

Small Group Discussion and Discovery Learning in Indonesian Course Learning

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ABSTRACT

The Indonesian language learning method used so far will be developed in a better direction. The application of the small group discussion method, in which student learning will be formed in small groups. The lecturer provides discussion topics that will be discussed by each group. In addition, discovery learning method is a learning method that involves students to find their own problems, solve problems, and ultimately be able to find more meaningful concepts. That is, discovery learning method directs students to understand concepts, meanings, and relationships, through an intuitive process to reach a conclusion. Based on the classification and data analysis that has been done, it can be explained that the application of the small group discussion learning method and the discovery learning method provides an advancement in learning and it is expected that the learning outcomes will be maximally fulfilled.

Keywords: *small group discussion, discovery learning, and Indonesian*

1. INTRODUCTION

Indonesian is used as a personality development course / University Compulsory Subject / MKWU in universities. Operationally, the Indonesian language policy as a personality development course in tertiary institutions in an effort to realize Indonesian as a professional and scientific language is stated in the Decree of the Minister of National Education NO. 232 / U / 2000 regarding Guidelines for Preparation of Higher Education Curriculum and Higher Education Core Curriculum, Indonesian is included in the personality development course group [1] [2].

As a personality development course, teaching Indonesian aims to make students understand the concept of scientific writing and be able to apply it in scientific writing. Language skills that are effective, logical, systematic, straightforward, and easy to understand are a reflection of intelligenc. With language intelligence, it is possible for someone to develop their character better. Language intelligence can be achieved by learning language

However, experience proves that almost every student complains when assigned by a lecturer to write articles, papers, and theses. Even though the assignment was made by students, the language used did not meet expectations.. On the other hand, some students say

learning Indonesian is very boring because they already feel ordinary and the delivery of material is not interesting so that indirectly students / students are weak in catching the material [2]. Haris's opinion is also in line with Alwasilah's opinion [3] who said that learning Indonesian was difficult because it was difficult, so the results were not satisfactory.

This is motivated by the language teaching method whose main portion is memorizing structural principles / approaches. Therefore, it is necessary to think about how to teach language not as a material in the form of a number of terms and statements that only require memorization but as a language activity that can challenge students to be active and creative and can achieve maximum learning outcomes.

The learning outcomes of the Indonesian language course include hard skills and soft skills. For the achievement of hard skills after students take the Indonesian language course students are able to understand and be skilled at using EYD and Diction in Indonesian, skilled in using effective sentences in communicating, skilled in writing paragraphs, able to use Indonesian who is good and correct in the form of a written paper, and is able to use good and correct Indonesian in scientific meetings. To achieve soft skills, students are able to think analytically, creatively,

innovatively, argue logically, communicate verbally, and work in teams.

In learning so far (2014), I have made teaching materials in the form of small notes or data cards. Then, over the next few years, I developed teaching materials in the form of notes in plastic and while teaching the material was highlighted with a projector. Finally, I developed lecture materials in the form of power points. In addition, teaching materials that have been developed in the form of power points, some parts of the material, have been developed into textbooks. These textbooks are used by students as one of the references lectures.

Textbooks are also used in the teaching and learning process. The previous teaching and learning process used the Teacher Learning Center (TCL) system. In this learning, the lecturer became the center of learning while the students were listeners only. However, since 2016, I have started to change the learning method with SCL. However, this SCL method has not been able to be implemented in a manner maximum. This is motivated by many factors, including the number of students who are too many in one class and the lecturers' understanding of the application of the SCL system. There are several ways of implementing learning methods, namely;

1. Students practice in the library looking for a given assignment
2. provide training to students both individually and in groups
3. Students learn to look for problems alone or in groups and then discuss them together
4. Students sometimes make presentations
5. The lecturer provides an explanation of the material at that time.

The learning outcomes will certainly determine the success of a teaching and learning process. The learning process in question must of course meet the desired learning outcomes. So far, the assessments carried out to measure learning achievement are in several ways. Before, lectures began, the Program Plan and Semester Learning Plan (RPKPS) had written a scoring system, namely, 35% Mid-Semester Examination (UTS), 20% Assignment, and 45% Final Semester Examination (UAS). In addition, the value of activity and creativity in the classroom also supports the final score.

After completing the grading, there were several problems in achieving student learning outcomes, namely the unequal grades of students. This is motivated by the motivation, response, creativity, and focus of the students. In addition, problems may also be

caused by ineffective learning methods. Therefore, it is necessary to change the learning method so that learning outcomes are achieved optimally.

To obtain this understanding, one way that can be applied is by selecting an approach in Indonesian language learning, namely the pragmatic approach.

Approaches are views, insights, beliefs, or language theory. From the approach, a design and a set of operational steps for language teaching was born. Furthermore, Alwasilah said that pragmatics is a branch of linguistics that studies how the meaning conveyed verbally through words and sentences depends on the contextual aspects of the words and sentences. with a pragmatic approach it is also commonly called language teaching with a communicative approach [4] [5].

