



THE IMPLEMENTATION OF DISCOVERY LEARNING IN TEACHING GRAMMAR FOR SEVENTH GRADE STUDENTS

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ABSTRACT

This research is aimed to investigate the implementation of discovery learning by the English language teacher in teaching grammar for seventh grade students. It was a qualitative research that placed at MTS Al-Ahliyah Kotabaru Karawang. The participant of the research was an English language teacher who taught English for seventh grade students all of students grouped into A and B classes of seventh grade who join at English language subject in 2023/2024 academic year. Data collection was done by applying observation, documentation, and interview. Data analysis was applied by the interactive analysis model namely reduction, data display, and verification. The result shows that discovery learning in teaching grammar for seventh grade students of MTS Al-Ahliyah Kotabaru is done through six procedures namely stimulation, problem statement, data collection, data processing, verification, and generalization and applied by five techniques such as providing real examples, discussion, presentation, question-answer, and giving assignment with utilizing English textbook, worksheet, Power Point Presentation, projector, and laptop. Then, the English teacher faces problems during namely lack of understanding about English grammar, lack of student confidence, and lack of classroom management skill which can be tackled by giving feedback, providing stimulus and reinforcement, and increasing monitoring for students.

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1. INTRODUCTION

The teaching of grammar in the English language is a crucial aspect as it can enhance students' performance and empower teachers to devise appropriate plans to facilitate student learning. Alqahtani (2022) stated that mastering grammar is also crucial in acquiring proficiency in any language, as it enables students to generate well-structured spoken and written English. Teaching grammar acts as a bridge that connects learners with other skills, and if their grammatical competence is insufficient, their overall language production will be inadequate. In the other hand, Al-Khresheh & Orak (2021) mentioned that having a solid understanding of the theories of language that form the basis of everyday grammar instruction is highly significant for English teachers. This knowledge directly impacts their ability to deliver instruction that caters to the specific needs of their students. In the other hand, Al-Maamari, et al (2021) argued that when considering the learning of grammar as the study of grammar rules, it is expected that students have an understanding of grammar. However, when these grammar rules are transferred to actual usage, it becomes an issue for teachers as they also face challenges in comparing students who can speak fluently without learning the proper English grammar rules.

Most of students consider that grammar is difficult to be learnt. This case is challenging for the teachers who teach English skill for them. Nedomová (2007) argued that most of students in teaching learning grammar process are not able to their attention more than 10-20 minutes and after that they start to be bored and tired. It shows that the teaching methods and strategies applied by the teacher in teaching grammar are not attractive and cannot attract students more active in classroom. The research conducted by Onesty & Fitrawati (2013) revealed that students encountered challenges in learning grammar due to a lack of motivation among students when it came to learning grammar as a foreign language, students experiencing boredom due to the numerous rules they needed to comprehend, students being less attentive to teacher instructions, and teachers primarily focusing on their own instructions without considering the specific needs of the students. Then, Diaz, et al (2019) revealed that English language teachers generally adhere to traditional practices in teaching grammar, and their understanding of grammar reflects a limited comprehension of the connection between grammatical accuracy and communicative fluency. In this context, teachers function as the central focus of learning so teaching process due to the lack of active student involvement in grammar learning in the classroom.

MTS Al-Ahliyah Kotabaru is one of favourite Junior High School in Karawang. English language is a compulsory subject in this school from seventh grade to ninth grade. Based on an interview with the English language teacher who taught for seventh grade students, Mrs. Lia Lisnawati, at this school on June, 6th 2023, she said that discovery learning was used as the method for teaching grammar. Its method adapts learning model which able to foster scientific and social behaviour while increasing curiosity. In the context of grammar, the English language teacher also argued that discovery learning was applied to provide opportunities for students in exploring and discovering grammar rules independently through direct experience. In applying discovery learning, the teacher explained a brief of procedure conducted in classroom such as providing a series of example sentences using tenses for students, then asking students to observe patterns and discover possible rules based on those examples, and encouraging them to formulate their own rules for tenses based on their observations.

