

Discovery Learning and Small Group Discussion in Lexicology Education

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Abstract: A learning method that has been used up until the present can be developed towards a better one. Lexicology teaching methods motivate this only as far the central portion is in the form of memorizing structural rules/approaches. Therefore, it is necessary to use methods that can challenge students to be active and creative. Discovery learning methods and small group discussion methods enable this. Discovery learning involves students in finding their own problems and solving them, and eventually be able to construct a meaningful concept. That is, discovery learning methods direct students to understand concepts, meanings, and relationships, through an intuitive process. Small group discussion methods involve students learning in small groups of a maximum of three people. Lecturers provide discussion topics to be discussed by each group. Lecturers go around watching groups and occasionally doing language tickets. Common errors are discussed in the whole class. This encourages group members to dare to express their opinions. Lecturers record errors that frequently arise. These errors can be raised in the evaluation. Preferably an educated person corrects the errors. With the application of these methods, it was expected that learning outcomes would be maximally fulfilled. Assessment was based on the learning outcomes to be fulfilled; attitudes, knowledge, general skills, and special skills.

1 INTRODUCTION

Leksikologi is a course included in a course in linguistics. Lexicology courses relate to morphology and semantic courses and can support learning outcomes in the curriculum, ie, students can identify language problems, study language and skillfully apply them.

Lexicology is a compulsory subject in the Indonesian Language and Literature Department. This course is included in the Study Program Subject (MKPS). This subject is required for all Indonesian Literature Department students in the middle semester. In addition, the material in this course is the basis for studying dictionary making or lexicography and a requirement for understanding lexicography. Before the 2011 curriculum this was a 3 credit course. However, after the 2011 curriculum, this became a 2 credit course.

The learning outcomes in this course are related to the expected achievements of the study program: 1) Demonstrate an attitude of being responsible for work in their field of expertise independently, 2) Able to apply practical knowledge in the fields of language,

literature, and culture, 3) Able to work in the field of language, literature, culture, and everything related to it, and 4) Master various approaches/theories that are relevant to the study of language, literature, and culture.

Specific learning outcomes in lexicology course include an ability to understand the following: 1) Introduction: Syllabus, Assessment System, and Academic Norms. 2) Definition of Lexicology and the scope of the study. 3) Vocabulary: Definition of Vocabulary, Vocabulary Sources, Development, and Development, as well as Vocabulary hearings. 4) Formation of Words. 5) Semantic Aspects of Vocabulary. 6) Vocabulary Spelling Aspects. 7) Lexicography. 8) Lexicological Relations with Lexicography. 9) Dictionaries. 10) Type of Dictionary. 11) Techniques and Practice of Making Dictionaries.

In learning all this time, I, as a lecturer in lexicology, has developed teaching materials from several forms, namely first teaching in 1994, I made teaching materials in the form of small notes or data cards. Then, in the next few years, I developed teaching materials in the form of notes in plastic and

when teaching the material was highlighted with a projector. Lastly, I developed lecture material in the form of power points. In addition, teaching materials that have been developed in the form of power point, some parts of the material, I have developed into textbooks. Students use the teaching book as one of the lecture references.

The previous teaching and learning process used the Teacher Centered Learning (TCL) with the lecturer the center of learning and the student's passive listeners. However, since 2016, I have started to change the learning method to SCL. However, this SCL method cannot yet be implemented optimally. This is due to many factors, including the large number of students in one class and the lecturer's understanding of SCL. The implementation of learning methods so far has included;

1. giving training to students both personally and in groups
2. students learn to look for problems themselves or in groups and then discuss them together
3. students sometimes make presentations
4. The lecturer provides an explanation of the material at that time

In addition, the learning process must fulfill the desired learning outcomes. During this time, assessment was carried out to measure learning achievement in several ways. Before, the lectures began, a Semester Learning Program and Activity Plan (RPKPS) and a scoring system was formulated, The Midterm Examination (UTS) was worth 35%, Assignments 20%, and Final Semester test (UAS) 45%. Also, activeness and creativity in the class influenced the final value.

