THE IMPLEMENTATION OF GUIDED DISCOVERY METHOD VIA E-LEARNING TO TEACH VOCABULARY AT SMPN 1 KEBONSARI MADIUN

THESIS

By

Dhea Ayu Mega Khirana
NIM. 210917075

ENGLISH EDUCATION DEPARTMENT

FACULTY OF EDUCATION AND TEACHER TRAINING

STATE INSTITUTE OF ISLAMIC STUDIES PONOROGO

MAY 2021

ABSTRACT

KHIRANA, DHEA AYU MEGA.K, 2021, *The Implementation of Guided Discovery Method via E-Learning to Teach Vocabulary at* SMPN 1 Kebonsari Madiun. Thesis, English Education Department, Tarbiyah and Teacher Training Faculty, State Institute of Islamic Studies of Ponorogo. Advisor Fenty Andriani, M.Pd.

Keyword: Guided Discovery Method, Vocabulary, E-Learning

Vocabulary is very important to be learned by the students who want to master a language. English vocabulary as one of the language skill elements has an important role for young learners in learning foreign languages. Teaching vocabulary is one way to develop learners' vocabulary knowledge. Selecting an appropriate method to improve vocabulary mastery teacher in SMPN 1 Kebonsari Madiun chooses Guided Discovery method via E- Learning to teach vocabulary during the Covid-19 pandemic. The concept of the Guided Discovery method is to invite students to stimulate their ability by digging for information from outside but remain under the guidance of the teacher. They are able to explore the material they have, especially for vocabulary mastery as the basic of learning English.

This research was conducted for several purposes. They are: 1) To describe the implementation of guided discovery method via E-Learning for teaching vocabulary at the eighth graders of SMPN 1 Kebonsari Madiun, 2) To describe the students' attitudes toward the implementation of guided discovery method via E-Learning for teaching vocabulary at the eighth graders of SMPN 1 Kebonsari Madiun.

In this study, qualitative research was conducted by applying case study. In this research, the researcher analysed the data through data reduction, data display, and verifications data. It is a methodological on data analysis which involved an interview both the English teacher and students, an observation in online teaching-learning process, questionnaire for the students, and documentation which supported valid data. The English teacher and students especially of 8E class in SMPN 1 Kebonsari Madiun were the source and the object of this study.

The findings indicate that: (1) the English teacher has applied Guided Discovery method well. The teacher clarified that the students could be better in learning English especially for increasing vocabulary mastery. (2) The students' attitudes toward the implementation of Guided Discovery method via E-Learning are very positive. Students who became the researcher's target interview clarified that since Guided Discovery method applied, they enjoyed learning English. It also helped them to improve their vocabulary mastery.

Overall, the implementation of Guided Discovery method via E-Learning to teach vocabulary at SMPN 1 Kebonsari Madiun is effective for distance learning. Students also show positive responses toward the implementation of Guided Discovery method via E-Learning.

MINISTRY OF RELIGIOUS AFFAIRS

STATE INSTITUTE OF ISLAMIC STUDIES PONOROGO

APPROVAL SHEET

This is to certify that *Sarjana's* thesis of:

Name : Dhea Ayu Mega Khirana

Student Number : 210917075

Faculty : Tarbiyah and Teachers Training

Department : English Education

Title : The Implementation of Guided Discovery Method via E-Learning for Teaching Vocabulary at the Eighth Graders SMP Negeri 1 Kebonsari Madiun

Has been approved by the thesis advisor for the further approval by the board of examiners.

Ponorogo, 27 April 2021

Advisor

Fenty Andriani, M.Pd.

NIP.198702012018012001

Acknowledge by,

Head of English Department of

Tarbiyah and Teachers Training Faculty

State Institute of Islamic Studies Ponorogo

Dr. DHINAR Puspita Kirana, M. Pd.

NIP.198303272011012007

MINISTRY OF RELIGIOUS AFFAIRS

STATE INSTITUTE OF ISLAMIC STUDIES PONOROGO

RATIFICATION

This is to certify that Sarjana's thesis of:

Name	: Dhea Ayu Mega Khirana
Student Number	: 210917075
Faculty	: Tarbiyah and Teacher Training
Department	: English Education
Title	: The Implementation of Guided Discovery Method Via E- Learning to Teach Vocabulary at SMPN 1 Kebonsari Madiun

Has been approved by the board of examiners on

Day	: Monday
Date	: 10 May 2021

and has been accepted as the requirement for the degree the sarjana in English Education on

Day	: Wednesday
Date	: 19 May 2021

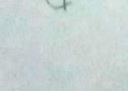Ponorogo, 19 May 2021

Certified by

Dean of Tarbiyah and Teacher Training

State Institute of Islamic Studies Ponorogo

Dr. H. Moh. Munir, Lc., M.Ag.

NIP. 196807051999031001

Board of Examiners:

1. Chairman : Dr. Dhinuk Puspita Kirana, M.Pd ( )
2. Examiner I : Wiwin Widyawati, M.Hum ( )
3. Examiner II : Fenty Andriani, M.Pd ( )

SURAT PERSETUJUAN PUBLIKASI

Yang bertandatangan di bawah ini:

Nama   : Dhea Ayu Mega Khirana

NIM   : 210917075

Jurusan   : Tadris Bahasa Inggris

Fakultas   : Tarbiyah dan Ilmu Keguruan

Judul Skripsi : The Implementation of Guided Discovery Method Via E-Learning to Teach Vocabulary at SMPN 1 Kebonsari Madiun.

Menyatakan bahwa naskah skripsi telah diperiksa dan disahkan oleh dosen pembimbing. Selanjutnya saya bersedia naskah skripsi tersebut dipublikasikan oleh perpustakaan IAIN Ponorogo yang dapat diakses di **etheses.iainponorogo.ac.id**. Adapun isi dari keseluruhan tulisan tersebut, sepenuhnya menjadi tanggung jawab dari penulis.

Demikian pernyataan ini dibuat untuk dapat dipergunakan semestinya.

Ponorogo, 27 Mei 2021
Pembuat Pernyataan

Dhea Ayu Mega Khirana
210917075

1

CHAPTER I

INTRODUCTION

This chapter deals with the general background of the study, research focus, statement of the problem, research objectives, significance of the study, and organization of the study.

A. Background of the study

Language is used as a tool for communication. English itself has become trending language in this era, called an international language. In Indonesia, English is not new anymore because most people learn it either for studying or working. English has a role as an International language or global language because it is learned and used as a way for communicating in every country as the first language, second language, and foreign language.[1]

English is able to connect people all around the world in various aspects including aspects of education. This has been shown by the government regulations which issue English as a compulsary subject for students to learn from elementary to high school. Even at the higher level education, all courses provide English courses for a certain semester even though the discipline taken is not related to English. It shows the importance of mastering English as an introduction to one's academic success and to support one's career in the world of work.[2]

---

[1]Crystal, Peran Bahasa Inggris Sebagai Bahasa Global, (Maret 2003)

[2]Fika Megawati, "Kesulitan Mahasiswa Dalam Mencapai Pembelajaran Bahasa Inggris Secara Efektif", *Jurnal Pedagogis*, 2 (Agustus 2016), 147.

English is crucial in every level of education whether it is informal or formal classes such as kindergarten, elementary school, junior high school, senior high school, university, course until the department of a big firm. All of them need English for communicating with each other in small or large community. Simply, English is very important for many people in developing their next target. Specifically, junior high school students are also supposed to be active in learning English. It is not only about theoretical materials, which students get in a class with their teacher, but also practical skills.

There are four skills that should be mastered by students in learning English. They are listening, speaking, reading, and writing. To support the mastery of the four language skills, the students should have well understanding of English components such as vocabulary, pronunciation, and grammar. In this case, vocabulary is the core component of listening, speaking, reading and writing. Vocabulary is very important to be learned by the students who want to master a language. English vocabulary as one of the language skill elements has an important role for young learners in learning foreign languages. In presenting English, especially vocabulary, the teacher should be creative in choosing such teaching method and media that it is able to stimulate the studnets' interest.[3]

Vocabulary is all about words or known as a wordstock, that is a set of familiar words within a person's language. Vocabulary is one of the serious

---

[3] Syafrizal,Haerudin, "The Implementation of Vocabulary Building Strategy in Teaching English Vocabulary to Young Learners", *Journal of English Language Teaching*, 1 (Juni 2008), 40.

problems that learners have within the context of English learning because it requires more than just knowing the meaning of the word in the context with correct pronunciation. In teaching vocabulary, teacher must have innovative method or media that can make students be interested in joining and paying attention to the teaching-learning process. Vocabulary has become a crucial aspect in learning English.

Vocabulary is an essential part in foreign language learning as the meanings of new words are very often emphasized, whether in books or in classrooms. It is also central to language teaching and is of paramount importance to a language learner. Recent research indicate that teaching vocabulary may be problematic because many teachers are not confident about best practice in vocabulary teaching and at times don't know where to begin to form an instructional emphasis on word learning.[4]

To gain a successful teaching and learning vocabulary mastery, a teacher should be aware of many factors that can influence the process and the product of students' English learning. The factors may come from outside or inside of the students. The external factors can be in the form of teaching methods used by the teacher, the learning materials, and classroom atmosphere. The internal factor deals much with psychological condition of the students, such as, creativity, interest, self-confidence, self-concept, self-esteem, and self-efficacy. It is important for the teacher to examine the students' needs and

---

[4] Mofareh Alqahtani, *"*The Importance of Vocabulary in Language Learning and How to be Taught,*" International Journal of Teaching and Education*, 3 (2015), 21.

characteristics dealing with the individual differences that must exist in every class.

Dealing with the teaching vocabulary, based on the researcher's observation in SMPN 1 Kebonsari Madiun, the corona virus pandemic has generated changes in the teaching-learning process. As a consequence of the pandemic, schools were constrained to carry out their activity with online learning. [5] In this case, the teacher applied Guided Discovery method via E-Leaning in teaching.

The curriculum of 2013 recommends discovery/inquiry learning, project-based learning, and problem-based learning method in teaching the students. Among them, Guided Discovery is a method that takes place when a teacher sets up an experiment, acts as a coach, and provide clues along the way to help students come to solutions. In this way, teachers provide students with certain tools for learning a concept, and the students make sense of the tools.[6]

Jerome Bruner derived Guided Discovery method from contemporary studies in cognitive psychology and stimulated the development of more specific instructional methods.[7] Bruner stated that Learning to find (Guided Discovery method) refers to mastery of knowledge for self. Guided Discovery method involves teacher referrals to organize activities that are students do like looking for, cultivate, browse and investigate. Students learn relevant new knowledge with the field of study and problem skill general like formulating

---

[5] Observation of research in SMPN 1 Kebonsari Madiun

[6]Hanafi, "The Effect of Discovery Learning Method Application on Increasing Students' Listening Outcome and Social Attitude", *Dinamika Ilmu*, 2 (2016), 292.