Discovery learning is relevant to be used in teaching grammar. Alfieri, et al (2011) emphasized that discovery learning is an instructional approach in which students are encouraged to identify a problem, search for relevant information, develop a solution strategy, and logically justify their approach. It involves students independently discovering and acquiring knowledge using the materials provided. In this process, they are encouraged to engage in critical thinking and learn specific subject matter. In addition, Solano (2020) explained that teaching grammar has traditionally adopted the concept of a deductive teaching approach, but that is now changing where teachers should be prioritising an inductive teaching approach. It can be seen that the

inductive teaching approach is very relevant to the concept of the discovery learning model. The study conducted by Suprayitno (2016) presented that by discovery learning enabled students to actively learn grammar and effectively achieve the learning objectives. Additionally, students became highly engaged with the learning materials as they took on the role of language discoverers, making decisions and actively participating in the learning process. Meanwhile, the study conducted by Mahmoud (2014) showed that the discovery learning strategy successfully taught grammar rules in skill development beyond students' knowledge in the first grade of junior high school, which was reflected in students' level in test scores and the discovery learning strategy helped to recruit activities where students learn for themselves and applied what they knew in new situations which in turn led to the achievement of effective learning.

Based on the whole of explanation above, the focus of this research is to investigate the implementation of discovery learning by the English language teacher in teaching grammar for seventh grade students of MTS Al-Ahliyah Kotabaru and to identify the problems occur and its solution applied by the English language teacher.

2. METHOD

Research Type

The researcher employed a qualitative research designed in descriptive study. She applied descriptive qualitative research to describe the implementation of discovery learning by the English language teacher in teaching grammar (simple present tense) for seventh grade students of MTS Al-Ahliyah Kotabaru, problem faced by English language teacher, and her problem solving to overcome it.

Setting and Participant

The research was placed at MTS Al-Ahliyah Kotabaru and conducted on June 2023 until August 2023. The participant was an English language teacher who taught English for seventh grade students of MTS Al-Ahliyah Kotabaru namely Lia Lisnawati, S.Pd. and all of students grouped into A and B classes of seventh grade who joined at English language subject in 2023/2024 academic year.

Data Collection

The researcher applied three instruments in collecting data namely observation, interview, and documentation.

a. Observation

Observation required field notes to understand the content of the observation. In the reflective notes, the researcher gave the checklist on the most significant aspects on the checking list document as following:

Table 1. Observation with Checklist

No	Discovery Learning Stages	Activities in Teaching Grammar		
		Opening Activities	Core Activities	Closing Activities
1	Stimulation			
2	Problem statement			
3	Data collection			
4	Data processing			
5	Verification			
6	Generalization			

b. Interview

The researcher interviewed the English teacher and seventh grade students related to implementation of discovery learning by the English language teacher in teaching grammar with simple present tense material for seventh grade students of MTS Al-Ahliyah Kotabaru, the problem faced by the teacher, and her problem solving.

c. Documentation

The researcher collected document data such as teaching material, the result of the students' grammar work, classroom activity photo reflecting discovery learning in teaching grammar, and several recording done by her.

Data Analysis

Data analysis was applied by the Miles & Hubberman concept of the interactive analysis model namely reduction, data display, and verification.

