



Discovery learning in English Language Teaching

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Abstract

This article discusses about discovery learning model that suitable for learning to identify observation result report text, because in discovery learning model students practice for independent learning, develop students' creativity and knowledge in learning. Discovery Learning (discovery) is a teaching method that regulates teaching in such a way that children acquire knowledge they previously did not know, not through notification, partly or wholly discovered by themselves. In discovery learning (discovery) activities or learning designed in such a way that students can discover concepts and principles through their own mental processes. In finding concepts, students make observations, classify, make assumptions, explain, draw conclusions and so on to find some concepts or principles. This article aims to improve student English skill using discovery learning method.

Introduction

Education is a learning process for students to be able to develop their potential. By taking education, students can develop their potential and gain experience to continue learning better. The quality of education taken is very influential for students to develop their potential and gain experience (Malmia, 2019; Borishade et al., 2021; Snijders et al., 2020). Quality education will involve students actively in teaching and learning activities with good strategies.

The education implementation strategy is carried out in the form of guidance, teaching, and / or training activities. Guidance is essentially the provision of assistance, direction, motivation, advice and counselling so that students are able to overcome, solve problems, cope with their own difficulties. Teaching is a form of activity in which there is an interaction relationship in the teaching and learning process between education personnel (especially teachers / teachers) and students to develop behaviour in accordance with educational goals (Khalidun 2020). Principle training is the same as teaching, especially to develop certain skills (Korthagen et al., 2006).

Learning is a conscious and deliberate effort by educators to invite students to learn actively in developing their creative thinking (Daumiller et al., 2021). The purpose of implementing learning is to educate students to be able to acquire and process new knowledge, skills, and attitudes for themselves and others (Bahri & Destini, 2020; Ozdamli & Ozdal, 2018). Students are expected to be motivated and happy to do interesting learning activities. In this case the learning model greatly determines the learning process for students and learning success.

The use of the right learning model can encourage the growth of student pleasure in lessons, foster and increase motivation in doing assignments, make it easy for students to understand lessons so as to enable students to achieve better learning outcomes (Jones, 2009; Bahri & Destini, 2020). Education is a learning process for students to be able to develop their potential.

By taking education, students can develop their potential and gain experience to continue learning better. The quality of education taken is very influential for students to develop their potential and gain experience. Quality education will involve students actively in teaching and learning activities with good strategies (Budiharso & Tarman, 2020).

The education implementation strategy is carried out in the form of guidance, teaching, and / or training activities (Bruggeman et al., 2021; Radosavljevic et al 2020). Guidance is essentially the provision of assistance, direction, motivation, advice and counselling so that students are able to overcome, solve problems, cope with their own difficulties. Teaching is a form of activity in which there is an interaction relationship in the teaching and learning process between education personnel (especially teachers) and students to develop behaviour in accordance with educational goals. Principle training is the same as teaching, especially to develop certain skills (Hirsh et al., 2007). Learning is a conscious and deliberate effort by educators to invite students to learn actively in developing their creative thinking (Ganiev 2021; Asiri 2021; Iyer 2018; Uge et al., 2019). The purpose of implementing learning is to educate students to be able to acquire and process new knowledge, skills, and attitudes for themselves and others. Students are expected to be motivated and happy to do interesting learning activities. In this case the learning model greatly determines the learning process for students and learning success (Allais, 2012).

The use of the right learning model can encourage the growth of student pleasure in lessons, foster and increase motivation in doing assignments, make it easy for students to understand lessons so as to enable students to achieve better learning outcomes (Kennedy, 2006; Anggrawan 2019).

Discovery learning model is suitable for learning to identify observation result report text, because in discovery learning model students practice for independent learning, develop students' creativity and knowledge in learning (Harris & De Bruin, 2018; Bovill 2020). Students are required to think critically in finding problems then students also seek solutions to these problems (Bandyopadhyay & Szostek, 2019; Indriyana & Kuswandono, 2019). In addition, in this learning, students are encouraged to learn on their own to be actively involved with concepts and principles.

