

# Teachers' and Students' Perspectives on Discovery Learning at Elementary School for Reading Comprehension

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## Abstract:

This study aimed to investigate EFL learners' and teachers' perspectives on using the Discovery Learning method towards the students' reading story comprehension. For this purpose, one teacher was interviewed and the thirteen students of Tambaagung Ares Elementary School were given questionnaires related to the benefit, interests, activities, and implementation strategies of Discovery Learning. Based on the analysis of the data collected, students and teachers had positive perspectives of Discovery learning to be implemented in Elementary school.

**Keywords:** Discovery Learning, Elementary School, Reading Comprehension

## Introduction

At this time education is currently required to work more in improving student learning. Therefore, the teacher must know how to solve the problems that might be experienced by students. The method of delivering material can be done by the teacher by utilizing various models, approaches, and strategies that can be used in designing learning. According to the Center for Educational Assessment (2009), a problem was found which causes low learning outcomes due to a lack of implementation strategies and learning processes that have been implemented. It can be said that learning is still relatively conventional. The teachers have not fully carried out active and creative learning involving students and are still dominated by lecture methods and assignments. In addition, in the learning process, most teachers are only fixated on textbooks as the only source of teaching and learning.

Regarding the use of existing models, approaches, and strategies, they have significant results in increasing student interest and learning. Therefore,

researchers examined the learning model of discovery learning because self-discovery by students sometimes gives different perceptions so the learning outcomes and processes are also different. The discovery learning model is a learning theory defined as a learning process that occurs when students are not presented with lessons in their final form but are expected to organize themselves in problem-solving for the development of knowledge and skills (Durajad 2008; Effendi 2012).

From the student discovery learning model students must go through the activities of collecting material data or problems in learning accompanied by group discussions so that discoveries occur in the processes that occur in the surrounding environment and are supported by literature studies which indirectly help optimize student creativity in the problem-solving process (Ali & Setiani, 2018). Then looking at other research learning through videos used in the teaching and learning process results in many improvements; however, learning through discovery learning models can increase students' self-confidence in answering and being able to find and solve a problem (Rahmayani et al., 2019). based on research the learning process through discovery learning can improve the various skills students acquire, with the rapid development of the times, humans must understand the technology and must understand how to communicate (Susilo & Sarkowi, 2018), (Fitriani et al., 2020), (Ananda & Atmojo, 2022). In this stage, students are expected to be able to solve problems, find conclusions, and be able to communicate well and in the process, students are expected to be able to determine attitudes well.

From the student discovery learning model students must go through the activities of collecting material data or problems in learning accompanied by group discussions so that discoveries occur in the processes that occur in the surrounding environment and are supported by literature studies which indirectly help optimize student creativity in the problem-solving process (Ali & Setiani, 2018). found in other studies. Other learning methods such as learning through videos can indeed help improve quality without doing anything; however, using learning methods through discovery learning models makes students more confident and able to communicate well so that in the process students can find new skills (Rahmayani et al., 2019). With this, it can

be concluded that the learning process using discovery helps students in many aspects so that students can communicate well and get good results too.

Researchers will make the best possible conclusions with the research that has been done. Then these conclusions will show that the discovery learning model gives good results to students in carrying out learning activities and can be a solution for teachers in applying ways to teach.

Discovery learning models must be accompanied by increasing reading stories by students. In addition to making students able to read quickly and understand the learning material that has been provided, this can also affect mentality in the discovery learning model which makes students always have to discuss and find problems by reading and finding problems. Story reading can be an effective approach to the promotion of problem-solving and mental health and well-being in the school setting. In literature, stories and storytelling are used as systematic and independent psychotherapy techniques so that they can make students more skilled (Chan, 1993). Interventions based on storytelling/reading stories/acting out stories can actually promote mental health in adults and youth (McCulliss & Chamberlain, 2013). According to Kharaghani (2013), many researchers conduct studies involving short stories to motivate or develop learning reading comprehension achievements. From the theory and opinion above the researcher pays attention to students' reading to anticipate the impact of the discovery learning model.

Based on the introduction explained, this research is only observed whether the method or model of discovery learning is effective and the basis for student motivation for the development of their learning at the high school level such as high school, junior high school, and those observed in tertiary institutions. So, no researchers doing this research in elementary school. Thus, this study was conducted to know the student's and teachers' perceptions of the use of discovery learning models at elementary schools toward students' reading comprehension. Because reading stories in elementary school needs to be considered in teaching students to the next level. From the research gap mentioned above, three questions should be answered as follows:

1. What is the teacher's perception of Discovery Learning on reading story comprehension?
2. What are the strategies attained for Discovery Learning?
3. How do EFL Elementary students perceive engaging in Discovery Learning?

