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The Effect of Discovery-Based Instruction Towards Students' Speaking Skills in an EFL Classroom

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ABSTRACT

Speaking skill is an essential aspect of English language learning. However, many students still experience difficulties in expressing their ideas orally due to limited participation, low self-confidence, and teacher-centered instructional practices. Therefore, this study aimed to determine the effect of Discovery-Based Instruction on students' speaking skills. This study employed a quantitative approach using a pre-experimental one-group pre-test and post-test design. The participants were 22 eighth-grade students of SMP Nurul Huda NW Sembalun Lawang selected through total sampling. Data were collected through an oral speaking test and analyzed using descriptive statistics and a paired-samples t-test. The findings indicated that Discovery-Based Instruction had a positive effect on students' speaking skills. The results of the paired-samples t-test revealed a statistically significant difference between the pre-test and post-test scores, indicating that the implementation of Discovery-Based Instruction improved students' speaking skills. The study concludes that Discovery-Based Instruction had a positive effect on students' speaking skills and can be implemented as an alternative instructional approach to support speaking instruction in EFL classrooms.

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INTRODUCTION

Education is part of an effort to help human beings achieve a meaningful life, leading to happiness both individually and collectively. According to Article 3 of Law Number 20 of 2003 concerning the National Education System, national education functions to develop capabilities and to shape the character and civilization of a dignified nation in order to educate the life of the nation. It aims to develop the potential of learners so that they become individuals who are faithful and devoted to God Almighty, possess noble character, and are creative, competent, independent, and responsible.(Hemat Zagoto & Darmawan Harefa, 2023)

English, as one of the primary foreign languages, holds a crucial role in the field of education, spanning from elementary school to higher education levels. Nevertheless, the majority of secondary school graduates still struggle to apply the language in everyday communication needs. English instruction in schools is designed as a medium for nurturing students' potential across various disciplines, including science, technology, and the arts. Graduates are expected to evolve into intelligent, competent individuals with high moral integrity, fully prepared to contribute to national development. Consistent with general language learning principles, English teaching at the junior high school level encompasses four core skills as mandated by Content Standard No. 23 of 2006, namely reading, listening, speaking, and writing. These skills are enriched by supporting language elements such as vocabulary, grammar, and pronunciation. Teachers are obligated to deliver them optimally through methodologically sound approaches, thereby maximizing students' comprehension and mastery of English. However, field realities often contradict these expectations. Among the four language skills,

speaking instruction receives the least attention. Students remain incapable of communicating, even with simple English phrases. This issue is exacerbated by the ingrained cultural notion of shame among students, where most feel awkward and reluctant to practice speaking in English. In fact, as emphasized by Kumara, the advancement of overall language skills forms the primary foundation for reading proficiency; the broader the vocabulary repertoire mastered, the easier it is for students to comprehend texts, which in turn enhances reading fluency.

In the context of English as a Foreign Language (EFL) learning, students' speaking skill remains a persistent challenge that has not been fully addressed. Many learners encounter difficulties in articulating their ideas orally, which are often influenced by limited vocabulary mastery, inadequate control of grammatical structures, and a lack of self confidence in performing spoken communication. These issues are further exacerbated by classroom practices that still tend to prioritize teacher-centered instruction, thereby restricting students' opportunities to actively engage in meaningful speaking activities. As a result, learners become passive recipients of knowledge rather than active participants in the learning process. Recent studies have highlighted that effective speaking development requires not only linguistic competence but also interactive and student-centered learning environments that encourage exploration and active use of language in real contexts. Therefore, without the integration of innovative and learner-centered instructional approaches, students' speaking skills are likely to remain underdeveloped.

To address these challenges, it is essential to implement an instructional approach that fosters active student engagement and meaningful participation in the learning process. One such approach is discovery-based instruction, which emphasizes learners' active involvement in constructing knowledge through exploration, discussion, and hands-on practice rather than passive reception. In the context of EFL classrooms, this approach enables students to actively participate in speaking activities, thereby enhancing their confidence, autonomy, and ability to use language in meaningful communication. Through guided discovery, students are encouraged to identify language patterns independently, such as the use of the Simple Present Tense in expressing daily activities, which supports deeper understanding and more effective application in spoken communication. Furthermore, this approach not only develops conceptual understanding but also cultivates critical thinking skills and promotes authentic language use in real communicative contexts. Recent studies have shown that discovery-oriented and student-centered learning environments significantly improve students' speaking performance, engagement, and active participation in the classroom.(Fau & Zagoto, 2024a) and (Rafiqa et al., 2023)