[7]Neber,Heinz. Discovery Learning

rules, testing hypotheses, and gather information. Guided discovery comes from the constructivist school of thought and merges the interest in what it takes to learn and the way to do it.

In applying Guided Discovery method, the teachers in SMPN 1 Kebonsari Madiun utilize technology, specifically E-Learning. E-leaning is considered as a source of online material that can play a key role in the teaching and learning field, including vocabulary E-Learning as an alternative solution as learning media used for teaching vocabulary during the Covid-19 pandemic. E-learning has been introduced as a tool in the learning process. However, when using E-Learning platform some elements might be considered obstacles in students' process of learning, such as decreased motivation in students delay feedback or help due to the fact that teacher are not always available at the time students may need help while learning. [8]

Before using Guided Discovery method and E- Learning as media, the students are still very weak in understanding vocabulary. The learning process made students bored and couldn't improve their vocabulary mastery. So, by using Guided Discovery method and E- Learning, the students could be more active in teaching-learning process.

Overall, considering the above background, the researcher is interested in describing the implementation of Guided Discovery method via E-Learning to teach vocabulary in detail. Therefore, she conducted research entitled " The

---

[8]Claudiu Coman, Laurentiu Gabriel Tiru, "Online Teaching and Learning in High Education During The Corona Virus Pandemic: Students' Perspective", (Romania: 11 December 2020), 2.

Implementation of Guided Discovery method Via E-Learning to Teach Vocabulary at SMPN 1 Kebonsari Madiun.

B. **Research focus**

The researcher focused this study on describing the Implementation of Guided Discovery method via E-Learning to teach vocabulary at the eighth graders of SMPN 1 Kebonsari Madiun

C. **Statement of the Problem**

1. How is the implementation of Guided Discovery method via E-Learning to teach vocabulary at the eighth graders of SMPN 1 Kebonsari Madiun?

2. How are the students' attitudes toward the Implementation of Guided Discovery method via E-Learning to teach vocabulary at eighth graders of SMPN 1 Kebonsari?

D. **Research Objectives**

1. To find out the implementation of Guided Discovery method via E-Learning to teach vocabulary at the eighth graders of SMPN 1 Kebonsari Madiun.

2. To know the students' attitudes toward the implementation of Guided Discovery method via E-Learning to teach vocabulary at the eighth graders of SMPN 1 Kebonsari Madiun.

E. **Significance of the Study**

The finding of this research is an expected contribution given both theoretical and practical, those are;

1. Theoretical Significance

The result of this research is an expected contribution given by the researcher about the importance of improving students' vocabulary and contribution from multimedia to support students' creativity.

2. Practical Significance

   a. For a teacher

   The teacher is able to know deeply the implementation of guided discovery method via E-Learning for teaching vocabulary.

   b. For the students

   The students are able to improve their vocabulary mastery after learning by Guided Discovery method.

   c. For the institution

   The institution can get a better model of learning that is applied in every class by using via E-Learning as a media in learning.

   d. For the reader

   The researcher hopes to give a contribution to readers, particularly students and teachers of SMPN 1 Kebonsari to enhance this Guided Discovery model learning in teaching vocabulary, so the students can improve their vocabulary mastery.

   e. For the researcher

   Hopefully, the researcher is able to understand the implementation of Guided Discovery method via E-Learning for teaching vocabulary.

f. For the future researcher

Hopefully, future researchers understand the implementation of Guided Discovery method via E-Learning for teaching Vocabulary and know the importance of vocabulary mastery in the English teaching-learning process.

F. Organization of the Study

The organization of the thesis is to make the readers know and understand the content of the research easily. This thesis consists of six chapters;

Chapter 1 INTRODUCTION:

This chapter discusses the background of the study that explains the reasons behind conducting this research and the basic partner of the entire contains of the thesis. This chapter also discusses the research focus, statement of the problem, research objective, significance of the study, organizations of the study.

Chapter II REVIEW ON RELATED LITERATURE

This chapter contains the previous research finding which is very important to support the theories and ideas about guided discovery method, learning vocabulary, and E-Learning. This chapter also discusses the theoretical explanation of vocabulary, the types of vocabulary, and the importance of vocabulary, the theory of guided discovery method and how to apply in teaching-learning process, the theory of E-Learning, the types of E-Learning, the advantages and disadvantages of E-Learning.

Chapter III RESEARCH METHODOLOGY

This chapter talks about data approach and design, researcher's role, research setting, data source, data collection technique, data analysis technique, checking the validity of finding, and research procedures involving analysis the implementation of Guided Discovery method via E-Learning and students' attitudes toward the implementation of Guided Discovery method via E-Learning.

Chapter IV RESEARCH FINDING

This chapter is important because this chapter explains the research finding and discussions which present the common data are going to appear, like the story of SMPN 1 Kebonsari Madiun, its location, the structure of an organization, the list data of students, and the data list of the teachers, vision and mission, and data description.

Chapter V DISCUSSION

This chapter includes data analysis about the implementation of Guided Discovery method in E-Learning for teaching vocabulary at the eighth graders of SMPN 1 Kebonsari Madiun, and the students' attitudes toward the implementation of Guided Discovery method via E-Learning at the eighth graders of SMPN 1 Kebonsari Madiun

Chapter VI CLOSING

This chapter discusses the conclusion of the research and suggestion for further study to make a better study in the last chapter.

CHAPTER II

REVIEW ON RELATED LITERATURE

This chapter discusses previous research finding and theoretical analysis.

A. Previous Research Finding

In this part, the researcher confirms several previous research which have ever been conducted by other researchers before:

The first previous study comes from the thesis of Universidad de La Sabana Chía, Colombia by Vivian Lilett Garzon Berlan with the title "Using Guided Discovery to Implement Project-Based Learning for the Acquisition of Vocabulary in Ninth Graders at a Public School in Bogota (Colombia)". The purpose of this study was to observe if there were effects on the vocabulary acquisition process of some students, through the implementation of project-based tasks approach by the use of the learning strategy called Guided Discovery. In accordance with the previous purpose, 28 ninth graders of a public school in Bogotá (Colombia) were the participants of this study. Due to its characteristics the current study may be enclosed in the field of Action research since it let detect a real classroom problem to be solved in order to improve students' English learning process. Finding of this study revealed that students' vocabulary acquisition increased with the use of Guided Discovery approach, taking into account that high frequency and exposure to vocabulary are necessary. Additionally, that strategy combined with project-based tasks approach led learners to be self-regulated, more engaged, and more motivated

with their English learning process, since they were aware of the impact high English proficiency may have on their personal and professional future.

Second, from journal written by Lystiana Nurhayat Hakim from University of Perjuangan Tasikmalaya with the title "The implementation of Youtube in Teaching Vocabulary for Young Learners" We can get that YouTube is a great potential resource in learning English. Thus, it is important to use YouTube in classroom to gain students' motivation and help them to acquire new vocabularies. However, the teachers are not only having to smart in choosing the appropriate videos for their students but also have to mix the activities in teaching learning process to elaborate students' boredom. Moreover, the effectiveness of YouTube in teaching vocabulary for young learners in an EFL context in Indonesia needs to be conducted. Nevertheless, the use of YouTube in teaching vocabulary for young learners should be carried out in more creative ways and based on students' needs.[1]

Third, from Encyclopedia of the Sciences of Learning written by Neber, Heinz, with the tittle "Discovery Learning" in this research there is a theory from Bruner argued that discovery learning is more effective than what is called didactic teaching or non-constructivist receptive learning. Positive effects should be seen in memorization of knowledge, solving transfer problems, general learning or self-regulation strategies, and intrinsic motivation. Bruner derived these assumed effects from laboratory-based

---

[1]LystianaNurhayat Hakim " The Implementation Of Youtube In Teaching Vocabulary For Young Learners", *Journal of Advanced English Studies*, 1 (Februari 2019), 13-18.

studies in cognitive psychology. However, the range of variables and their interactions are much less constrained in learning environments like classrooms.[2]

The similarity and differences from the above previous studies, the similarity is the research method, this research used Guided Discovery method to teach vocabulary. The different from this research is not only focuses on Guided Discovery as the method but in this study focus on the implementation of Guided Discovery method via E-Learning to teach vocabulary at the eighth graders, this study gives more significance because it also investigates a certain method used via E-Learning.

B. Review of Literarure

This part of the chapter will cover Vocabulary, Guided Discovery method, and E-Learning.

1. Vocabulary

As can be seen that vocabulary is the core component of listening, speaking, reading and writing. Vocabulary is very important to be learned by the students who want to master a language.

a. The Definition of Vocabulary

Vocabulary is the total number of words in a language; all the words known to a person or used in a particular book, subject, etc; a list of words with their meaning, especially one that accompanies a text.

---

[2] Neber Heinz," Discovery Learning", *Encyclopedia of the Sciences of Learning*, (New York).

Vocabulary is crucial to be mastered by the learner in order to understand the language. Vocabulary refers to a list or set of words for a particular language or a list or set of words that individual speakers of language might use.[3]

Receptive vocabulary means words that learners recognize and understand when they are used in context, but which they cannot produce. This type allows learners to recognize when they see or meet in reading text but do not use it in speaking and writing. Vocabulary mastery is needed to express our ideas and to be able to understand other people's saying.[4]

Vocabulary is one of the serious problems that learners have within the context of English learning because it requires more than just knowing the meaning of the word but how to use this word in the context with the correct pronunciation.

b. Types of Vocabulary

Vocabulary acquisition is one of the difficult processes that learners go through because word acquisition requires them to distinguish between two kinds of vocabulary, which are the active (productive) and the passive (receptive) ones. They are explained as follows:

---

[3] Hatch, Evelyn and Brown, "Vocabulary, Semantics, and Language Education," (Cambridge University Press, 1995)

[4] Susanto, Alpino, " The Teaching of Vocabualry :a perspective", *Jurnal KATA*, 2 (Oktober 2017), 185.

1) Active Vocabulary

In other words, productive vocabulary comes in two forms, writing or speaking when one's practices the language concerned with the ability of students to recall the words that are actively used either in writing or speaking.