3. RESULT AND DISCUSSION

Result

1. The Implementation of Discovery Learning by the English Language Teacher in Teaching Grammar for Seventh Grade Students of MTS Al-Ahliyah Kotabaru

The implementation discovery learning had been applied by the English teacher in teaching grammar for seventh grade students of MTS Al-Ahliyah Kotabaru and it was illustrated into several parts namely teaching procedure, teaching technique used in class, and teaching media.

a. Teaching Procedure

Based on the interview done by the researcher with Lia Lisnawati, S.Pd as the English teacher for seventh grade students on July, 27th, 2023, she stated that:

“Prosedur mengajarnya dimulai dari menstimulasi siswa dengan pertanyaan. Misalnya dalam materi simple present tense. Saya tanya apakah mereka mengenal materi Simple Present Tense atau tidak. Kemudian pernyataan masalah, pengumpulan data dari hasil pembahasan, pengolahan data, verifikasi dan pernyataan umum mengenai materi yang disampaikan.” (Wawancara, 27 Juli 2023)

Based on the result of the interview above, it shows that the English teacher had done several procedures in implementing discovery learning in teaching grammar for seventh grade students of MTS Al-Ahliyah Kotabaru. She started the lesson by giving an overview of the grammar concept to be learnt. This could be in the form of questions that relate the grammar concepts to real-life situations where she introduced the grammar concept with open-ended questions that stimulated students' creativity and critical thinking. Next, the teacher helped students to discuss, collaborate, and exchange ideas. She also facilitates students to make further observations about the grammar concepts learnt. They may be asked to find examples from texts or reading materials relevant to the grammar lesson. Then, the teacher facilitated the presentation and gives positive feedback. She also provided corrections and additional explanations to ensure that students understand the grammar concepts correctly. After the discovery learning, the teacher gave independent practice to the students in order to enhance their understanding of the grammar concepts learnt. Finally, the teacher made a conclusion on the material taught and composes an evaluation that aimed to find out the extent to which students have mastered the material.

From the result of 3 observations on July 2023, the English teacher had done six steps of activities reflecting discovery learning in teaching grammar namely stimulation, problem statement, data collection, data processing, verification, and generalization. First, stimulation described that the teacher provided an interesting stimulus or challenging situation that encouraged students to think about the grammar concept to be learnt which can be seen on the

opening activity. Second, problem statement illustrated that the teacher presented a problem statement that arouses students' curiosity and stimulated them to look for answers or patterns in language related to grammar concepts which could be seen on the core activity. Third, data collection elaborated that the teacher gave students the opportunity to collect data and search for examples in the relevant language to look for patterns or grammar rules that apply which could be seen on the core activity. They could work individually or collaborate in groups to explore different sources of information. Fourth, data processing showed that the teacher commanded students to analyze and process the data which can be seen on the core activity. They must look for patterns or relationships between the examples found to formulate grammar rules that might apply. Fifth, verification showed that the teacher and students discussed the data collected, the methods used, and the conclusions drawn. At that stage, verification was done to ensure that the conclusions drawn were in accordance with the correct grammar rules which could be seen on the core activity continued to closing activity. Last, generalization showed that students were asked to make generalizations or generally applicable grammar rules. They connected the specific examples found earlier to broader concepts and apply them to different language situations. Therefore, the researcher makes a summary to present the result of procedure of discovery learning applied to teaching grammar on the table below :

Table 2. Procedure of Discovery Learning in Teaching Grammar

No	Stages in Discovery Learning	Activities		
		Opening	Core	Closing
1	Stimulation	✓		
2	Problem Statement		✓	
3	Data Collection		✓	
4	Data Processing		✓	
5	Verification		✓	✓
6	Generalization			✓

Based on the whole of the explanation above, it can be concluded that the English teacher applies six procedures reflecting discovery learning in teaching grammar for seventh grade students of MTS Al-Ahliyah Kotabaru namely stimulation, problem statement, data collection, data processing, verification, and generalization.

b. Teaching Technique

Based on the interview done by the researcher with Lia Lisnawati, S.Pd as the English teacher for seventh grade students on July, 27th, 2023, she stated that:

"Tekniknya ya seperti memberikan contoh-contoh penggunaan grammar bahasa Inggris dalam kehidupan sehari-hari, tukar pendapat dengan siswa terkait grammar tersebut, tanya jawab, diskusi kelompok, pemberian tugas, dan presentasi. Ya bisa dibilang gurunya lebih aktif disini karena ini kan mengajar grammar. Guru harus menerangkan pattern yang baku supaya siswa ini paham penggunaannya." (Wawancara, 27 Juli 2023)

