

وجهة نظر معلمي اللغة الانكليزية كلغة اجنبية تجاه استخدام استراتيجية التعلم بالاكتشاف
لزيادة تحصيل طلاب الرابع الاعدادي متعلمي اللغة الانكليزية كلغة اجنبية في مهارات الكتابة
جنان جفات حمزة

ا.م.د. رسل عاصم عبود

ا.م.د. هديل عزيز محمد رضا

جامعة بابل ،كلية التربية الأساسية

**EFL Teachers Perceptions Toward Using Discovery Learning
Strategy To Increase Iraqi EFL 4th Preparatory School Students
Achievement In Writing Skills**

By :

Jinan Chafat Hamza

Supervised by:

Asst. Prof. Dr. Rusul Asim Abood

Asst. Prof. Dr. Hadeel Mohammed Aziz

College of Basic Education, University of Babylon.

Email: jinchaffat7702@gmail.com

Abstract

English writing skills is one of the important and basic skills in learning the English language, through which the writer expresses his thoughts and opinions in a visual way in which he communicates with the reader. It is the weakness in choosing the appropriate strategies that increase the students' level of writing. The current study aims to identify the perceptions of English language teachers for the fourth grade of preparatory school towards the use of the discovery learning strategy. The researcher designed a questionnaire to collect data from a sample of 288 teachers(male-femal) from the center of Babylon Governorate. Using the statistical program spss, the results showed that teachers' attitudes towards using the discovery learning strategy were positive.

Keywords: Teachers Perceptions, Discovery, Writing Skills

الملخص

تعد مهارات الكتابة باللغة الإنجليزية من المهارات المهمة والأساسية في تعلم اللغة الإنجليزية ، والتي من خلالها يعبر الكاتب عن أفكاره وآرائه بطريقة مرئية يتواصل بها مع القارئ. تكمن المشكلة في الضعف في اختيار الاستراتيجيات المناسبة التي ترفع مستوى الكتابة لدى الطلاب. تهدف الدراسة الحالية إلى التعرف على تصورات معلمي اللغة الإنجليزية للصف الرابع من المرحلة الإعدادية نحو استخدام استراتيجية التعلم بالاكتشاف. صممت الباحثة استبانة لجمع البيانات من عينة قوامها 288 معلما (ذكور - انثى) من مركز محافظة بابل. باستخدام البرنامج الإحصائي spss أظهرت النتائج أن اتجاهات المعلمين تجاه استخدام استراتيجية التعلم بالاكتشاف كانت إيجابية.

الكلمات المفتاحية: تصورات المعلمين ، الاكتشاف ، مهارات الكتابة

Introduction

Writing is one of four basic skills. It has an important role for presenting ideas, makes sense of information, and gives a chance to communicate with people that may never meet. (Miller, 2006:1) According to Langan (2011) writing is a process of thinking and discovery in which the writer can discover what ideas can be included in his/her writing through the sequence of steps: prewriting, revising, and editing. In order to increase students' levels in writing, there must be good methods and strategies in teaching writing skills. The discovery learning strategy is one of them, which perhaps is the best-known form of inquiry-based learning. It requires students to investigate a topic, issue or problem by active means, obtain pertinent information, interpret causes and effects where relevant, and arrive at conclusions or solutions. (Ipid)

Literature Review

Theoretical Concept of Discovery Learning Strategy

Definition of Discovery Learning Strategy:

Discovery learning is thought to increase the ability of students to transfer information they construct to other areas, as it allows the students to independently explore broader issues (Klahr & Nigam, 2004) and it has the potential to increase the quality of education, approach, and student accomplishment in classes. (Bicknell-holmes & Hoffman, 2000:313-322).

Thorsett (2002) defined discovery learning as a learning environment in which the learner must independently find the main substance of what is to be learnt, making the student an active participant in his learning.

Balim (2009) states that discovery learning is as a teaching style in which a teacher helps students to talk and ask questions, as well as gather information on their own, in order for them to discover and uncover solutions via experience.

Singaravel (2012) defines Discovery Learning as a constructivist-based approach to education that uses inquiry-based learning. This method can also help students express their creativity because they engage in two exploratory activities: observation and experimentation. (Nutting, 2013:8). Mahmoud (2014) had conducted discovery learning strategy to improve students' English skill. He believed that this strategy is a good way to improve language skill.