## **Review of Literature**

Having mentioned the theory above, the researcher concludes that applying the discovery learning model can improve individual discovery abilities besides that learning conditions that were initially passive become more active and creative. So that the teacher can change the learning that was originally the teacher as a provider of explanations of answers or learning material provided, to students who carry out discussions and provide answers to the learning material that has been prepared.

Sinambela (2017), argues the steps in implementing discovery learning are using stimulation. First, students are given assignments in the form of problems so that at that time students will start to be curious and will raise an interest in investigating to solve the problem. At that time the teacher acts as an intermediary or news anchor to direct students and create an atmosphere so that students can find problems and conclude according to their individual needs. Second, the problem statement. In the second stage, the teacher gives students time to analyze the problem which aims to collect student answers or hypotheses. Third, data collection. This serves to prove the correctness of the jaws that are owned by students so that in carrying them out students can look for sources, references, read books, and things that can help in finding data to strengthen their answers so that students can be sure of their answers and gain new knowledge and skills.

The scientific attitude is divided into two parts, namely the emotional attitude consisting of self-confidence, curiosity, looking for problems, solving problems, and self-control. Forgive others, want to be open-minded, able to accept opinions, and don't hesitate to apologize to others (Putra et al., 2019), (Saputri & Djumhana, 2020), (Ananda & Atmojo, 2022). A scientific attitude can be a pattern of thinking externally, thinking critically, looking for problems and solving problems, determining problems faced, making

decisions, and improving the quality of individual students (Agustina et al., 2021), (Ananda & Atmojo, 2022).

The advantages of learning with discovery can be seen as follows: 1) Helping students to improve and improve skills in learning and communication 2) This method can allow students to develop individually and learn to understand themselves c) Increase tolerance because they often discuss 4) make themselves more confident in doing anything 5) able to make decisions well. But in conducting research researchers found deficiencies in this discovery learning method, the opinion of the Ministry of Education and Culture (2013) follows the disadvantages of discovery learning methods (1) this learning method creates a sense of readiness for your mind. Students who experience a lack of learning ability will experience a lack of confidence and will cause frustration (2) this learning method is not suitable for many students because it will take a long time to adjust (3) this learning method is more suitable for learning processes. understanding learning.

According to (Saridewi et al., 2017), the application of the Discovery Learning method or method of learning improves communication, skills, and learning outcomes for high school students. The results showed that Discovery Learning increased and motivated students because using this method is a student-centered learning activity and there were many concepts material of students theories can be more eager in understanding the concepts.

The last previous study (Sofeny, 2017), was aimed to know the effectiveness of Discovery Learning in improving English writing. The result showed that the revealing of discovery learning was more effective for extrovert students than introvert students. For direct instruction, this learning method was effective for extroverted students and less effective for introverted students. So, the teacher must know the student's characteristics.

## **Method**

This study was carried out at Tambaagug Ares II Elementary School, Sumenep. There were thirteen students from the fifth grades. To collect the data, the researcher used a qualitative method. The instrument used a questionnaire that has been modified from (Tampubolon, 2018), and the

questionnaire has five Likert scales: Strongly disagree, disagree, neutral, agree, and strongly agree.

The questionnaire was given to the students and teacher who teaches in 5 grade of elementary school to measure their perspective on using the Discovery learning method. For the Questionnaire there are 4 strategies that consist strategy 1 (Benefit of Discovery Learning) ) only for students, strategy 2 (Interest in Using Discovery Learning) for teachers and the students, strategy 3 (Activities on Discovery Learning), and Strategy 4 (Implementation of Discovery Learning) which are only for the teacher. The questionnaire sheet consists of student identity; name, gender, class, and data collection date. For the interview, the researcher used open-ended interviews. The interview only focuses on one teacher who teaches using the Discovery learning method at elementary school. The interview took about ten minutes.

## Results and Discussions

The questionnaire aimed at measuring the teacher and students' responses in terms of benefits, interests, activities, and the implementation of Discovery Learning. The teacher was also interviewed to know more about the discovery learning method that was used in the class.

**Table 1. Strategy 1 (Benefit of Discovery Learning)**

No	Statments	<i>Questionnar</i>	
		<i>e</i>	<i>Persentages</i>
		Items (F)	
1	I can get new information from books that I've read	SD	-
		D	-
		N	-
		A (10)	76,9%
		SA (3)	23%
2	Reading a book material helps me to find new vocabulary	SD	-
		D	-
		N (4)	30,7%
		A (5)	38,4%

		SA (4)	30,7%
	The method used by the teacher can motivate me to improve my reading comprehension	SD D N (1) A (3) SA (9)	- - 7,6% 23,8% 69,2%
3			
	The method used by the teacher made me more serious	SD D N (1) A (4) SA (8)	- - 7,6% 30,7% 61,5%
4			

From the table (Strategies 1) above it shows that 76.9% of students “agree” and 23% of students “strongly agree”. It implies that with the discovery learning method, they can find more information by reading a book/text. 38,4% of students agreed that Discovery Learning helped them to find new vocabularies that they never knew before. This method can motivate students to increase their reading comprehension as shown by the percentage 69,2% of students strongly agree and 23% agree. Those can support students to be more serious to learn by using the Discovery Learning method as shown in the table above there are 61,5% of students strongly agree and 30,7% of students agree. It concluded that using the discovery learning method made students easier to get new information in their reading story comprehension, students were more interested to read, and they can find new vocabulary.

