mengajak peserta didik mengingat objek-objek mengesankan yang pernah mereka lihat dan dan menanyakan hal-hal penting yang mereka ingat dari objek yang menarik.

Kegiatan Inti (90 Menit)

Listening : Building Knowledge of the Field

Activity 1

- Guru menjelaskan langkah-langkah pembelajaran dengan teknik **Think-Pair-Share** yang akan dilakukan pada Activity 1. Guru meminta peserta didik secara individu untuk memperhatikan gambar, kemudian mencoba menjawab pertanyaan yang diberikan sebagai bahan untuk berdiskusi dengan pasangannya. Peserta didik secara berpasangan berdiskusi untuk mendapatkan jawaban yang mereka sepakati bersama. Peserta didik menyampaikan hasil diskusi mereka.

Kegiatan alternatif: Guru dapat menunjukkan gambar lain yang berkaitan dengan cara menabung secara tradisional yang ada di daerah masing-masing.

Activity 2

- Guru meminta peserta didik untuk bekerja secara mandiri. Lalu guru menayangkan video tentang how to set your budget and stick to it yang disajikan melalui video dari tautan youtube.com/watch?v=pZDxU74V924. Kemudian guru meminta peserta didik untuk menjawab pertanyaan terkait video yang ditayangkan.

Kegiatan alternatif: Guru dapat menayangkan video lain yang berkaitan dengan langkah-langkah mengatur keuangan pribadi dengan cara yang bijak.

Activity 3

- Guru meminta peserta didik untuk bekerja berpasangan. Lalu guru menayangkan video tentang *how to deposit check through ATM* yang disajikan melalui video dari tautan *youtube.com/watch?v=QJFYhjx65ak*. Kemudian guru meminta peserta didik untuk menjawab pertanyaan terkait video yang ditayangkan dengan cara berdiskusi dengan pasangannya. Lalu peserta didik secara berpasangan berdiskusi untuk mendapatkan jawaban yang mereka sepakati bersama. Peserta didik menyampaikan hasil diskusi mereka.

Activity 4 : Grammar Focus 1

- Guru meminta peserta didik untuk bekerja secara mandiri dengan membaca penjelasan tentang penggunaan *comparative degree* dalam kalimat.

Pertemuan Ke-1

Pendahuluan (10 Menit)

Kegiatan alternatif: Guru dapat menggunakan teknik pembelajaran yang lain seperti **Three-Step-Interview** atau **One-Stay Two-Stray**.

Grammar Focus 2

- Guru meminta peserta didik untuk bekerja secara mandiri dengan membaca penjelasan tentang penggunaan *imperative* dalam kalimat.

Activity 6

- Guru meminta peserta didik untuk bekerja berpasangan. Lalu guru meminta peserta didik untuk membuat kalimat yang menggunakan kata kerja *imperative* yang berhubungan dengan tips penggunaan uang yang tepat, misalnya *'Save a thousand every day.'* Kemudian guru meminta peserta didik untuk menyampaikan kalimat yang dibuatnya secara lisan.

What Have You Learned So Far?

- Guru meminta peserta didik untuk bekerja secara mandiri dan membuat kalimat dengan menggunakan *comparative degree* dan kata kerja *imperative*.

A Mid-Lesson Reflection

- Guru meminta peserta didik untuk bekerja secara mandiri dan mereleksikan pembelajaran tentang *comparative degree* dan kata kerja *imperative* dengan teknik 3-2-1 (*three things you remember about ways of saving your money, two new words that you remember the most from what you've learned about procedure text and one question that you want to ask about comparative degree*).

Joint Construction of Text

Activity 7

- Guru meminta peserta didik untuk bekerja dalam kelompok. Lalu guru meminta peserta didik untuk menyimak audio tentang langkah-langkah pembayaran iuran sekolah melalui *virtual account* (audio terdapat dalam rekaman atau guru dapat membacakan nyaring skrip teksnya). Peserta didik diminta untuk mengisi teks rumpang yang dihilangkan kata kerjanya. Rekaman audio dapat diakses dengan menggunakan tautan atau kode QR yang terdapat pada bagian akhir buku.

  Kegiatan alternatif: Guru dapat membuat teks rumpang lain yang berkaitan dengan langkah-langkah membayar uang sekolah yang disesuaikan dengan situasi dan kondisi di sekolah masing-masing.

Independent Construction of Text

Activity 8

- Guru meminta peserta didik untuk bekerja secara mandiri. Lalu guru meminta peserta didik untuk menyimak audio tentang langkah-langkah pembayaran untuk barang yang dibeli melalui *online store*. Peserta didik diminta untuk mengisi teks rumpang yang dihilangkan kata kerjanya.

Linking Related Texts

Activity 9

- Guru meminta peserta didik untuk bekerja secara mandiri. Lalu guru meminta peserta didik untuk mencari teks prosedur tentang langkah-langkah mengikuti kursus bahasa Inggris **secara online**.

Penutup (10 Menit)

1. Siswa dan guru menyimpulkan pembelajaran hari ini.
2. Refleksi pencapaian siswa/formatif asesmen, dan refleksi guru untuk mengetahui ketercapaian proses pembelajaran dan perbaikan.
3. Menginformasikan kegiatan pembelajaran yang akan dilakukan pada pertemuan berikutnya.
4. Guru mengakhiri kegiatan belajar dengan memberikan pesan dan motivasi tetap semangat belajar dan diakhiri dengan berdoa.

KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN REJANG LEBONG
MADRASAH ALIYAH NEGERI REJANG LEBONG
JL Letjen Suprapto No. 81 Telp. (0732) 21281 Curup

KEGIATAN PEMBELAJARAN

KURIKULUM MERDEKA

Nama Penyusun	:	Citra Amelia Sari, S.Pd	Kelas / Semester	:	XI/Genap
Satuan Pendidikan	:	MAN Rejang Lebong	Alokasi Waktu	:	3 JP
Mata Pelajaran	:	Bahasa Inggris (EC)	Fase	:	F
Elemen Mapel	:	Listening, Speaking, Reading, Viewing, Writing, Presenting			

Pertemuan Ke-2

Pendahuluan (10 Menit)

1. Guru membuka pelajaran dengan salam dan berdoa, memperhatikan kesiapan peserta didik, memeriksa kehadiran, kerapihan pakaian, kerapihan posisi, dan tempat duduk peserta didik.
2. Mengatur posisi duduk peserta didik dan mengondisikan kelas agar proses pembelajaran berlangsung menyenangkan.
3. Guru menyampaikan tujuan yang ingin dicapai dalam proses pemebelajaran
4. Guru mempersiapan segala peralatan yang akan digunakan pembelajaran
5. Guru melakukn apersepsi dapat mengajak peserta didik mengingat objek-objek mengesankan yang pernah mereka lihat dan dan menanyakan hal-hal penting yang mereka ingat dari objek yang menarik.

