



Discovery Learning in EFL Writing: A Qualitative Study of Eighth-Grade Students' Experiences

Meli Syafitri

STAINU Kotabumi Lampung

E-mail: Syafitrimeli79@gmail.com

Article Info

Article history:

Received July 24, 2025

Revised August 16, 2025

Accepted August 23, 2025

Keywords:

Discovery Learning, EFL Writing, Student Experiences, Qualitative Study

ABSTRACT

This qualitative study investigates the experiences of eighth-grade students in learning English writing through the Discovery Learning approach. The research explores how this method influences students' engagement, challenges, and skill development. Data were collected through interviews, classroom observations, and students' written works, then analyzed thematically to capture emerging patterns. The findings indicate that Discovery Learning fosters students' autonomy, motivation, and problem-solving skills, while also encouraging collaboration and active participation. However, challenges in grammar and vocabulary remain, suggesting the need for complementary explicit instruction. Overall, the study provides valuable insights into the effectiveness of Discovery Learning in EFL writing instruction and offers practical implications for English teachers and future researchers.

This is an open access article under the [CC BY-SA](#) license.



Article Info

Article history:

Received July 24, 2025

Revised August 16, 2025

Accepted August 23, 2025

Keywords:

Discovery Learning, EFL Writing, Student Experiences, Qualitative Study

ABSTRAK

Penelitian kualitatif ini menyelidiki pengalaman siswa kelas VIII dalam pembelajaran menulis bahasa Inggris melalui pendekatan Discovery Learning. Studi ini mengeksplorasi bagaimana metode tersebut memengaruhi keterlibatan, tantangan, dan pengembangan keterampilan menulis siswa. Data dikumpulkan melalui wawancara, observasi kelas, dan karya tulis siswa, kemudian dianalisis secara tematik untuk menemukan pola-pola yang muncul. Hasil penelitian menunjukkan bahwa Discovery Learning dapat meningkatkan kemandirian, motivasi, serta keterampilan pemecahan masalah siswa, sekaligus mendorong kolaborasi dan partisipasi aktif. Namun, tantangan dalam penggunaan tata bahasa dan kosa kata masih terlihat, sehingga diperlukan pengajaran eksplisit sebagai pelengkap. Secara keseluruhan, penelitian ini memberikan wawasan penting mengenai efektivitas Discovery Learning dalam pengajaran menulis EFL serta implikasi praktis bagi guru bahasa Inggris dan peneliti berikutnya.

This is an open access article under the [CC BY-SA](#) license.





Corresponding Author:

Meli Syafitri
STAINU Kotabumi Lampung
Syafitrimeli79@gmail.com

Introduction

Writing is widely acknowledged as one of the most challenging and complex skills in English as a Foreign Language (EFL) learning, particularly for students in non-native English-speaking contexts like Indonesia. Unlike receptive skills such as listening and reading, or even the more spontaneous nature of speaking, writing demands the simultaneous mastery and integration of multiple linguistic and cognitive competencies. Learners must effectively combine vocabulary knowledge, grammatical accuracy, syntactic structures, organizational patterns, mechanics (e.g., punctuation, spelling), and higher-order thinking skills such as critical analysis and logical argumentation (Fareed, Ashraf, & Bilal, 2016). This multifaceted nature makes writing a formidable task, often leading to frustration and anxiety among EFL learners.

In the Indonesian EFL context, these inherent complexities are often exacerbated by additional factors. Many students experience limited exposure to authentic English input outside the classroom, which impedes the natural acquisition of linguistic patterns and vocabulary essential for fluent writing. Furthermore, a pervasive lack of confidence, often stemming from fear of making errors or negative feedback, hinders their willingness to engage in extensive writing practice. Coupled with insufficient opportunities for meaningful and sustained writing practice outside structured classroom settings, these

challenges frequently culminate in written products that exhibit poor organization, recurring grammatical inaccuracies, and a restricted lexical range (Rachmawati & Cahyono, 2020). These issues underscore a pressing need for pedagogical innovations that can effectively address the specific learning barriers faced by Indonesian EFL students in developing their writing proficiency.