2) Passive Vocabulary

Passive vocabulary refers to the words that foreign learners can recognize and comprehend, but quite difficult to recall it and use it. Passive vocabulary usual find by learners in reading or listening. It is called receptive vocabulary because learners just receive but they do not produce.

English vocabulary has various types. Classification of the vocabulary types according to their respective usage vocabulary. Types English vocabulary according to Thornbury namely as following:

1) Word Classes, there are four major word classes: verb, noun, adjective, adverb. There are five other word classes: determiners, preposition, pronoun, conjunction, interjection.

2) Word Families, they are groups of words that have a common feature or pattern. They have the same letter combinations — a similar sound — and they are a wonderful tool for those new to spelling.

3) Word Formation, there are four main kinds of word formation: prefixes, suffixes, conversion and compounds.

4) Multi-word Units, There are four major kinds of multiword units:

  a) A multiword unit can be a group of words that commonly occur together, like 'take a chance';

  b) It can be a group of words where the meaning of the phrase is not obvious from the meaning of the parts, as with 'by and large' or 'be taken in' (be tricked);

  c) It can simply refer to all the combinations of a particular word or type of word and its accompanying words whether they are highly frequent, strongly associated, or not;

  d) It can refer to word groups that are intuitively seen as being formulaic sequences, that is, items stored as single choices

  e) Collocations is a familiar grouping of words which appears together because of their habitual use and thus creating the same meaning.

  f) Homonyms are words that are pronounced the same as each other (e.g., "maid" and "made") or have the same spelling.[5]

Hatch and Brown indicate two kinds of vocabulary, namely receptive vocabulary and productive vocabulary.

  1) Receptive Vocabulary

      Receptive vocabulary is words that learners recognize and understand when they are used in context, but which they cannot

---

[5] Desti Yuni Suprapti, M.Nasirun, "Implementasi Kemampuan Vocabulary Bahasa Inggris Melalui Metode Drill Berbasis Lingkungan," *Jurnal Potensi PG-PAUD FKIP UNIB*, 1 (2017), 59.

produce. It is vocabulary that learners recognize when they see or meet in reading text but do not use it in speaking and writing.

2) Productive Vocabulary

Productive vocabulary is the word that the learners understand and can pronounce correctly and use constructively in speaking and writing. It involves what is needed for receptive vocabulary plus the ability to speak or write at the appropriate time. Therefore, productive vocabulary can be addressed as an active process, because the learners can produce the words to express their thoughts to other.[6]

c. The Importance of Vocabulary

Vocabulary was basic to learn English. Vocabulary is one of the necessary aspects in language teaching and learning and it is regarded as a key feature in the communication. Vocabulary is one of the essential aspects that play a critical importance role for foreign language teacher and learning; it has considered as a necessary component for the development of English skills. The ultimate purpose of learning every language is to communicate accurately.

As students moved from grade to grade, students must be able have more vocabulary. The total of words students needed to learn between 12.000 and 20.000 depended on their level of education.

---

[6] Mofareh Alqahtani, "The Importance of Vocabulary in Language Learning and how to be Taught," *International Journal of Teaching and Education*, 3 (2015), 25.

Most researchers believe that students naturally add between 2000 to 3000 new words each year, yet they would meet 10.000 new words in their reading alone.[7]

Vocabulary is essential for successful second language use and plays an important role in the formation of complete spoken and written texts. In English as a second language (ESL) and English as a foreign language (EFL) learning vocabulary items plays a vital role in all language skills (i.e. listening, speaking, reading, and writing.[8]

So, vocabulary learning is very important for people who learn English both as foreign language and as second language. Vocabulary learning needed as basic foundation to construct skills of English.

d. Teaching Vocabulary

The teaching of vocabulary is not easy to do. The English teachers had better teach English vocabulary first than other aspect of this language, such as grammar, speaking, reading and writing. If students know more vocabulary, it will be easy for them to learn another aspect of English language.

There are so many factors influencing teaching and learning vocabulary. Some of them are teaching methods and teaching media. In

---

[7] A.Riskawati, Hajis "Improving student's vocabualry by using visual media at SMP Negeri 10 Makassar," (Thesis of Universitas Islam Negeri Alauddin Makassar, 2014), 9.

[8] Mofareh Alqahtani, "The Importance of Vocabulary in Language Learning and How to be Taught," *International Journal of Teaching and Education*, 3 (2015), 22.

order to make the teaching vocabulary successful, the teacher should use challenging and interesting teaching method.[9]

1. General Guidelines for Teaching Vocabulary

   It is helpful to keep in mind several general principles that facilitate acquisition of new vocabulary.

   a) Teach new words in the context of a meaningful subject-matter lesson and facilitate student discussion that requires students to use the new word (Ellis & Farmer, 1996-2000).

   b) Ensure that students hear the correct pronunciation of the word and practice saying it aloud. Hearing the syllable structure and stress pattern of the word facilitates its storage in memory (Fay & Culter, 1977).

   c) Teach word parts – root words, base words, prefixes, and suffixes that students will encounter frequently (Jones, 1999).

   d) Teach words in related clusters to help students understand how words are related and interrelated (Marinak, et al., 1997).

   e) Identify examples/applications and non-examples/ non-applications related to the meaning of the new word (Ellis & Farmer, 1996-2000).

   f) Help students connect new vocabulary to something with which they are already familiar (Ellis & Farmer, 1996-2000).

---

[9] Endang Kusrini, "Teaching Vocabulary for Junior High School Students Using Snake and Ladder Game," *Jurnal Aktif*, 4 (Desember 2012), 3.

2. Guided Discovery Method

a. Definition of Guided Discovery Method

Learning to find (Guided Discovery) refers to mastery of knowledge for self. It involves teacher referrals to organize activities that are students do like looking for, cultivate, browse and investigate. Students learn relevant new knowledge with the field of study and problem skill general like formulating rules, testing hypotheses and gather information.

Related to the detail of Guided Discovery method, Bruner stated some detail as follows:

There are four components to the Guided Discovery method

1). Curiosity and uncertainty.

2) Structure of knowledge.

3) Sequencing.

4) Motivation.

It is also determined that there are three principles associated with Guided Discovery method namely

1) Instruction must be concerned with the experiences and contexts that make the student willing and able to learn (readiness).

2) Instruction must be structured so that it can be easily grasped by the student (spiral organization).

3) Instruction should be designed to facilitate extrapolation and or fill in the gaps (going beyond the information given).

Bruner also identified six indicators or benchmarks that revealed cognitive growth or development namely

1) Responding to situations in varied ways, rather than always in the same way.

2) Internalizing events into a 'storage system' that corresponds to the environment.

3) Increased capacity for language.

4) Systematic interaction with a tutor (parent, teacher, or other role model).

5) Language as an instrument for ordering the environment.

6) Increasing capacity to deal with multiple demands.[10]

The Guided Discovery method is a method/learning step leads students to learn to make discoveries based on students' observations and understanding. This method the teacher becomes mentor, giving instructions, and facilitator for students to discover principles and concepts.[11]

Guided Discovery is a method that encourages students to arrive at a conclusion based upon their own activities and observations. Guided Discovery method can be called as an active learning, here, strategy for

---

[10]Hanafi, "The Effect of Discovery Learning Method Application on Increasing Students' Listening Outcome and Social Attitude", *Dinamika Ilmu*, 2 (2016), 293-294.

[11] Akbar Hendra Saputra, "Peningkatan Penguasaan Kosakata Menggunakan Metode Guided Discovery Pada Siswa Tunarungu Kelas IV di Sekolah Luar Biasa wiyata Dharma 1 Sleman, trans."

active learning has a purpose to make independent and creative growing in studying, so that students can make innovation.

Guided Discovery method is a learning method that encourages students to ask questions and formulate their own tentative answers, and to deduce general principles from practical examples or experiences. Other definition states that Guided Discovery method is a learning situation in which the principal content of what is to be learned is not given but must be independently discovered by the student.

The Guided Discovery method that involves a dialogue/ interaction between students and teachers where students seek conclusions desired through a sequence of questions carried out by teacher.

The main characteristic of Guided Discovery method:

1) Explore and solve the problem to create, merged, generalize knowledge

2) Students-centered

b. The Aims of Guided Discovery Method

There ere are many specific aims in Guided Discovery method, as follow:

1) Students have a chance to involve actively in teaching learning.

2) Students learn to discover rule in concrete as well as abstact situation, also students extrapolate information that have given.

3) Students learn to formulate answer question strategy that not confused and use answer question to obtain information.

4) Students form the way of working together effectively, giving information each other, and listening and using people's ideas.

5) Students' concept skills and principles that have been learning is meaner.

6) Students' skill in discovery learning easier to transfer in new activity and to apply in new learning situation.

c. The Stage in Discovery Learning

Application of the model discovery learning requires students to be more active read, search for information, as well knowledge for problem solving given by the teacher. So that students have knowledge, memory and understanding of that material studied much longer in comparison with students obtaining information only from the teacher. Discovery learning system learning, the teacher does not directly present lesson material, but students are given opportunity to find a problem with using problem solving approach[12]

On its implementation in teaching and learning process, there are several phases that need to be done. According to the Educator Profession Development Center, Indonesian Education and Culture Department, there are 3 phases, those are:

(1) Planning phase which is an activity to define the learning objectives, identify students' characteristics, determine the material, develop the teaching material and media, and also design the assessment process.

---

[12]Yun Ismi Wulandari, Sunarto, "Implementasi Model Discovery Learning dengan Pendekatan Saintifik untuk Meningkatkan Kemampuan Berfikit Kritis Hasil Belajar Siswa Mata Pelajaran Ekonomi Kelas XI IIS I SMA Negeri 6 Surakarta Tahun Pelajaran 2014/2015", 8.

(2) Implementation phase which include the discovery learning activity consist of 6 steps, those are stimulation, problem statement, data collection, data processing, verification, and generalization.

(3) Assessment. The assessment can be done as a test form or non-test form (Kemendikbud, 2014).

These followings are the specific explanation of the stage in discovery learning:

1. Stimulation stage, where teacher can start the teaching and learning activity by asking questions, suggesting to reading book, and other learning activities that lead to problem solving preparation. The stimulation in this stage serves to provide interactive condition in learning which could help students to be more active in exploring the material.

2. Problem statement stage where the teacher gives chances to the students to identify problems related to the learning material. Then, one of them was chosen and formulated in the form of hypothesis (a temporary answer to the problem question).

3. Data collection stage students conduct experiments or exploration, while teachers provide opportunities for students to gather as much information relevant to prove whether or not the hypothesis is correct. Data can be obtained through reading the literature, observing the objects, interviewing the sources, conduct their own experiments, and so on.

