

Discovery Learning Model through Students' Experience in Practicing English Conversation with Native Speaker

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Abstract:

Background: This research describes the implementation of English speaking practice with native speakers. The Discovery Learning Model is used in the speaking activity with the aim of students experiencing different sensations directly from similar activities and finding the obstacles they face. The sample involved was 37 students of Ubudiyah Indonesia University whose majoring in SI, TI and Law.

Materials and Methods: The study begins by directing the sample to take part in the speaking activity with native speaker. After while they were asked to fill out a questionnaire related to the activities that have been conducted.

Results: Through the descriptive qualitative method, it was found that there were 97,2 % students had no problems in communicating with native speakers and most of the 97,2% native speakers understood what was being asked by the students even though it had to be repeated more than once. When facing miscommunication, students tried to explain it by and accompanied by body language simultaneously. The students realized that the lack of vocabulary mastery (97,2%) and pronunciation problems (81,08%) were the obstacles they had in speaking activities.

Conclusion: the entire sample (97,2%) answered speaking activity with native speakers motivated them to speak English.

Key Word: Discovery Learning, Speaking, Native Speaker

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I. INTRODUCTION

Learning English should begin as early as possible. If awareness at elementary, junior high and high school level is still low, then being a student is the final opportunity to be able to master this skill. Students should be aware of the importance of mastering this foreign language as mentioned by David Crystal (2000:1) English is a global language used by a country to communicate with other countries around the earth.

Speaking is one of the skills that must be mastered in Learning English. Learning the beginning of speaking can be a simple conversational exercise, such as saying hello and making introductions. For students should have mastered the basic level conversation because learning a foreign language has become known since elementary school but in reality there are still many students who have difficulty in speaking English even in short sentences. If when they are students, teachers continue to motivate their students to venture to practice their speaking skills, then at the college level students should develop more self-awareness to master English.

In the process of learning to teach English in order to familiarize students to speak English, teachers often have short chats but the feedback obtained is often not as expected. This situation occurs because the students feel burdened with the conversation created by the teacher so that they have difficulty answering the conversation very easily. The appearance of fear, shame and worry about the response they give. Unfortunately this situation continues until they mature at the college level. Students are overcome with fear that if they respond wrongly it will have an impact on the value they will get later.

The difficulties experienced by students in speaking activities can be tried to be overcome by several learning processes that are slightly different from before. If usually speaking learning activities only take place in the lecture hall then it can be tried by changing the atmosphere and place of the activity and changing speaking partners. Efforts to change the interlocutor in speaking activities are expected to increase students' motivation and avoid burdening them with the value that will be obtained from the activity. During this time the interlocutor in speaking activities is a lecturer who has the course and also some student friends. Both are not something that is not appropriate but lecturers can invite teaching practitioners to present a different atmosphere and also direct students to find native speakers as partners to practice their speaking skills. A previous research from the land of the rising sun mentioned that communication with native speakers has many benefits for

students themselves because it can train their productive skills and receptive skills. There are several advantages to having an English conversation with native speakers as described by Fumiko Nishimura (2016) in his research, *Benefits and Issues: Visitor Session with Pre Intermediate Learners in Japanese*.

1. Know the cultural differences
2. Enrich vocabulary
3. As motivation
4. Add friends
5. Learn accents and pronunciation
6. Have a free tutor
7. Train confidence

In addition, Nishimura also mentioned some of the advantages of a native speaker that makes the process of learning English easier and more enjoyable. These advantages are:

1. Using English since childhood
2. Understand all forms of English
3. Understand the differences in English
4. Fluent in language and creative in innovating

As for knowing what real obstacles students feel in practicing speaking English, students are directed to discover their own problems through discovery learning models. Reported from the www.pgdnkasi.kemdndikbud.go.id of Ministerial Regulation No. 22 of 2016 implemented from the 2013 curriculum on Process Standards there are three learning models that are expected to shape scientific, social behavior and develop curiosity. One such model is the discovery learning model. According to Sardiman, Discovery Learning is a learning model that directly involves learners in the process of implementation to conduct activities to gather information, compare, group, analyze and make conclusions and find concepts of the findings obtained. Students also act as problem solvers in the learning process while lecturers are only as mentors who provide opportunities for students to learn actively. Discovery Learning aims to help students improve and improve cognitive skills and processes and the findings gained from such learning are key in this process (Sardiman, 2009:145)

In the implementation of the Discovery Learning Model begins with the first step of stimuli administration, identification of problems, data collection, processing data and drawing conclusions. Students are allowed to create their own pleasant atmosphere so that the process of conducting speaking activities runs as expected both for now and in the future.

Departing from the problems faced by students in speaking activities and the advantages offered from the theory of using the Discovery Learning model, came the idea to combine the two by using native speaker variables in this study. In other words, it can be said that this study aims to direct students in speaking English with native speakers through the discovery learning model so that later students can find what obstacles are felt when speaking and find solutions to the problems they face.