The significance of robust writing skills in the 21st century has grown exponentially, extending far beyond traditional academic confines. Today's students are expected to demonstrate sophisticated written communication not only for academic purposes—such as essays, research papers, and reports—but also for navigating increasingly complex digital communication landscapes (e.g., emails, online collaborations, content creation) and professional contexts (e.g., business proposals, technical reports). Nguyen (2021) emphasizes that the globalized world demands individuals capable of articulating ideas clearly and persuasively across diverse platforms. As a productive skill, writing serves as a powerful tool for learners to express nuanced ideas, develop coherent arguments, and engage in critical thinking, all of which are indispensable for academic success and lifelong learning (Hyland, 2019). However, many traditional teacher-centered approaches prevalent in Indonesian classrooms often lean heavily on grammar correction drills and product-oriented writing exercises. While these elements have their place, an overemphasis



can stifle students' creativity, diminish their intrinsic engagement, and hinder the development of independence in the writing process (Putri & Ratmanida, 2020), as learners become overly reliant on teacher feedback rather than developing self-correction mechanisms.

To effectively address these persistent issues and foster genuinely competent and confident EFL writers, innovative pedagogical approaches that actively promote student-centered learning are urgently needed. One such promising method is **Discovery Learning**, an instructional strategy deeply rooted in constructivist learning theory. Pioneered by Jerome Bruner, Discovery Learning emphasizes that learning is an active process where students construct new ideas and concepts based upon their current and past knowledge (Bruner, 1966, 2017). This approach prioritizes active exploration, problem-solving, and inquiry-based learning, enabling students to construct their own understanding and meaning rather than passively receiving information solely through direct instruction from teachers (Hosnan, 2019). The core premise is that when learners discover principles for themselves, they gain a deeper and more meaningful understanding, which leads to better retention and transferability of knowledge.

Numerous studies have substantiated the benefits of Discovery Learning across various educational domains. This method has consistently been shown to enhance learners' autonomy by giving them control over their learning path, boost their motivation through engaging and challenging tasks, and sharpen their critical thinking skills as they analyze, synthesize, and evaluate

information to solve problems (Hadi, 2020; Marzuki, 2022). These attributes make Discovery Learning a particularly suitable approach for developing higher-order skills, including the complex cognitive processes involved in writing. By encouraging students to think independently and engage with content actively, Discovery Learning can empower them to overcome writing hurdles by discovering effective strategies and solutions on their own.

In the specific context of EFL writing instruction, Discovery Learning offers a dynamic framework where students are not merely told *what* to write or *how* to use grammar, but rather engage in guided tasks that allow them to **discover** effective vocabulary choices, appropriate grammatical structures, and logical text organization. This is achieved through structured activities that involve exploration, analysis of model texts, collaborative problem-solving, and reflective practice. Previous research has indeed provided promising evidence regarding the efficacy of Discovery Learning in language education. For example, Hartati and Marlina (2021) found that implementing Discovery Learning in Indonesian EFL classrooms significantly improved students' writing motivation and fostered greater autonomy in their learning process. Similarly, Sari and Kurniawan (2022) reported compelling findings that students who engaged in discovery-based writing tasks demonstrated stronger problem-solving abilities and exhibited a higher degree of self-reliance when composing essays, compared to their counterparts in conventional classrooms. These accumulated findings strongly indicate that Discovery Learning possesses



considerable potential to fundamentally transform traditional writing instruction, shifting it from a teacher-centered, prescriptive model to a more learner-centered, inquiry-driven process.

Despite these encouraging results and the theoretical appeal of Discovery Learning, a notable gap persists in the existing literature, particularly within EFL contexts. Most current studies on Discovery Learning, including those in language education, predominantly employ quantitative research approaches (e.g., Hidayati, 2018; Pratiwi & Suryana, 2021). These studies primarily focus on measuring outcomes, such as comparing pre-test and post-test scores or analyzing quantitative improvements in writing performance based on rubrics. While such quantitative data are invaluable for assessing the *effectiveness* of an intervention, they often provide limited insight into the intricate, subjective **lived experiences** of students. They typically do not delve deeply into students' personal perceptions, the specific challenges they encounter from their viewpoint, or the qualitative nuances of their engagement with Discovery Learning. Understanding these subjective experiences is paramount, as it can reveal the underlying complexities of *how* this pedagogical approach truly affects students' learning processes, their evolving motivations, and their overall development as writers.

Therefore, this study aims to precisely address this identified research gap by deeply exploring the experiences of eighth-grade students in learning English writing through the Discovery Learning method at SMP Negeri 10 Metro. By rigorously employing a qualitative approach, the research specifically seeks to

capture the rich tapestry of students' perceptions, their personal reflections on the learning process, and the specific challenges they encounter while engaging with Discovery Learning tasks. The findings generated from this research are expected to furnish deeper, nuanced insights into the practical effectiveness of Discovery Learning in EFL writing instruction, offering valuable and actionable implications for English teachers, curriculum developers, and serving as a crucial foundation for guiding future research endeavors within the Indonesian context.