Based on the interview above, the teaching techniques applied by the English teacher was consisting of providing real examples of the use of English grammar, engaging in discussions with students regarding grammar, conducting question and answer sessions, facilitating group discussions, giving assignments, and encouraging presentations. These acts reflected the application of discovery learning in grammar teaching. The English teacher took a more active role in this way as it involves teaching grammar. She was required to clarify standardised patterns and to ensure students understand about the grammar application.

It can be concluded that the English teacher applies five techniques reflecting discovery learning in teaching grammar for seventh grade students of MTS Al-Ahliyah Kotabaru namely providing real examples, discussion, presentation, question-answer, and giving assignment.

c. Media Used in Class

Based on the interview done by the researcher with Lia Lisnawati, S.Pd as the English teacher for seventh grade students on July, 27th, 2023, she stated that:

“Media yang saya gunakan biasanya itu buku paket bahasa Inggris, buku penunjang / LKS bahasa Inggris, PowerPoint tentang Simple Present Tense, LCD Proyektor dan laptop.” (Wawancara, 27 Juli 2023)

The result of interview above shows that the English teacher utilized several media in assisting teaching grammar such as English textbook, worksheet, Power Point Presentation (PPT), LCD Projector, and laptop. Moreover, useful media can save teachers time in explaining difficult concepts. Teacher can use media as a tool to clarify or illustrate concepts, so that students can understand more quickly. It helps illustrate abstract grammar concepts to be more concrete.

Moreover, the implementation of discovery learning that applied by the English language teacher in teaching grammar also got good response from seventh grade students of MTS Al-Ahliyah Kotabaru. Based on the interview done by the researcher with seventh grade students on July, 27th, 2023, they stated that:

“Lebih mudah karena ibu guru menjelaskannya sangat detail dengan memberi contoh yang gampang”. (Wawancara, 27 Juli 2023)

“Lumayan enak, ibu guru menjelaskan dengan santai, detail dan asik aja karena saya juga suka bahasa Inggris” (Wawancara, 27 Juli 2023)

“Menurut saya materinya sangat lengkap dan terstruktur sehingga mudah dipahami.” (Wawancara, 27 Juli 2023)

“Secara keseluruhan memang cukup mudah dipahami karena dijelaskan langsung secara tatap muka dengan presentasi di kelas pakai power point gitu” (Wawancara, 27 Juli 2023)

“Ibu guru sangat baik dan penjelasannya gampang dipahami oleh siswa.” (Wawancara, 27 Juli 2023)

All of students felt so enjoyable with the teaching grammar using discovery learning. They could understand material well because the teacher practiced some great teaching techniques reflecting discovery learning using real-life example and complete explanation with pattern clearly during presentation.

2. The Problems and Its Solution Applied by the English Language Teacher during Implementing Discovery Learning in Teaching Grammar for Seventh Grade Students of MTS Al-Ahliyah Kotabaru

Although the implementation of discovery learning in teaching grammar conducted by the English teacher has worked well and effective for seventh grade students of MTS Al-Ahliyah Kotabaru, actually it presents various problems. Based on the interview done by the researcher with Lia Lisnawati, S.Pd as the English teacher for seventh grade students on July, 27th, 2023, she stated that:

“Menurut saya ada siswa yang kurang bisa memahami konsep atau materi yang saya berikan ya sehingga masih ada beberapa siswa yang belum salah satu paham tentang penggunaan subject dan kata kerja yang sesuai. Selain itu, masih ada siswa yang diantaranya tidak percaya diri untuk menjawab pertanyaan yang diberikan. Mungkin, materi tidak cukup menarik atau siswa juga merasa kewalahan dengan tugas yang saya berikan. Lalu, saya akui saya juga kewalahan dengan banyaknya siswa di kelas,

beberapa gojek saja dan beberapa memperhatikan. Saya kadang mungkin kurang mampu mengendalikan beberapa siswa ini sehingga mengganggu jalannya pembelajaran.” (Wawancara, 27 Juli 2023)

Based on the result of the interview above, there were three problems felt by the teacher during implementing discovery learning in teaching grammar for seventh grade students of MTS Al-Ahliyah Kotabaru namely lack of understanding about English grammar, lack of student confidence, and lack of classroom management skill.