Based on preliminary observations conducted in the eighth grade of SMP Nurul Huda NW Sembalun, it was found that many students demonstrated a low level of participation in speaking activities. They were often reluctant to speak or ask questions and tended to remain silent during classroom interactions. A number of students also avoided responding to questions, particularly when required to perform in front of the class, indicating a lack of confidence in using English orally. Furthermore, classroom instruction was predominantly focused on completing written tasks rather than providing opportunities for students to practice speaking in meaningful communication. Opportunities for students to engage in interactive activities such as discussions, role-plays, or collaborative speaking tasks were still limited. Consequently, students showed low confidence and participation in speaking activities and had difficulty expressing their ideas verbally in English.

Considering these challenges, it is necessary to implement instructional approaches that can encourage students to become more actively involved in the learning process. Discovery-Based Instruction is considered a promising approach as it allows students to explore language use independently while still receiving guidance from the teacher. Through this approach, students are expected to develop a deeper understanding of how language is used in real communication and become more actively engaged in speaking activities. In addition, this approach provides opportunities for students to practice expressing their ideas, thereby improving their confidence and participation in speaking during classroom interactions.

Although a number of studies have examined the application of discovery learning in English language teaching, many of them primarily focus on improving students' academic achievement or critical thinking skills. Research that specifically investigates how Discovery-Based Instruction can enhance students' speaking skills in EFL secondary classrooms is still relatively limited, particularly in the context of Indonesian junior high schools. Therefore, further research is needed to explore how this

instructional approach can support students' active participation, confidence, and engagement in speaking activities.

Based on these considerations, the present study aims to investigate the implementation of discovery-based instruction in enhancing students' speaking skills among eighth-grade students in an EFL secondary classroom at SMP Nurul Huda NW Sembalun. It is expected that the findings of this study will provide valuable insights into the effectiveness of discovery-based instructional strategies in promoting students' active participation, confidence, and engagement in speaking activities.

RESEARCH METHODS

This research employs a quantitative approach using a pre-experimental method with a one-group pretest-posttest design. This design involves one group of students who are given a pretest before treatment and a posttest after treatment to determine changes in their speaking skills. The research is conducted at SMP Nurul Huda NW Sembalun Lawang, East Lombok, West Nusa Tenggara, in June 2026. The population consists of all eighth-grade students in the 2026 academic year, while the research sample comprises 22 students from one class selected through purposive sampling. The entire class is used as the sample because it meets the research criteria and is accessible to the researcher. The study involves two variables: Discovery-Based Instruction as the independent variable (X) and students' speaking skills as the dependent variable (Y), which include fluency, pronunciation, vocabulary, grammar, and comprehension.

The main technique of data collection is a speaking test administered through pretest and posttest activities. In the pretest, students are asked to describe their daily activities, express simple ideas, and respond to basic questions to identify their initial speaking abilities. After the pretest, the researcher implements Discovery-Based Instruction through six stages: stimulation, problem identification, data collection, data processing, verification, and generalization. The learning activities include observing spoken language examples, asking questions, discussing topics with peers, practicing conversations, role-playing, and presenting ideas in English. After completing the treatment, students are given a posttest with similar speaking tasks to measure their speaking development. Both tests are assessed using a speaking rubric adapted from Hughes (2003), covering five aspects: fluency, pronunciation, vocabulary, grammar, and comprehension. Each aspect is scored on a scale of 1–5, ranging from very poor to excellent. The instrument's content validity is established through expert judgment, while its reliability is examined through inter-rater reliability by comparing the scores of two raters using Pearson Product Moment correlation.

The collected data are analyzed using descriptive and inferential statistics with the assistance of SPSS version 27. Descriptive statistics are used to present the students' pretest and posttest scores, while the Shapiro-Wilk test is employed to examine the normality of the data. The homogeneity test using Levene's Test is also included in the initial analysis as stated in the research procedure. Furthermore, the hypothesis is tested using the Paired Sample t-test because the research compares the speaking scores of the same students before and after treatment. The decision is based on the significance value (2-tailed), where if Sig. is less than 0.05, H_0 is rejected and H_1 is accepted, indicating a significant difference between the pretest and posttest scores. Conversely, if Sig. is greater than or equal to 0.05, H_0 is accepted and H_1 is rejected. Through this analysis, the researcher determines whether the implementation of Discovery-Based Instruction has a significant effect on the speaking skills of eighth-grade students at SMP Nurul Huda NW Sembalun Lawang.