Kegiatan Inti (90 Menit)

Speaking : Building Knowledge of the Field

Activity 1

- Guru memutarkan rekaman audio yang berisi monolog dan/atau prosedur melakukan sesuatu dan peserta didik menentukan kalimat yang tepat sesuai dengan yang mereka dengar. Guru dan peserta didik mendiskusikan petunjuk yang didengar dalam monolog. Rekaman audio dapat diakses dengan menggunakan tautan atau kode QR yang terdapat pada bagian akhir buku.

Kegiatan alternatif: Apabila fasilitas audio di kelas tidak memadai, guru dapat membacakan naskah monolog secara langsung. Berikut adalah naskah audio tersebut.

Activity 2

- Guru meminta peserta didik untuk memperhatikan lima pasang gambar dan menentukan perbedaan diantara keduanya. Guru mengarahkan peserta didik untuk menyusun kalimat dengan menggunakan *comparative degree*.

Kegiatan alternatif: Guru dapat mencari kegiatan lain untuk dilakukan, dengan menggunakan benda-benda nyata yang terdapat di kelas untuk menyusun lebih banyak kalimat dengan *comparative degree*.

Modeling of Text

Activity 3

- Guru mencontohkan pengucapan yang tepat dari beberapa frasa *superlative comparison* yang akan dipelajari dalam model dialog. Setelah guru memberikan contoh, peserta didik mengulangi ucapan dengan tepat. Kegiatan bisa dilakukan berulang-ulang secara klasikal dan berkelompok.

Kegiatan alternatif: Guru dapat memutar rekaman audio atau video yang diakses dari

Pendahuluan (10 Menit)

dan intonasi mereka. Guru kemudian menjelaskan materi dengan memberikan contoh sebanyak mungkin sampai mereka memahami bagaimana menggunakannya secara mandiri.

Kegiatan alternatif: Guru dapat merekam penampilan peserta didik yang berdialog di depan kelas dan memberikan umpan balik melalui rekaman sehingga seluruh peserta didik dapat memutar ulang kembali di kemudian hari. Guru juga dapat memberikan contoh *superlative comparison* dari beragam hal yang terdapat di sekitar peserta didik

Activity 5

- Guru memandu peserta didik untuk melengkapi kalimat sesuai dengan materi yang telah dipelajari secara individu. Setelah itu, guru meminta peserta didik melakukan kegiatan **Talking Chip** dalam kelompok berjumlah empat orang. Kemudian, guru meminta beberapa peserta untuk menuliskan kalimat lengkap di depan kelas dan mendiskusikannya bersama.

  Kegiatan alternatif: Guru dapat mengajak peserta didik untuk menuliskan jawaban dari setiap kalimat di papan tulis agar peserta didik dengan gaya belajar visual terfasilitasi selama menganalisis kalimat.

Joint Construction of Tex

Activity 6

- Guru mengarahkan peserta didik secara individu untuk melengkapi kalimat dengan *superlative comparison* yang tepat. Setelah itu, dengan panduan guru, peserta didik mendiskusikan jawaban yang paling tepat.

  Kegiatan alternatif: Guru dapat membacakan satu per satu kalimat lengkap dan meminta konirmasi jawaban dari peserta didik lain dengan memberikan analisisnya.

Activity 7

- Guru membahas kembali materi superlative comparison dengan menggunakan bentuk *have ... ever ....* Setelah itu, peserta didik melengkapi kalimat pada latihan sesuai dengan contoh yang diberikan.

What Have You Learned So Far?

- Guru meminta peserta didik untuk melihat ke sekeliling mereka dan menemukan beberapa hal yang dapat diungkapkan dengan menggunakan pola kalimat *superlative comparison*.

A Mid-Lesson Relection

- Guru mendiskusikan tentang literasi inansial dan penerapannya dalam kehidupan sehari-hari peserta didik.

Joint Construction of Text

Activity 8

- Guru dan peserta didik mendiskusikan gambar yang disajikan pada setiap pertanyaan. Mereka juga fokus pada pertanyaan yang diberikan agar tidak salah dalam merangkai kalimat. Setelah itu, peserta didik mendiskusikan jawabannya.

  Kegiatan alternatif: Setelah mendapatkan jawabannya, peserta didik dapat menuliskan jawabannya di papan tulis. Peserta didik juga dapat melakukan kegiatan **Write-Pairs-Share**.

Activity 9

Pertemuan Ke-2

Pendahuluan (10 Menit)

Linking Related Texts

- Guru mengarahkan peserta didik untuk mencari sumber belajar yang bervariasi yang terkait dengan literasi inansial dan menuliskan hasil bacaannya sesuai dengan yang diinstruksikan.

Penutup (10 Menit)

1. Siswa dan guru menyimpulkan pembelajaran hari ini.
2. Refleksi pencapaian siswa/formatif asesmen, dan refleksi guru untuk mengetahui ketercapaian proses pembelajaran dan perbaikan.
3. Menginformasikan kegiatan pembelajaran yang akan dilakukan pada pertemuan berikutnya.
4. Guru mengakhiri kegiatan belajar dengan memberikan pesan dan motivasi tetap semangat belajar dan diakhiri dengan berdoa.

KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN REJANG LEBONG
MADRASAH ALIYAH NEGERI REJANG LEBONG
JL Letjen Suprapto No. 81 Telp. (0732) 21281 Curup

KEGIATAN PEMBELAJARAN

KURIKULUM MERDEKA

Nama Penyusun	:	Citra Amelia Sari, S.Pd	Kelas / Semester	:	XI/Genap
Satuan Pendidikan	:	MAN Rejang Lebong	Alokasi Waktu	:	3 JP
Mata Pelajaran	:	Bahasa Inggris (EC)	Fase	:	F
Elemen Mapel	:	Listening, Speaking, Reading, Viewing, Writing, Presenting			

Pertemuan Ke-3

Pendahuluan (10 Menit)

1. Guru membuka pelajaran dengan salam dan berdoa, memperhatikan kesiapan peserta didik, memeriksa kehadiran, kerapihan pakaian, kerapihan posisi, dan tempat duduk peserta didik.
2. Mengatur posisi duduk peserta didik dan mengondisikan kelas agar proses pembelajaran berlangsung menyenangkan.
3. Guru menyampaikan tujuan yang ingin dicapai dalam proses pemebelajaran
4. Guru mempersiapan segala peralatan yang akan digunakan pembelajaran
5. Guru melakukn apersepsi dapat mengajak peserta didik mengingat objek-objek mengesankan yang pernah mereka lihat dan dan menanyakan hal-hal penting yang mereka ingat dari objek yang menarik.