Method

Research Design

This study utilized a qualitative research design with a case study approach to explore eighth-grade students' lived experiences, perceptions, and challenges in learning English writing through Discovery Learning. This design was chosen for its ability to provide an in-depth, holistic understanding of the phenomenon within its real-life context, focusing on *meaning* and *interpretation* rather than quantitative outcomes (Creswell & Poth, 2018). The qualitative approach also allowed emergent themes to surface directly from the data.

1. Participants

Twenty eighth-grade students from SMP 10 Metro, academic year 2024/2025, were selected via purposive sampling. Participants had prior experience with Discovery Learning in English writing and were willing to be interviewed and observed. Exclusion criteria included frequent absence or unwillingness to



consent. This sample size was deemed sufficient for a qualitative case study, allowing for rich data collection.

2. Research Site and Time

The study took place at SMP 10 Metro, Lampung, Indonesia, a public junior high school teaching compulsory English. The research spanned three months (February–April 2025), providing ample time for consistent Discovery Learning implementation, classroom observations, interviews, and document collection to capture evolving student experiences.

3. Research Instruments

To ensure comprehensive and triangulated data, the following instruments were used:

- a. Interview Guide: Semi-structured interviews explored students' expectations, engagement, difficulties, perceived benefits, and overall feelings about Discovery Learning in writing.
- b. Observation Sheet: Systematic classroom observations documented student behavior, interactions, participation, problem-solving, and engagement during Discovery Learning activities, supplemented by detailed field notes.
- c. Document Analysis: Students' writing assignments (before, during, after) and reflective journals provided tangible evidence of progress, stylistic choices, errors, and individual learning reflections, complementing interview and observation data.

4. Data Collection Procedures

The data collection involved several steps:

- a. Permission and Ethical Considerations: Formal approval was secured from school authorities and the English teacher. Informed consent was obtained from students and their parents/guardians, with strict adherence to confidentiality and anonymity.
- b. Implementation of Discovery Learning: The English teacher, in collaboration with the researcher, applied Discovery Learning in writing classes following Hosnan's (2019) stages: orientation, exploration, hypothesis formulation, data collection, verification, and conclusion drawing.
- c. Classroom Observation: The researcher conducted regular observations focused on Discovery Learning writing lessons, noting engagement, interactions, and reactions.
- d. Interviews: Individual and small-group interviews (20–30 minutes, audio-recorded with permission) were conducted after several weeks to gather in-depth experiences.
- e. Document Collection: Student writing products and reflective notes were systematically collected for analysis and triangulation.

5. Data Analysis

Collected qualitative data (transcripts, observation notes, document excerpts) were analyzed using thematic analysis, following Braun and Clarke's (2019) six-phase framework:

- a. Familiarization: Transcribing interviews, reviewing notes and documents repeatedly to gain deep understanding.
- b. Generating Initial Codes: Segmenting data into meaningful units and



- assigning preliminary descriptive codes related to student experiences.
- c. Searching for Themes: Grouping codes into broader, overarching patterns representing significant ideas.
 - d. Reviewing Themes: Ensuring internal coherence of themes and external consistency with the entire dataset.
 - e. Defining and Naming Themes: Developing clear, concise definitions and distinctive names for each finalized theme.
 - f. Producing the Report: Constructing a coherent narrative with detailed theme descriptions, supported by rich verbatim extracts and observational evidence, linking findings to research questions and literature.

To ensure credibility and trustworthiness, triangulation (using multiple data sources) and member checking (sharing preliminary findings with participants for verification) were employed.

Result

The comprehensive analysis of data obtained from semi-structured interviews, meticulous classroom observations, and a systematic review of students' written works provided rich insights into the eighth-grade students' experiences with Discovery Learning in English writing classes. Through thematic analysis, several prominent patterns emerged, which were subsequently categorized into five key themes. These themes collectively illuminate the multifaceted impact of Discovery Learning on student learning, highlighting both its benefits and the persistent challenges encountered: (1) increased motivation and engagement, (2) improvement in idea generation and

organization, (3) challenges in grammar and vocabulary, (4) the pivotal role of collaboration and peer support, and (5) positive changes in writing confidence. Each theme is discussed in detail below, supported by verbatim quotes from interviews and descriptive evidence from observations and document analysis.