Characteristics of discovery learning

- 1-Discovery learning has more value because you figure out the process rather than just following directions, which allows you to process information more deeply.
- 2-Discovery learning forces you to reconcile your current notions about a topic, many of which may be misunderstanding, with what you now see.
- 3-Discovery learning is more concrete, making it easier to understand for newcomers to a field. The majority of discovery assignments are based on real-world issues or situations. They are easier to visualize and relate to because of their "concrete" nature. Because you can see the concepts in action, you'll be able to visualize what's going on with a concept better.
- 4-Discovery learning occurs in a context that is comparable to the eventual contexts of use, which aids in learning when and how to apply information.
- 5-In discovery learning, the information's usefulness is more obvious. Too much of what you learn in school appears to have no relationship to the "real world," and is so unclear and unmotivating. Because concepts are presented in a context of usage, it is

easier for you to see how they will be employed in the future, which raises the value of the concepts for you as a learner.

6-Discovery learning is not a collection of facts. Most science professors believe that learning how to look instead of what to see is the most important thing students can learn in class. Classes, on the other hand, are rarely designed to allow students to see and participate in real-world science.

7-Discovery learning put the student in charge of most of the learning.(Svinicki,1998:6-7)

8-Discovery Learning encourages learners to solve a problem for provided knowledge or data.

9- The teacher serves as a guide who explains things to the students concepts.

10- DL necessitates the learners' extension, genetalization, and elaboration of new information.(Jameel,2019:5)

Procedures of discovery learning strategy

There are six stages in discovery learning:

1. Stimulation(givingstimuli) In this stage the raising motivation among students by using the questioning method, can help them in discovering the materials and thus creating a state of interaction in learning.

2. Problemstatement(identifytheproblem) Giving the student an opportunity to identify the problems associated with the material.

3- Datacollection :This stage trends to give students an opportunity to collect information to prove the validity or lack of their hypotheses .

4 Data processing: The informations collected by the students are interpreted and classified during the interview and the observation.

5.Verification:The students in this stage check if the hypothesis is accepted or rejected.

6.Generalization The students reach conclusions that are similar to the position of the educational process whose problems have been identified and that is through the results of the investigation that have been made Come to it.(Hartono,2020:1153).

Advantages of discovery learning strategy

Rahmi and Ratmanida (2014) indicate to some of advantages :

- a) Students' baseline knowledge is increased and expanded through the discovery learning technique.
- b) Students' vocabulary is increased through the discovery learning technique.
- c) It motivates students to take an active role in their education.
- d) It encourages self-motivation, active involvement, and innovation.
- f) The discovery learning approach helps students learn new facts, relationships, and truths.

Disadvantages of discovery learning strategy

There are some disadvantages can states as:

- 1) The density and diversity of information as a result of the wide field in which learning secures discovery, which may lead to a state of confusion for the learner.
- 2) Diversity of educational situations, which leads to different measurement and evaluation tools. A state of inattention among weak students.
- 3)The difference situations and the discovery of knowledge materials lead to a state of inattention among weak students .(Sofeny,2017:43).

Previous Studies**Krisnawati,E.(2015)**

A case study was applied in this research,entitled The Implementation of Teaching Writing Using Discovery Learning to the Eighth Grade Students at SMP N1 GROGOL in Academic Year 2014/2015 .

The purpose of this study was to find out the achievement of using the discovery learning of teaching writing in recount text . As a result, a researcher was focused in monitoring and developing a writing instructional approach.So, The research approach employed in this study was qualitative research, which didn't involve any statistical analysis to collect the data but he described how the implementation teaching writing using discovery learning to the eighth grade students of SMPN 1Grogol academic year 2014/2015. By used three instruments which they are observation, interview and documentation.The researcher came to the conclusion that discovery learning aids students in comprehending information and can also raise motivation.

Musdzal, R.(2020)

This study was quasi-experimental research,entitled The Influence Of Discovery Learning Method And Video On Students'Writing Skill.purpose of this research was to find out any significant improvement in students' writing skill after they are taught by using the Discovery Learning Method combined with Video on Students' Writing Skill of Recount Text . The population in this study were students in tenth grade. There were 193 students in total, divided into nine groups. Using cluster random sampling technique, class X MIA 1 and X MIA 2 were chosen as the study sample from among those nine groups. As a result, class X MIA 1 serves as the experiment class, with 21 students, and class X MIA 2 serves as the control class, with 20 students. The instrument that was used in this study to collect data was a test.The aim of this study was to see if there was a significant impact of using the Discovery Learning Method in combination with video on students' recount text writing skills in 1st grade at MAN 1 Sungai Penuh.There was significant effect of using Discovery Learning Method Combined With Video on Students' Writing Skill of Recount Text at the 1st Grade of MAN 1 Sungai Penuh in academic year 2018/2019.

Definition of Writing Skills

Writing is a process of communication contains artificial graphic marks on a durable or electronic surface and must use marks that relate conventionally to articulate speech (the systematic arrangement of significant vocal sounds) or electronic programing in such a way that communication is achieved.(Fischer,2001:12)

Archibald (2001) defined writing as a multifaceted skill that necessitates knowledge and expertise in a variety of areas. Its complexity stems from the writer's knowledge, experience, abilities, and identity interacting with the task's norms and cognitive demands.

