

THE IMPACT OF LEARNING-BASED LEARNING STRATEGY THROUGH DISCOVERY IN THE DEVELOPMENT OF STUDENT MOTIVATION TOWARDS LEARNING ENGLISH IN JORDAN

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ABSTRACT: *The present study aimed to identify the impact of learning-based learning strategy through discovery in the development of student motivation towards learning English in Jordan. To achieve the objectives of the study, the researcher followed the analytical descriptive approach in terms of applying the study tool and data collection and analysis. The study found that there were (35) students from Deir Al-Liat secondary school for girls. The study found that there is an impact on the strategy of learning based on learning through discovery in the development of motivation Lab about learning English in Jordan, the researcher recommended to circulate the results of the current study by the Jordanian Ministry of Education on the various directorates to take advantage of the results in raising the students' motivation to learn English.*

KEYWORDS: Discovery, Motivation, Strategy.

INTRODUCTION

Many educational staff and those interested in children from parents face the lack of desire to learn often in the student towards learning and the continuation of this desire in this negative trend worries teachers and parents and may eventually lead to drop out of school or to the weakness of the school.

And began to search for modern educational methods that limit such problems and raise the motivation of students to learn. (Duke, 2010)

From this point of view, the method of inquiry has emerged because of its importance in encouraging and training students to think and research skills, gather information and make decisions, and develop their motivation to learn. Teaching in this way moves the activity within the classroom from teacher to student and gives them an opportunity to live the pleasure of discovering the unknown themselves (Zureigat, 2017)

Motivation is one of the most important factors affecting the raising of students' academic achievement and increasing their integration into the educational learning process, and cannot be overlooked as one of the factors supporting the educational process within schools in different sectors. Developing student motivation towards learning English in Jordan.

Problem of the Study:

From the above we can say that the following question reflects the main problem in this research article:

What is the impact of the learning-based learning strategy through discovery in the development of student motivation towards learning English in Jordan?

Objectives of the study:

The objectives of this study are to measure the motivation of students to learn English before and after the implementation of the learning strategy through discovery and to know whether the difference is significant for the benefit of the post-measurement application.

Importance of the study:

The importance of this study stems from the importance of its subject, which is one of the pillars of excellence and progress in the educational process within the government schools of the Ministry of Education in the Hashemite Kingdom of Jordan. The more students' motivation to learn, the lower the level of anxiety and tension. Ability to excel and progress scientifically and intellectually.

Terminology of the Study:

1. Discovery learning: Is a process of thinking that requires the individual to reorganize the information stored in him and adapt it so that he can see new relationships not previously known to him. Discovery learning can be defined as the learning that occurs as a result of student processing, synthesis, and conversion of information into new information, enabling the student to guess or compose, or find, using extrapolation, extrapolation, viewing, updating, or otherwise. The method of learning by discovery is one of the most fascinating ways to help students discover ideas and solutions themselves, which in turn generates satisfaction and a desire to continue science and learning and allow them to explore new ideas for themselves. (Kubaisi, 2008)
2. motivation: Achieving the goal requires: exerting effort and activity from the individual and following up that activity diligently and diligently, to reach the final goal, if the goal of the student is to succeed and get the certificate; he must exert effort and attendance at school and study and understanding lessons and performance exams diligently and diligently and also to continue to perform those Activities constantly throughout his school life. If it fails or fails in part, it may not reach its goal and the ultimate goal is the primary engine of its performance and activities. The student can achieve his goal only if he has the power to accomplish these activities and this driving force of activity or behavior is called: motivation.(Gbari, 2008)

Limitations of the Study:

1. Spatial boundaries: The spatial boundaries of this study are the public schools of the Ministry of Education in Jordan.
2. Human Boundaries: This study was limited to a random sample of (35) female students in the eighth grade.
3. Time Limits: This study was completed in the academic year (2017/2018).
4. Scientific Limits: This study focused on measuring the impact of the learning-based learning strategy through discovery in the development of student motivation towards learning English in Jordan, through an applied model of a lesson.