4. Data processing stage which is an activity to process the data and information that has been obtained by the students through interviews,

observations, and so on. The data were observed result then being interpreted.

5. Verification stage where students perform a careful examination to prove whether or not the hypothesis has been proven, link to the results of data processing.

6. Generalization (drawing conclusion) which is the process of pulling a conclusion that can be used as a general principle and applies to same event or problem by taking into account the results of the verification. Based on the results of verification, the underlying principle of generalization is formulated.

   On the discovery learning activities, in addition to knowledge and skill aspects, attitude aspect was also need to be developed. In the attitude aspect, students are expected to reflect religious behavior, have a noble character, knowledgeable, confident, and responsible.[13]

d. The Advantages of the Guided Discovery Method

   Guided Discovery method is influential on learning outcomes, whether or not the results the learning gained depends on the teacher's appropriateness of the method used. In selecting the method used in learning, a teacher should first look at the advantages of the method to be selected. The advantages of a method also have an effect on the results

---

[13]Hanafi, "The Effect of Discovery Learning Method Application in Increasing Students' Listening Outcome and Social Attitude," *Dinamika Ilmu*, 2 (2016), 295-296.

study. The advantages of the guided discovery method, according to Jerome Bruner (Carin and Sund, 1989: 95-96) are:

a. Develop intellectual potential, only students will be able to develop his mind by thinking, with use the mind itself. With the guided method discovery students' minds are used to solve the problem.

b. Develops intrinsic motivation. By discovering it yourself In guided discovery students feel intellectually satisfied. This satisfaction is a reward from within yourselves which will further strengthen to continue to pursue something.

c. Learn to find something. To be skilled at finding something, students can only practice finding something. Guided Discovery this is the practice of finding anything you can enrich students in the discovery of other things at later.

d. Memory last longer. By discovering yourself, students better remember what was learned, and what was found itself is usually durable; not easily forgotten.[14]

e. Application of the Guided Discovery Method

The application of the guided discovery method to increase in teaching vocabulary of VIII grade students is as follows:

a.   Preliminary

1.   The teacher coordinates students ready to take part in learning

---

[14] *Ibid*.

2. The teacher asked the students to watching a video about the lyric of song in youtube channel. The teacher tests the students' abilities about vocabulary

b. **Core activities**

1. The teacher provides a general explanation to students regarding the subject matter of the name of objects, the use of objects.

2. The teacher gives several picture in whatsapp group and ask the students to mention the name of the object in English then write it down in each assignment book

3. Furthermore, the teacher asks students to collect the assignment by taking a photo and sending it to the WhatsApp group.

4. The teacher asks students to remember the name of the object that has been written.

5. The teacher sends a form task sheet.

6. The teacher asks students to classify object names accordingly with the types of vocabulary that have been taught into that column already provided.

7. The teacher asks students to complete a sentence which is contains the vocabulary of objects and vocabulary that has been taught with the answers provided.

8. After that the teacher asks students to paste the appropriate word.

c. **Closing Activities**

1. The teacher and students conducted providing general explanation.

2. The teacher asking students to translate, watching and reading the material.

3. The teacher asking students to write down new vocabulary.

3. E-Learning

a. The Definition of E-Learning

According to OECD, E-learning is defined as the use of information and communication technology in diverse processes of education to support and enhance learning in institution of higher education and includes the usage of information and communication technology as a complement to traditional classroom, online learning, or mixing the two modes.[15]

E-learning refers to the use of information and communication technologies to enable the access to online learning or teaching resources.[16] According to Meltz et al, the term 'E-learning' is applied in different perspectives, including distributed learning, online distancing learning, as well as hybrid learning. [17]

b. The Types of E-Learning

There are diverse ways of classifying the types of e-learning, According to Algahtani there have been some classifications based on the extent of their engagement in education.

---

[15] Organization fir Economic Cooperation and Development (OECD): E-Learning in Tertiary Education, (2005), 21.

[16] Valentina Arkorful, Nelly Abaidoo, "The role of E-learning, the advantages and disadvantages of it's adoption in Higher Education," *International Journal of Education and research* (Ghana: December 2014), 398.

[17] Meltz, L., Deblois, P. "The Educa Use Current Issues Committee," 1 (2005), 15.

Algahtani divided e-learning into two basic types, consisting of computer-based and the internet based e-learning.

1. The computer-based learning comprises the use of a full range of hardware and software generally that are available for the use of Information and Communication Technology and also each component can be used in either of two ways: computer managed instruction and computer-assisted-learning

2. The internet-based learning is a further improvement of the computer-based learning, and it makes the content available on the internet, with the readiness of links to related knowledge sources, for examples e-mail services and references which could be used by learners at any time and place as well as the availability or absence of teachers or instructors.[18]

c.   **The Advantages of E-learning**

1. E-learning is benefit to education, corporations and to all types of learners.

2. Flexibility is a major benefit of E-learning has the advantage of taking class anytime and anywhere.

3. Students like E-learning because it accommodates different types of learning styles.

4. E-learning encourages students to pursue through information by using hyperlink and sites on the World Wide Web.

5. E-learning helps students develop knowledge of the internet.

[18] Algahtani, A.F., "Evaluating the Effectiveness of the E-learning Experience in Some Universities in Saudi Arabia from Male Students' Perceptions," (Theses, Durham University, Durham, 2011)

d. The Disadvantages of E-learning

1. Without having computer skills with programs such as word processing, internet browser, and e-mail, it is not possible for the students to get success in E-Learning.

2. Slow internet connection or older computer may make accessing course materials difficult.

3. Without computer skills such as learners may lose or misplace reports causing them to be late in submitting assignments.

4. Learner with low motivation or bad study habits may fall behind, because all the work they do is on their own.

5. Students may feel isolated from the instructor.
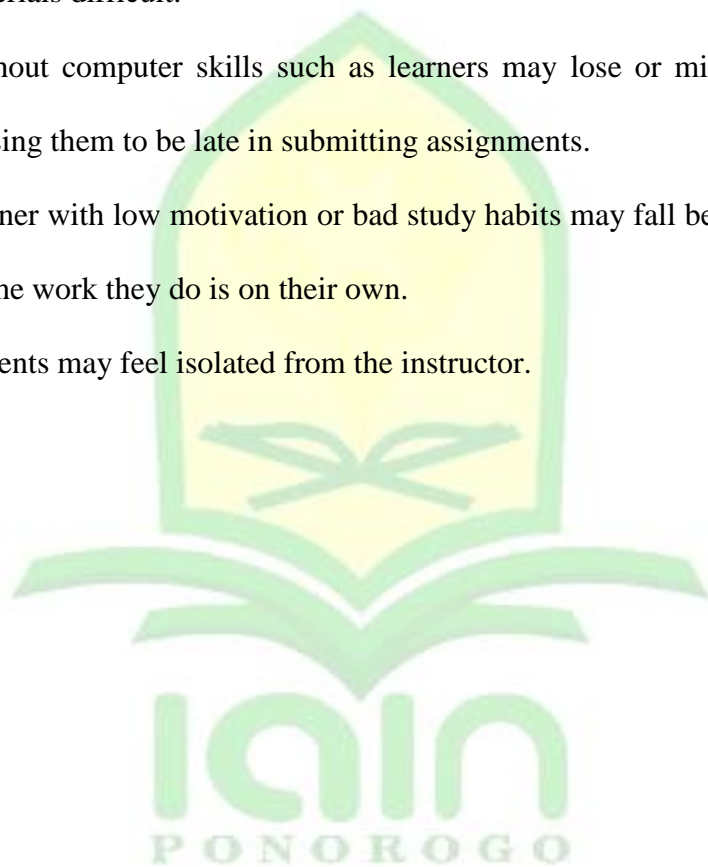
CHAPTER III

RESEARCH METHODOLOGY

The research methodology covers a set of research activities conducted by the researcher. It involves data approach and design, researcher's role, research setting, data source, and data collecting technique.

A. Data Approach and Design

Shank defines qualitative research as a form of systematic empirical inquiry into meaning.[1] This research applies qualitative research on having natural experience to identify the real result of observation by observing the location in the real social-life environment at SMPN 1 Kebonsari Madiun. The purpose of applying this design was to make an understanding carefully in real phenomenon by interviewing several subjects deeply. It is needs an exploring phenomenon action in education level. A central phenomenon was the key concept, idea, or process studied in qualitative research.[2]

The researcher applied qualitative approach and case study design. She observed direct location at school, observed teacher and students in the teaching learning process, caught information from questionnaire and interview, within its real-life context naturally. In this observation, the researcher performed as an interviewer and presented the data in a description form. Thus, the readers are able to read clearly.

---

[1] Shank, *Qualitative Research*," (2002), 2.

[2] John W. Creswell, Education Educational Planning, Conducting and Evaluating Quantitative and Qualitative Research, (Boston: Pearson Education. Inc:2002),16.

31

B. Researcher's Role

DeMunck describes participant observation as the primary method used by anthropologist doing fieldwork.[3] Researcher's role in this study is as an instrument. Being an instrument of this research, the researcher had to be an interviewer, an observer, and a collector to get the data related with the implementation of guided discovery method via E-Learning for teaching vocabulary.[4] Qualitative research itself develops this observation in a detailed information level about an individual or place and the environment of the school.

C. Research Location

In this research, the researcher chose SMPN 1 Kebonsari Madiun as the place for conductis the study. It is located in Jl. Ahmad Yani, Pucanganom, Kec.Kebonsari, Madiun. "Adiwiyata Mandiri" is the symbolic of the school because the implementation of having cleanliness and lots of green plants around it. So, the school looks so fresh and comfortable to have teaching learning process. The researcher chose SMPN 1 Kebonsari Madiun due to some reasons. First is to know and understand the implementation of guided discovery method via E-Learning for teaching vocabulary in the real target of class. Second is to know the students' attitudes toward the implementation of guided discovery method via E-Learning for teaching vocabulary in motivating and improving students' vocabulary mastery. Third, the teacher has her own

---

[3]DeMunck, *Participant Observation*, 1998.
[4]www.qualitative-research.net

modern method in teaching to be applied for young students in this era. Fourth, the students are in Junior High School that commonly they don't enjoy the monotonous media and method in learning process.

D. **Data Source**

Data is a collection of text, numbers or symbols in raw or unorganized form.[5] Using primary data which are data collected for the specific research problem at hand, using procedures that fit the research problem best.[6] In this study, the primary data could be got originally during the class activity at SMPN 1 Kebonsari Madiun. The researcher presented the descriptions on every result of data sources like observation, interview, documentations and questionnaire.