Teaching and learning strategies in a communicative approach are based on active student learning, which is now known as Student Centered Learning (SCL). Active learning is a development of the theory of Dewey Learning by Doing (1854-1952) (see Pannen, et al. 2001: 42). Dewey strongly disagrees with rote learning 'learning by rote'. Dewey applies the principles of learning by doing, namely students need to be involved in the learning process spontaneously / students are actively involved in the teaching and learning process. In the SCL approach, there are several methods that can be applied, namely Small Group Discussion (small group discussion) and Discovery Learning (learning to find).

With the SCL approach, it is hoped that learning outcomes will be maximally fulfilled. The assessment will be carried out so that learning outcomes are met, namely an assessment of students' attitudes, knowledge, general skills, and special skills. In addition, the assessment of students' teaching and learning process will be assessed by the distribution of assignment scores (25%), UTS scores (35%), and UAS scores (45%). Usually, the answer sheets for the assignment scores and UTS are returned to the students so that the teacher can see the student's response to the learning method being carried out.

2. BACKGROUND

2.1 Using Learning Methods so that Students Do Active and Creative

The learning methods used so far will be developed in a better direction. This is motivated by the teaching method so far its main portion is in the form of memorizing structural principles / approaches. Therefore, it is necessary to think about how to teach Indonesian language courses not as material in the form

of a number of terms and statements that only require memorization but as a language activity that can challenge students to be active and creative. To obtain this understanding, one way that can be applied is by selecting an approach in Indonesian language learning, namely the pragmatic approach.

Teaching language with a pragmatic approach is also commonly called language teaching with a communicative approach [4] [6]. Teaching and learning strategies in a communicative approach are based on active student learning, which is now known as Student Centered Learning (SCL). Active learning is a development of the theory of Dewey Learning by Doing (1854-1952) (see Pannen, et al. 2001: 42). Dewey strongly disagrees with rote learning 'learning by rote'. Dewey applies the principles of learning by doing, namely students need to be involved in the learning process spontaneously / students are actively involved in the teaching and learning process.

In the SCL approach, there are several methods that can be applied, namely the small group discussion method. discovery learning. With the SCL approach, it is hoped that learning outcomes will be maximally fulfilled. The assessment will be carried out so that learning outcomes are met, namely an assessment of students' attitudes, knowledge, general skills, and special skills.

Both of these methods are applied in Indonesian language courses. Students studying Indonesian language courses are semester II students. There are also 24 students in this class. The application of this method before the Mid-Semester Examination (UTS) is carried out face-to-face. However, after the Mid-Semester Examination (UTS), learning is done online. This was caused by the conditions and situation being hit by the Corona / Covid-19 pandemic.

2.2 Method Small Group Discussion

The small group discussion method is a learning process that aims to make students have skills in analyzing problems. In addition, small group discussions also teach students to learn to interact in arguing and information.

We apply this learning method in Indonesian language courses. Students studying Indonesian language courses are semester II students. There are 24 students in this class. The students in our class are divided into small groups. The group consists of three people.

The small group discussion method is applied in the following steps:

1. Students are divided into small groups. One group consists of three people.
2. Before the discussion begins, students are given practice questions or problems in accordance with the RPS will be discussed and analyzed in groups.
3. Make sure each group member participates.
4. After the group discussion is over, instruct each group to choose a spokesperson in the class forum discussion.
5. Each question will be answered by group members.
6. Explanation and conclusion will be carried out by the lecturer.

The learning method used in lectures is small group discussion. Small group discussion is a way of presenting teaching material by holding discussions in small groups. In this case, students are given a problem which can be in the form of problematic statements and questions to be discussed and solved together. In addition, the materials or materials to be discussed are also based on their research in the field or discovery learning

The use of this small group discussion learning method can make students learn several things, including: (a) being good listeners; (b) collaborate on group assignments; (c) provide and receive feedback; (d) respect differences of opinion; (e) support the opinion with evidence; and (f) respecting multiple viewpoints.

In implementing this method, students are divided into several groups. Each group consists of three students led by a chairman and a journalist. After the groups are determined, the objectives of the discussion are formulated. Each group will be given a topic or problem based on the topic that has been prepared in the RPS. Each group member is obliged to find, collect, and compile information about the topic or problem that has been given or determined for each group. Furthermore, each group member must report the results of this search in the form of a reading report. The reading report made by each group member will be used as material in the group discussion later.

In conducting the discussion, students will discuss the results of seeking information (discovery learning) about the material that has been determined in their respective groups. The discussion time is given for 75 minutes and the results are made in the form of a report / article. When students discuss, the lecturer pays attention to the course of the discussion by visiting each group and providing instructions if needed. This is done so that students seriously discuss the specified topic and do not do anything else until the discussion ends. After the discussion has been completed, all articles resulting from the discussion are collected.

In class implementation, the small group discussion learning method has advantages. The advantages of using the small group discussion learning method are: (1) making the class atmosphere excited, (2) students can establish social relationships

between individuals, (3) the results of the discussion can be understood by students, and there is awareness of students to follow applicable rules. (4) The class atmosphere becomes excited because students have the opportunity to convey their ideas, thoughts, and opinions on the topic being discussed.