RESULTS AND DISCUSSION

A. RESULTS

Based on the research carried out at SMP Nurul Huda NW Sembalun Lawang, data were collected through speaking tests administered before and after the implementation of Discovery-Based Instruction. The pre-test was designed to identify the students' initial speaking skill, while the post-test was conducted after the treatment to examine the extent of their improvement in speaking skills.

The students' speaking performance was evaluated using five assessment criteria: fluency, pronunciation, grammar, vocabulary, and comprehension. Each criterion was assessed based on a predetermined scoring rubric, and the scores obtained from all components were combined to produce the students' overall speaking scores.

The results of the pre-test revealed that the students' speaking skill was generally below the expected level. Most students encountered difficulties in communicating their ideas clearly and effectively in English. During the speaking activities, many students spoke with frequent pauses, demonstrated limited vocabulary, and made grammatical and pronunciation errors that affected the clarity of their speech. Furthermore, several students experienced difficulty understanding questions and formulating appropriate responses, indicating that their comprehension skills also required improvement. These findings suggest that the students needed a more engaging and student-centered learning approach to strengthen their speaking skill before the instructional treatment was implemented.

The detailed results of the students' pre-test are presented in the following table.

a. Pre-test Scores

The pre-test was administered before the implementation of Discovery-Based Instruction. The purpose of the pre-test was to determine the students' initial speaking skill.

NO	NAME	FC	PRNC	GA	VCB	COMPR	TOTAL	KET
1	ZI	1	1	2	2	3	9=36	Low
2	DS	1	1	2	2	2	8=32	Low
3	AR	2	2	2	2	2	10=40	Standart
4	AT	1	1	1	2	2	7=28	Low
5	ZF	1	1	2	2	2	8=32	Low
6	UM	1	1	2	2	2	8=32	Low
7	AM	1	1	2	3	2	9=36	Low
8	MA	1	1	1	2	2	7=28	Low
9	AO	1	1	1	1	2	6=24	Low
10	UL	1	1	1	2	2	7=28	Low
11	TO	1	1	1	1	1	5=20	Low
12	AL	1	1	1	1	2	6=24	Low
13	AN	1	1	1	2	2	7=28	Low
14	AL	1	1	1	1	2	6=24	Low
15	KR	1	1	2	2	2	8=32	Low
16	DN	1	1	1	2	2	7=28	Low
17	RN	1	1	1	1	2	6=24	Low
18	RS	1	1	1	1	1	5=20	Low
19	IK	1	1	2	2	2	8=32	Low
20	AD	1	1	1	1	2	6=24	Low
21	EN	1	1	1	1	2	5=20	Low
22	ND	1	1	1	1	1	5=20	Low
Results		Mean=27,82				Std. Deviation=5,721		

Based on the Table, the students' pre-test scores ranged from 5 to 10, with a mean score of 27,82 (SD =5,721). These findings indicate that the students' initial speaking skill was relatively low before the implementation of Discovery-Based Instruction. Most students obtained low scores in fluency and pronunciation, while grammar, vocabulary, and comprehension were generally at a basic level. Overall, the pre-test results suggest that the students still required considerable improvement in all assessed aspects of speaking.

b. Post-test Scores

Following the implementation of Discovery-Based Instruction, the post-test was conducted to evaluate the students' speaking skill. The assessment covered five aspects: fluency, pronunciation, grammar, vocabulary, and comprehension, using the same scoring rubric as the pre-test.

The post-test results showed that the students performed better than in the pre-test. They demonstrated greater confidence in expressing their ideas, communicated more fluently, and showed improvements in pronunciation, grammar, vocabulary, and comprehension. Although

some students still made minor errors, their overall speaking performance improved after the treatment.

The complete results of the students' post-test scores are presented in the following table.