Based on information from the class, the process of learning English in that class, especially in the material for the observation report text, there are still students who do not understand and lack the ability of students to identify the observation report text. The reason the researchers conducted research had implemented the 2013 curriculum and helped students learn, especially in the observation report text material.

Based on the description above, what the researcher does to solve problems in learning English is by applying a learning model entitled "Application of the Discovery Learning model to improve the English learning outcomes.

Discussion

Following are the steps in applying the Discovery Learning method in class, there are several procedures that must be carried out in general teaching and learning activities as follows:

Stimulation (Stimulation / Giving Stimulation)

First of all, at this stage students are faced with something that causes confusion, then proceed not to give generalizations, so that the desire to investigate on their own arises. In addition, teachers can start activities by asking questions, suggesting reading books, and other learning activities that lead to problem-solving preparation. The stimulation at this stage serves to provide conditions for learning interactions that can develop and assist students in exploring

material. In this case, Bruner provides stimulation by using the questioning technique, namely by asking questions that can expose students to internal conditions that encourage exploration.

Collection (Data Collection)

(Ruiz-Primo, & Furtak, 2007) At this stage it functions to answer questions or prove whether a hypothesis is true, thus students are given the opportunity to collect (collection) a variety of relevant information, read literature, observe objects, interviews with resource persons, self-experiment and so on.

The consequence of this stage is that students learn actively to find something related to the problems at hand, thus students accidentally connect the problem with the knowledge they already have.

Processing (Data Processing)

Data processing is also called coding / categorization which functions as concept formation and generalization. From these generalizations students will get new knowledge about alternative answers / solutions that need to be proven logically.

Verification (Evidence)

Verification, according to Bruner, aims so that the learning process will run well and creatively if the teacher provides opportunities for students to find a concept, theory, rule or understanding through the examples he meets in his life. Based on the results of existing information processing, the previously formulated statements or hypotheses are then checked, whether they are answered or not, whether they are proven or not. (Yang et al., 2022)

Generalization (Draw Conclusions / Generalizations)

Based on the results of the verification, the principles that underlie the generalization are formulated. After drawing conclusions students must pay attention to the generalization process which emphasizes the importance of mastery of the lesson over the broad meaning and rules or principles that underlie one's experiences, as well as the importance of the process of organizing and generalizing those experiences (Lampe et al, 2011).

Results of Learning Implementation

After compiling a Learning Implementation Plan, the teaching and learning process can begin. The implementation of the Learning Implementation Plan includes opening in accordance with the activities that have been made, explanation of Competency Standards and Basic Competencies, conveying predetermined learning objectives, delivering learning methods implemented, delivering material, forming groups, directing students in groups, making conclusions and conclusions. Evaluation in class is carried out in the form of individual assignments, group assignments and cycle tests (Stoeger & Ziegler, 2008). Furthermore, it can be seen in the attachment regarding learning planning and evaluation tools.

Observation

At the stage of implementing the action. The observation process was carried out using the observation sheet that had been made and carried out the evaluation.

Reflection

Reflection is carried out at the end of each cycle. The results obtained in the observation and evaluation stages were collected and analysed. Thus, the researcher can see and reflect on whether the activities carried out have been able to improve student learning outcomes by

looking at the results of the observation data. The results of the data analysis carried out at this stage are a reference for carrying out the next cycle (Pedaste et al., 2015).

Implementation Results

Then, looking at the table above, it can be explained that by applying the Discovery Learning model, learning completeness reaches 65.21% or there are 15 students out of 23 students who have completed learning. These results indicate that in the first cycle classically students have not finished learning, because students who get a value of ≥ 65 are only 65.21% smaller than the desired percentage of completeness which is 80%. This is because students still feel new and do not understand what the teacher means and uses by applying the Discovery Learning model.

In the implementation of teaching and learning activities, information is obtained from the following observations, students must have the mental readiness and maturity to learn using this approach. Students must be courageous and willing to know their surroundings well. This approach is less effective when used in large classes. Perhaps teachers and students who are accustomed to using a traditional approach will find it difficult to use this approach. There are those who argue, with this approach will always emphasize understanding but less on the formation of attitudes and skills for students. Maybe this approach does not provide opportunities for students to think more creatively (Hung, 2015).