Moreover, in implementation of discovery learning in teaching writing, the teacher has several solutions to fix the problem. Related to the issue, she stated that:

“Solusi yang saya lakukan ya dengan memberikan umpan balik kepada siswa tentang materi yang saya berikan. Lalu, memberikan stimulus dan penguatan materi agar siswa-siswi yang tidak percaya diri agar bisa menjadi percaya diri untuk mengungkapkan jawabannya. Kemudian saya melakukan meningkatkan pengawasan dengan menegur dan menasehati siswa-siswa yang suka bercanda saat pembelajaran berlangsung.” (Wawancara, 27 Juli 2023)

Based on the result of the interview above, the researcher assumes that there are three solution applied by the English teacher during implementing discovery learning in teaching grammar for seventh grade students of MTS Al-Ahliyah Kotabaru namely giving feedback, providing stimulus and reinforcement, and increasing monitoring for students.

Thus, the researcher resumes the problem and its problem solving as following table below:

Table 3. Problem and Its Problem Solving

No	Problem	Problem Solving
1	Lack of Understanding about English Grammar	Giving Feedback
2	Lack of Student Confidence	Providing Stimulus and Reinforcement
3	Lack of Classroom Management Skill	Increasing Monitoring for Students

Discussion

This research is aimed to describe the implementation of discovery learning by the English language teacher in teaching grammar for seventh grade students of MTS Al-Ahliyah Kotabaru, and to identify the problems and its problem solving applied by the English language teacher on its process. The result of this research shows that the implementation of discovery learning has been applied well by the English language teacher in teaching grammar for seventh grade students of MTS Al-Ahliyah Kotabaru which viewed on three points namely teaching procedure, teaching technique, and media used in classroom.

The English teacher applies six procedures reflecting discovery learning in teaching grammar for seventh grade students of MTS Al-Ahliyah Kotabaru namely stimulation, problem statement, data collection, data processing, verification, and generalization as the theory proposed by Rovikasari, et al (2020). These procedures illustrate valuable activities in facilitating students' understanding. By engaging in discovery learning, Juhaeni, et al (2020) stated that students are encouraged to utilize higher-order thinking skills, take risks in conducting experiments, and explore various subjects. Then, this result of the current research is accordance with the study conducted by Rafiqa, et al (2023) which showed that six stages of discovery learning implementation such as stimulation, problem identification, data collection, data processing, verification, and generalisation for teaching English in Universitas Sulawesi Barat Majene Regency West Sulawesi.

The English teacher applies five techniques reflecting discovery learning in teaching grammar for seventh grade students of MTS Al-Ahliyah Kotabaru namely providing real examples, discussion, presentation, question-answer, and giving assignment. These techniques ensure the collaborative activity between the students and the teacher interaction. Juhaeni, et al (2020) explained that the teacher perceives the student as a friend with whom they can discuss the lesson. The result of this current research is accordance with the theory from Sorohiti & Aini (2020) which mentioned that the discovery technique involves a carefully guided and assisted process facilitated by the teacher, with rules subsequently elicited and explicitly taught. Meanwhile, This result of the current research is contrasted with theory by Nabiyeva (2016) which proposed several discovery learning techniques in teaching grammar for ESL classroom into five basic steps namely listening comprehension, filling the gap, discovering the rule, checking mistake, and using knowledge.

