

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

It can be proved that using discovery learning strategy gave the impact to the students ability in using simple past tense as described in several data such as firstly, from observation result shown that the students were active participating during learning process. Secondly, based on the questions given to the students about their opinion using discovery learning strategy, most of them felt that it was indeed helpful and make them more understand using simple past tense. They were more independent and motivated to learn. Thirdly, based on the test result, there was found an improvement of students' score from pretest to the posttest either in the first posttest or second posttest. The mean of pretest is 57.18, there were only 1 student who passed Kriteria Ketuntasan Minimal (KKM). Furthermore, the mean of post test in cycle 1 is 72.81 there were 5 students who passed the Kriteria Ketuntasan Minimal (KKM). While the mean of posttest cycle 2 is 78.81, it shows a significant increasing on it. There were 13 students who passed Kriteria Ketuntasan Minimal (KKM) while 3 students did not pass.

When the researcher compared between the pretest and posttest in cycle 2, there was found 21.63 point of improvements in students' score. Hence, the writer would like to summarize that discovery learning strategy is a good strategy which is suitable to be applied for the students of grade eighth of SMP Negeri 1 Kupang in the school year 2016/2017.

5.2. Suggestion

Based on the conclusion above the writer offers some suggestions such as:

1. For the teacher

English teacher are expected to use discovery learning strategy in teaching simple past tense in order to improve the students' ability in using simple past tense. Teachers also are suggested to motivate their students to find out by themselves the thing which is related to the material which they learned. Therefore learning English using discovery learning strategy is strongly recommended for English teacher.

2. For the students

The role of students is important for the success of a teaching method in teaching and learning process. They are the main key in this learning process hence they have to be more actively participate and open to the teacher about their difficulties which they found during class activity.

BIBLIOGRAPHY

- Arikunto, S. 2014. *Penelitian Tindakan Kelas*. Bumi Aksara: Jakarta.
- Asa, P. S. 2003. *Mari Belajar Bahasa Inggris*. Grasindo, PT Gramedia Widayarsana: Indonesia, Jakarta.
- Azar, B. S. 2003. *Fundamentals of English Grammar*. 3rd ed. Longman.
- Balim, A. G. 2009. The Effects of Discovery Learning on Students' Success and Inquiry Learning Skills. *Euroasian Journal of Educational Research*, Issue 35, Spring: 1-20
- Caprario, M. 2013. *Guided Discovery Grammar Instruction: A Review of Literature*. SIT Graduate Institute.
- Castranova, J. A. Discovery Learning for the 21st Century: What is it and how does it compare to traditional learning in effectiveness in the 21st Century?
- Cook, V. 2008. *Second Language Learning and Language Teaching*. 4th ed. Hodder Education An Hachette: UK Company.
- Erom, K. 2013. *Practical Guidelines for writing Research Report*. Kupang
- Harmer, J. 2007:90. *How to teach English*. Pearson Education Limited, Edinburgh Gate, Harlow, Essex, CM20JE England. Longman.com.
- Mahmoud, A. K. A. The Effect of Using Discovery Learning Strategy in Teaching Grammatical Rules to First year General Secondary Student on Developing their Achievement and Metacognitive Skills.
- Mesthrie R., Swann, J., Deumert. A., and Leap. L,W. 2000. *Introducing Sociolinguistics*. Edinburgh University Press: British.
- Murphy, R. 1998. *English Grammar in Use*. 2nd ed, Cambridge University Press.
- Saumell, M. V. *Guided Discovery for Language Instruction: A framework for Implementation at all levels. (English in Common)*
- Thorsett, P. *Discovery Learning Theory, A primer for Discussion*.
- Wachidah, S. dan Gunawan, A. 2014: *When English Rings a Bell*: 1st ed, Pusat Kurikulum dan Perbukuan, Balitbang, Kemendikbud: Jakarta.

- Widiarti, U., Sulystio, G.H., Suryati, N., Setiawan, S., Ratnaningsih, P., Anugerahwati, M., dan Purwanti, O. 2008: XVI “*Contextual Teaching and Learning. Bahasa Inggris Sekolah Menengah Pertama*”: 4th ed: Pusat Perbukuan Departemen Pendidikan Nasional: Jakarta.
- Warriner, J, E. 1977:146. *English Grammar and Composition Complete course*, Harcourt Braca Jovanovich: United States of America.