There are several problems in achieving student learning outcomes including the motivation, response, creativity, and focus of students. Problems may also be caused by less effective learning methods. Therefore, changes in learning methods are needed so that learning outcomes are achieved optimally.

2 RESULT

2.1 Use of Learning Methods that Can Challenge Students to be Active and Creative

In the main lexicology teaching methods have required students to memorize structural rules / approaches. Therefore, it is necessary to think about how to teach lexicology as a language activity that

can challenge students to be active and creative. One way that can be applied is a pragmatic approach which may help students improve their lexicology learning.

The pragmatic approach in language teaching is also commonly called a communicative approach (Purwo, 1994; Syafyahya, 2008; Syafyahya, 2017). The teaching and learning strategies in the communicative approach is based on students being active, which is now known as Student Centered Learning (SCL). The method of active learning is a development of the theory of Dewey Learning by Doing (Pannen et.al., 2001). Dewey strongly disagrees with rote learning 'learning by memorizing' and believes that students need to be involved in the learning process spontaneously so students are actively involved in the teaching and learning process.

In the SCL approach, several methods can be applied, namely discovery learning methods and small group discussion methods. Both discovery learning methods and small group discussion methods were applied in lexicology courses. With the SCL approach, it is expected that learning outcomes will be optimally fulfilled. Assessment that can be carried out to check learning outcomes are fulfilled include assessment of attitudes, knowledge, general skills, and special skills of students (Simberman, 2017).

Students who studied lexicology courses are sixth-semester students. There were two classes of lexicology classes, Class A (36 students) and Class B (50 students).

2.2 Discovery Learning Method

Discovery learning involves students in finding their own problems and solving them, and eventually be able to construct a meaningful concept. That is, discovery learning methods direct students to understand concepts, meanings, and relationships, through an intuitive process.

The Ministry of Education and Culture Act 2013 included discovery learning as part of the 2013 curriculum and defined it as a learning process that occurs when lessons are not presented with learning in their final form, but students are expected to organize the information themselves. That is, in this learning method, students work to find the concepts of a problem in the material.

Students in each class were divided into small groups of three members. Class A contained 11 groups, and class B 16 groups (2 groups are consisting of 2 people).

Each group decides what fields they will collect data from to compile their dictionary. Class A's 11 groups decided to write lexicon dictionaries in the following fields: internal medicine, agriculture, plant names, game names, farms, kitchen ingredients, dance names, animal names, carpentry tools, names of ornamental plants, and art terms. Class B's 16 groups decided to write lexicon dictionaries in the following fields: science: sociology, politics, culture, tourism, sports, law, health, economics, literature, agriculture, biology, engineering, communication science, religion, and anthropology.

The learning outcome of the course was that students could make a dictionary. Before making a dictionary, students had to first be able to distinguish the differences between dictionaries and thesaurus and encyclopedias. The stages in implementing Discovery Learning are listed below.

Table 1: Stages in Implementing Discovery Learning.

Stage	Activity step	
	Lecturer	Students
Stage 1 The simulation	provided a problem that affects students' desire to listen	Students listened
Stage 2 Problem identification	Gave a large number of problems related to lexicological material. Then, some of the problems were selected for students to do.	Students discussed
Stage 3 Data collection	Provided field assignments for students to find data	Students collected data into several libraries
Stage 4 Data elaboration	Provided time for discussion with students	Students asked the lecturer about the data obtained in their library
Stage 5 Data verification	Checked the correctness of data that has been collected by students	Fixed data if there is an error
Stage 6	Requested students to fill in a report containing blanks	Reported all field activities that have been carried out in the form provided by the lecturer

Every method applied to learning must have advantages and disadvantages. Likewise, with the discovery learning method. There are several advantages of using learning methods with Discovery Learning:

1. Students are more creative.
2. Students gain field research experience and provide opportunities for them to do research and find something for themselves.
3. They learn to apply knowledge based on the initial knowledge they have gained in the classroom.
4. It trains for independence and responsibility for learning
5. It allows students to find interesting new things that had not been imagined before by students after gathering information and the learning process carried out.