Problems

In the context of implementing the Teaching Profession Strengthening of the Faculty of Teacher Training and Education which was held at students of Junior high school from February to April 2021, researchers were given the confidence to review the learning that took place in the classroom. Selected here is a class where the students are really heterogeneous. So that what will be studied clearly shows the changes that have occurred. The class chosen is one of the classes which is heterogeneous from several classes in the school. The situation of the students varies greatly, some are really good at English or master English lessons and some are moderate or mediocre. The class has 23 students, consisting of 12 boys and 11 girls. In the teaching and learning process carried out, a learning model is selected which is considered appropriate to the situation and conditions of the students. Based on the results of observations there are several problems in teaching and learning activities, namely: (1) Students are less interested in learning English, because they think the lesson is very difficult. (2) Student's motivation to learn is still faint. (3) There are still students who are less active in the teaching and learning process, and only two or three students dare to ask and answer questions from the teacher. (5) Often the learning process is dominated by children who have more abilities in the eyes of English lessons.

Solution to the Problem

Solutions are needed so that all students feel part of the teaching and learning process. Given the importance of English, it is necessary to find a solution, namely a way to manage the teaching and learning process of English so that English can be digested properly by students. The efforts that can be made to overcome weaknesses in learning English are the selection of appropriate learning models and methods so that they are able to actively involve students. One learning model that involves students actively is the Discovery Learning model.

Discovery Learning (discovery) is a teaching method that regulates teaching in such a way that children acquire knowledge they previously did not know, not through notification, partly or wholly discovered by themselves. In discovery learning (discovery) activities or learning designed in such a way that students can discover concepts and principles through their own

mental processes. In finding concepts, students make observations, classify, make assumptions, explain, draw conclusions and so on to find some concepts or principles. With this technique students are left to discover on their own or experience mental processes on their own, teacher only guides and provides instructions. Thus, discovery learning is a learning that involves students in the process of mental activities through exchange of opinions, by discussion, by using this learning model, students are expected to feel happy and enthusiastic during the learning process so that learning outcomes, activities, and student responses increase.

Learning becomes more meaningful when students explore their learning environments rather than passively listening to the teacher. According to "Learning discovery or discovery learning is a learning that involves students in problem solving for the development of knowledge and skills". It is hoped that through discovery in learning, students learn intensively by following scientific investigative methods or with a scientific approach. So that learning activities are designed and implemented using a scientific approach (Mufida et al., 2019) argues that:

Discovery learning refers to the mastery of knowledge for oneself. Discovery learning involves instructing the teacher to organize activities carried out by students such as searching, processing, searching and investigating. Students learn new knowledge relevant to their field of study and general problem skills such as formulating rules, testing hypotheses and gathering information.

In accordance with previous experience that students will be active in learning, be able to concentrate on lessons, actively ask questions and take notes, including paying attention to the teacher's explanation, if students are told beforehand that at the end of each lesson, they will be given an assignment where the value of the assignment is one of the considerations in determining the value. end. Another goal to be achieved through the Discovery Learning model is to see students' abilities in understanding the material and to train students to be independent and creative. So that the argument from choosing this action is "Using discovery learning model, it can improve the learning outcomes.

Conclusion

The conclusion that can be drawn after the classroom action research with the application of discovery learning model for two cycles is as follows: the average score of students' English learning outcomes in the first cycle is 65.21% of the ideal score that might be achieved by students, namely 80%. So, it can be said that most of the eighth-grade students of Junior high school did not complete the learning cycle I. The average score of students' English learning outcomes in cycle II was 91.30% of the ideal score that students might achieve, namely 80%. There was an increase in student learning outcomes from cycle I to cycle II, from 65.21% to 91.30%. Application of discovery learning model can improve students' English learning outcomes. Application of discovery learning model can effectively increase the frequency of activeness and activities in the teaching and learning process in accordance with the observations of student attitudes during the implementation of classroom action research.

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