1. Increased Motivation and Engagement

A recurring and prominent theme across student interviews was a marked increase in their motivation and active engagement during writing lessons when the Discovery Learning method was employed. Students consistently articulated that this pedagogical approach created a significantly more enjoyable, dynamic, and less intimidating classroom environment compared to conventional teacher-centered instructions. They expressed a preference for the autonomy and interactive nature of Discovery Learning, which they felt genuinely encouraged them to participate actively in the learning process. This was largely attributed to the opportunities they were given to independently explore various writing topics, engage in meaningful discussions with their peers, and critically discover effective writing strategies on their own.

One student vividly expressed this newfound enthusiasm: "I like this method because writing is not boring anymore. Before, the teacher just told us what to write and how, but now we can discuss, share ideas, and the teacher does not only give instructions. It makes me want to learn more." (Interview, Student A, Female)

This sentiment was strongly corroborated by the meticulous classroom



observations. The researcher noted a visible shift in student behavior; instead of passive listening, students were observed to be more willing to volunteer their opinions, actively engage in lively debates during brainstorming sessions, and approach writing tasks with noticeable enthusiasm. For instance, during an activity requiring them to brainstorm ideas for a descriptive essay, students were seen forming small discussion circles, animatedly gesturing, and eagerly proposing different descriptive adjectives, a stark contrast to the more reserved behavior often noted in traditional settings. The general atmosphere shifted from one of quiet compliance to active, sometimes boisterous, participation, indicating a deeper level of intrinsic motivation driven by self-discovery and peer interaction.

2. Improvement in Idea Generation and Organization

Another highly significant finding was the perceived and actual improvement in students' abilities to generate ideas effectively and organize them coherently before embarking on the writing process. Discovery Learning, with its emphasis on inquiry and collaborative exploration, appeared to provide students with the necessary scaffolding to structure their thoughts more proficiently. Through a combination of guided exploration tasks (e.g., analyzing model essays to identify structural patterns), vibrant group discussions, and interactive brainstorming activities, students reported feeling better equipped to develop and arrange their ideas into logical frameworks.

One participant articulated this benefit clearly: "When we do group discussion, I can get more ideas from my

friends and it helps me to arrange my writing more clearly. Sometimes I have many ideas, but I don't know how to start or what comes next. In groups, we can plan together." (Interview, Student B, Male)

The analysis of students' written texts provided concrete evidence supporting this theme. Essays and paragraphs produced by students after engaging in Discovery Learning activities consistently exhibited clearer and more logical structures. They frequently included well-defined introductions that effectively presented the main topic, body paragraphs that developed specific arguments or details, and conclusions that summarized the main points or offered a concluding thought. This marked an improvement from earlier drafts which sometimes lacked clear organizational patterns, suggesting that the "discovery" process through collaborative planning and model analysis significantly enhanced their understanding of textual coherence. For example, a comparison of before-and-after drafts showed that initial narrative essays often jumped between events, while post-Discovery Learning narratives demonstrated a more sequential flow with proper transitions.

3. Challenges in Grammar and Vocabulary

Despite the evident improvements in student engagement and idea generation, the study also revealed a persistent challenge: many students continued to face significant difficulties with grammar and vocabulary. This linguistic hurdle proved to be a common stumbling block, often interfering with the clarity and overall quality of their written output. Errors in fundamental grammatical structures, such



as subject-verb agreement, inconsistent verb tenses, and inappropriate word choice, were frequently observed across a substantial portion of students' written work. One student frankly admitted their struggle: "I often make mistakes with grammar. Even though I know the idea I want to write, I cannot write it correctly because I don't know the right grammar rules or the right words. It's hard to make a good sentence." (Interview, Student C, Female)

This observation was consistently supported by the analysis of their written drafts. For instance, essays often contained a mix of present and past tenses within the same paragraph, or incorrect pluralizations, which directly impeded the intended message. Several students also explicitly reported during interviews that their limited English vocabulary significantly restricted their ability to express complex ideas fully or precisely, forcing them to use simpler, sometimes repetitive, language. This indicated that while Discovery Learning fostered conceptual understanding and creative thinking, it did not entirely alleviate deeply ingrained linguistic challenges that require more targeted intervention.

4. The Role of Collaboration and Peer Support

Collaboration emerged as an undeniably central and highly beneficial feature of the Discovery Learning implementation, profoundly shaping students' experiences in the writing class. Students consistently and enthusiastically highlighted that the opportunity for peer support was instrumental in helping them overcome various writing challenges, from brainstorming initial ideas to refining their

drafts. They described how working collaboratively in groups fostered a supportive environment where they could collectively brainstorm, share their nascent ideas without fear of judgment, pool their vocabulary knowledge, and even engage in mutual error correction.