LITERATURE REVIEW

Modern learning strategies and learning through discovery are two sides of a single coin that affect each other and cannot be separated because they are closely linked to the learning process.

The following is a brief explanation of both the learning strategy through discovery and the motivation of students to learn:

The importance of discovery learning:

1. Learned discovery helps to learn how to track the evidence and record the results so that they can deal with the new problems.
- 2 - provides the learner many opportunities to reach the inferences using the logical thinking, whether inductive or deductive.
- 3 - Encourages discovery critical thinking and works at the higher mental levels such as analysis, synthesis and evaluation.
- 4- The learner returns to dispose of the delivery to others and the traditional dependence.
- 5 - achieve the activity of the learner and its positive in the discovery of information, which helps to keep learning.
6. Helps to develop creativity and innovation.
- 7 - increases the motivation of the student towards learning, providing the thrill and excitement felt by the learner during the discovery of information himself. (Mishaan, 2008)

Discovery types:

There are several teaching methods for this type of learning according to the amount of guidance provided by the teacher to students:

1. Direct discovery: It provides learners with sufficient instructions to ensure that they have valuable experience, ensuring their success in using their mental abilities to discover scientific concepts and principles. Learners must understand the purpose of each step of discovery. This method is suited to the students of the foundation stage and represents an educational method that allows students to develop their knowledge through experiences Direct operation. (Abu Ghraib, 2008)
2. Semi-directed discovery In which the teacher presents the problem to the learners with some general guidance so as not to restrict him or her from the opportunities of practical and mental activity, and gives the learners some guidance. (Abu Reish, 2006)
3. Free discovery It is the best kind of discovery, and learners should not engage in it unless they have practiced the two previous types. The learners face a specific problem and are asked to reach a solution and leave them with the freedom to formulate hypotheses and design and implement experiments. (Kubaisi, 2008)

Steps of the Discovery method:

Although there are several models for the survey, all these models deal with the individual as an educated person seeking to find facts and information by thinking, using inquiry and scientific research. So, we will simply present the model as a pattern of inquiry-based education, In Secman the five main stages can be illustrated as follows:

First: To present the problem to be studied:

There is a problem or question or issue where the teacher to present this problem, indicating the procedures to be followed in the search for a solution or explanation of this problem, and depends on the type of problem and the presentation of several factors, including: curriculum, and the characteristics of learners and the time available for reflection and reflection in The problem and the number of learners, and the teacher to take into account these factors when choosing the problem, preferably the problem of the kind that works to raise the curiosity of students, and there are several forms to present the problem, including:

1. Provide conflicting information to students, and ask them to choose a particular position of this information.
2. Presenting or presenting things that contradict the students' ideas.
3. Presenting or presenting positions or issues without specifying their endings to allow students to seek acceptable ends.
- 4 - The teacher may use other types of questions such as questions of parallel thinking, and depends on the answer to the learner's background and cognitive level. (Atwi, 2007)

Second: Gather information:

This information is usually obtained through the use of the question and answer method, whether with the teacher or among the students under the supervision of the teacher. Students may be asked to search for information from other sources such as the library, use the experiment or ask the competent authorities.

Third: Validating the information:

This step takes several forms: Examining the information as if the student compares this information to make sure there is no contradiction in the information, especially if the student collected the information about the problem from multiple sources, or the student examines this information with his colleagues, About this information.(Duke, 2010)

Fourth: the stage of organizing and interpreting information:

The students begin to organize and arrange this information to arrive at a convincing scientific explanation of the problem under study. The information is presented in the form of explanatory statements of the problem, its causes and aspects, and finally a reasonable and acceptable solution to the problem is reached. (Atwi, 2007)

Fifth: Analysis and evaluation of the survey process

It is a process in which all the steps they take to address the problem are reviewed and analyzed from the problem identification to the judgment of the problem and its interpretation. (Mishaan, 2008)

The role of the teacher in discovery learning:

1. Determine the scientific concepts and principles that will be learned and put in the form of a question or a problem.
2. Preparation of the educational materials necessary for the implementation of the lesson.
3. Formulate the problem as sub-questions so as to develop the skill of imposing assumptions among learners.
4. Identify the activities or experiential experiments to be carried out by the learners.
5. Evaluating learners and helping them to apply what they have learned in new situations (Al-Kubaisi, 2008)

Second: motivation

Motivation is one of the topics that has attracted the attention of many and many educators. It means achieving something difficult in the physical subjects or ideas, dealing with it, organizing it and doing it as quickly and independently as overcoming obstacles, achieving a high level of self-sufficiency and competition for others and overcoming them. The path of successful practice, ambition, perseverance and endurance. (Ghabari, 2008)

We can distinguish between two types of motivation to learn by source of stimuli: external motives and internal motives.

1. External motivation: It is the external source, such as the teacher, school administration, parents, or even peers. The learner may accept to learn to seek the satisfaction of the teacher or to gain admiration and encouragement and to receive the prizes material or moral provided, or may accept the learner to learn to please his parents and gain their love and appreciation for his achievements, or to obtain material or moral encouragement of them may be the management of the school another source of motivation By providing material and moral incentives to the learner. Peer may be the source of this motivation in what they admire or even envy of their colleague. (Abu Riash, 2006)

2. Internal motivation: It is the source of the learner himself, provided to the learning driven by an internal desire to satisfy himself, and in pursuit of a sense of learning pleasure, and gain the knowledge and skills that he loves and tends to because of its importance for him and therefore internal motivation is a necessary condition for self-learning and learning Lifelong education emphasizes the importance of transferring the motivation of learning from the external to the internal level, taking into account the learner's education and how to learn from the early childhood, in kindergartens and kindergartens in this case can continue to self-learning in areas that He has developed interests and tendencies towards them, which drives him to continue learning for life. It is worth remembering that a teacher lacking motivation in his education cannot inspire the motivation to learn in the minds of his learners, as they say, "The lost thing does not give it". (Nawaf, 2008)

From the above, the beginning of motivation is external, and with age and school, and the crystallization of interests and tendencies, the learner can move to the level where motivation for learning is internal. External motivation remains as long as the incentives exist, while the interior stays with the individual for the rest of his or her life.

Methods to stimulate motivation among learners:

1. Give material incentives such as grades, a piece of candy, a pen or cloth, a moral such as praise, praise, or a plate of honor, or a morning speech. The quality of the incentives depends on the learner's age, mental level and social and economic environment. Prefer not to get accustomed to the learner on the incentive material. (Gbari, 2008)
2. Utilizing the achievements of technological science in arousing curiosity and suspense of the learner, such as helping him to learn through organized play or dealing with computers, are methods that contribute greatly to increase the motivation for learning and to continue it to the maximum of the abilities of the learner, Learning, and the development of independence in learning. (Abu Riach, 2006)
3. Emphasize the importance of the subject for the field of study: As if we say today's lesson about the collection process, an important process in your life, you will not know the number of pens, books, brothers and friends, and flowers in the garden only if you understand, so pay close attention to this subject during the study, You have understood it well.
4. Emphasize the relevance of the subject of the lesson to other subjects such as emphasizing the importance of understanding the collection process to understand the subtraction process that we will study later, or understanding the grammar of the language so that we write in proper language in all the sciences later. (Ghabari, 2008)
5. Emphasize the importance of the subject of the lesson in the life of the learner: For example, we study in science phenomena such as rain, lightning, thunder, eclipses, eclipses, light and shadow, and other events had been human in the past to ignorance, so we learn not to fear in the future. (Abu Riash, 2006)
6. Link learning to work: This stimulates the learner's motivation and motivates him to learn as long as he participates manually in the activities that lead to learning. (Duqa, 2010)
7. Show purposeful stories: show what the neglect of the study and the ignorance of ignorance, and the teacher can use the stories in the library of the school, and review the story with children after having been commissioned to read if they are able to read. (Dokkah, 2010)
8. Remind learners always that the request of knowledge imposed on every Muslim and Muslim, and that God has preferred scientists to worshipers, and martyrdom in the Quranic verses and the prophetic Hadiths (Abu Reash, 2006)
9. Proximity to learners and their love in the teacher, the learner loves the material and more motivated to learn if the teacher loved. (Duke, 2010)
10. That the teacher acts as a model for learners in the interest in external reading and sit with them in the library, this contributes greatly to the development of the tendency to self-learning of the learner. (Abu Reash, 2006)