The data source could be got from person, thing, place that provide the information for a piece of research. On this part, the researcher got the data from several sources such as English teacher, the students, documentation on activity during teaching learning process and the documents of school files.

E. **Data Collection Technique**

In this research, the researcher used some techniques in collecting the data. These are the techniques which were used to collect the data:

1. Observation

---

[5] Cambridge Advance, Cambridge International AS & A Level Information Technology 9626 for Examination from 2017, Topic Support Guide, 2017, 5.

[6] JoopJ.Hox & Hennie R.Boeije, "Data Collection, Primary vs Secondary," *Encyclopedia of Social Measurement*, Vol.1, (2005), 593.

An observation is a data collection technique by which the researcher gathers knowledge of the research phenomenon through making observation on human behavior, the use of the phenomenon and human interactions related to it.[7] On this observation, the researcher observed the school condition and teacher's teaching method.

By making field note, researcher wrote everything happened during teaching learning process. It also contained the schedule of observation like place, time, date, month and year. The researcher observed the class to get valid information of the activity especially dealing with implementation of guided discovery method via E-Learning for teaching vocabulary. Besides, researcher also observed students' attitude toward the implementation of Guided Discovery method via E-Learning.

2. Interview

The use of interviewing as a research technique is second in importance to direct observation in qualitative research.[8] In this study, the researcher prepared the questions and took interest conversation to get clear information and valid data. The researcher interviewed the English teacher of eighth graders at SMPN 1 Kebonsari Madiun by giving several questions for the teacher like why the teacher used "Guided Discovery method" via E-Learning to teach vocabulary. Then the question for the students was like the impact

---

[7] 4https://koppa.iyu.fi

[8] Eisner, *The Use of Interviewing*, 1991, 183.

after using Guided Discovery method via E-Learning to improve their vocabulary.

The data got from interview presented clearly in this research within description form which is as like researcher's field note after observing and joining the teaching learning activity.

3. Documentation

In this technique of collecting data, the data was taken from school documents, photos during teaching-learning activities on whatsapp group, screen shoot of youtube video, photos students' assignment, school documents (the structure school, vision mission, the school profile), whatsapp chat of interviewing the English teacher , photos of teaching-learning process via Whatsapp group and written sources (field note) related to research for supporting the data from observation and interview. By combining those instruments, the researcher gained the detail information.[9]

The researcher presented the valid documentation to prove that the activity in real-life context based on the research conducted. Thus, the documentation was the helper for the researcher to support the data which this research worth to be observed related to the implementation of guided discovery method via E-Learning in teaching vocabulary of the eighth graders at SMPN 1 Kebonsari Madiun.

---

[9]Maskhurin, *Research Method*, 2014.

4. Questionnaire

Questionnaire is a very convenient way of collecting useful comparable data from a large number of individuals. However questionnaires can only produce valid and meaningful results if the questions are clear and precise and if they are asked consistently across all respondents.

Students' attitude toward the implementation of Guided Discovery method via E-Learning questionnaire. There are eighteen questionnaires for attitude adapted from an established test battery developed by Gardner. Attitude/motivation test battery (AMTB) was used to measure the participants' attitude towards the implementation of Guided Discovery method via E-Learning.

In this research, researcher used Closed- Ended questionnaire. In this technique of collecting data, researcher used scaled questions to know the students' attitudes toward the implementation of Guided Discovery method via E-Learning.

A closed question is one where the possible answers are defined in advance and so the respondent is limited to one of the pre-coded responses given. Respondents' answers are limited to a fixed set of responses. Most scales are closed ended. Types of closed-ended questions include:

a. Yes/No questions-The respondent answers the questions with a 'yes' or a 'no'

b. Multiple choices-the respondent has several options from which to choose.

c. Scaled questions-Responses are graded on a continuum[10]

Table 3.1 Questionnaire

No.	Questions	Strongly Agree	Agree	Disagree	Stongly disagree
1.	I like learning vocabulary using Guided Discovery Method via E-Learning				
2.	Using Guided Discovery method via E-Learning helped me to learn vocabulary				
3.	Using Guided Discovery method via E-Learning is able to improve my vocabulary mastery				
4.	Learning English by using Guided Discovery method via E-Learning is really great				
5.	The material from E-Learning to improve vocabulary is very flexible				
6.	My vocabulary mastery is getting better after learning using E-learning because there are many sources. So that I feel more confident to express my ideas orally.				
7.	Studying vocabulary is important because it will help me to improve my English skills				-
8.	I really enjoy learning vocabulary using Guided Discovery method via E-Learning				
9.	I think my English teacher is very fun				

---

[10]S Roopa,MS Rani, "Questionnaire Design for a Survey," *The Journal of Indian Orthodontic Society*, 4 (October-December 2021), 273.

38

10.	Learning vocabulary using Guided Discovery method via E-Learning is boring				
11.	My parents also help me to learning vocabulary at home				
12.	I plan to learn as much vocabulary as possible				
13.	I can express my creativity in writing more				
14.	I enjoy the activities of English class using Guided Discovery method via E-Learning				
15.	I feel that my vocabulary mastery is getting better after learning using Guided Discovery method via E-Learning				
16.	English is one of my favorite courses after using Guided Discovery method via E-Learning				
17.	Guided discovery method using E-Learning influence your studying progress in improving vocabulary mastery				
18.	Guided discovery method make you feel motivated and enjoyable in learning English				

F. Data Analysis Technique

Mattew B. Miles and Michael Huberman define that the data analysis consists of three concurrent flows of activity, they are data reduction, data display and conclusion and verification data.[11]

1. Data Reduction

---

[11]Mattew B Miles and Michael Huberman, Qualitative Data Analysis Third Edition, (1994), 10.

The reduction covers the process selecting, focusing, simplifying, abstracting and transforming the data which appear in field notes. It occurs continuously through the life of any qualitative oriented project. Also occurring as researcher decided which conceptual framework, which cases, which research question and which data collection approaches to be chosen.

2. Data Display

Data display is an organized, composed assembly of information which concludes a conclusion written. The most frequent from display in qualitative data in the past has been extended text. This study appears data that gets from written source of teacher's documents, written researcher's summary and written students' opinion.

3. Conclusion and verifications data

This part is verified as the analyst proceeds which may be as brief as a fleeting second thought crossing the researcher's analyst during writing, in a short excursion to field notes, or through argumentation to develop the data.

G.   **Checking Validity of Findings**

Data validity is the urgent concept that is renewed from the validities and reliabilities concept.[12] When the qualitative approach conducted means that the researcher confirms the valid data through checking some components like:

1.   The strenuously observation

---

[12]Lexy Moleong, "Metodologi Penelitian Kualitatif," (Bandung:PT. Remaja Rosda Karya, 2000), 171.

The strenuously observation means the researcher found the accurate and relevant research elements in choosing issue.[13] Conducting these following elements in this study;

a) Observing the implementation of guided discovery method via E-Learning to teach vocabulary of the eighth graders at SMPN 1 Kebonsari Madiun accurately and continuously during the observation.

b) Observing the students' attitudes toward the implementation of Guided Discovery method via E-Learning to teach vocabulary of the eighth graders at SMP Negeri 1 Kebonsari Madiun.

c) Studying deeply until the researcher found valid data.

2. Triangulation

Triangulation is a method of cross-checking data from multiple sources to search for regularities in the research data.[14] It is a powerful technique that facilitates validation of data through cross verification from two or more sources and it refers to the application and combination of several research methods are the study phenomenon.[15] The term original comes from the application of trigonometry to navigation and surveying.

According to Denzin, triangulation has 4 types, those are:[16] data triangulation (involving time, space, persons), investigator triangulation

---

[13] Ibid.,171

[14] O'Donoghue,i, Punch K. Qualitative Educational Research in Action (Doing & Reflecting Routledge, 2003), 78.

[15] Johnson Honorence, "Understanding The Role of Triangulation in Research," *Journal for Interdisciplinary Studies,* Scholarly Research, (2017), 91.

[16] Denzin, Sociological Methods (A Source book Fifth Edition, Aldine Transaction, 2006).

(involving multiple researchers in an investigation), theory triangulation (involving more than one theoretical scheme in the interpretation of the phenomenon) and methodological triangulation (involving the usage of more than one method to gather data such as interview, observation, questionnaires and documents). The other hand, the data that is checked using this triangulation will be more detail and it will be balanced in the situation of this research.

In this part of checking validity, the researcher applied one of four types triangulation named methodological triangulation which involves an interview both teacher and students by giving several questions related to the implementation of Guided Discovery method via E-Learning in teaching vocabulary, observation within activity during teaching learning process on whatsapp group and the documents which involve school documents, photos class activity on whatsapp group, photos students' assignment, teacher's whatsapp chat in interviewing of researcher and researcher's field note to be more valid data in this research. Triangulation was first borrowed in the social sciences to convey the idea that to establish a fact you need more than one source of information.[17]

H.   Research Procedures

There are several procedures in this study:

1. Planning

---

[17] Robert c. Bodgan, Qualitative Research for Education an Introduction to Theories and Methods Fifth Edition, (United of America: 2007), 115.

This procedure includes arranging the research plan, choosing the institution such as class and the teacher which is applied the model learning as a object observation, observing the teaching learning process applied by the teacher, preparing instruments that support researcher's valid data and other procedures that related research ethic.

2. The procedure of data analysis

Researcher analyzed data, observed the students and teacher in the learning process, and analyzed the method which was applied during learning.