II. MATERIAL AND METHODS

This research involved students from the department of Information Systems, Informatics Engineering and Law, University of Ubudiyah Indonesia which totaled 37 people.

Study Design: Model Pembelajaran Discovery Learning

Study Location: foreign tourists in Banda Aceh during the holiday season such as, Baiturrahman Grand Mosque, Aceh Tsunami Museum, Lhoknga Beach, Ulelheu Port and so on. Students are directed to try to approach and ask for the native speaker's time to talk briefly with them about a topic of distress.

Study Duration: 6 month

Sample size: 37 people

Sample size calculation: The students in groups, 3 to 4 people, prepare for the implementation of speaking activities in the form of location determination, the preparation of a list of questions based on the chosen theme, the assignment and obligations of each member of the group, the provision of tools used to store data to be obtained from the implementation of the speaking activities.

Subjects & selection method: Roestiyah grouped this Discovery Learning Model into several phases, namely stimulation phase, problem statement phase, data collection phase, data processing phase and generalization phase. In the Stimulation phase, lecturers provide a form of stimulation in the form of stories and phenomena and activities that lead to the preparation of finding a concept and in the second phase, Problem Statement, lecturers invite students to identify problems. Furthermore, the Data Collection phase where students collect information through object observation, interviews and trials continued the data processing phase, students will process the findings data by writing down the results of the recording. The last phase, Generalization is a conclusion to the findings obtained.

Procedure methodology

For the implementation of this research the entire phase is described as follows ;

1. Stimulation phase in the form of preparation conducted by lecturers with students, which begins by giving an overview of the role of English as an international communication language, the importance of mastering English for the world of work and life. To fulfill these goals, students are expected to develop a desire to learn English, especially speaking skills. One way to do speaking exercises while increasing student motivation, lecturers direct them to prepare to practice speaking with native speakers. Preparations in this phase of stimulation include:
 - a. Theme Determination
There are three themes that can be chosen by students as a topic of conversation with native speakers, namely Acehese coffee, tsunami disaster and Islamic sharia. The three themes are considered to represent something related to Aceh.
 - b. Preparation of the question list
Students compile a number of questions to ask and discuss with native speakers they meet.
 - c. Determination of speaking location
Lecturers provide an overview of places that students can visit to do speaking exercises. Places that are often visited by foreign tourists in the city of Banda Aceh during the holiday season such as, Baiturrahman Grand Mosque, Aceh Tsunami Museum, Lhoknga Beach, Ulelheu Port and so on. Students are directed to try to approach and ask for the native speaker's time to talk briefly with them about a topic of distress.
2. Problem Statement phase is the implementation of speaking activities with native speakers.
After finding native speakers who are willing to help students do a short talk about a theme that has been chosen, English Speaking activity can be done immediately.
3. Data Collection phase is the start of speaking activities by students with native speakers in the form of short interviews. The students recorded the activity process using a pre-prepared recording device, recorder and camera.
4. In the Data Processing phase, students will analyze the data obtained from the recording during speaking activities. The data acquisition will be written and summarized in the language narrated by each group.
5. Generalization Phase
In this phase, students will discuss reporting what they have done from the first phase to the fourth phase. In the report of the results of the implementation of speaking activities are also conveyed the experience felt. In addition, students must make conclusions and suggestions from the activities that have been carried out.

The reports submitted by students are a source of information to find out what learning they get from the experience of having direct English conversations with native speakers. Students are also asked to answer a number of questions provided by lecturers related to their speaking activities. The question is given in the form of a closed questionnaire which means students answer questions by choosing one of the three answer options provided. Although the implementation of Speaking activities with native speakers is done in groups, the questions given must be answered individually. The question in question can be seen in the following table.

Group	:
Name/NIM	:
Department	:
Native Speaker's name	:
Country of Origin	:
Location/Time Speaking:	
Theme	:
1. What preparation do you do to perform Speaking Activity tasks with native speakers?	
a. Practice memorizing vocabulary	
b. Listen to English conversations	
2. Are you having trouble finding native speakers? Like having trouble getting their time?	
a. Yes	
b. No	
3. For what reason did you choose the theme you would talk about?	
a. Easy	

- b. Easier
- 4. Do you start the Speaking activity with greeting and introduction?
 - a. Yes
 - b. No
- 5. Can native speakers understand every question you ask?
 - a. Yes
 - b. No
- 6. Can you understand the response from the native speaker?
 - a. Yes
 - b. No
- 7. What do you do when you have a problem when the native speaker can't understand your question?
 - a. Repeat it
 - b. Provide body language assistance
- 8. What obstacles do you face in doing the Speaking Activity?
 - a. Vocabulary
 - b. Pronunciation
- 9. Is it after realizing that there are shortcomings in doing these activities that you have a desire to be better?
 - a. Yes
 - b. No
- 10. Do you think the Speaking Activity with Native Speaker helps you improve your English skills?
 - a. Yes
 - b. Not

Statistical analysis

Data The report submitted by students begins with the writing of the background of the activities carried out, the purpose of learning speaking, the reason for the selection of the theme, the analysis of the results they get and the impact they feel after experiencing the speaking activity directly with the original speaker. In the report also included a brief bio of the native speaker, a list of questions according to the theme, answers based on the results of the recording, a description of the student's answers obtained.

