

Chapter One

Introduction

This chapter introduces the background of the study, followed by a detailed identification and delimitation of the problem. It also outlined the research question and objective, serving as the foundation for the study's direction. The chapter concluded by discussing the significance of the research and summarizing the organization of the chapter.

Background of the Study

Education is the most important thing that must be completed from an early age for an unlimited time. Through formal education, basic education, secondary education to education, guidance, training guidance, evaluation and evaluation of early childhood educators for high students. According to Sofyan et al. (2019), the teaching and learning process was one of the key methods for educating students. In this process, particularly in early childhood education, teachers and students engaged in direct communication. Teachers played a crucial role in students' development, as their behavior and interactions significantly influenced the quality of instruction. Consequently, when educators actively supported students' learning and development, positive changes occurred, leading to the success of the learning process.

Recognizing the need for educational innovation, some schools considered adopting the Discovery Learning Model. Rahmi and Ratmanida (2014) explained that "discovery learning was a strategy in which students were not provided with the lesson content at the beginning but had to discover it themselves." Bruner (2006) described discovery learning as the most effective approach for actively seeking knowledge. According to Holmes and Hoffman (2000) Discovery learning model had three primary characteristics: first, its focus on problem-solving and exploration to produce, integrate, and generalize knowledge; second, student-driven,

interest-based tasks, where the learner determined the pace and sequence of instruction; and third, actions that supported the learner in assimilating new information into their existing. Discovery learning had been shown to significantly enhance students' ability to learn English. Prawerti (2014) found that this approach was particularly effective in teaching writing, improving students' performance in creating descriptive texts (Mukharomah, 2015). Therefore, understanding the best methods for implementing this model was crucial to ensuring its successful integration.

The 2013 curriculum played a significant role in shifting the learning system from a teacher-centered approach to a learner-centered approach, where students independently sought knowledge and answers, while teachers acted as facilitators. This curriculum emphasized discovery-based learning models, research, and problem-solving. It recommended several superior learning models, including Problem-Based Learning, Project Based Learning, Inquiry Learning, Discovery Learning, and Contextual Teaching. Discovery Learning, in particular, was an active, creative, and innovative approach that encouraged students to find their own solutions to teacher-engineered problems. According to Robyanto and Astuti (2022), the Discovery Learning model had been found to be more effective than other learning models.

Despite the number of studies related to examine discovery learning already exists, the use of discovery learning in English language learning is rarely addressed. The previous studies (Putra et al. 2020; Wardhani et al. 2022; Desyandri et al. 2019) has investigated the same field of study i.e. the use of discovery learning at the Elementary school level. This study uses more quantitative methods. On the other hand, the researcher for this study used a qualitative research method to get more information about the use of discovery learning in learning English. Investigating how the discovery learning is implemented and what are the advantages

in using discovery learning is an issue that should be explored further in order to find the effectiveness of the learning model using the discovery learning model to achieve learning goals. Therefore, the aim of this study was to explore the implementation and advantages of the Discovery Learning model in English language learning for elementary school students.

Identification of the Problem

In the learning process, both students and teachers aimed for learning to be effective and supportive of students' skill development. To enhance the effectiveness of the learning process, the Indonesian government introduced the Merdeka Curriculum. According to Ansari et al. (2022), the Merdeka Curriculum emphasized student independence and courage in learning, while allowing teachers flexibility to develop teaching methods tailored to students' needs. One method that aligned with the Merdeka Curriculum was the discovery learning approach.

Based on preliminary interviews with teachers in the study setting, several challenges were identified regarding the implementation of the Discovery Learning Model in English language instruction. First, teachers reported difficulties in integrating the Discovery Learning Model with existing curricula while adhering to mandated educational and assessment standards. They noted that the standards and assessments in use were often misaligned with the actual learning experiences occurring in the classroom.

Second, transitioning students from a passive learning environment to an active, inquiry-driven one was challenging. The entrenched habits within the existing education system often hindered the implementation of an active learning process for both students and teachers. Third, traditional assessment methods did not effectively measure the outcomes of discovery-based learning. Designing appropriate assessment strategies that accurately reflected

students' critical thinking, problem-solving abilities, and deeper understanding of concepts posed significant challenges. Fourth, both teachers and students lacked experience with the Discovery Learning Model. Lastly, ensuring the long-term sustainability of the Discovery Learning Model was difficult, especially as the dynamics among staff and students changed and evolved.