3. Research report

Researcher's writing in the form of thesis writing about the case studies of "The Implementation of Guided Discovery method via E-Learning for eaching vocabulary at the eighth graders of SMP Negeri 1 Kebonsari Madiun.
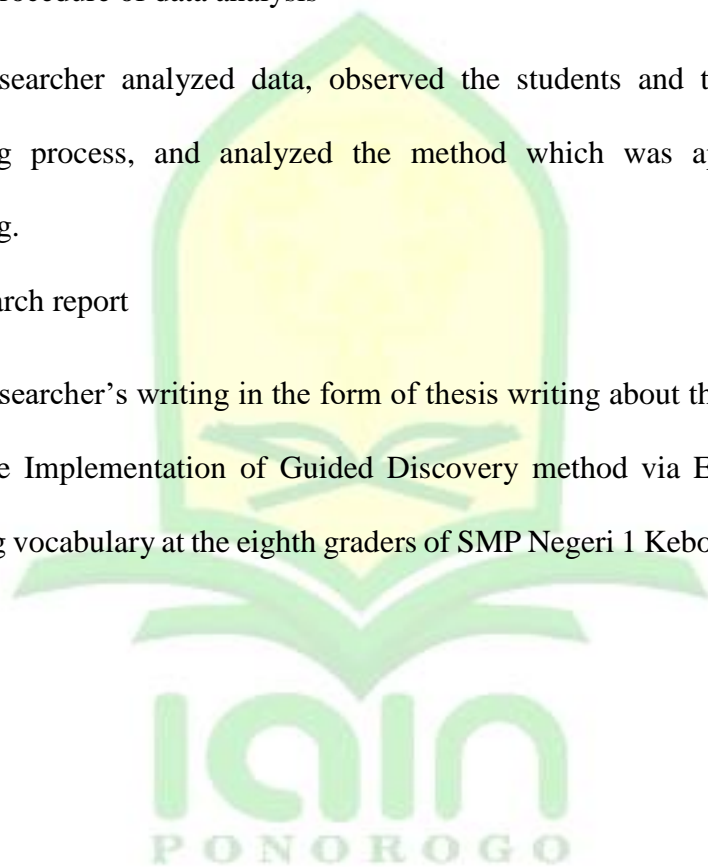
CHAPTER IV

RESEARCH FINDING

Chapter 4 consists of result and discussion. The researcher describes the result and discussion of the data containing the implementation of Guided Discovery method via E-Learning in teaching vocabualry, the students' attitudes toward after the implementation of Guided Discovery method via E-Learning in teaching vocabulary.

A. General Data Description

1. Background of School

   SMPN 1 Kebonsari Madiun was estabilished in the 1981/1982 academic year, with the admission of new students. In that year three classes had accepted students, but they did not have their own buildings so that all students were enstruted to SMPN 1 Dolopo for the implementation of learning and other activities. The land that is now used for the building of SMP N 1 Kebonsari is from the purchase of land owned by Mr. Ladies, the head of Pucanganom village at that time.

2. The Geographical Location of SMPN 1 Kebonsari Madiun

   Street   : Ahmad Yani

   Number   : -

   Village   : Pucanganom

   Sub district   : Kebonsari

   Regency   : Madiun

   Province   : East Java

Phone : 0351367741

Postal Code   : 63173

3. Vision and Mission of the Institute

1) Vision :

The general and comprehensive vision of SMP Negeri 1 Kebonsari is as follows: "Improve in quality, have faith, have faith, are environmentally friendly and have a culture"

1. Increase the average national exam results and school rankings at the district level

2. Increasing the curriculum content that is accommodative and representative

3. Increase in a higher quality learning process

4. Increase in the professionalism of school human resources

5. Improve in learning infrastructure and other activities.

6. Improve in participatory based management

7. Increase in the management of financing and increase in sources of funds

8. Increase in the development of the assessment and its follow-up

9. Increase in the development of noble character and religious attitudes

10. Increase in the development of a culture of environmental care.

2) Mission :

1. Achieve an increase in the average national exam results and school ranking at the district level.

2. Realizing an increase in curriculum content that is accommodative and representative.

3. Realizing an increase in a quality learning process towards an IT base characterized by local excellence.

4. Realizing an increase in the professionalism of the school PTK human resources.

5. Realizing an increase in learning infrastructure and other facilities.

6. Realizing an increase in participatory, accommodative school management.

7. Realizing an increase in the management of expenses and additional sources of school funds.

8. Realizing an increase in the development of assessment and its follow-up towards an IT base.

9. Realizing an increase in the development of noble character, religious attitudes, and receptive expressive language.

10. Realizing an increase in the development of a culture of caring for the environment towards "Adiwiyata" schools.

B. Specific Data Description

1. The implementation of Guided Discovery Method via E-Learning to Teach Vocabulary at the Eighth Graders of SMP Negeri 1 Kebonsari Madiun

The data about the implementation of Guided Discovery method via E-Learning to teach vocabulary at the Eighth Graders of SMP Negeri 1 Kebonsari Madiun were collected by an interview, observation, and documentation. The researcher observed VIII E twice. There are 32 students as participants. The English teacher's name is Sri Widayani, S.Pd. The teaching-learning process was observed via WhatsApp group because during the pandemic because the teaching-learning process was held online. The teacher used interesting media and methods. The method is Guided Discovery. It was selected because the teacher wanted the students to be more active to get the materials from various sources (not only from the book). Besides, she also observed the learning media used, such as students' book, dictionary and YouTube video.

a. First Meeting

The first observation was held on 1st March 2021. It was the first time for the teaching-learning process and the basic competence dealt with song lyrics. The teacher conducted teaching-learning activities by using WhatsApp group to give instruction to the students and explain the materials. Besides, she also used YouTube as learning media.

1) **Preliminary**

In preliminary stage, the teacher applied some steps: coordinating the students, asking the students to watch and translate the video, testing the students' ability.

First, the teacher coordinated the students' readiness to take part in learning. The conversation between the teacher and students via WhatsApp group is presented below.

Teacher : "Good morning students"
Students : "Good morning ma'am"
Teacher : "How are you today?"
Students : "I'm fine thank you"
Teacher : "I hope God give blessing and we can start teaching-learning process activities in healthy and hopefully the pandemic will end soon"

After the students took part in the learning process, the teacher asked them to access YouTube, as in the following conversations:

Teacher : "Are you ready to learn this morning? We are going to learn new vocabulary, but there are some differences. We will use the internet and we will access YouTube as the other source."
Students : "Yes ma'am"
Teacher : "You can open this YouTube link.

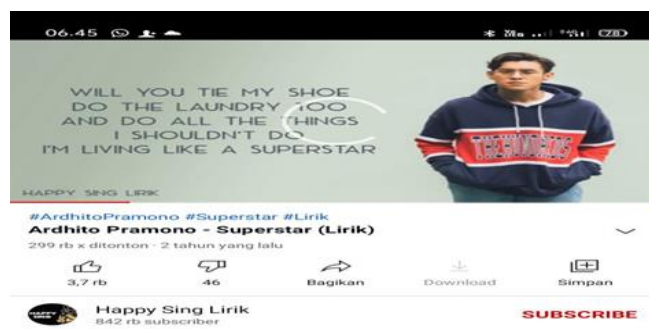The following picture is the lyric of the song on the YouTube channel.

Figure 4.1 YouTube channel

The researcher found that the students gave positive responses when the teacher asked them to access YouTube and watched the video for a moment. When watching the video, students were asked to understand every word and write the vocabulary that they learn.

Through the teacher's clarification about the purpose of Guided Discovery method in teaching vocabulary, it is confirmed that:

> "The purpose of a Guided Discovery method in online learning is to direct children to be more active in learning new vocabulary using media that is not make the students boring because curriculum 13 has been implemented as a form of educational reference, where students are demand to be more active in exploring and looking for learning material more broadly and not only from accompanying books. In addition, currently, there is also a Covid-19 pandemic where the teaching and learning process is carried out "online", so by using the YouTube channel students can still enjoy learning at home."

Second, the teacher asked the students to watch a song video on YouTube and asked them to translate the lyrics of the song from the video as in the following conversation.

> Teacher   :" Now, you can open your YouTube application and I want you to watch the song video for a moment. "
> Students   : "Yes, ma'am."
> Teacher   :" Next, I want you to rewrite the lyric of the song and translate it into Indonesia from the video, then you can use the dictionary or google translate to doing the assignment"
> Students   : "Yes ma'am."

Third, the teacher-tested the students' abilities about vocabulary by instructing,

> "From the video that you watch, maybe you can get most of the new vocabulary right? Now I want you to explain the moral value from the song, it will be a plus score for you later. Are you ready?"

Then the Students answer "Yes ma'am!"

2) Core Activities

In core activities, there were some steps conducted by the teacher: Providing general explanation, asking the students to translate, asking the students to read the text, asking students to write new vocabulary.

First, the teacher provided a general explanation to students regarding the subject.

Teacher : "Okay students, in this section I will give you an explanation about what is the meaning contained in the lyrics of the song that you have been learning. Do you still have a spirit?"

Students : "Yes ma'am, of course!"

Teacher : "In this section, we have studied about lyric of the song and I believe that you can understand what the meaning of this song, right?

This song tells us about someone who has a dream to live like a superstar and has many friends in his life. He can buy everything that he wants and all of the people like him. So far do you understand?

Students : "Yes, I understand."

Based on those clarifications, the implementation of Guided Discovery method via E-Learning for teaching vocabulary made students more active in exploring and looking for material from various sources. Therefore, students became more independent and thought critically about all the problems that exist in the learning material, as stated by the teacher;

"The function is to stimulate children or students so that they are more active and dexterous in mastering various learning media since junior high school."

Second, the teacher gave instruction on WhatsApp group to translate the song lyrics from YouTube video and asked them to collect the assignment by taking a photo and sending it to the WhatsApp group

Teacher : "Next activity, the lyric of a song that you have been done to write in your assignment book, and submit in the form of the photo"
Students: "Yes ma'am."

But when the teacher asked students to submit their assignments, it turned out that only a few of them responded and submitted assignments.

The teacher asked the students to read the text from the book. Then she gave them instructions to search for new and difficult vocabulary from the text to be translated into Bahasa Indonesia. This translating activity made students more confident in writing, reading and expressing their ideas in English class.

As stated by the teacher;

"The difference that I feel, now students become easier to understand the reading texts and they become more confident in writing and reading and also expressing themselves in the English class because they have mastered more new vocabulary."

Based on observation, the teacher clarified that the students understood the reading text easily because they had got most of the new vocabulary and they could enjoyably memorize the vocabulary. It made the students more confident to write and read. It also made them be able to express themselves in English class as expected by their teacher.

The following picture is the text in the students' book which asked to be translated.
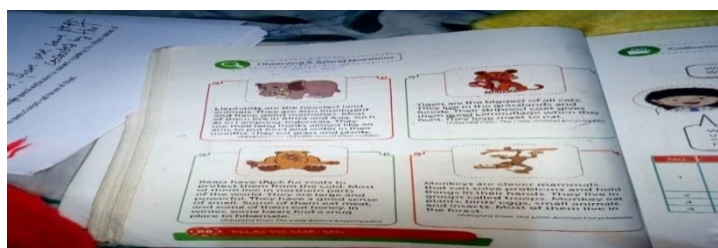

Figure 4.2 Text in student's book

Third, the teacher asked students to read the text from the book and write down the new vocabulary that they got from the text.

Finally, the teacher gave a form of task sheet and asked them to fill in the missing lyrics that had been taught into the column with the answer provided.

She said, "Now, I will send you an assignment from your book and you can do it on your task book after that collect it as a task today."

