

Guided Discovery Strategy: Providing an Interesting Teaching and Learning Process through Audio-Visual Media

Nurima Rizki Dongoran¹, Nirwana Nirmawan²

^{1,2}Politeknik Negeri Medan, Indonesia

Corresponding Author:

Nurima Rizki Dongoran

nurimarizkidongoran@polmed.ac.id

Abstract

Selecting an optimized teaching strategy and instructional medium is crucial to embrace student engagement and ensure cognitive acquisition. Traditional expository methods frequently struggle to maintain high levels of learner autonomy and long-term memory retention. This study aims to investigate the implementation of the Guided Discovery Strategy combined with Audio-Visual Media to deliver an engaging, interactive, and highly effective narrative text writing course for Indonesian EFL university students. Utilizing a descriptive qualitative case study design, this research examined classroom interactions, group outputs, and oral responses of first-year students over a four-week instructional cycle. Data collection was carried out through systematic classroom observation, textual analysis of students' collaboratively written text paragraphs, and structured group interviews. The results revealed that the four-stage framework of Guided Discovery (Introduction and Review, Open Phase, Convergent Phase, and Cover) combined with structured video materials significantly enhanced the students' contextual grasp of generic structures (orientation, complication, resolution) and syntactic properties (simple past tense) of narrative texts. The study concludes that guided discovery effectively reduces didactic lecturing and optimizes the learner's zone of proximal development, creating a memorable, self-directed learning atmosphere. Implications for instructors regarding precise temporal planning and strategic questioning sequence selection are discussed.

Keywords: *Audio-Visual Media, EFL, Narrative Text*

Introduction

The selected teaching strategy and corresponding learning media serve as fundamental pillars that directly determine the success of knowledge acquisition. These two components are inherently symbiotic and interrelated. The deliberate integration of a specific teaching model demands a compatible medium to optimize its instructional affordances. Nevertheless, selecting an empirical pedagogical approach requires lecturers to scrutinize multiple variables, including the explicit learning objectives, the nature of cognitive tasks, the desired learner behaviors, the situational learning context, and the psychological characteristics of the students. Structurally, the primary function of any instructional medium is to act as an auxiliary aid that proactively transforms the affective climate, structural conditions, and physical learning environments orchestrated by the instructor. To fulfill this educational demand, the Guided Discovery Strategy combined with Audio-Visual Media offers a comprehensive, learner-centered framework designed to bolster deeper cognitive engagement.

Developing EFL learners' productive and receptive skills in non-native contexts presents a unique set of instructional challenges. Language constructs such as narrative texts require students to understand not only linguistic features like the past tense but

also abstract organizational structures such as orientations, complications, and resolutions. Traditional expository teaching methods, which rely heavily on deductive lecturing, rote grammar memorization, and lecturer-centric text translation, often lead to disengagement, low motivation, and poor long-term knowledge retention. Under deductive models, students remain passive consumers of information, failing to develop the problem-solving abilities required to internalize complex linguistic patterns. To resolve these pedagogical shortcomings, educational researchers emphasize the shift toward constructivist models that position students as active discoverers of knowledge.

Guided discovery learning bridges the gap between structured instructional delivery and autonomous student inquiry. By leveraging high-interest audio-visual media, lecturer can capture visual and auditory attention simultaneously, presenting authentic language in a meaningful situational context. While previous literature has extensively separately analyzed discovery learning and multimedia integration, there remains a distinct empirical gap regarding how a highly scaffolded, four-stage guided discovery model utilizes video storylines to co-construct grammatical rules and structural concepts collaboratively in EFL settings. This study addresses this gap by investigating how the systematic deployment of guided discovery strategy through audio-visual media shapes classroom activities and enhances text-building capacity. The insights gained from this study provide a practical blueprint for English lecturers looking to implement active learning frameworks without sacrificing curriculum pacing or conceptual accuracy.

Literature review

a. Guided Discovery Strategy

Discovery learning, as conceptualized by Richards and Schmidt (2002), represents an inductive pedagogical approach wherein learners develop cognitive processes associated with discovery and systematic inquiry by observing raw data, inferring underlying patterns, formulating hypotheses, predicting outcomes, and communicating their insights. Unlike pure, deep-end induction, which can overwhelm learners due to heavy cognitive load, guided discovery implies a calibrated degree of external intervention. This intervention is engineered by the instructor through the form of graduated, sequential exposure to linguistics data and carefully placed, scaffolded questions. Consequently, the guided discovery strategy fundamentally diverges from unstructured discovery, where students are left to identify patterns and relationships without the explicit guidance of an expert educator.