NO	NAME	FC	PRNC	GA	VCB	COMPR	TOTAL	KET
1	ZI	1	2	3	2	3	11=44	Standart
2	DS	2	2	3	2	3	12=48	Standart
3	AR	3	3	3	3	5	17=68	High
4	AT	3	3	3	3	3	15=60	High
5	ZF	3	2	2	3	3	13=52	Standart
6	UM	2	2	2	2	3	11=44	Standart
7	AM	2	2	3	4	4	15=60	High
8	MA	2	2	2	2	3	11=44	Standart
9	AO	2	2	2	3	3	12=48	Standart
10	UL	2	2	3	3	4	14=56	Standart
11	TO	2	2	2	2	3	11=44	Standart
12	AL	2	2	3	3	4	14=56	Standart
13	AN	2	2	2	2	3	11=40	Standart
14	AL	2	2	2	3	3	12=48	Standart
15	KR	2	2	3	3	3	13=52	Standart
16	DN	2	2	2	3	4	13=52	Standart
17	RN	1	1	2	2	2	8=32	Low
18	RS	1	1	1	2	2	7=28	Low
19	IK	2	2	2	2	3	11=44	Standart
20	AD	1	1	2	2	2	8=32	Low
21	EN	2	1	2	2	2	9=36	Low
22	ND	1	1	2	2	2	8=32	Low
Results		Mean=46,55				Std. Deviation=10,294		

c. Comparison of Pre-test and Post-test Scores

To identify the improvement in the students' speaking skill, the researcher compared the pre-test and post-test scores using descriptive statistics.

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
pretest	22	20	40	27,82	5,721
posttest	22	28	68	46,55	10,294
difference	22	-32,00	-8,00	-18,7273	7,84482
Valid N (listwise)	22				

The table shows that the mean score increased from 27.82 in the pre-test to 46.55 in the post-test, indicating an average improvement of 18.73 points. In addition, the minimum score increased from 20 to 28, while the maximum score rose from 40 to 68. These findings suggest that the students demonstrated better speaking performance after the implementation of Discovery-Based Instruction. Although the post-test scores showed greater variation (SD = 10.294) than the pre-test scores (SD = 5.721), the overall results indicate a substantial improvement in the students' speaking skill following the implementation of Discovery-Based Instruction.

d. Normality Test

Before testing the research hypothesis, the researcher conducted a normality test to determine whether the data were normally distributed. Since the number of participants in this

study was fewer than 50 (N = 22), the Shapiro Wilk test was employed. The normality test was analyzed using IBM SPSS Statistics Version 27 with a significance level of 0.05. The criteria for determining normality were as follows:

a. If the significance value (Sig.) is greater than 0.05, the data are considered to be normally distributed.
b. If the significance value (Sig.) is less than 0.05, the data are considered to be not normally distributed.

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
pretest	,157	22	,170	,933	22	,143
posttest	,175	22	,078	,961	22	,509
difference	,158	22	,159	,926	22	,103

a. Lilliefors Significance Correction

Based on the table , the significance value of the pre-test was 0.143, the post-test was 0.509, and the difference scores between the pre-test and post-test were 0.103. Since all significance values were greater than 0.05, it can be concluded that the data were normally distributed. Therefore, the assumption of normality was fulfilled, and the data were appropriate for further analysis using the Paired Samples t-test.

e. Hypothesis Testing

After confirming that the data met the assumption of normality, the researcher proceeded to test the research hypothesis using the Paired Samples t-test. This statistical test was selected because the research employed a One-Group Pre-test–Post-test Design, in which the same group of students was assessed before and after the implementation of Discovery-Based Instruction. The purpose of this analysis was to determine whether the improvement in the students' speaking skills after the treatment was statistically significant.

The hypotheses of this study were formulated as follows:

H_0 (Null Hypothesis): There is no significant effect of Discovery-Based Instruction on students' speaking skills in the EFL classroom.

H_1 (Alternative Hypothesis): There is a significant effect of Discovery-Based Instruction on students' speaking skills in the EFL classroom.

The criteria for hypothesis testing were as follows:

a. If the significance value (Sig. (2-tailed)) is less than 0.05, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted.
b. If the significance value (Sig. (2-tailed)) is greater than 0.05, the null hypothesis (H_0) is accepted and the alternative hypothesis (H_1) is rejected.

The results of the Paired Samples t-test are presented in Table X.

Based on Table, the results of the Paired Samples t-test showed that the mean difference between the pre-test and post-test scores was 18.727 (SD = 7.845). The obtained t-value was −11.197 with 21 degrees of freedom (df = 21). The significance value (2-tailed) was < 0.001, which was lower than the significance level of 0.05. Therefore, the null hypothesis (H_0) was rejected and the alternative hypothesis (H_1) was accepted. This indicates that Discovery-Based Instruction had a statistically significant effect on improving the students' speaking skills in the EFL classroom.