**Table 2. Strategy 2 (Interest in Using Discovery Learning)**

No	Statments	<i>Questionnar</i>	
		<i>e</i>	<i>Persentages</i>
		<hr/> Items (F)	
1	By using	SD	
	Discovery	D (2)	-
	Learning	N	15,3%
	assigned me to	A (6)	-
	find some	SA (5)	46,1%
	information by		38,4%
	reading a		
	book/text		
2	By using	SD (1)	
	Discovery	D	7,6%
	Learning, I can	N (3)	-
	share my finding	A (7)	23%
	from a	SA (2)	53,8%
	text/book and		15%
	telling it to my		
	friends		
3	By using	SD	
	Discovery	D	-
	Learning, I can	N (1)	-
	deliver my	A (2)	7,6%
	finding from	SA (10)	15,3%
	text/books		76%
	through a		
	presentation		

From the table above (strategy 2) it showed that the majority of students (84,5%) agree and disagree that using discovery learning they are assigned by the teacher to find some information by reading a book/text, although there



are 15,3% of students disagree with it. 68,8% of students agree and strongly agree that they can share their findings from books/texts with their friends. And there are 7,6% of students who strongly disagree with it. And students also 91,3% of students agree and strongly agree and 7,6% of students are neutral that using Discovery Learning they can do presentations in front of their friends in the class. In this strategy, students also can assign their new information to each other and they can deliver it in the class.

The researchers interviewed a fifth-grade Elementary School teacher who had taught English for about four years using the discovery learning method. The aim is to motivate students to find knowledge from their creativity and to find the facts and the correlation between what they will learn. The steps that the teacher takes in learning activities by using discovery learning methods are stimulation, problem statement, data collection, data processing, verification, and generalization. The media that is used by the teacher depends on the theme of the lesson. Sometimes the teacher uses a blackboard, or poster, showing a video using a handphone or laptop. The teacher assesses students through attitude assessment in the form of self-assessment, peer-to-peer assessment, and observation. Knowledge assessment through oral, written, or in the form of assignments. In the assessment of skills assessed from the students' practice or performance in the form of results the product, for example; making a summary of a reading story.

From the data analysis of this study, it showed that most students agreed that using the discovery learning method makes their reading story comprehension more interesting and motivated the students to read in the class. It was similar to the previous studies from (Saridewi et al., 2017). This result was supported by the teacher's perspective if students were more active in a group to find out the idea of their reading story comprehension. It was similar to the (Sofeny, 2017), which showed that the discovery learning method was more effective for extrovert and introverted students because it made the class more active by making a group session. The difference from previous studies showed that students felt easier to get new information and new ideas from their reading story comprehension.

The research question has been answered; 1) What is the teacher's perception of Discovery Learning on reading story comprehension? The

teacher has a positive perception of using the discovery learning method because made the class more active and made students easier to understand what they read and still can answer the question in the class. 2) What are the strategies for Discovery Learning? Strategies from this learning method there was a fourth strategy; Strategy benefit, strategy interest, strategy activity, and strategy implementation. 3) How do EFL Elementary students perceive Discovery Learning? Most students have a positive perspective of this learning method because they feel easier to get new information and new ideas from their reading story comprehension. The implication of using the discovery learning method can help the teacher to motivate the students in reading story comprehension and they can deliver the information in the elementary school which is the best level to create their critical thinking. But in this learning method, there were limitations from the teacher, if the difficulty that is often experienced by teachers using discovery learning in teaching activities is that the students are confused about the process of solving a problem or the process of getting the final result and students also tend to get bored when they experience confusion. With this problem, the teacher gives ice breaking to the students so that they can refresh their minds and refocus the ongoing learning process.

## **Conclusion**

According to the perspective of students and teachers, Discovery Learning in students' reading comprehension gives positive results. Because with the Discovery Learning method, students can add new vocabulary and information from student reading books. Students will discuss the information obtained after reading in their groups. But there is still one problem with the teaching, that students still feel confused in producing the final product such as students having difficulty finding the main idea from the story and often feeling bored during learning at the elementary school level. Maybe this can be the subject of further research to solve the problem. This research has contributed a model of effective learning activity for reading story comprehension using Discovery learning for elementary school. Also, it found, the implication of discovery learning creates students' critical thinking.

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