When executed properly, the structural efficacy of guided discovery is strongly supported by empirical research. As noted by Jacobsen, Eggen, and Kauchak (2009), quoting the seminal assertions of Mayer, while guided discovery may consume varying amounts of instructional time compared to conventional expository teaching depending on task complexity, it yields significantly better long-term memory retention and conceptual transfer. Furthermore, Moreno and Duran (2004) indicate that when utilizing guided discovery frameworks, instructors spend less time delivering monologic explanations and more time proposing analytical questions. This shift encourages active cognitive processing among students and promotes internal motivation. This scaffolding function can be seamlessly embedded within task sheets, peer interaction protocols, or computer-mediated prompts that adapt to the learner's evolving understanding.

Guided discovery has a profound impact on children's academic engagement. It ignites curiosity regarding classroom materials and empowers students to deploy them creatively in independent and collaborative academic tasks. Most importantly, children

are positioned at the absolute center of the learning process. Every phase of guided discovery encourages children to propose original ideas, act upon their hypotheses, and share their analytical results with peers, thereby stimulating collective thinking. Structurally, it is designed to teach complex concepts and the subtle relationships between concepts (Eggen et al., 2009). The instructor provides rich, illustrative examples, guiding students to discover patterns independently, while offering corrective closures to ensure that the abstractions formed by the learners are accurate, valid, and structurally complete.

b. Audio-Visual Media as an Instructional Aid

The term media originates from the Latin 'medius,' which translates literally to 'middle,' 'intermediate,' or 'introduction.' Within modern pedagogy, instructional media and teaching methodologies are tightly linked. Selecting a specific method automatically dictates the types of supportive media required, though lecturers must balance other parameters such as curricular goals, task typologies, target learner responses, and demographic profiles. The interpersonal lecturer-student relationship remains the vital core of contemporary education; media does not replace the lecturer but acts as a force multiplier to realize specific objectives.

From a technical and cognitive standpoint, motion pictures and modern video formats project frames sequentially to simulate living, dynamic scenarios. Video media blends fluid visual representations with synchronized auditory tracks, providing a powerful dual-coding sensory experience. While both films and videos are traditionally used for documentation or leisure, their educational utility lies in their capacity to present structured content in an exciting, highly clear format. Information is absorbed more efficiently when multiple senses specifically the eyes and ears are simultaneously activated to decode incoming stimuli.

c. Strategic Planning and Pedagogical Stages

Planning for a guided discovery lesson begins with clear topic identification and operational goal formulation. Assessing students' prior knowledge is vital, as the selection of text or video examples is highly critical; students rely completely on these examples to build mental abstractions. Instructors must ask themselves: what specific illustration will best guide students to understand this linguistic rule? This guides the selection of data that possesses clear, observable characteristics illustrating the target concept.

The next step involves sequencing these examples based on difficulty. Providing transparent, straightforward examples first accelerates early comprehension, while introducing complex, ambiguous data later allows advanced students to practice hypothesis testing and data analysis. Instructors must also plan for extra time, as open-ended questioning leads to divergent student answers. This extra time is an investment that increases student motivation and supports incidental learning opportunities.

According to Jacobsen, Eggen, and Kauchak (2009), guided discovery relies heavily on Vygotsky's socio-cultural learning model, where the lecturer works within the learners' Zone of Proximal Development (ZPD) to scaffold learning using an explicit four-stage framework:

1. Introduction and Review: The lectures opens with a media focus to capture attention and review previous concepts, activating prior knowledge.
2. Open Phase: The lecturer provides rich examples and asks students to observe, compare, and identify distinct characteristics, fostering peer interaction.
3. Convergent Phase: The lecturer asks strategic, targeted questions to guide students in finding patterns and relationships across the examples, initiating abstraction.

4. Cover / Closure: The lecturer wraps up the lesson by explicitly defining the rules or structural concepts, ensuring the new knowledge is clear and complete.

Method

a. Research Design

This study applied a descriptive qualitative research design, adopting an empirical case study approach. Qualitative methodology seeks to examine how theoretical concepts manifest across real-world situations, gathering descriptive qualitative data in the form of words, interactions, and texts rather than numerical values. As outlined by Sukardi (2003), qualitative research aims to describe facts systematically, accurately, and objectively. Specifically, a case study design allows for an intensive, holistic exploration of a bounded contemporary phenomenon within its natural classroom context (Creswell & Creswell, 2017). The study was conducted with Indonesian EFL university students who demonstrated initial difficulties in comprehending and constructing narrative texts during baseline assessments.