With this discussion, students can build relationships between individuals so that they can create a sense of self-esteem, tolerance, democracy, and critical thinking, as well as systematic thinking. In addition, the results of the discussion can be understood by students because they actively participate in debates in discussions. Students have the awareness to follow and obey the rules that apply in the discussion.

On the other hand, the small group discussion learning method has drawbacks. The drawbacks of using the small group discussion learning method, namely: (1) Some students are less active, causing an indifferent attitude and not taking responsibility for the results of the discussion. (2) Students are somewhat difficult to predict the results achieved because of the long use of time. (3) Some students have difficulty expressing their ideas or opinions scientifically.

2.3 Method Discovery Learning

Discovery learning or discovery learning is a method that stimulates students to learn actively. Students will try to find their own concepts in learning. Discovery learning method is a learning method that regulates students to acquire knowledge independently. Starting from strategy, implementation, and results. In applying this method, students must have a systematic plan.

Discovery Learning is also called discovering learning, which means that students make use of the available information both obtained from lecturers and those that are sought by themselves (Afrizal et al. 2014: 37) This is done to build knowledge obtained through self-study.

In implementing the Discovery Learning method, lecturers act as facilitators and motivators. As a facilitator, the lecturer provides the material to be studied not in detail, but only in an outline and for more detail the students find out for themselves. Furthermore, as a motivator, the lecturer encourages students to have the experience to find concepts for themselves. In addition, students are also students to ask questions, formulate answers, and deduce general principles based on examples and experiences.

The Discovery Learning method has several advantages and disadvantages in its implementation. Some of the advantages of the Discovery Learning method are: (1) it can motivate students to continue working hard until they find answers, (2) it can arouse students' curiosity, (3) can train and sharpen their critical thinking skills. Furthermore, there are several shortcomings of the Discovery Learning method, namely: (1) it can produce wrong answers, (2) it can also be a waste of time because the Discovery Learning method takes a lot of time.

To reduce the impact of deficiencies in the use of the Discovery Learning method, lecturers must provide instructions on work procedures, parts of activities, and directions to achieve learning objectives. Instructions and directions were given before the Discovery Learning method was implemented. This can reduce the shortcomings of using the Discovery Learning method.

Before applying the Discovery Learning method, several preparatory steps are necessary. The preparatory steps are: setting learning objectives, identifying student characteristics, selecting learning materials, determining topics that students must study inductively, developing learning materials, arranging topics from simple to complex, and assessing learning processes and outcomes. Then, proceed with planning steps. The planning steps are as follows: determining the purpose of the topic to be studied, choosing a method that is suitable for the Discovery Learning activity, determining the data observation sheet, preparing complete tools and materials, determining the activities to be carried out individually or in groups of 3 people, and conduct trials first on activities that will be carried out by students.

Preparation and planning steps in the Discovery Learning method must be implemented. The steps in implementing the Discovery Learning method are as follows: simulation, problem identification, data collection, data processing, verification, drawing conclusions, Afrizal et al, 2014: 38-40). The steps in implementing the Discovery Learning method must be taken so that the use of the Discovery Learning method gets maximum results.

Apart from implementing the Discovery Learning method, lecturers also need to take other steps before implementing the Discovery Learning method. These steps are: the lecturer helps students understand the objectives and procedures of the activity, the lecturer knows the student's understanding of the objectives and procedures of the activity, the lecturer explains how to work properly, the lecturer observes each student during the activity, and the lecturer gives sufficient time for students to carry out activities.

In the Indonesian language course, students make discovery to various libraries online. That is, in the RPS

for Indonesian language courses, there is material regarding scientific works and references. The final target of this course, students will write a scientific paper. Before scientific writing, students must conceptually understand scientific, semi-scientific, non-scientific works and references, quotations, footnotes, and bibliography, as well as the differences between the three. Students will get an understanding of the concept and the differences between the three problems using the discovery learning method.

There are also steps that will be taken by students in implementing this method, namely:

1. Students who have been divided into groups will conduct online literature studies.
2. Students must prepare the tools and materials to look for in advance.
3. Students must determine which library they are going to.
4. Students will analyze concepts and differences between scientific and reference works.
5. After analyzing, students will summarize their findings.
6. The findings will be discussed in discussion groups in the class.

That is the application of the discovery learning method carried out by students in the Indonesian language course. However, researchers feel that the application of this method is not optimal because students cannot do field research which is prevented by the Covid-19 outbreak

3. CONCLUSION

This research is actually to increase student motivation. Therefore, the results of this study will later be used as a basis for future PBM. Based on the classification and data analysis that has been carried out, it can be explained that the application of the small group discussion learning method and method. discovery learning provides an advancement in learning. With the SCL approach, results are expected. Learning will be fulfilled maximally. The assessment will be carried out so that learning outcomes are met, namely an assessment of students' attitudes, knowledge, general skills, and special skills.

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