Based on the identified challenges, the researcher aimed to conduct a study titled "Implementation of the Discovery Learning Model in English Language Learning for Elementary Students." The purpose of this research was to examine the implementation of the Discovery Learning Model and to assess its advantages in improving English language learning for elementary students.

Delimitation of Problems

The research focused on the implementation and advantages of the Discovery Learning Model in English language learning for elementary students. It specifically examined the teaching and learning of English in elementary schools. The participants in the study included two teachers from a public elementary school who had implemented the Discovery Learning Model in their English language instruction.

Research Question

Based on the problem limitation, the following problems can be formulated:

1. How is the implementation of the Discovery Learning model by teachers in English teaching and learning in elementary school?
2. What are the advantages of Discovery Learning model teaching and learning for teachers in elementary school?

Objective of the research

The objectives of this study are as follows:

1. To find out the implementation of the Discovery Learning model by teachers in English teaching and learning in elementary school?
2. To find out the advantages of Discovery Learning model teaching and learning for teachers in elementary school?

Significance of the Research

The findings of this research are expected to be beneficial and valuable to teachers, other researchers, and educational institutions.

Teachers

The research findings were intended to serve as a guide for teachers in implementing the Discovery Learning Model in the teaching and learning process, helping them understand the best practices for using this approach. Additionally, the results of the study were designed to highlight the advantages of implementing discovery learning, providing valuable insights for teachers considering the use of this method in their instruction.

Other Researchers

This study aimed to provide references for future researchers. For scholars studying the same subject, it served as a valuable resource. Additionally, the findings of this study offered insights that could assist future researchers in advancing their own investigations.

Educational Institutions

The research findings on the implementation of Discovery Learning could serve as a model for other schools to adopt. These findings may also provide valuable considerations for incorporating discovery learning into the educational process.

Organization of the Research

This research is organized into five chapters, outlined as follows:

The first chapter presented the introduction, which included the background of the study, the statement of the problem, the delimitation of the problem, the research questions, the objectives of the research, the significance of the research, and the organization of the study. Restate RQs / Research Objectives.

The second chapter was a literature review that explained key concepts related to speaking, including its importance, essential speaking skills, speaking activities, and the role of group discussions. It covered effective strategies for conducting group discussions, the benefits of group discussions, and their application in enhancing speaking skills. Additionally, this chapter provided theoretical insights related to the use of group discussions in the context of learning speaking skills, along with a conceptual framework for the research.

The third chapter outlined the methodology of the research, detailing how the study was conducted and the steps involved in data collection. The methodology comprised seven sections: research design, research setting, research participants, data collection methods, research instruments, data collection procedures, and data analysis. Research design is the strategy approach that used to that directs a research study from beginning to end, including the

collection and analysis of data; research setting was the experimental, social, or physical setting in which a study is carried out; research participants is an individual who willingly participates in a study by supplying data or information that aids researchers in answering their questions; data collection method is methods and processes for obtaining data for research projects; research instruments was instruments for gathering, quantifying, and evaluating data for studies; data collection procedures is a methodical procedure for gathering and examining data in order to assess results and provide answers; and data analysis is the process of working with data in order to extract information that can be utilized to influence decisions.

The fourth chapter presents the findings and discussion of the research. It included data on the implementation and benefits of Discovery Learning in primary schools, and the researcher discussed relevant theories in relation to the results. This chapter also explain about the findings related to the implementation of the Discovery Learning model by teachers in English teaching and learning in elementary schools. The findings include the stages and processes carried out by both participants while using the discovery learning method, which are stimulation, problem statement, data collection, data processing, verification, and generalization. For the second research question, the researcher found three perceived advantages of the Discovery Learning model in teaching and learning for teachers in elementary schools: first, that discovery learning can improve students' English skills; second, that it increases students' motivation; and third, that it enhances students' cognitive skills.

The fifth chapter concluded the study and offered recommendations. It provided general responses to the research questions, summarized the findings of the investigation, and presented suggestions for educators, other researchers and for the educational institutions in the second section.