Kegiatan Inti (90 Menit)

Reading : Building Knowledge of the Field

Activity 1

- Guru menjelaskan langkah-langkah pembelajaran dengan teknik *Think-Pair-Square* yang akan dilakukan pada Activity 1. Guru meminta peserta didik secara individu untuk memperhatikan gambar, kemudian mencoba menjawab pertanyaan yang diberikan sebagai bahan untuk berdiskusi dengan pasangannya. Peserta didik secara berpasangan berdiskusi untuk mendapatkan jawaban yang mereka sepakati bersama. Peserta didik lalu menyampaikan hasil diskusi mereka.

Activity 2

- Guru meminta peserta didik untuk bekerja dalam kelompok yang terdiri dari empat orang (disebut kelompok asal). Setiap peserta didik dalam satu kelompok mendapatkan satu bagian teks. Peserta didik yang mendapatkan bagian teks 1 bergabung dengan peserta didik dari kelompok-kelompok lain yang juga mendapatkan teks 1. Peserta didik yang mendapatkan teks 2 bergabung dengan peserta didik yang mendapatkan teks 2, dan seterusnya (disebut kelompok ahli). Dalam kelompok ahli, mereka berdiskusi untuk memahami teks tersebut. Setelah diskusi dalam kelompok ahli selesai, guru meminta peserta didik untuk kembali ke kelompok asal, lalu saling berbagi informasi dengan anggota kelompok yang lain.

  Kegiatan alternatif: Guru dapat menggunakan teknik pembelajaran lain yang lebih dikenal dan mudah diikuti oleh peserta didik.

Activity 3

- Guru meminta peserta didik untuk bekerja dalam kelompok yang sama dengan kelompok pada Activity 2 (kelompok asal) untuk menjawab pertanyaan terkait teks yang dipelajari pada Activity 2.

Activity 4

- Guru meminta peserta didik untuk bekerja secara mandiri dengan membaca penjelasan tentang *procedure text.*

Activity 5

Pertemuan Ke-3

Pendahuluan (10 Menit)

penulis dalam membuat *procedure text* tentang langkah-langkah mengubah PIN.

What Have You Learned So Far?

- Guru meminta peserta didik untuk bekerja secara mandiri dan menjawab pertanyaan tentang dua alasan penulis membuat *procedure text.*

A Mid-Lesson Relection

- Guru meminta peserta didik untuk bekerja secara mandiri dan menjawab pertanyaan tentang: 1) pentingnya mempelajari *procedural text*; dan 2) alasan pentingnya mengatur keuangan pribadi.

Joint Construction of Text

Activity 8

- Guru meminta peserta didik untuk bekerja secara berpasangan. Lalu guru meminta peserta didik untuk membaca teks tentang langkah-langkah mengambil uang dari mesin ATM yang ditayangkan melalui video dari tautan berikut. youtube.com/watch?v=YpD1tJK9vIA&t=22s Jika konteks situasi yang tersedia pada Buku Siswa dirasa kurang sesuai dengan latar belakang atau karakteristik peserta didik, guru dapat menyiapkan konteks menabung konvensional yang lebih mudah dipahami oleh mereka.

Activity 9

- Guru meminta peserta didik untuk bekerja secara mandiri. Lalu guru meminta peserta didik untuk membaca langkah-langkah menabung uang melalui mesin ATM yang ditayangkan melalui video dari tautan berikut. youtube.com/ watch?v=gkgaMtZwNnI

Linking Related Texts

Activity 10

- Guru meminta peserta didik untuk bekerja secara mandiri, lalu meminta peserta didik untuk mencari *procedure text* tentang langkah-langkah membuat dan mengaktifkan M-banking pada telepon genggam. Jika ada peserta didik dengan keterbatasan akses internet untuk mendapatkan *procedure text* dengan konteks yang ditugaskan, guru mengarahkan mereka untuk bekerja berpasangan dengan rekan yang memilikinya. Guru juga dapat menyiapkan beberapa gambar terpisah yang berisikan urutan mengaktifkan M-Banking pada telepon genggam.

  Kegiatan alternatif: Guru dapat memberikan tugas lain yang mirip dan sesuai dengan karakteristik *procedure text.*

Penutup (10 Menit)

1. Siswa dan guru menyimpulkan pembelajaran hari ini.
2. Refleksi pencapaian siswa/formatif asesmen, dan refleksi guru untuk mengetahui ketercapaian proses pembelajaran dan perbaikan.
3. Menginformasikan kegiatan pembelajaran yang akan dilakukan pada pertemuan berikutnya.
4. Guru mengakhiri kegiatan belajar dengan memberikan pesan dan motivasi tetap semangat belajar dan diakhiri dengan berdoa.

KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN REJANG LEBONG
MADRASAH ALIYAH NEGERI REJANG LEBONG
JL Letjen Suprapto No. 81 Telp. (0732) 21281 Curup

KEGIATAN PEMBELAJARAN

KURIKULUM MERDEKA

Nama Penyusun	:	Citra Amelia Sari, S.Pd	Kelas / Semester	:	XI/Genap
Satuan Pendidikan	:	MAN Rejang Lebong	Alokasi Waktu	:	3 JP
Mata Pelajaran	:	Bahasa Inggris (EC)	Fase	:	F
Elemen Mapel	:	Listening, Speaking, Reading, Viewing, Writing, Presenting			

Pertemuan Ke-4

Pendahuluan (10 Menit)

1. Guru membuka pelajaran dengan salam dan berdoa, memperhatikan kesiapan peserta didik, memeriksa kehadiran, kerapihan pakaian, kerapihan posisi, dan tempat duduk peserta didik.
2. Mengatur posisi duduk peserta didik dan mengondisikan kelas agar proses pembelajaran berlangsung menyenangkan.
3. Guru menyampaikan tujuan yang ingin dicapai dalam proses pemebelajaran
4. Guru mempersiapan segala peralatan yang akan digunakan pembelajaran
5. Guru melakukn apersepsi dapat mengajak peserta didik mengingat objek-objek mengesankan yang pernah mereka lihat dan dan menanyakan hal-hal penting yang mereka ingat dari objek yang menarik.