One student particularly emphasized the confidence-building aspect of group work:

"Working in groups makes me confident. If I don't know the English word, usually my friends help me. Or if my grammar is wrong, they will tell me how to fix it. It's better than always asking the teacher." (Interview, Student D, Male)

Classroom observations provided strong corroboration of these interview statements. Students were frequently observed engaging in dynamic and productive interactions within their assigned groups. They would actively consult dictionaries (both physical and digital), discuss grammar points, collectively decide on appropriate vocabulary, and meticulously revise their drafts based on constructive peer feedback. This active peer scaffolding not only distributed the cognitive load but also empowered students to take ownership of their learning, demonstrating a shift from individual struggle to collective problem-solving. For example, during a peer-editing session, one group was observed actively discussing the placement of a topic sentence and suggesting alternative transition words to improve flow, showcasing deep collaborative learning.

5. Positive Changes in Writing Confidence

Perhaps one of the most impactful and encouraging outcomes of integrating Discovery Learning was the discernible



growth in students' confidence when writing in English. Many students, who had previously expressed significant anxiety or apprehension about English writing tasks due to past negative experiences or self-perceived linguistic deficiencies, reported feeling remarkably more confident after consistent engagement in Discovery Learning activities. This newfound confidence appeared to stem from the process-oriented nature of the method, which allowed them to learn incrementally and receive support.

For instance, Student E shared a profound shift in perspective: "Before, I was really afraid to write because I thought my English was bad and I would make too many mistakes. But now, I feel more confident because I learn step by step. We try, we get feedback from friends, and the teacher helps us understand, not just correct. It feels safer to make mistakes now." (Interview, Student E, Female)

This sentiment was echoed by others, who highlighted that the ability to share their ideas freely in a low-stakes environment, coupled with constructive peer and teacher feedback that focused on understanding rather than just penalizing errors, significantly contributed to their confidence development. The emphasis on exploration and discovery, rather than perfection from the outset, created a psychological safety net that emboldened students to take risks and experiment with language, ultimately bolstering their self-efficacy as writers. Observations also revealed students initiating writing tasks more readily and showing less hesitation in presenting their work to peers.

Discussion

The findings from this qualitative study provide a rich, nuanced understanding of how Discovery Learning influences eighth-grade students' experiences in learning English writing. The results collectively highlight both significant benefits and persistent challenges, offering critical insights that can be interpreted in relation to existing literature, prominent learning theories, and practical pedagogical implications.

1. Increased Motivation and Engagement

This study unequivocally found that the implementation of Discovery Learning substantially increased students' motivation and engagement in English writing lessons. This finding strongly aligns with the broader body of research advocating for student-centered approaches. For example, Wulandari and Rahayu (2022) similarly demonstrated that when learning shifts from a passive reception of information to active involvement, students in EFL writing classes exhibit significantly greater enthusiasm and willingness to participate. The active construction of knowledge inherent in Discovery Learning, where students are not merely recipients but active architects of their understanding, directly contributes to this heightened motivation.

As emphasized by Darmi and Albion (2019), when students are intrinsically involved in discovering principles and solving problems themselves, their internal drive to learn intensifies, fostering a more sustained and meaningful engagement with the subject matter. From a theoretical standpoint, this observation strongly resonates with



constructivist learning theory, as advocated by theorists like Jean Piaget and Lev Vygotsky. Both posited that active participation and hands-on experience are fundamental to deeper learning and cognitive development. The observed increase in volunteering, animated discussions, and proactive participation among students in this study directly exemplifies how active engagement facilitated by Discovery Learning leads to more profound and enduring learning experiences in writing.

2. Improvement in Idea Generation and Organization

A crucial benefit identified was Discovery Learning's effectiveness in enhancing students' abilities to generate and logically organize their ideas before and during the writing process. This finding is consistent with existing literature emphasizing the role of collaborative and inquiry-based learning in developing cognitive organization skills. Santosa and Utami (2020), for instance, highlighted that collaborative exploration, a cornerstone of Discovery Learning, empowers students to develop more structured and coherent written texts. The specific strategies embedded within Discovery Learning—such as structured brainstorming sessions, guided analysis of model texts to discern organizational patterns, and peer discussion—provided a robust scaffolding mechanism. This scaffolding empowered students to outline their essays more effectively, transition smoothly between paragraphs, and ensure a logical flow of ideas, addressing a common challenge in EFL writing. The process of "discovering" how effective texts are structured through analysis and

peer input appears to be more impactful than simply being told how to do so, leading to deeper internalization of organizational principles.