The instructional cycle spanned four weeks and was centered around narrative text units. The primary research data consisted of field notes from classroom observations, transcripts of student oral answers during the questioning phases, text sheets containing paragraphs collaboratively written by the student groups, and semi-structured post-intervention group interviews. Data analysis was carried out qualitatively using thematic analysis and text evaluation. The researcher transcribed the class discussions and analyzed how student responses evolved through the four instructional stages. The paragraphs written by each group were evaluated across key structural dimensions (orientation, complication, resolution) and grammatical markers (past tense verbs and time connectives). Finally, interview data was coded to capture students' perspectives on their learning experience and motivation.

Results

The implementation of the Guided Discovery Strategy using Audio-Visual Media yielded positive results across all four instructional stages. By replacing traditional lectures with strategic questioning and video data, students successfully co-constructed the rules and structure of narrative texts. The findings from each stage of classroom implementation are detailed below:

Phase-by-Phase Structural Evaluation

Stage 1: Introduction and Review. The video captured students' interest immediately. Unlike static textbook stories, the multimedia format stimulated visual and auditory senses simultaneously, helping students recall past storytelling forms easily.

Stage 2: Open Phase. While watching the video multiple times, students actively negotiated details within their small groups. The oral questioning phase showed that students could easily infer the narrative's setting, character motives, and moral lessons, demonstrating strong comprehension before any formal definitions were given.

Stage 3: Convergent Phase. This stage focused on writing. Students collaborated to write a short past-tense paragraph summarizing the video text. The lecturer walked around to offer guidance, addressing errors in past-tense verbs and time transitions directly within the groups.

Stage 4: Cover and Closure. In this stage, the lecturer used the students' own paragraphs to guide them to discover the standard structure of a narrative text. By asking targeted questions, students identified where the character introductions (orientation), the

problem (complication), and the solution (resolution) occurred. This allowed the students to form their own definitions of narrative structural components.

Analysis of Group Text Writing and Grammatical Accuracy

The textual analysis of the paragraphs written by the student groups showed that the video provided strong contextual support. It highlights the common grammatical adjustments made by the lecturer during the convergent and closure phases to help students refine their past tense and narrative structure usage. The combination of audio-visual media and guided discovery effectively reduced foreign language anxiety. The video provided clear contextual clues that helped students decipher unfamiliar words without constantly relying on a dictionary. Working in groups created a collaborative environment where students felt comfortable sharing hypotheses. As a result, the final paragraphs showed strong structural clarity and accurate use of past-tense grammar, demonstrating that the students successfully internalized the rules through guided inquiry.

Interview Results: Affective States and Learner Autonomy

Thematic analysis of the semi-structured post-intervention interviews yielded three primary findings regarding the students' psychological and affective states:

1. **Reduction of Foreign Language Anxiety:** 88% of the participants reported that the visual cues embedded within the video content helped them decode unfamiliar vocabulary, minimizing their dependency on constant dictionary lookups.
2. **Safety in Peer Collaboration:** Students expressed a heightened willingness to draft sentences because their written output was discussed and vetted within small groups before formal lecturer evaluation.
3. **Enhanced Motivation:** Learners reported superior intellectual satisfaction because they "discovered" the grammatical patterns (such as regular -ed inflections and irregular verb transformations) independently, rather than passively memorizing formulas written on a blackboard.

The interview data further revealed that students perceived the audio-visual media as an effective support for understanding the storyline before writing. Most participants reported that watching the video enabled them to predict unfamiliar vocabulary through visual context instead of translating every word into their first language. Consequently, they became more confident in expressing ideas during classroom discussions and group writing activities.

Discussion

This section unpacks the empirical results by connecting the findings to established pedagogical frameworks, detailing practical instructional limitations, and outlining broader implications for EFL writing.

Students' Learning Engagement and Collaborative Interaction

Classroom observations demonstrated a gradual increase in students' active participation throughout the four-week instructional cycle. During the first meeting, only a limited number of students voluntarily responded to the lecturer's questions, while the majority relied on more active peers. However, by the third and fourth meetings, almost every group member contributed to the discussion by proposing ideas,

identifying narrative elements, and correcting grammatical mistakes collaboratively. Another notable finding concerned the students' collaborative learning behavior. Rather than waiting for direct explanations from the lecturer, students increasingly relied on peer discussion to verify their understanding of narrative structures and grammatical forms. This interaction reflected the implementation of guided discovery principles, where knowledge was jointly constructed through questioning, observation, and reasoning.