The English teacher utilizes media such as English textbook, worksheet, Power Point Presentation (PPT), LCD Projector, and laptop for supporting the implementation of discovery learning in teaching grammar for seventh grade students of MTS Al-Ahliyah Kotabaru. The result of this current research is accordance with theory of Vera & Satriani (2013) which mentioned that the use of visual aids such as pictures and simple questions facilitates easy comprehension for students. These media do not only enhance understanding but it also capture students' interest, motivation, and attention, thereby promoting efficient grammar learning. In line, Verner (2014) in Suprayitno (2016) also described that the discovery technique involves a series of activities that lead students to independently discover grammar rules through the use of pictures and questions.

The English teacher faces three problems during implementing discovery learning in teaching grammar for seventh grade students of MTS Al-Ahliyah Kotabaru, namely lack of understanding about English grammar, lack of student confidence, and lack of classroom management skill. This result is in line with the theory of Onesty & Fitrawati (2013) which revealed that students encountered challenges in learning grammar due to several factors such as a lack of motivation among students when it came to learning grammar as a foreign language, students experiencing boredom due to the numerous rules they needed to comprehend, students being less attentive to teacher instructions, and teachers primarily focusing on their own instructions without considering the specific needs of the students. Moreover, Nedomová (2007) argued that most of students in teaching learning grammar process are not able to their attention more than 10-20 minutes and after that they start to be bored and tired.

Although there are some problems that arise when implementing discovery learning in teaching grammar, the English teacher has three solution that applied during implementing discovery learning in teaching grammar for seventh grade students of MTS Al-Ahliyah Kotabaru namely giving feedback, providing stimulus and reinforcement, and increasing monitoring for students. This result of this research is accordance with five principles in discovery learning proposed by Rafiqa, et al (2023) namely problem solving, learner management, integrating and connecting, information analysis, and giving feedback. To enhance their analytical and problem-solving skills, students need both motivation and guidance from teachers to tackle the challenges they encounter. The responsibility of teachers in the learning process includes providing feedback. The teacher grants students the opportunity to engage in thorough analysis, investigation, and transformation of the knowledge they have recently acquired.

Overall, the implementation of discovery learning has been applied effectively by the English language teacher in teaching grammar for seventh grade students of MTS Al-Ahliyah Kotabaru so their ability in English skill especially grammar can develop well. The result of this current research is supported to the study conducted by Suprayitno (2016), Mahmoud (2014), Ruchaniyah (2010), and Rahmah (2021) which showed that the use of discovery learning enabled students to actively learn grammar and effectively achieve the learning objectives.

4. CONCLUSION

This research is aimed to describe the implementation of discovery learning by the English language teacher in teaching grammar for seventh grade students of MTS Al-Ahliyah Kotabaru, and to identify the problems and its problem solving applied by the English language teacher on its process. The result shows that the implementation of discovery learning in teaching grammar for seventh grade students of MTS Al-Ahliyah Kotabaru is done by English teacher through six procedures namely stimulation, problem statement, data collection, data processing, verification, and generalization and is applied by five techniques such as providing real examples, discussion, presentation, question-answer, and giving assignment with utilizing five kinds of media including English textbook, worksheet, Power Point Presentation (PPT), LCD Projector, and laptop. The English teacher faces three problems during implementing discovery learning in teaching grammar for seventh grade students of MTS Al-Ahliyah Kotabaru, namely lack of understanding about English grammar, lack of student confidence, and lack of classroom management skill which can be tackled by three problem solvings such as giving feedback, providing stimulus and reinforcement, and increasing monitoring for students.

Based on the result of this research, there are several recommendations pointed for several parties. For students, they should to keep practicing grammar as they can do so their English ability such as speaking, writing, listening, and reading skills also will be developed rapidly. For English teachers, they should provide the appropriate treatments when implementing teaching grammar well. For further researchers, they must develop their research about discovery learning at the future time regarding to other English skills.

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