11. Employ interesting and interesting presentation methods, and participation of learners during their implementation, and encourage them to solve the problems that arise within the classroom themselves (Gbari, 2008)
12. Use motivational induction techniques when starting a lesson or experience such as inventor stories, brainstorming questions, and surprising practical presentations. (Duke, 2010)

METHODOLOGY OF THE STUDY

A) Population and sample of the study

The current study population consists of the eighth grade students in the Jerash Education Directorate in the Hashemite Kingdom of Jordan (1737). The study sample consisted of (35) female students of the eighth grade from Deir Al-Liat secondary school for girls.

B) The study Tools:

The researcher relied on a tool previously developed to measure the motivation of students to learn English after using the learning strategy through the discovery in the classroom by English teachers. It is a questionnaire consisting of (20) paragraphs prepared by Walid Al-Boat, (Al-Boat, 2016)

C) Statistical Treatment:

The data of this study were processed according to the following methods:

- 1- Using the Cronbach's Alpha coefficient to determine the stability of the tool.
2. The arithmetical averages and the standard deviations.
- 3-One sample T-test

D) reliabilityof the study tool:

The researcher applied the tool on a survey sample of the study population of (20) students to calculate the stability of the study tool through the equation of the consistency of internal consistency (midterm fragmentation) and corrected by the equation of Spearman Brown, and the following table indicates the value of stability and corrected stability value.

The reliability coefficient was (0.77) in this study, while the corrected reliability coefficient (0.87) was acceptable in this type of humanitarian studies. See Table (1).

Table (1) The study tool reliability coefficient

Corrected reliability coefficient	Split – half reliability coefficient
0.87	0.77

$$\text{Corrected reliability equation} = 2 \times \text{split – half reliability coefficient} / 1 + \text{split – half reliability coefficient}$$

Analyzing Data and Testing Hypotheses:

The first main hypothesis: There is no statistically significant effect at the level of significance ($\alpha = 0.05$) of the motivation strategy for learning on the level of achievement of students of secondary school in the English language.

Table No. (2) The arithmetic means, standard deviations and T – value of the sample members responses to the study tool

No.	Arithmetic mean	Standard deviation	T	df	sig
35	71.6	1.982	6.325	34	0.000

By looking at the previous table, we find that there is a statistically significant effect on the level of alpha (0.05) of the learning-based learning strategy through discovery in the development of students' motivation towards learning English in Jordan, where the value of the significance level is less than the value of the significance level Alpha (0.05) and thus accept the alternative hypothesis and reject zero, as indicated by the arithmetic mean (71.6) for the strength and positive relationship.

RESULTS

1. There is an impact of the learning-based learning strategy through discovery in the development of student motivation towards learning English in Jordan.
2. The teachers of Jerash Education Directorate resort to the use of modern learning strategies on a continuous basis, which indicates their high educational efficiency in seeking to raise the motivation of their students to learn.
3. The students of the Jerash Education Directorate respond to new and unfamiliar learning strategies. This is evident through their responses to the sections of the study tool.

RECOMMENDATIONS

1. Disseminate the results of the current study through the Jordanian Ministry of Education in various districts to benefit from its results in raising the motivation of students to learn English.

2. Apply the learning strategy through discovery on the rest of the educational materials for primary and secondary students.
3. Encourage students to engage in modern educational methods by raising awareness of their importance.

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