III. RESULT

The time required to carry out this research is for one semester or approximately six months. This research began from the first meeting of Mk English lectures that coincided with the Stimulation phase until the end of the lecture when the Generalization phase was formulated. Learning English Speaking with native speakers using the Discovery Learning model aims to provide opportunities for students to practice speaking English through a different atmosphere. The difference is in terms of partner speaking, where speaking takes place and the topic discussed. In addition, through the use of Discovery Learning learning model to learn English speaking students are expected to find obstacles faced in conducting such activities and design solutions to overcome them.

Based on the data obtained from the students' direct experience as well as the answers given from the questionnaire that was disseminated after the speaking activity was conducted, the results of the research found can be seen in the table below.

Table no : Shows metabolic parameters of patients of the three groups before treatment.

No	Pertanyaan	Pilihan Jawaban		Persentase %	
		A	B	A	B
1.	Persiapan apa yang Kamu lakukan untuk melakukan tugas Speaking Activity dengan native speaker?	31	6	83,7%	16,3%
2.	Apakah Kamu kesulitan menemukan native speaker? Seperti kesulitan mendapatkan waktu mereka?	1	36	2,7%	97,2%
3.	Atas alasan apakah Kamu memilih tema yang akan Anda bicarakan?	35	2	95,5%	5,40%
4.	Apakah Kamu memulai aktifitas Speaking tersebut dengan greeting dan introduction?	4	33	10,81	89,1%
5.	Apakah native speaker bisa mengerti setiap pertanyaan yang Kamu ajukan?	36	1	97,2%	2,70%
6.	Apakah Kamu dapat memahami respon jawaban dari native speaker tersebut?	36	1	97,2%	2,70%
7.	Apa yang Kamu lakukan saat mempunyai masalah saat native speaker tidak dapat memahami pertanyaan Anda?	37	37	100%	100%
8.	Apa kendala yang Kamu hadapi dalam melakukan Speaking Activity tersebut?	36	30	97,2%	81,08%
9.	Apakah setelah menyadari adanya kekurangan dalam melakukan aktifitas tersebut Kamu mempunyai keinginan untuk menjadi lebih baik?	32	5	86,4%	13,51%
10	Apakah menurut Kamu kegiatan Speaking Activity with Native Speaker tersebut membantu anda meningkatkan kemampuan bahasa Inggris?	36	1	97,2%	2,70%

From the data presented in the table above, it can be seen that the preparation of students for speaking activity is to practice memorizing vocabulary as much as 83.7% while those who prepare by listening to English conversations for the activity as much as 16.3%. 97.2% of students have no problem communicating with native speakers. 95.5% of students chose a theme to talk about with native speakers for easy reasons. 89.1% of students started a conversation with greeting and introduction. Most native speakers 97.2% understand what is asked even though it should be repeated more than once. Only 2.7% of students were unable to respond to what the native speaker said.

When native speakers can't understand what's being talked about, students try to explain by repeating it and accompanied by body language. They did both to clarify the intent of the conversation. So it can be said that the repetition of the question (100%) and communication accompaniment with body language (100%) done simultaneously.

After plunging directly into the speaking activity they realized that the lack of mastery of vocabulary (97.2%) is the main problem encountered when speaking English followed by pronunciation problems (81.08%) Next. Students admit speaking native speakers is one way to practice speaking English. This is evidenced by almost the entire sample (97.2%) answering speaking activities with native speakers can motivate them to speak English.

After carrying out research with the first step of directing students to train themselves to speak English with native speakers can be concluded that efforts to motivate students to learn English, especially in practicing speaking showed a positive impact. The different atmosphere that during the training activities makes students more eager to train and develop English skills, especially speaking skills.

IV. CONCLUSION

Based on the results of the analysis that has been done, it can be concluded that motivating students to speak English must continue to be done in various ways, one of which is by presenting a new atmosphere in speaking activities, such as changing speaking partners, talking themes and where speaking activity takes place. The implementation of speaking activity conducted by students of The University of Ubudiyah Indonesia majoring in IT, SI and Law through practicing English conversations with native speakers, themes and locations that are different from the conversations they have done before shows a change in their views in learning English, especially for improved speaking skills. They can start the exercise by memorizing vocabulary and listening to English conversations with an easy theme.

The implementation of this speaking activity is expected to continue to be carried out on an ongoing basis and get full support from lecturers and the educational environment so that college graduates have more value than mastery of these skills.

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