All of the students agreed to the instruction.

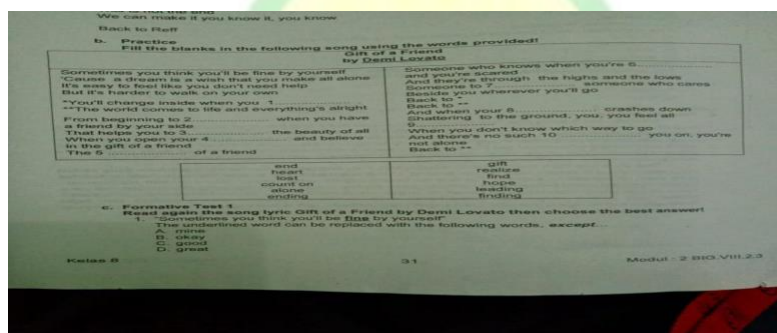The assignment gave by the teacher could be seen in the following figure.

Figure 4.3 Text in student's book

3. Closing Activities

In closing the class, the teacher and students concluded the results of learning about the new vocabulary from the song and messages of the song.

The teacher explained the advantages of teaching-learning using YouTube channels in learning vocabulary, which could be read in the following conversation.

Teacher : "Okay we will continue our study, here we have learned how we are easier to learning vocabulary and as long as your learning activities also feel enjoy because we a lot of media, one of which is YouTube, the application we often use. In the video song lyric that we have learned from YouTube, we can understand the meaning of the song then we can also add new vocabulary from the song lyric "Superstar". So far any questions?"

Students : "Not yet ma'am"

After the teacher explains the lyric of the song. She closed the class.

She said, "That's all for today and we will continue the class next week. Wassalamu'laikum Wr.Wb."

All of the students answered, "Wa'alaikumsalam Wr.Wb."

The next observation is explained in the following section.

b. Second Meeting

The next observation occurred on the 8th of March 2021 in 8E. It was the second observation. The teacher used google classroom to share the material. The discussion was held via WhatsApp group, dealing with the other basic competence: "Degree of Comparison"

1) Preliminary

In preliminary stage, the teacher applied some steps: asking students to read and understand the material, asking students to write down the material.

Firstly, the teacher continued giving materials to students then asked them to read and understand the material. The teacher greeted students via WhatsApp group. Then, she asked her students to open google classroom to read the materials as seen in the following conversation;

The teacher greeted,

Teacher : "Good morning students"
Students : "Good morning ma'am"
Teacher : "How are you today?"
Students : "I'm fine thank you."
Teacher   : "Today I hope God gives blessing and we can start teaching-learning activities in a healthy state and hopefully the pandemic will end soon. Then, to continue our study I will give you the material of "Comparison" and you can read and study the material."

All of the students agreed with the teacher instruction

Next, the teacher asked the students to write down the material in their assignment book.

> Teacher   : "Next, I will ask you to write the Degree Comparison material in your assignment book"
> Students : "Yes ma'am"

2) Core Activities

In core activities, there were some steps conducted by the teacher: providing a general explanation, giving instruction to watch the video on YouTube about "Comparison", and giving an assignment to the students.

First, the teacher provided a general explanation to students regarding the subject.

As a conversation between teacher and the students below;

> Teacher   : "Next activity, after you read and learn about comparison, you must have understood the meaning of comparison. So, you know that Comparison is "Tingkat Perbandingan" there are three degrees of comparison:
> 1. The positive degree, which simply denotes property or indicates an equal degree (such as the words big and fully)
> 2. The comparative degree, which indicates a greater degree (Such as bigger and more fully)
> 3. The superlative degree, which indicates the greatest degree (such as biggest and most fully)
> Is there any question so far?"
> Students   : "Not yet ma'am"

Second, the teacher instructed the students to watch the YouTube video about comparison for a moment then asked them to study and understand the material.

The following picture is a YouTube channel about the degree of comparison

Figure 4.5 YouTube channel about degree of comparison

Guided discovery method via E-Learning is one of the methods that can give stimulation for students according to the function above it influence mostly on the students' vocabulary mastery because it has a meaning motivation for the students.

From the observation, the researcher could get a clear concept about Guided Discovery method and how the teacher applied to invite the student's participation.

Third, the teacher asked the students to complete a sentence. She instructed, "Now, I will send you an assignment from your book and you can do it on your task book after that collect it as a task today."

All of the students agree to the instruction.

3) **Closing Activities**

In closing the class, the teacher and students concluded the results of learning about "Degree Comparison".

First, the teacher gave the feedback dealing with "Degree Comparison, as stated below,

Teacher   : "Okay we will continue our study, from the material above we can learn about comparison, the types of comparison, how to make the comparison sentence and know the meaning of the sentences to improve your vocabulary mastery, so you have to translate every sentence that you learn from English class. Any question for today?"

Students : "Not yet ma'am"

In teaching vocabulary, what often happens is when the teacher explains the material using English to give instruction, some of them can not catch what the teacher says. Therefore, the teacher mixed the languages: English and Bahasa Indonesia. Focus on teaching vocabulary, the teacher's goal is to give stimulation or training to the students to have vocabulary mastery. However, most of the students were bored to learn vocabulary so that the teacher had to have a method and media to make them felt enjoyable with the English class.

As stated by the teacher;

"The difference I feel, now students become easier to understood reading text and they become more confident in writing, reading and expressing themselves in the English class because they have mastered many new vocabularies."

Second, the teacher gave assignments to students that they had to do the tasks in the student's book.

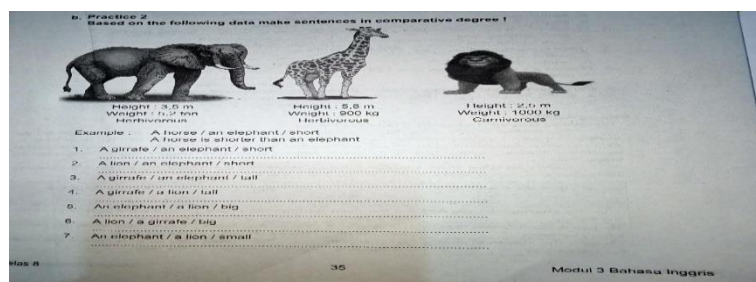The following is from the student's book.

Figure 4.4 Text in student's book

Third, the teacher asked her students to make a sentence using comparative degrees from the student's book with the following conversation.

> Teacher : Next, I Want you to make the sentence in comparative degree from your book practice 2 of page 35, then translate it into Bahasa Indonesia.
> Students : Yes, ma'am.
> Student 1 (Arifin): "Excuse me ma'am, where the tasks are collected, ma'am?"
> Teacher : "You can collect the assignment with the picture and send it to WhatsApp group"
> Students : "Yes, ma'am"

In this observation the results were different. Students became more active and could understand more new vocabulary they learn. Besides, all of the students were more active to collect the assignment that had been given by the teacher. It means that they are more confident to do the assignments according to their respective understanding.

The researcher got clarification from the teacher about the impact of Guided Discovery method via E-Learning for the students. The students became confident in expressing their creativity. As stated by the teacher below,

> "In my opinion, increasing of students' vocabulary mastery is better, because they can get material from many sources as the example I use YouTube, book, and dictionary to make students feel easier to understand and they also enjoyable with English class. The students become more active in learning new vocabulary with media that are familiar to them and often used by the students. And the impact is after the students know more about vocabulary, that the students become more active and can more express their ability in writing or speaking in English."

Although feeling bored, not enjoying the class, not having an internet quota, or having a difficult internet signal, most of the students felt that their vocabulary mastery was getting better after using E-Learning as they had

learned from many sources of materials. The teacher helped them by giving spirit and asking them to do their assignment by themselves. The students were more energetic in the learning process.

However, using Guided Discovery method also created some obstacles explained by the teacher,

> "The obstacle to applying this method may be that some students don't have internet quota so they could not open YouTube, but that is only a small part. Sometimes there are also obstacles from signals that are sometimes difficult, but what is certain is that currently, the school has provided facilities in the form of free learning quotas for all students so that can support the teaching and learning process."

2. **The Students' Attitudes toward the Implementation of Guided Discovery Method in Online Learning to Teach Vocabulary at the Eighth Graders of SMP N 1 Kebonsari Madiun.**

To know the student's attitudes toward the implementation of Guided Discovery method via E-Learning. There are eighteen questions for attitude adapted from an established test battery developed by Gardner. Attitude/ motivation test battery (AMTB) was used to measure the participant's attitude towards the implementation of Guided Discovery method via E-Learning.

Table 4.1 Questionnaire of Students' Attitude towards the Implementation of Guided Discovery method via E-Learning

No.	Questions	Strongly Agree	Agree	Disagree	Stongly disagree
1.	I like learning vocabulary using Guided Discovery Method via E-Learning	25%	65%	6%	4%
2.	Using Guided Discovery method via	31%	65%	4%	-

	E-Learning helped me to learn vocabulary				
3.	Using Guided Discovery method via E-Learning is able to improve my vocabulary mastery	31%	63%	6%	-
4.	Learning English by using Guided Discovery method via E-Learning is really great	31%	53%	10%	6%
5.	The material from E-Learning to improve vocabulary is very flexible	37%	59%	4%	-
6.	My vocabulary mastery is getting better after learning using E-learning because there are many sources. So that I feel more confident to express my ideas orally.	22%	68%	10%	-
7.	Studying vocabulary is important because it will help me to improve my English skills	50%	50%	-	-
8.	I really enjoy learning vocabulary using Guided Discovery method via E-Learning	25%	63%	12%	-
9.	I think my English teacher is very fun	47%	28%	25%	-
10.	Learning vocabulary using Guided Discovery method via E-Learning is boring	12%	16%	72%	-
11.	My parents also help me to learning vocabulary at home	25%	53%	12%	10%

12.	I plan to learn as much vocabulary as possible	34%	42%	12%	12%
13.	I can express my creativity in writing more	25%	69%	6%	-
14.	I enjoy the activities of English class using Guided Discovery method via E-Learning	25%	59%	10%	6%
15.	I feel that my vocabulary mastery is getting better after learning using Guided Discovery method via E-Learning	16%	74%	10%	-
16.	English is one of my favorite courses after using Guided Discovery method via E-Learning	16%	53%	31%	-
17.	Guided discovery method using E-Learning influence your studying progress in improving vocabulary mastery	34%	56%	10%	-
18.	Guided discovery method make you feel motivated and enjoyable in learning English	34%	56%	10%	-

The explanation of the table above is presented below.

