The Implementation of Discovery Learning (DL) for Teaching Spoken Production of Descriptive Texts

Rezki Firdaus
1407335

Abstract

This study investigates how a teacher implements discovery learning for teaching spoken production of descriptive texts, its strength and weaknesses and also students' attitude toward its implementation. This study used descriptive qualitative research method to obtain the data from the classroom observation, interview, and questionnaire. A female English teacher and 35 students of vocational high school in the Central Bangka Regency were involved as the subjects of this study. The qualitative data were collected through observation, interview, and questionnaire. The data of field note observation, and recorded interview were transcribed and codified. The data from questionnaire were coded and scored by using SPSS 22.0 program, to see the frequency and percentage of the students' attitude then were described qualitatively based on the criteria. Classroom observation show that discovery learning has been implemented properly with a great involvement by the teacher and the students. The teacher implemented all the phases of discovery learning in almost every meeting. In addition, the teacher also helped the students to focus in completing an activity, indicating the students' deep thinking and interest about descriptive texts during the process of teaching and learning. The finding from the interview showed that the discovery learning in teaching activities support an active participation of the students in learning process, nurture their curiosity, empower the students in improving lifelong learning skills, and provides the students with an opportunity to get early feedback on their understanding. A few weaknesses of this approach is that students may find confusion if the teacher does not provide sufficient guidelines or frameworks. It is also time-consuming that students do not have enough time to "cover" learning materials assigned. After all, the students express a positive attitude and great interest toward the implementation of discovery learning in spoken production of descriptive texts. The students were given the opportunity to become speakers either during the teaching and learning process or even in daily life. Finally, in spite of this finding, some technical issues were inescapable due to the natural setting of this study.

Keywords: Discovery Learning, teaching spoken production, descriptive texts.