Kegiatan Inti (90 Menit)

Viewing : Building Knowledge of the Field

Activity 1

- Guru mengarahkan peserta didik untuk mempelajari gambar dan mendiskusikan kegiatan keuangan apa yang biasanya terjadi sesuai dengan masing-masing gambar. Peserta didik berbagi pengetahuan dan pengalamannya masing-masing.

Activity 2

- Guru mengarahkan peserta didik untuk memperhatikan peta konsep yang disuguhkan dan bersama-sama menerjemahkan kalimat yang terdapat dalam setiap lingkaran. Setelah itu, mereka mendiskusikan jawaban terbuka dari pertanyaan-pertanyaan yang diberikan.

Kegiatan alternatif: Peserta didik dapat juga melakukan teknik **Think-Pairs-Share**.

Modeling of Text

Activity 3

- Guru menjelaskan materi tentang membuat sintesis dan mengevaluasi bacaan kepada peserta didik. Guru memberikan contoh konkret dalam kehidupan sehari-hari yang terkait dengan menyintesis dan mengevaluasi.

Kegiatan alternatif: Guru dapat menampilkan *mind map* berdasarkan materi yang tersedia sehingga peserta didik mendapatkan format berbeda tentang isi bacaan.

What Have You Learned So Far?

- Guru meminta peserta didik menjelaskan materi yang paling sulit untuk dipahami dan diaplikasikan dalam memahami sebuah teks. Jika dibutuhkan, guru harus melakukan pengulangan penjelasan materi sesuai dengan pilihan yang terbanyak yang dirasa sulit oleh peserta didik.

A Mid-Lesson Relection

- Guru meminta peserta didik untuk menuliskan lima hal yang dapat mereka lakukan agar dapat mengatur keuangan mereka dengan benar sejak dini.

Activity 5

Pertemuan Ke-4

Pendahuluan (10 Menit)

Activity 6

- Guru mengarahkan peserta didik untuk menentukan cara perbankan mana yang paling sesuai dan menjelaskan alasannya.

Kegiatan alternatif: Guru dapat mengajak peserta didik untuk membuat sintesis dalam kelompok berjumlah empat orang dan melakukan teknik **Write-Square Share**.

Independent Construction of Text

Activity 7

- Guru bersama-sama dengan peserta didik mendiskusikan isi dari teks multimodal yang disajikan dan menghubungkannya dengan pengetahuan mereka tentang literasi inansial yang telah didiskusikan pada pembelajaran sebelumnya. Peserta didik kemudian membuat sintesis dari informasi yang dipilih dan menuliskannya sesuai dengan panduan yang diberikan.

Kegiatan alternatif: Setelah menuliskan jawaban secara individu, peserta didik dapat melakukan teknik **Talking Chip** dalam kelompok berjumlah enam orang.

Activity 8

- uru mengarahkan peserta didik untuk menentukan apakah pernyataan yang disajikan benar atau salah sesuai dengan pemahaman mereka terhadap teks multimodal yang disajikan.

Linking Related Texts

- Guru meminta peserta didik untuk menonton video yang telah disediakan. Peserta didik dapat melakukannya di dalam kelas maupun di luar kelas. Jika mereka memiliki keterbatasan akses internet, arahkan mereka untuk menontonnya dengan rekan yang memilikinya. Video dapat disaksikan melalui tautan: youtube.com/watch?v=n7FaDYty898

Penutup (10 Menit)

1. Siswa dan guru menyimpulkan pembelajaran hari ini.
2. Refleksi pencapaian siswa/formatif asesmen, dan refleksi guru untuk mengetahui ketercapaian proses pembelajaran dan perbaikan.
3. Menginformasikan kegiatan pembelajaran yang akan dilakukan pada pertemuan berikutnya.
4. Guru mengakhiri kegiatan belajar dengan memberikan pesan dan motivasi tetap semangat belajar dan diakhiri dengan berdoa.

KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN REJANG LEBONG
MADRASAH ALIYAH NEGERI REJANG LEBONG
JL Letjen Suprapto No. 81 Telp. (0732) 21281 Curup

ASESMEN / PENILAIAN

KURIKULUM MERDEKA

Nama Penyusun	:	Citra Amelia Sari, S.Pd	Kelas / Semester	:	XI/Genap
Satuan Pendidikan	:	MAN Rejang Lebong	Alokasi Waktu	:	
Mata Pelajaran	:	Bahasa Inggris (EC)	Fase	:	F
Elemen Mapel	:	Listening, Speaking, Reading, Viewing, Writing, Presenting			

A. ASESMEN/PENILAIAN

1. Rubrik penilaian percakapan:

Kriteria	Nilai
Comparatives & Superlatives	Terdapat 5 bentuk *comparative & superlative* = 10 Terdapat 4 bentuk *comparative & superlative* = 8 Terdapat 3 bentuk *comparative & superlative* = 6
Vocabulary	Menunjukkan kosakata 150—200 kata = 10 Menunjukkan kosakata 100—150 kata = 9 Menunjukkan kosakata 50—100 kata = 8
Kesesuaian dengan topik	Sesuai dengan topik = 10 Kurang sesuai dengan topik = 9 Tidak sesuai dengan topik = 8

$$Nilai\ akhir = \frac{Total\ perolehan}{30}\ x\ 100$$

B. PENGAYAAN DAN REMEDIAL

1. Pengayaan

- Pengayaan diberikan untuk menambah wawasan peserta didik mengenai materi pembelajaran yang dapat diberikan kepada peserta didik yang telah tuntas mencapai kompetensi dasar (KD)
- Pengayaan dapat di tagihkan atau tidak ditagihkan, sesuai kesepakatan dengan peserta didik.
- Berdasakan hasil analisis penilaian, peserta didik yang sudah mencapai ketuntasan belajar diberi kegiatan pembelajaran pengayaan untuk perluasan atau pendalaman materi.