Paired Samples Test

		Paired Differences					t	df	Significance	
					95% Confidence Interval of the Difference					
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper			One-Sided p	Two-Sided p
Pair 1	pretest - posttest	-18,727	7,845	1,673	-22,205	-15,249	-11,197	21	<,001	<,001

As shown in Table, the comparison between the pre-test and post-test scores revealed a mean difference of 18.727. The negative value indicates that the students obtained higher scores

after receiving the treatment than before it. This result suggests that the implementation of Discovery-Based Instruction contributed to an improvement in the students' speaking skills.

The Paired Samples t-test produced a t-value of −11.197 with 21 degrees of freedom (df = 21). In addition, the Sig. (2-tailed) value was < 0.001, which is lower than the established significance level of 0.05. Therefore, the difference between the pre-test and post-test scores was statistically significant.

Based on these findings, the null hypothesis (H_0) was rejected, whereas the alternative hypothesis (H_1) was accepted. This result indicates that the use of Discovery-Based Instruction had a significant effect on the students' speaking skills.

The findings are consistent with the descriptive analysis presented earlier. Before the treatment, the students obtained a mean score of 27.82 on the pre-test. After the implementation of Discovery-Based Instruction, the mean score increased to 46.55 on the post-test. This increase, together with the significant result of the Paired Samples t-test, demonstrates that the instructional approach was effective in improving the students' speaking skills.

The improvement may be attributed to the learning process provided through Discovery-Based Instruction. During the implementation, the students were encouraged to participate actively in classroom activities, explore language concepts independently, exchange ideas with their peers, and use English in meaningful speaking tasks. These learning experiences created more opportunities for students to practice speaking, which likely contributed to their increased confidence and better speaking performance.

Overall, the results indicate that Discovery-Based Instruction is an effective teaching approach for improving the speaking skills of the eighth-grade students at SMP Nurul Huda NW Sembalun. The increase in the post-test scores, supported by the results of the Paired Samples t-test, provides evidence that the implementation of this instructional approach had a positive impact on the students' speaking achievement.

B. DISCUSSION

The statistical analysis demonstrated that Discovery-Based Instruction positively influenced the speaking skills of the eighth-grade students at SMP Nurul Huda NW Sembalun. This conclusion is supported by the increase in the students' mean score from 27.82 on the pre-test to 46.55 on the post-test. The result of the Paired Samples t-test also showed that the difference between the two tests was statistically significant ($t = -11.197$, $df = 21$, Sig. (2-tailed) < 0.001). These results indicate that the improvement in students' speaking performance was associated with the implementation of Discovery-Based Instruction. Therefore, the alternative hypothesis (H_1) was accepted, while the null hypothesis (H_0) was rejected.

One possible explanation for this improvement lies in the learning process promoted through Discovery-Based Instruction. During the lessons, students were encouraged to explore learning materials, identify language patterns, exchange ideas with their classmates, and complete speaking tasks through active participation. Unlike teacher-centered instruction, where students mainly receive information from the teacher, this approach required learners to construct their understanding through observation, discussion, and communication. As students became more involved in the learning activities, they also had more opportunities to practice speaking English in meaningful situations. Continuous practice throughout the treatment helped them become more confident when expressing their ideas and responding to classroom activities.

The results of this study also support Bruner's Constructivist Theory, which proposes that learning becomes more meaningful when students actively construct knowledge through exploration and discovery. Rather than memorizing language rules, the students learned by recognizing patterns, discussing ideas, and applying what they had learned in speaking activities. This process enabled them to connect new knowledge with their previous understanding and encouraged them to use English more purposefully. Such learning experiences may explain why the students showed better speaking performance after the treatment.

The findings of this study are in line with previous research on Discovery Learning in English language teaching. Fau and Zagoto (2024) reported that Discovery Learning improved students' speaking performance by increasing classroom participation and confidence. Similarly, Udin and

Syamsia (2022) found that Discovery Learning encouraged students to develop their speaking ability through collaborative activities and active communication. Khairunnisa (2024) also concluded that Discovery Learning increased students' engagement because learners were encouraged to explore concepts independently instead of depending entirely on teacher explanations. Ria (2020) also found that the implementation of Discovery Learning supported the improvement of students' speaking skills through structured learning activities and the use of English songs. The findings showed that students' speaking performance improved throughout the learning cycles. These results support the present study because both studies demonstrate the potential of Discovery Learning to improve students' ability to communicate in English.