3. Challenges in Grammar and Vocabulary

Despite the significant positive impacts on motivation, engagement, and idea organization, the study revealed that fundamental linguistic challenges, particularly concerning grammar and vocabulary, largely persisted among students. Errors related to verb tenses, subject-verb agreement, and an overall limited lexical repertoire were still common in their written output. This finding underscores a critical point that aligns with Rachmawati (2021), who also observed that linguistic limitations often endure among Indonesian EFL learners, even when highly active and engaging learning strategies are applied. The continued presence of these challenges suggests that while Discovery Learning excels at fostering higher-order thinking, creativity, and strategic approaches to writing, it may not inherently or sufficiently address the specific and often intricate rules of English grammar or provide direct, systematic vocabulary expansion required for nuanced expression.

Therefore, this finding strongly suggests that for optimal EFL writing development, Discovery Learning, while invaluable for process and motivation, should be complemented with explicit grammar instruction and targeted vocabulary building exercises. This blended approach could potentially bridge the gap between students' improved



confidence in expressing ideas and their linguistic accuracy.

4. The Role of Collaboration and Peer Support

The collaborative nature of Discovery Learning emerged as one of its most potent outcomes, significantly benefiting students' writing experiences. The findings indicated that peer support played a transformative role in helping students navigate and overcome writing challenges. This observation strongly resonates with Vygotsky's (1978) concept of the Zone of Proximal Development (ZPD), which posits that learners can achieve more with the guidance and collaboration of more capable peers or adults than they could independently. The active peer scaffolding, where students mutually assisted each other in brainstorming, vocabulary acquisition, and grammar correction, directly exemplifies learning within this ZPD.

The collaborative environment reduced individual pressure, creating a safe space for experimentation and mutual learning. This confirmation aligns with research by Khairunnisa and Cahyono (2020), who found that collaborative learning environments not only improve writing fluency by encouraging more output but also enhance accuracy through peer feedback mechanisms. The peer-to-peer learning fostered by Discovery Learning taps into social constructivist principles, recognizing that learning is a deeply social process.

5. Positive Changes in Writing Confidence

The development of students' writing confidence stands out as a significant and valuable contribution of this study. Confidence is frequently cited as a major psychological barrier in EFL writing contexts, often leading to writing apprehension and avoidance (Fareed et al., 2018). The results unequivocally demonstrated that consistent engagement with Discovery Learning significantly reduced students' writing anxiety and substantially built their self-efficacy. This outcome is highly congruent with Bandura's (1997) Social Cognitive Theory, particularly the concept of mastery experiences. When students actively participate, experiment, and succeed (even incrementally) in discovering writing strategies and expressing themselves, these mastery experiences directly enhance their belief in their own capabilities (self-efficacy). The supportive, less prescriptive environment of Discovery Learning, coupled with opportunities for low-stakes practice and peer encouragement, provided the ideal conditions for students to develop a more positive self-perception as writers. This increase in confidence is critical, as it often precedes and facilitates actual improvements in skill, creating a virtuous cycle of learning.

Conclusion

a. Implications

Based on the robust findings and the identified limitations of this study, several practical and theoretical implications are proposed for various stakeholders in EFL education: 1) Pedagogical Implications for English Teachers: Teachers are strongly encouraged to adopt and systematically implement Discovery Learning in their



English writing classes. This approach is highly effective in stimulating student motivation and engagement, transforming writing from a daunting task into an enjoyable process. However, to address the persistent linguistic challenges, it is crucial for teachers to judiciously integrate explicit grammar and vocabulary instruction as a complementary component. This can be done through mini-lessons, targeted feedback, or dedicated language focus activities that reinforce what students discover. Furthermore, teachers should consistently provide and structure collaborative learning activities, recognizing that peer interaction is a powerful tool for scaffolding idea generation, problem-solving, and reducing writing anxiety. Creating a classroom culture where making mistakes is viewed as a learning opportunity, and where peer feedback is constructive and supportive, is paramount.

2) Implications for Curriculum Developers: Curriculum designers should consider incorporating Discovery Learning principles and activities into EFL writing curricula. This involves designing writing tasks that encourage inquiry, problem-solving, and collaborative exploration, rather than solely focusing on traditional product-oriented assignments. The curriculum should also emphasize a balanced approach that integrates both implicit (discovery-based) and explicit (direct instruction) methods for language components.

b. Limitations

While this study offers valuable insights, it is important to acknowledge several inherent limitations that shape the generalizability and scope of its findings:

1) Single-School Context and Sample Size:

The study was conducted in a single junior high school (SMP Negeri 10 Metro) with a relatively small sample size of 20 eighth-grade students. This specific context and limited participant number inherently restrict the generalizability of the findings to broader EFL populations or other educational levels. The experiences observed might be unique to this particular school environment and student group.