2. Remedial

- Remedial dapat diberikan kepada peserta didik yang capaian kompetensi dasarnya (KD) belum tuntas
- Guru memberi semangat kepada peserta didik yang belum tuntas dalam bentuk pembelajaran ulang, bimbingan perorangan, belajar kelompok, belajar tutor supaya bagi peserta didik yang belum mencapai ketuntasan beajar sesuai analisis penilaian.

Rejang Lebong, Agustus 2024
Guru Mata Pelajaran

Citra Amelia Sari, S.Pd
NIP. 198806132019032009

Mengetahui,
Kepala Sekolah

H. Yusrijal, M.Pd
NIP. 196904181990031003

KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN REJANG LEBONG
MADRASAH ALIYAH NEGERI REJANG LEBONG
JL Letjen Suprapto No. 81 Telp. (0732) 21281 Curup

REFLEKSI GURU DAN PESERTA DIDIK

KURIKULUM MERDEKA

Nama Penyusun	:	Citra Amelia Sari, S.Pd	Kelas / Semester	:	XI/Genap
Satuan Pendidikan	:	MAN Rejang Lebong	Alokasi Waktu	:	
Mata Pelajaran	:	Bahasa Inggris (EC)	Fase	:	F
Elemen Mapel	:	Listening, Speaking, Reading, Viewing, Writing, Presenting			

A. **Refleksi Guru:**
1. Apakah kegiatan pembelajaran berlangsung dengan baik?
2. Apa momen paling berkesan saat proses kegiatan pembelajaran?
3. Apa tantangan yang dihadapi saat proses kegiatan pembelajaran?
4. Bagaimana cara mengatasi tantangan tersebut?

B. **Refleksi Peserta Didik:**
1. Bagaimana yang menurutmu paling sulit di pelajaran ini?
2. Apa yang akan kamu lakukan untuk memperbaiki hasil belajarmu?
3. Kepada siapa kamu akan meminta bantuan untuk memahamai pelajaran ini?
4. Jika kamu diminta untuk memberikan bintang 1 samapi 5. Berapa bintang yang akan kamu berikan?
5. Bagian mana dari pelajaran ini yang menurut kamu menyenangkan?

Rejang Lebong, Agustus 2024
Guru Mata Pelajaran

Citra Amelia Sari, S.Pd
NIP. 198806132019032009

Mengetahui,
Kepala Sekolah

H. Yusrijal, M.Pd
NIP. 196904181990031003

KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN REJANG LEBONG
MADRASAH ALIYAH NEGERI REJANG LEBONG
JL Letjen Suprapto No. 81 Telp. (0732) 21281 Curup

LAMPIRAN-LAMPIRAN

KURIKULUM MERDEKA

Nama Penyusun	:	Citra Amelia Sari, S.Pd	Kelas / Semester	:	XI/Genap
Satuan Pendidikan	:	MAN Rejang Lebong	Alokasi Waktu	:	
Mata Pelajaran	:	Bahasa Inggris (EC)	Fase	:	F
Elemen Mapel	:	Listening, Speaking, Reading, Viewing, Writing, Presenting			

Lampiran 1 : Lembar Kerja Peserta Didik (LKPD)

LKPD adalah panduan dalam melakukan aktivitas pembelajaran, yaitu:

Kelas/Semester : 1X / .....
Mata Pelajaran : .....
Hari/Tanggal : .....
Nama siswa : .....
Materi pembelajaran : .....
.....
.....

A. Lembar Kerja Peserta Didik (LKPD)

Work individually. Complete the sentences using the word in brackets. Use a superlative (**-est** or **most**_____) or a comparative (**-er** or **more**_____)

Study the example:

We stayed at _____ hotel in the town. (cheap)
We stayed at the cheapest hotel in the town.
Buying food online is ____ than coming to the restaurant. (cheap)
Buying food online is cheaper than coming to the restaurant.

1. Australia is very large but the United State is _____ (large).
2. What is _____ river in the Indonesia? (long)
3. She was sad because of the accident but she seems _____ today. (happy)
4. The news was shocking. It was _____ news I have ever heard. (bad)
5. What is _____ tourist resort in your region? (popular)
6. Jaya Wijaya is _____ mountain in Indonesia. It is _____ than any other mountains. (high)
7. They had a great holiday celebration. It was _____ event they have ever had. (enjoyable)
8. He prefers the black car to the other one. It is _____ (comfortable).
9. What is _____ way to get to the airport? (quick)
10. Mr. and Mrs. Sanigraha have three children. _____ is 21 years old. (old)

Lampiran 2 : Bahan Bacaan Guru Dan Peserta Didik

A. Grammar Focus 1

Work individually. Read the following explanation about comparing two things (Comparative Degree) and try to understand the explanation.

Comparative degree or degree of comparison is used when you want to compare two things, two people, two places, or two conditions.

Comparative degree relates to adjectives and adverbs

- My mother sings beautifully.

2. The comparative degree compares two things to show which has the lesser or greater degree of the quality.
   Example:
   a. adjectives: slower, more beautiful, happier, etc.
      - The boy looks happier today.
      - With a pink ribbon, the hat looks more beautiful.

   b. adverbs: more slowly, more beautifully, more happily, etc.
      - The football team is playing soccer more happily.
      - My father drives a car more slowly.

B. **Grammar Focus 2**

An imperative sentence is a sentence that tells somebody to do something. An imperative sentence starts with a verb.
Example:
- Go to the bank.
- Save your money.
- Buy important things only.

After knowing the rule of comparative degree and imperative sentences, make two sentences with comparative degree using -er, two sentences with comparative degree using more, and two imperative sentences
Example:
- *er*: The building of this bank is bigger than that bank.
- *more*: Buying a book in a bookstore is more expensive than buying it online.
- *imperative*: Insert your card.

C. **Grammar Focus**

1. Superlatives

a. The superlatives form is **-est** or **most**.

b. In general, we use -est for short words such as: Long – longest
The longest river on Earth is the Nile.
hot – hottest
The hottest chili ever is
hard – hardest
The hardest feeling is when you lose someone you love.

c. We use most for longer words, such as:
famous - most famous
Raja Ampat is **the most famous tourist destination** in 2022.
diicult - most diicul
Riding a motorcycle is **the most difficult skill**.

d. There are also irregular adjectives, such as:
Good – best
He is **the best student** in the class.
far – farthest
Wakatobi is **the farthest destination** we have ever taken.

e. We normally use **the** before a superlative
Yesterday was **the hottest day** of the year.