Writing means sharing our thoughts and ideas.(Armstrong, 2011:12)And a mental activity that requires placing the information in a frame in which the sentences are clear and correct to ensure that the reader discover what things mean.(Rosenwasser & Stephen,2015:1).

Statement of the Problem

The problem of the present study comes from the views that Iraqi students faced some difficulties through writing in English. It is because writing is a complex skill for the student, as many problems arise during practicing because it includes multiple processes. (Westwood,2008:57)

The other problem is the impairment in the learning process which results from some of the methods used in it, that oblige the student to acquire knowledge through the teacher's perspective and what dictates to him/her, in order not to leave an opportunity to discover the knowledge on his/her own.

(Martaid,et al.,2017)

There are many studies that confirm the existence of problems in understanding writing skills among students ,and one of these studies conducted by Yasseen(2016)who found in her study that Iraqi students face many difficulties in writing because writing skill considered and for many years as a productive skill;therefore teachers emphasize grammar rather than decisions content ,organization of ideas .Deham(2020)agrees with Yasseen(2016)by saying that Iraqi students have many difficulties with writing skills and that is due to lack of teaching techniques which used by teachers .

Methodology**Aims of the study**

- 1.Highlight the possibility of using discovery learning strategy to improve improve writing skills to increase Iraqi EFL fourth preparatory students.
- 2.Determines whether teachers' perceptions are positive or negative about the use of the discovery learning strategy to increase Iraqi EFL fourth preparatory students.

Hypothesis of the study

It is hypothesized that there is no statistically significant difference at level of significance (0.05)between the mean scorers of using discovery learning strategy to increase Iraqi EFL 4th preparatory school students.

Procedures of the study

The steps adopted to achieve the aim of the study are:

- 1- Review of related literature.
- 2- Prepare a questionnaire to reflect teachers perceptions toward using discovery learning strategy to increase Iraqi EFL 4th preparatory school students achievement in writing skills .
- 3- Select a sample randomly from a population related to the study.
- 4- Discuss the results to reach conclusions, recommendations, and suggestions.

The significance of the study

The importance of research lies in:

- 1- improving the writing skills of students by using the discovery learning strategy
- 2- Students can develop writing skill through collaborative work between them as students on one side and between them and teachers on the other hand.
- 3- The discovery learning strategy increases the student's ability to creativity and innovation through research and investigation of information .
- 4- Building confidence in the students and giving them the opportunity to prove themselves in the face of various problems and come up with appropriate solutions .
- 5- Encourage students to think logically.

The sample of the study

The sample of the study conducted all the population which contains all English language teachers for the fourth preparatory stage in the center of Babylon for the academic year 2020-2021, and their number was (288) male and female teachers, including (91) male and (197) female teachers, according to the statistics of the Directorate of Education in the province of Babylon.

Results and Discussion**Table 4.5 square, df, mean, f, sig**

Source	square	D. f.	Mean square	F	Sig.
Gender	742.948	1	742.948	.880	.349
Certificate	101.146	1	101.146	.120	.730
Years of experience	390.745	2	195.372	.231	.794
Gender* certificate	224.341	1	224.341	.266	.607
Gender* experience	301.477	2	150.738	.179	.837
Certificate* experience	.455	2	.227	.0002	.987
Gender* certificate*experience	1.562	2	.781	.0009	.828
Error	236440.127	280	844.429	-	-
Corrected Total	8399576.000	288	-	-	-

1. With regard to gender (males, females), the researcher found that the calculated value of f was 0.880 at a statistical significance level of 0.34 and a degree of freedom of 1 and 287, so there are no differences because the tabular value was greater than the calculated value of 3.84

2. For certificate the researcher found that the calculated value of F value was 0.120 at

a statistical significance level of 0.34 and a degree of freedom of 1 and 287, so there are no differences because the tabular value was greater than the calculated value of 3.84

3. For he years of experiences the researcher found that the calculated value of F value was 0.231 at a statistical significance level of 0.34 and a degree of freedom of 2 and 287, so there are no differences because the tabular value was greater than the calculated value of 3.00

4. For the gender and certificate the researcher found that the calculated value of F value was 0.266 at a statistical significance level of 0.34 and a degree of freedom of 1 and 287, so there are no differences because the tabular value was greater than the calculated value of 3.84

5. For the gender and years of experiences the researcher found that the calculated value of F value was 0.179 at a statistical significance level of 0.34 and a degree of freedom of 2 and 287, so there are no differences because the tabular value was greater than the calculated value of 3.00

6. For the certificate and years of experiences the researcher found that the calculated value of F value was 0.0002 at a statistical significance level of 0.34 and a degree of freedom of 2 and 287, so there are no differences because the tabular value was greater than the calculated value of 3.00