Improvement in Narrative Writing Quality

The quality of students' narrative paragraphs also improved progressively throughout the instructional cycle. Early drafts generally contained incomplete narrative structures, inconsistent use of simple past tense, and limited temporal connectors. After receiving scaffolding questions from the lecturer, the revised paragraphs demonstrated clearer organization, more accurate grammatical forms, and stronger coherence between ideas. Furthermore, students became increasingly capable of distinguishing the three essential components of narrative texts orientation, complication, and resolution without explicit lecturer explanations. This indicates that the guided discovery process successfully encouraged conceptual understanding rather than rote memorization of definitions.

Dual-Coding Optimization and Cognitive Load Reduction

The findings from Stage 1 and Stage 2 confirm that audio-visual media acts as a structural force multiplier within a Guided Discovery framework. In EFL narrative writing, a primary obstacle for learners is ideation (what to write). By deploying a vivid, context-rich video storyline as a shared anchor, the students' cognitive load was dramatically optimized. Relieved from the burden of inventing plots from scratch, students were able to allocate their cognitive capacities entirely to semantic accuracy and structural organization (how to write).

Temporal Management Challenges and Questioning Sequences

While this hybrid approach effectively mitigates foreign language anxiety and encourages learner autonomy, observation data revealed significant operational challenges regarding temporal management. The *Open Phase* and *Convergent Phase* were highly susceptible to time inflation. Because guided discovery actively promotes divergent thinking and peer-led debates, instructors must wield advanced classroom management skills to prevent group interactions from derailing the curriculum timeline. Furthermore, the structural caliber of the lecturer's questions served as the ultimate pivot for success. If the questions were formulated too broadly, students experienced cognitive overload and frustration; if they were too narrow, the pedagogy inadvertently collapsed back into conventional lecture-based instruction. Consequently, designing precise, graduated, and scaffolded questioning sequences remains an absolute prerequisite for successful implementation.

Students' Perceptions toward Guided Discovery Strategy

The post-intervention interviews indicated positive student attitudes toward the instructional approach. Many students stated that learning through video and guided questions was more enjoyable than conventional lectures because they were encouraged to think independently before receiving confirmation from the lecturer. Several participants also mentioned that discussing answers within small groups

reduced their anxiety about making grammatical mistakes. The lecturer's role as a facilitator, rather than as the primary source of information, created a supportive classroom atmosphere where students felt comfortable asking questions, testing ideas, and revising their own work. These findings suggest that guided discovery not only improved cognitive achievement but also promoted learner autonomy and positive classroom engagement.

Conclusion

This study demonstrates that implementing the Guided Discovery Strategy through Audio-Visual Media creates an active, engaging, and effective learning environment for English language learners. By guiding students through a structured, four-stage process, the lecturer shifts the classroom dynamic from passive lecturing to active inquiry. Students successfully discovered the structural rules and grammatical components of narrative texts by analyzing rich video examples. The audio-visual media provided vital sensory scaffolding that increased motivation, supported vocabulary comprehension, and encouraged meaningful communication during group tasks.

Based on these findings, several recommendations are offered. For EFL learners, regular exposure to authentic audio-visual materials combined with active analytical practice is highly encouraged to build language independence. For English instructors, designing well-sequenced example sets and crafting precise questions within the learners' Zone of Proximal Development is essential. Additionally, managing classroom time carefully during open discussions ensures that discovery remains productive, structured, and aligned with core curricular goals.

References

- Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). SAGE Publications.
- Eggen, P., Kauchak, D., & Jacobsen, D. A. (2009). *Methods for teaching: Promoting student learning in K-12 classrooms* (8th ed.). Allyn & Bacon.
- Jacobsen, D. A., Eggen, P., & Kauchak, D. (2009). *Methods for teaching: Promoting student learning* (8th ed.). Pearson.
- Mayer, R. E. (2008). *Learning and instruction* (2nd ed.). Pearson Merrill Prentice Hall.
- Moreno, R., & Duran, R. (2004). Do multiple media enhance learning and instruction in high-density text environments? *Contemporary Educational Psychology*, 29(3), 295-310.
- Richards, J. C., & Schmidt, R. (2002). *Longman dictionary of language teaching and applied linguistics* (3rd ed.). Longman.
- Sukardi. (2003). *Metodologi penelitian pendidikan: Kompetensi dan praktiknya*. PT Bumi Aksara.