In addition to Discovery Learning, collaborative activities also play an important role in developing students' speaking abilities. Aini et al. (2022) reported that collaborative learning helped students overcome speaking anxiety by increasing their confidence and classroom participation. Similarly, Nasmilah (2022) emphasized that collaborative learning activities and interesting learning topics could strengthen EFL learners' confidence and participation in speaking activities. These findings are relevant to the present study because Discovery-Based Instruction provides opportunities for students to interact, exchange ideas, and practice speaking with their classmates. Through these activities, students can become more comfortable expressing their opinions and communicating in English.

Furthermore, Indrapurnama et al. (2023) found that the Student-Centered Learning method contributed to the improvement of students' speaking achievement. Their study reported an increase in the mean score from 14.3 in the pretest to 17.56 in the posttest. This finding reinforces the importance of providing students with opportunities to participate actively in speaking activities rather than relying entirely on teacher explanations. More recently, Fitria et al. (2026) demonstrated that Discovery Learning significantly improved students' speaking performance in an EFL classroom, particularly in fluency and confidence. These findings provide additional support for the present study because both studies focus on the application of Discovery Learning to improve students' English-speaking skills.

Although the results are consistent with earlier studies, this research provides additional evidence within a different learning context. The present study focused specifically on improving students' speaking skills through Discovery-Based Instruction among eighth-grade students at SMP Nurul Huda NW Sembalun. Students' speaking performance was assessed through five aspects, namely pronunciation, grammar, vocabulary, fluency, and comprehension. By evaluating these components, the study provides a broader picture of how Discovery-Based Instruction supports the development of speaking skills among junior high school students learning English as a foreign language.

Several practical implications can also be drawn from these findings. The results suggest that speaking instruction becomes more effective when students are actively involved in the learning process instead of acting as passive recipients of information. Providing opportunities to observe, discuss, explore, and communicate enables learners to develop not only their speaking ability but also their confidence, participation, and independence during classroom learning. Consequently, English teachers may consider applying Discovery-Based Instruction as an alternative teaching approach to create more interactive and student-centered speaking lessons.

Despite the positive findings, several limitations should be acknowledged. This study employed a One-Group Pre-test–Post-test Design without a control group, making it difficult to determine whether the improvement was influenced exclusively by the instructional treatment. In addition, the study involved only 22 students from one class in a single school. Therefore, the findings should be interpreted within the context of this research and should not be generalized to all EFL learners. Future studies are recommended to include larger samples, different educational settings, and a control group to obtain more comprehensive evidence regarding the effectiveness of Discovery-Based Instruction.

Overall, the findings indicate that Discovery-Based Instruction is an effective instructional approach for improving students' speaking skills. By encouraging exploration, collaboration, communication, and active participation, this approach creates meaningful learning experiences that support students in developing their ability to speak English more confidently and effectively.

CONCLUSION

Based on the findings and discussion presented in the previous chapter, this study concludes that the implementation of Discovery-Based Instruction had a significant positive effect on the speaking skills of the eighth-grade students at SMP Nurul Huda NW Sembalun. The result of the Paired Samples t-test revealed a significance value (Sig. (2-tailed)) of less than 0.001, which was lower than the significance level of 0.05. Accordingly, the null hypothesis (H_0) was rejected, and the alternative hypothesis (H_1) was accepted. This finding indicates that the improvement in students' speaking skills after the treatment was statistically significant.

The descriptive analysis further supports this conclusion. The students' mean score increased from 27.82 in the pre-test to 46.55 in the post-test, indicating a clear improvement in their speaking performance following the implementation of Discovery-Based Instruction. The improvement was reflected in the speaking assessment, which evaluated pronunciation, grammar, vocabulary, fluency, and comprehension. These results suggest that the instructional approach contributed positively to the development of students' overall speaking ability.

The findings also show that Discovery-Based Instruction encouraged students to participate more actively in the learning process. By engaging students in observing, exploring, discussing, and communicating ideas, the instructional activities created meaningful learning experiences that supported the development of their speaking skills. The learning process provided students with more opportunities to use English in classroom interaction, which helped them become more confident and willing to express their ideas orally.

In summary, this study confirms that Discovery-Based Instruction is an effective instructional approach for improving students' speaking skills in the EFL classroom. The findings highlight the importance of creating learning environments that actively involve students in constructing knowledge and using English for meaningful communication. Therefore, Discovery-Based Instruction may serve as an appropriate alternative for English teachers who seek to promote students' speaking development through interactive and student-centered learning.

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