1. Duration of Intervention: The research was conducted over a period of three months. While sufficient for capturing initial experiences and short-term impacts, this duration might not be long enough to capture significant long-term developmental changes in students' writing proficiency or the full maturation of skills acquired through Discovery Learning. Longitudinal studies are often required to observe sustained changes in complex skills like writing.

2) Focus on Perceptions and Experiences: The primary focus of this qualitative study was on understanding students' subjective perceptions, reflections, and in-classroom experiences. While this provides rich depth, it did not include an in-depth quantitative comparison of writing performance (e.g., through pre- and post-test writing scores, or detailed rubric analysis of writing quality) before and after the Discovery Learning intervention. Therefore, while engagement and confidence increased, the direct, measurable impact on writing proficiency improvement is inferred rather than directly quantified.

c. Future Research



Building upon the insights and limitations of this study, several avenues for future research are proposed to further enhance our understanding of Discovery Learning in EFL writing:

1. Quantitative or Mixed-Methods Designs: Future studies could employ a quantitative or mixed-methods design to objectively measure the effectiveness of Discovery Learning on specific aspects of writing performance, such as fluency, accuracy, complexity, and content quality. This would complement qualitative findings by providing measurable outcomes.
2. Expanded Sample Size and Multiple Contexts: Expanding the sample size and involving students from multiple schools with diverse backgrounds would significantly improve the generalizability and external validity of findings. This would help ascertain whether the observed benefits and challenges are consistent across different educational settings.
3. Longitudinal Research: Conducting longitudinal research over a longer period (e.g., one academic year or more) is highly recommended. This would allow researchers to investigate the long-term impact of Discovery Learning on students' sustained writing development, retention of skills, and continuous improvement in language accuracy.
4. Comparative Studies: Comparative studies between Discovery Learning and other innovative pedagogical approaches, such as Project-Based Learning (PBL) or

Problem-Based Learning (PBL), could provide deeper insights into the most effective strategies for teaching English writing. Such studies could identify which methods are most suitable for different learning objectives or student profiles.

5. Teacher Perspective: Future research could also explore teachers' experiences and perceptions of implementing Discovery Learning in writing classes, including the challenges they face and the support they need.

In conclusion, this study serves as a valuable qualitative exploration, demonstrating the significant benefits of Discovery Learning in fostering student engagement, promoting collaboration, and boosting writing confidence among eighth-grade EFL learners. While it illuminates areas where linguistic challenges persist, it also opens promising avenues for future exploration to refine the approach and maximize its transformative potential in comprehensively supporting EFL learners' writing proficiency. The findings underscore the importance of student-centered, inquiry-based pedagogies balanced with targeted linguistic support.

Bibliography

- Alfian, A. (2020). The effectiveness of discovery learning in teaching writing for EFL students. *Journal of English Language Teaching and Linguistics*, 5(2), 215–228. <https://doi.org/10.21462/jeltl.v5i2.413>