There are several advantages of using learning methods with Discovery Learning, namely:

1. Students have different degrees of motivation to find information.
2. If students are not equipped with a framework, sometimes there is confusion in their implementation.
3. This method is not effective when applied in teaching large classes or students in large numbers because it takes a long time to help them find theories or problem-solve.

2.3 Small Group Discussion Method

The method of a small group discussion is a learning process that aims to help students develop skills in analyzing problems. Also, small group discussions teach students to learn to interact with competing opinions and information.

Small group discussion methods were implemented using the following steps:

1. Students were divided into small groups of three people.
2. Before the discussion began, students were given practice questions or problems that were in the semester plan to be discussed and analyzed in groups.
3. The teacher made sure each group member participates.
4. After the group discussion was complete, each group was instructed to select a spokesperson in the class discussion.
5. Group members answered each question.
6. Explanation and conclusion was carried out by the lecturer.

Small group discussion is a way of presenting teaching materials by conducting discussions in small groups. In this case, the students were given a problem in the form of problematic statements or questions to be discussed and solved together. The material discussed was based on their research in the field or discovery learning.

The use of small group discussion learning methods can help students learn a number of things including (a) being a good listener; (b) working together to make group assignments; (c) providing and receiving feedback; (d) respecting differences of opinion; (e) supporting opinions with evidence; and (f) appreciating varied points of view.

Each group of three students was led by a chairman and a notepad was used. After the groups were formed the purpose of the discussion was formulated. Each group was being given topics or problems based on the semester plan. Each group member was required to search, collect, and compile information about the topics or problems determined for their group and was required to report on the results of their search in a reading report. Reading reports made by each group member became material in later group discussions.

In carrying out the discussion, students discussed information search results (discovery learning) for 75 minutes, and the results were written up. When students were discussing the information the lecturer visited each group and gave instructions if needed. This was done so that students remained serious about discussing the topic specified and not doing anything else until the discussion ended. After the discussion was complete, all the papers recording the result of the discussions were collected.

Next, one group was appointed to present their paper and other groups to give comments, questions, and comments. In order for each student to get the opportunity to respond, the lecturer ensured each student had a turn and recorded who had or had not responded. After the students presented and discussed the paper, the lecturer reviewed the topics discussed that day. Sometimes, after the group discussion, a discussion panel forum was held to respond to each group's report. When the discussion panel was conducted, three to four groups were displayed. A spokesperson who presented the results of the group discussion was appointed for each group, while the other groups gave comments, responses, or questions. Finally, the lecturer provided feedback through summaries or strengthening the material.

In the classroom implementation, small group discussion learning methods had advantages. The

advantages of using small group discussion learning methods included:

1. the class atmosphere was more exciting,
2. students could establish social relationships between individuals,
3. students could understand the results of the discussion, and were aware of the rules.
4. students had the opportunity to convey their ideas, thoughts, and opinions about the topic being discussed and were excited to do so.

As student established interpersonal relationships they could develop a sense of self-esteem, tolerance, democracy, and critical thinking, as well as systematic thinking. Also, the results of the discussion could be understood by students because they actively followed the debate in the discussion groups. Students followed and obeyed the discussion group rules.

In contrast, the small group discussion learning method had some disadvantages.

1. Some students were less active, causing indifference and not taking responsibility for the results of the discussion
2. It was somewhat difficult to predict the results the students could achieve due to long time usage;
3. Some students had difficulty expressing their ideas or opinions scientifically.

3 CONCLUSIONS

Discovery learning and small group discussions were found to be beneficial in general lexicology courses. These methods made students active, creative and passionate so that lectures became more exciting and not boring and the learning atmosphere is more conducive. This positive atmosphere in the teaching and learning process had a direct effect on the learning objectives and the students undoubtedly understood the learning material to the maximum extent possible. Hence, learning outcomes were also well achieved. With the application of this method, the assessment system for students is also helped as the lecturer can provide an assessment of the ability of students as the method is being conducted. Finally, the assessment of learning outcomes in the areas of attitudes, knowledge, general skills, and special skills of students were fulfilled.

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