Study the following concepts on synthesizing and evaluating information. **Synthesizing and Evaluating Information**

Thoughtful readers synthesize and evaluate information based on prior knowledge. They go beyond the literal meaning of text to derive interpretative meanings.

Synthesizing a text is the process of pulling together background knowledge, newly learned ideas, connections, inferences, and summaries into a complete and original understanding of the text. When students synthesize, they are made aware of how their thinking changes and evolves as they read a text. A synthesis can form:

- a new understanding, something a reader has not considered before until reading the text.
- a deeper understanding, becoming more aware or appreciative of an idea after reading a text.
- a changed understanding, thinking differently as a result of the text.

Evaluating strategies are evaluated during and after reading. Reading encourages the reader to make judgements, form opinions, and develop ideas. Students can make generalizations about and critically evaluate texts by creating evaluative questions.

Here are 10 ways to save money in high school

1. **Open a savings account**. A savings account gives you amazing access to your funds.
2. **Apply for a summer job**. Try to ind a part time job over summer. It is a fantastic experience and is a better way to earn money than doing chores for your parents.
3. **Buy used textbooks/sell the text books**. Buy much more cheaper textbooks from older friends who inished high-school a year or two before you.
4. **Do not impulse buy, write it down and wait a week**. Do not buy things that you do not need.
5. **Never go grocery shopping when you are hungry**. This is a classic bit of advice but it is pretty simple. Take a shopping list.
6. **Go to the movies on Tuesday**. It is cheaper to see movies on weekdays.
7. **Have a go at Gumtree**. You can have extra money by selling things that you no longer used.
8. **Check the library before you buy a study guide**. It is a good idea to try and borrow a study guide from the library irst. If you really like it, then you can buy it.
9. **Google Flight**. This is to manage your schedule so that you can be notiied immediately.
10. **Bring food from home**. Bringing food from home is cheaper and it can be really good once you have found a few lunches that you like.

Internet vs Traditional Banking

No	Internet vs Traditional Banking		
	Indicators	Internet	Traditional
1	Contact	Customers can only have electronic or online contacts.	Customers can have direct face to face communication from their bankers.
2	Customer Service	Customers do not have to stand in line for their banking transaction	Customers have to stand in line to perform their banking transaction.
3	Cost	No costs are incurred in internet banking.	There are many operating and ixed costs that are incurred by traditional banks.
4	Accessibility	Customer can operate their accounts anytime, anywhere using their mobile phones	Customers have to visit the bank for their work only during working hours.
5	Time	Internet banking is not a time taking process as customers do not have to visit their branches to operate their accounts.	Traditional banking drains a lot of time from the customers as they have to visit their branch to obtain access to their accounts.

Source: Sketch

Lampiran 3 **: Glosarium**

Financial literacy, Money management, Bank account, Comparative and superlative degree, Procedure text, Imperative

Lampiran 4 **: Daftar Pustaka**

- Puji Astuti, dkk., *2022. Buku Guru Englis For Change untuk SMA/MA Kelas XI.* Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia.
- Kamus Bahasa Inggris
- Youtube, Google dan situs .
- Buku lain yang relevan.

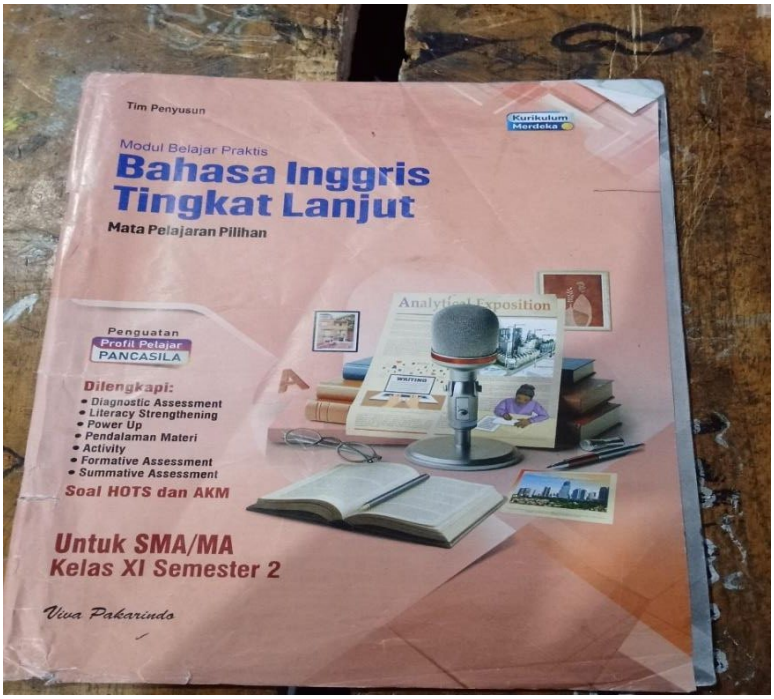
Rejang Lebong, Agustus 2024
Guru Mata Pelajaran

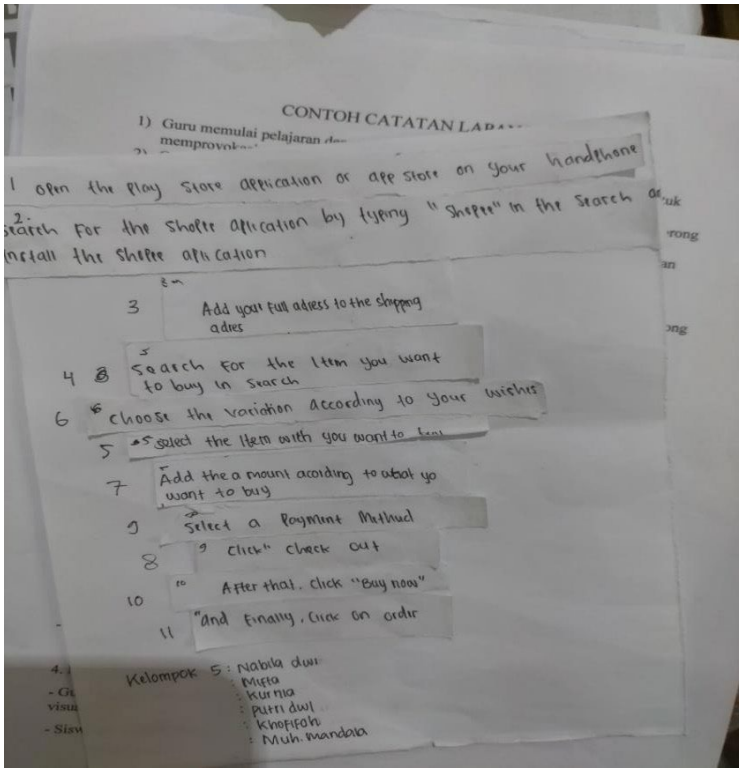
Citra Amelia Sari, S.Pd
NIP. 198806132019032009

Mengetahui,
Kepala Sekolah

H. Yusrijal, M.Pd
NIP. 196904181990031003

Appendices Documentation





CONTOH CATATAN LA...