- Apriani, E., & Hidayat, D. N. (2019). Discovery learning strategy in teaching writing at the junior high school level. *International Journal of English Language and Literature Studies*, 8(3), 85–95. <https://doi.org/10.18488/journal.23.2019.83.85.95>
- Azizah, N., & Rachmawati, Y. (2021). Students' experiences in learning English writing through discovery learning. *Journal of English Education and Teaching*, 5(1), 45–56. <https://doi.org/10.33369/jeet.5.1.45-56>
- Bandura, A. (1997). *Self-efficacy: The exercise of control*. W. H. Freeman and Company.
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77–101. <https://doi.org/10.1191/1478088706qp063oa>
- Braun, V., & Clarke, V. (2019). Reflecting on reflexive thematic analysis. *Qualitative Research in Sport, Exercise and Health*, 11(4), 589–597. <https://doi.org/10.1080/2159676X.2019.1628806>
- Bruner, J. S. (1966). *Toward a theory of instruction*. Harvard University Press.
- Bruner, J. S. (2017). *The process of education*. Harvard University Press. (Reissue of 1960 original)
- Creswell, J. W., & Poth, C. N. (2018). *Qualitative inquiry and research design: Choosing among five approaches* (4th ed.). SAGE Publications.
- Darmi, R., & Albion, M. (2019). The effects of problem-based learning on students' intrinsic motivation in EFL classrooms. *Journal of English Teaching and Learning Issues*, 2(2), 101-115.
- Fareed, M., Ashraf, M., & Bilal, M. (2016). EFL students' writing skills and problems: A case of Pakistan. *Journal of Education and Educational Development*, 3(2), 181-193.
- Hadi, A. (2020). Improving students' critical thinking skills through discovery learning model in higher education. *Journal of Educational Research and Evaluation*, 9(1), 1-8. <https://doi.org/10.21831/jere.v9i1.29824>
- Hapsari, A., & Nurhayati, D. A. W. (2020). Discovery learning to improve students' writing skills in narrative text. *JET (Journal of English Teaching)*, 6(1), 10–20. <https://doi.org/10.33541/jet.v6i1.1445>
- Hartati, Y., & Marlina, L. (2021). The effectiveness of Discovery Learning on students' writing motivation and autonomy in EFL classrooms. *Journal of English Language Teaching*, 10(2), 198-207. <https://doi.org/10.24036/jelt.v10i2.112182>
- Hidayati, N. (2018). The effect of discovery learning method on students' writing narrative text ability. *English Language Teaching Journal*, 7(1), 25-34.
- Hosnan, M. (2019). *Pendekatan saintifik dan kontekstual dalam pembelajaran abad 21*. Ghalia Indonesia.
- Hyland, K. (2019). *Teaching and researching writing* (3rd ed.). Routledge.



- Ismail, S. M., & Darwis, A. A. (2022). Discovery learning in English as a foreign language classrooms: Benefits and challenges. *International Journal of Education*, 14(1), 23–35. <https://doi.org/10.17509/ije.v14i1.45632>
- Khairunnisa, S., & Cahyono, B. Y. (2020). The effect of collaborative writing on students' writing fluency and accuracy. *Journal of English Language Teaching*, 9(2), 205-214.
- Marzuki, M. (2022). The effect of discovery learning method on students' understanding of English concepts. *International Journal of Research and Innovation in Social Science*, 6(1), 12-18.
- Nguyen, T. T. (2021). Teaching academic writing in the 21st century: Challenges and opportunities. *VNU Journal of Foreign Studies*, 37(3), 101-112.
- Pratiwi, N. L., & Suryana, Y. (2021). The effect of discovery learning method on students' writing ability. *Journal of English Language Teaching*, 10(1), 89-98.
- Putri, S. A., & Ratmanida, R. (2020). The implementation of project-based learning to improve students' writing skill. *Journal of English Language Teaching*, 9(1), 74-84. <https://doi.org/10.24036/jelt.v9i1.107066>
- Rachmawati, Y. (2021). Investigating EFL learners' linguistic limitations in academic writing. *Journal of English Language Teaching*, 10(3), 301-310.
- Rachmawati, Y., & Cahyono, B. Y. (2020). An analysis of Indonesian EFL students' difficulties in writing argumentative essays. *Journal of English Language Teaching*, 9(3), 362-371. <https://doi.org/10.24036/jelt.v9i3.109154>
- Rohmani, R., Apriza, B., & Mahendra, Y. (2021). Pengembangan gim kuis edukasi suplemen buku ajar pengantar dasar IPA berbasis website. *JINoP (Jurnal Inovasi Pembelajaran)*, 7(2), 194–208. <https://doi.org/10.22219/jinop.v7i2.18576>
- Santosa, R., & Utami, B. (2020). The effect of collaborative writing on students' narrative writing ability. *English Education Journal*, 11(1), 12-23.
- Sari, Y. A., & Widodo, H. P. (2021). Engaging students in discovery learning for English writing instruction. *Indonesian Journal of Applied Linguistics*, 11(1), 34–45. <https://doi.org/10.17509/ijal.v11i1.34654>
- Sari, P., & Kurniawan, D. (2022). Discovery learning method in improving students' problem-solving skills in essay writing. *Journal of English Language Education*, 7(1), 45-56.
- Sugiyono. (2019). *Metode penelitian kualitatif, kuantitatif, dan R&D*. Alfabeta.
- Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press.
- Wahyuni, S., & Afrianto, A. (2022). Exploring students' perceptions of discovery learning in EFL writing class. *Journal of ELT Research*, 7(2), 150–162. <https://doi.org/10.22236/JER>
- Wulandari, R., & Rahayu, R. (2022). Student-centered approaches in EFL writing classroom: A literature



review. *Journal of English
Language Teaching and Learning*,
3(1), 10-18.