7. For the gender ,certificate and years of experiences the researcher found that the calculated value of F value was 0.00029 at a statistical significance level of 0.34 and a degree of freedom of 2 and 287, so there are no differences because the tabular value was greater than the calculated value of 3.00

Conclusion

- 1.It was found that the teachers' attitudes towards the use of discovery learning in teaching writing were positive.
- 2.The Discovery Learning strategy provides the best opportunity for learners to improve their abilities in writing skills.
- 3.The students will be able to advance higher level of thinking.
- 4.Construct students' own experiences of learning.
- 5.This strategy is very suitable for preparatory school students , as it is one of the strategies that are enjoyable and motivating students.
- 6- The discovery learning strategy model is very practical to be applied in the classroom.

Recommendations

1. Because discovery learning is a students-centered method the teachers must give a chance to the students to get the experience by discovering new material.
2. teachers should find and learn the other sources which help students in the majors of writing skills like books, journal, workshop etc.
- 3.The writing skill has multiple aspects, including calligraphy, logically arranging ideas, grammatically correct sentence structure, etc. that obligate the teacher not to neglect any of these aspects during teaching and assessment.

References

- Archibald, A. (2001). **Targeting L2 Writing Proficiencies: Instructions and Areas of Change in Students' Writing over Time**, International Journal of English Studies, Vol. 1, No. 2
- Armstrong, D.(2011).**Analysis and Critique :How to Engage and Write About Anything.**
- Balim, G. (2009). **The effects of discovery learning on students' success and inquiry learning skills.** Journal of Educational Research. <https://doi.org/10.6084/m9.figshare.3437033>
- Bicknell-holmes, T., & Hoffman, S. (2000). **Experience , explore : Discovery learning in library instruction.** Reference Services Review, 28(4), 313–322. <https://doi.org/10.1108/00907320010359632>
- Dehham, S.(2020).**Developing Iraqi EFL School Students 'Performance in Creative Writing Skills Through Focus Strategy.** International Journal of Language and Linguistics
- Fisher, S.(2001).**A History of Writing.**7th.ed
- Jamel, A.(2019).**Measuring EFL Teachers' Implementation of Discovery Learning Strategies in Primary Schools.** A Refereed Scientific Journal.
- Klahr, D. & Nigam ,M.(2004).**The equivalence of learning paths in early science instruction: effects of direct instruction and discovery learning.**
- Krisnawati, E.(2015)**The Implementations of Teaching Writing Using Discovery Learning to the Eighth Grade Students at SMPN 1 Grogol in Academic Year 2014/2015.** | 11.1.01.08.0064
- Langan, J.(2011)**College Writing Skills.** New York
- Mahmoud, K. (2014). **The effect of using discovery learning strategy in teaching grammatical rules to first year general secondary student on developing their achievement and metacognitive skills.** International Journal of Innovation and Scientific Research, V (2), 146-153
- Martaida, T., Bukit, N, Ginting, E.(2017)**The Effect of Discovering Learning Model on Students' Critical Thinking and Cognitive Ability in Junior High School.** IOSR Journal of Research & Method in Education (IOSR-JRME).
- Miller, R(2006).**Motives for Writing .**New York.
- Musdzal, R.(2020). **The Influence Of Discovery Learning Method And Video On Students' Writing Skill.** International Ournal of Scientific Technology Research Volume , Issue 01, January 2020Issn.
- Nutting, C.(2013). **Discovery-Based Learning in World Arts: Teaching Creativity and Collaboration in the Undergraduate Fine Art Class.** Innovation Projects. 3, issue 1.
- Rahmi, Y., & Ratmanida. (2014). **The Use of Discovery Learning Strategy in Teaching Reading Report Texts to Senior High School Students.** Journal of English Language Teaching, 3(1).
- Rose waster, D.& Stephen,J.(2019). **Writing Analytically manager's Journal on English Language Teaching,** Vol. 2|No
- Singaravelu,G.(2012). **Discovery Learning Strategies in English -manager's Journal on English Language Teaching,** Vol. 2|No
- Sofeny, D.(2017).**The Effectiveness of Discovery Learning in Improving English Writing Skill of Extroverted and introverted Students .**Jurnal Penelitian Humaniora, Vol. 18,

- Svinicki, M. (2013). **ATheoretical Foundation for Discovery Learning** .University of Texas, Austin, Texas 78712-1111.
- Thorsett, P.(2002). **Discovery Learning Theory; A Primer for Discussion**.
- Westwood, P.,(2008).**What Teachers Need to Know about Reading and Writing Difficulties**.ACER Press Australia.
- Yaseen, A.(2016).**Investigating English Composition Writing Problems Encountered by Preparatory School Students and Finding Solutions to These Problems through Schema- Based Approach**. Journal of the College of Language.