1) Guru memulai pelajaran ...
memprovok...

1 Open the Play Store application or App Store on your handphone

2. Search For the Shopee Aplication by typing "Shopee" in the Search ...
Install the Shopee Aplication

3 Add your full adress to the shipping adres

4 8 Search For the Item you want to buy in Search

6 choose the Variation According to your wishes

5 Select the Item with you want to ...

7 Add the a mount acording to what yo want to buy

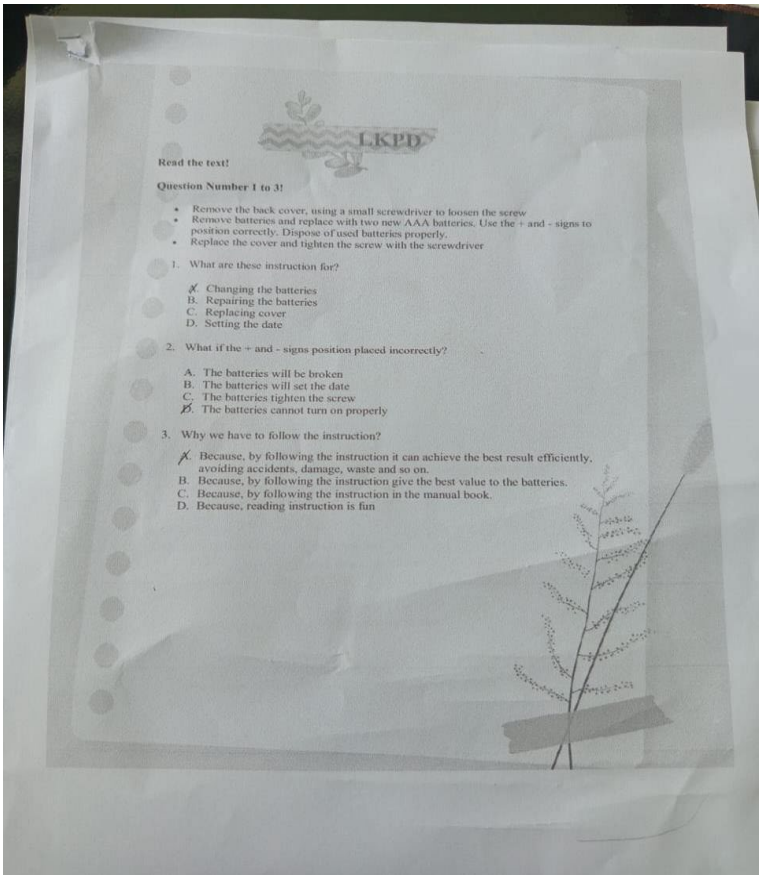
9 Select a Payment Method

8 Click" check out

10 After that, click "Buy now"

11 "And Finally, Clear On order

Kelompok 5 : Nabila dwi ...
Mifta
Kurnia
Putri dwi
Khofifah
Muh. mandala



LKPD

Read the text!

Question Number 1 to 3!

- Remove the back cover, using a small screwdriver to loosen the screw
- Remove batteries and replace with two new AAA batteries. Use the + and - signs to position correctly. Dispose of used batteries properly.
- Replace the cover and tighten the screw with the screwdriver

1. What are these instruction for?

   A. Changing the batteries
   B. Repairing the batteries
   C. Replacing cover
   D. Setting the date

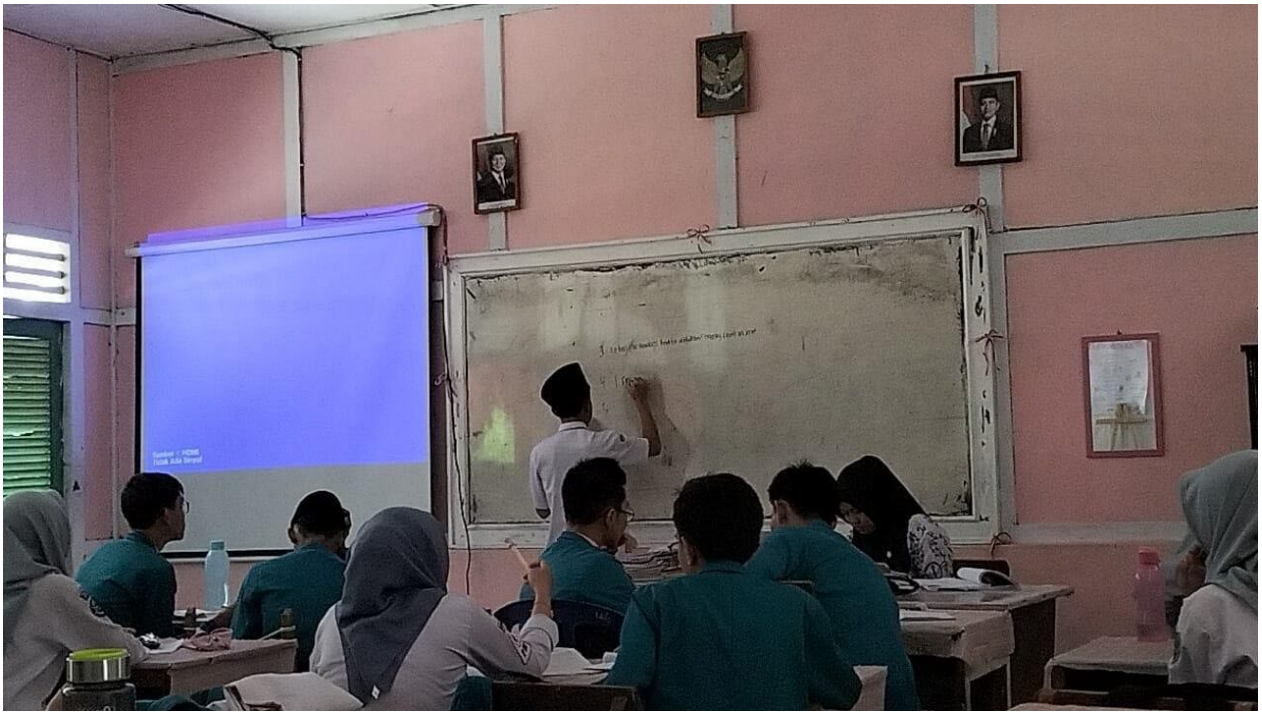
2. What if the + and - signs position placed incorrectly?

   A. The batteries will be broken
   B. The batteries will set the date
   C. The batteries tighten the screw
   D. The batteries cannot turn on properly

3. Why we have to follow the instruction?

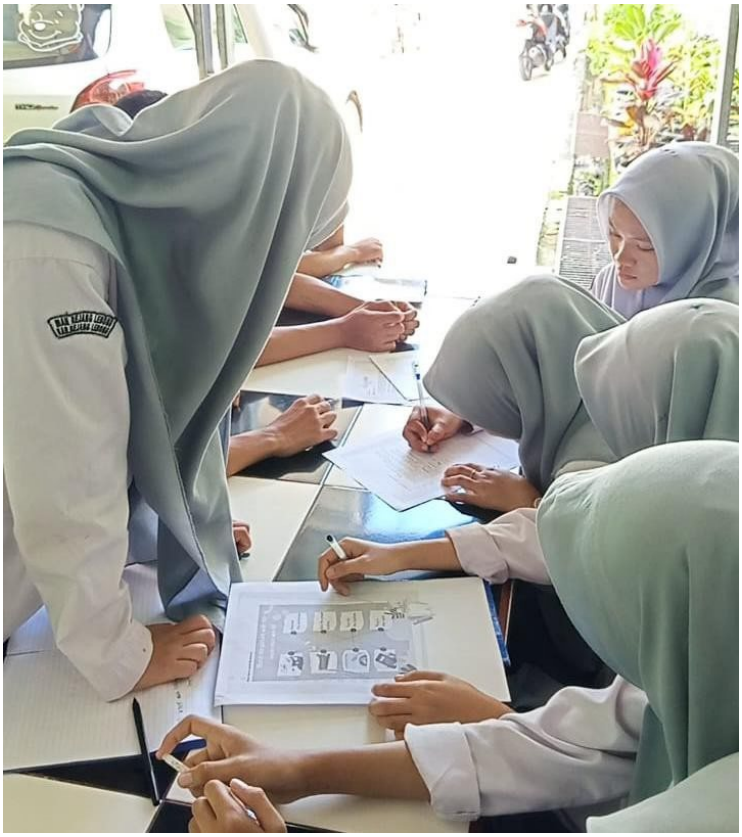
   A. Because, by following the instruction it can achieve the best result efficiently, avoiding accidents, damage, waste and so on.
   B. Because, by following the instruction give the best value to the batteries.
   C. Because, by following the instruction in the manual book.
   D. Because, reading instruction is fun

Implementation Discovery Learning with Mulitmedia Intergretation Kelas XI B

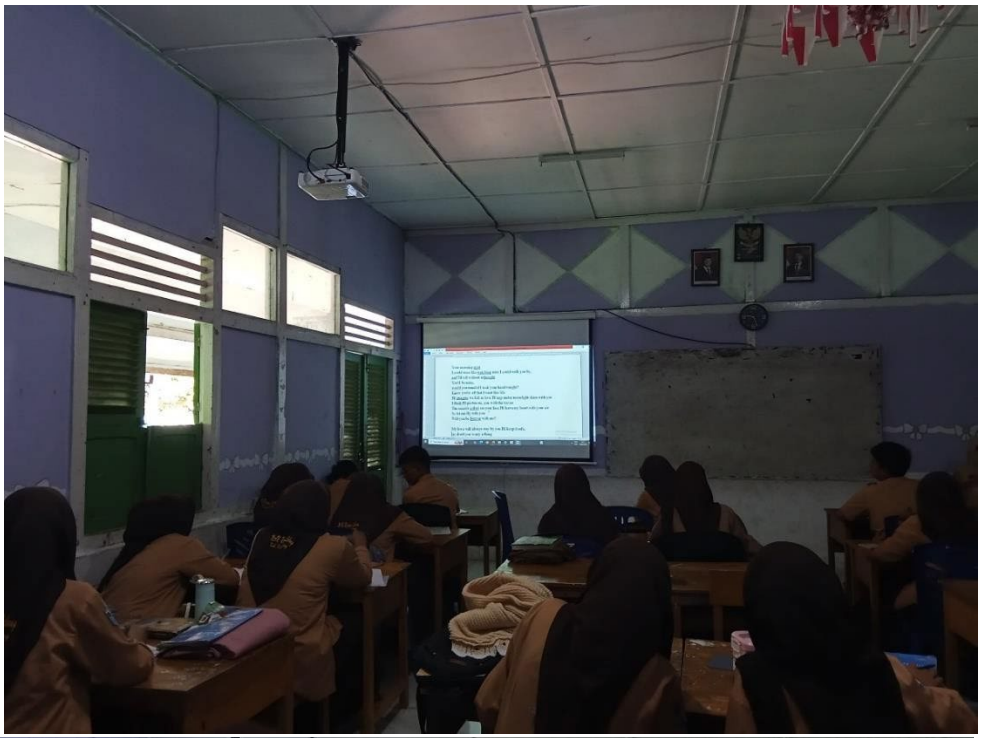



What is social function of procedure text?

Implementation Discovery Learning with Mulitmedia Intergretation Kelas XI C



Implementation Discovery Learning with Mulitmedia Intergretation in Kelas XI E



BIOGRAPHY

Debi Agustina was born in Tanjung Beringin, Empat Lawang on August 28 2001. She is the eldest daughter of Mr. Lukman Hakim and Mrs. Misnaini. She is a woman who has two, younger sister and brother. She finished elementary school At SDN 06 Pasemah air keruh. She continued his studies at Middle school at SMPN 02 Pasemah air keruh. Then, She continued his studies at SMKN 02 Lahat and graduated in 2019. She is a girl decided to enter the Curup State Islamic College (IAIN) and chose Department of English Tadris Education Study Program (Tarbiyah). She completing his studies at IAIN Curup in 2025.