1. **I like learning vocabulary using Guided Discovery Method via E-Learning.**

Dealing with the first statement, there are 25% of students strongly agree (8 students), 65% of students agree (21 students) , 6% disagree (2 students) , and 4% strongly disagree (1 student). In other words, most

students like learning vocabulary using Guide Discovery Method because they feel that using Guided Discovery method made them more enthusiastic.

According to one the students;

"I became more enthusiastic, because I like to access the internet browser so when I learn using E-Learning, I can use more of my time to learn vocabulary anywhere"

Most of them also agree because they thought learning English was fun.

One of the students said;

"I like learning vocabulary using Guided Discovery method via E-Learning because we are allowed to search many sources and to find out about new vocabulary "

But some of them disagree because they don't like learning English and they can't understand English words well.

One of the student clarifications;

"I don't like English lessons, I also don't really understand English"

2. **Using Guided Discovery method via E-Learning helped me to learn vocabulary**

For the second statement, there are 31% of students strongly agree (10 students) because they feel more helpful to learn vocabulary using Guided Discovery method and it can be seen from their improvement of vocabulary mastery.

According to one of the student,

"Now, my vocabulary mastery is getting better and I more able to interpret new vocabulary"

Then, 65% of students agree (21 students) because when they learn using visual media like video or music, they can receive learning material very well and it is the best way to learn new words for all subjects.//

But there is 1 student (4%) who disagrees because he doesn't like English.

Like student clarification;

"I can't understand the material without explanation from the teacher directly"

3. **Using Guided Discovery method via E-Learning is able to improve my vocabulary mastery**

There are 10 students (31%) who strongly agree, then 21 students (63%) agree, and 2 students (6%) disagree about it.

In other words, most of the students are able to improve their vocabulary mastery because it can make their vocabulary better than before by using E-Learning, so they could get new vocabulary and understand the meaning of the word or the text.

One of the student clarifications;

"I think now I have a lot of new vocabulary, and I can better understand reading text"

Most of the students agree because using E-Learning could improve their vocabulary mastery and it also helped them to learn easier.

One of the student clarifications;

"Using Guided Discovery method via E-Learning can help me to improve my vocabulary mastery because I can learn easily after using this method and media "

4. **Learning English by using Guided Discovery method via E-Learning is really great**

Dealing with the fourth statement, there are 10 students (31%) who strongly agree, 17 students (53%) agree, then 3 students (10%) disagree, and 2 students (6%) strongly disagree.

Based on the clarification above, most of the students strongly agree because they said that learning English by using Guided Discovery Method via E-Learning is more flexible, so they could study anywhere.

One of the student clarifications;

"I like learning via E-Learning because I can study anywhere and anytime. I am also more interested to search learning material from various media"

Most of the students agree because they think that E-Learning is very informative and can improve their learning skills.

According to the student clarification;

"I think that using Guided Discovery is a good method because it is informative and can give more information that we need in the learning process"

Students who disagree argue that it is because of the difficult signal so that they have difficulty in learning via E-Learning.

5. **The material from E-Learning to improve vocabulary is very flexible**

For the fifth statement, there are 12 students (37%) who strongly agree, then 59% agree, and 4% disagree about it.

The materials from E-Learning is very flexible, students could get material from youtube, book, or internet browser. Thus, they could

understand the word and they could get more vocabulary from many sources.

Most of the students agree that the material from E-Learning is very flexible because those who previously had got difficulty in memorizing vocabulary became better at mastering vocabulary so that they could enjoy the teaching-learning process.

Some students disagree because they could not understand the meaning of the video without the teacher's explanation although the material was repeated.

6. **My vocabulary mastery is getting better after learning using E-learning because there are many sources. So that I feel more confident to express my ideas orally.**

Dealing with the sixth statement, there are 7 students (22%) who strongly agree, 22 students (68%) agree, and 3 students (10%) disagree about it because after they learn vocabulary using E-learning, their vocabulary mastery gets better than before. Besides, they could be more confident to express their ideas orally because they could use some media to improve their creativity

One of the student clarifications;

"Now my vocabulary is increasing, now I can answer questions using English and I can respond and express my opinion using English even though it's not very fluent"

7. **Studying vocabulary is important because it will help me to improve my English skills.**

Dealing with the seventh statement, there are 16 students (50%) who strongly agree. Thus, from this clarification, some of the students strongly agree that studying vocabulary is important because it could help them improve their English skills.

According to the student;

"I strongly agree because, in my opinion, it is very important on the other hand vocabulary is the key so that we can learn English"

Then, 16 students (50%) agree because they feel that it's important to improve their vocabulary mastery especially and their English skills generally.

The students' said;

"I agree, because vocabulary is important for us to learn English and improve our English skills as students"

8. **I really enjoy learning vocabulary by using Guided Discovery method via E-Learning**

For the eighth statement, there are 8 students (25%) who strongly agree because they feel that using E-learning could give them a new spirit in learning English especially vocabulary.

One of the student clarifications;

"Now, I can more enjoyable to join this study using Guided Discovery method via E-Learning, I can more excited to explore the material from many sources and not boring because only read a book"

It could be a better impact on upgrading English ability and it is a positive point in the teaching-learning process to get the goal. There are 20 students (63%) who agree because when they enjoy learning vocabulary,

it could motivate them to understand every explanation and make them easier to learn vocabulary.

Students' said;

"When I feel enjoying with the learning process, it also affects my motivation in learning English and I also become easier to understand the material"

But there are 4 students (12%) who disagree because they still could not understand the material

One of the students said;

"I still don't like English lesson, because maybe I prefer another lesson"

Based on the clarification above, some students don't like it because they prefer other lessons.

9. **I think my English teacher is very fun**

There are 15 students (47%) who strongly agree because they like the teacher's method and media. It also influenced most of the students' mindset in learning English.

One of the student clarifications;

"I think Mrs. Sri was very fun because she always gives a new thing in the teaching and learning process sis"

There are 9 students (28%) who agree because they like the teacher's method in teaching vocabulary and the teacher also gives new stimulation to the student so that they are more excited.

"I think my teacher is very good to make the situation less tense in the classroom"

On the other hand, 8 students (25%) disagree because when they join the class they always feel bored and could not understand what the teacher means.

One of the student clarifications;

"I don't like my English teacher, so I always feel bore with the lesson sis"

10. **Learning vocabulary using Guided Discovery method via E-Learning is boring**

Dealing with the tenth statement, there are 4 students (12%) who strongly agree because they think learning English is difficult and they also have difficulty understanding because English is not their favorite subject.

One of the student clarifications;

"I think English is difficult and I also difficult to understand because English is not my favorite lesson"

There are 5 students (16%) who agree because they could not understand when the teacher didn't explain to the students what they should do or the steps in the learning process.

According to one student,

"I could not understand the material if the teacher doesn't explain directly, for example only told to study the video from youtube"

There are 23 students (72%) who disagree that learning vocabulary using Guided Discovery Method via E-Learning is boring because they felt enjoyable in the learning process. Like the explanation of one student;

"I became not bored because I could look and learn the material from many sources on the internet"

11. My parents also help me to learning vocabulary at home

Dealing with the eleventh statement, there are 8 students (25%) who strongly agree, 17 students (53%) agree, 4 students (12%) disagree and there are 3 students (10%) who strongly disagree. Some of them strongly agree because their parents could help and support them in learning vocabulary at home and when they had to study at home they needed the parents' help.

Most of the students also agree because their parents could give part of the time for them to help to learn vocabulary at home. But, there are some of the students who disagree because maybe the parents could not help to learn vocabulary at home.

12. I plan to learn as much vocabulary as possible

For the twelfth statement, there are 11 students (34%) who strongly agree and it could be evidenced that learning using online media could give them motivation to learn vocabulary as much as possible. It also could inspire them to learn more vocabulary.

As students' clarification;

"I think I will learn vocabulary as much as possible because it is very important and it can make to me can express my self not only in writing but also in reading"

There are 13 students (42%) who agree because they want to have a lot of new vocabulary and they could express their English skills so that it would help them to be more successful academically and communicatively in English.

According to the students' clarification;

"I agree because I want to have a lot of new vocabulary and it will be my basic skill to succeed academically and communicatively in English"

But, there are 4 students (12%) who disagree and 4 students (12%) strongly disagree because the students thought that they didn't need to learn vocabulary because they would improve English skills by studying hard.

Students' said that;

"I didn't need to learn vocabulary because I will improve my English skills when I study hard"

13. **I can express my creativity in writing more**

There are 8 students (25%) who strongly agree. They have several reasons and one of the reasons is because they have more new vocabulary and then they could express their creativity by trying to write a least 20 words every day. It doesn't matter whether they like it or not, they just try to get those 20 words out.

One of the student clarifications;

"So, every day I try to write a least 20 words. I don't care that I feel like it or not"

There are 22 students (69%) who agree because after studying vocabulary using Guided Discovery method via E-Learning, w they could write a few words or paragraphs to express ideas.

According to the students' said;

"Now, I can express my creativity in writing even though it's just about introduction of our self"

But there are 2 students (6%) who disagree because it was very difficult to develop their ideas, they are still afraid to express their creativity in writing.

Students' clarification;

"I felt disagree sis, because maybe I still afraid to express my idea in writing and I feel not confident to write well"

14. **I enjoy the activities of English class using Guided Discovery method via E-Learning**

There are 8 students (25%) who strongly agree because they could be more expressing their creativity by using many sources and also really excited to join the English class via E-Learning because there were various sources that they could search and study.

Like the students' clarification;

"I enjoy the English activities because after using youtube video, I don't feel bored to follow this class"

There are 19 students (59%) who agree about the question because according to the students, the media used is more flexible in the sense that if they are learning online, they don't need to bring the book anywhere and just bring a mobile phone.

One of the student clarifications;

"I agree because I don't have to bother to bring the books during this online learning process"

But there are 3 students (16%) who disagree about this and 2 students (6%) strongly agree because they have difficulty in getting an internet

signal and don't have an internet quota. But only two or three students experienced the problem.

Like students' said;

"I can't enjoy this class because I have a problem in signal sis, and sometimes I don't have quota"

15. **I feel that my vocabulary mastery is getting better after learning using Guided Discovery method via E-Learning**

There are 5 students (16%) who strongly agree because after the teacher applied Guided Discovery method via E-Learning, it could influence students' progress in improving vocabulary mastery.

Like student's clarification;

"My vocabulary mastery is getting better because the media is very great so I can enjoy with the learning process so I can easier to understand new vocabulary"

Most students 24 students (74%) agree that their vocabulary mastery is getting better after learning using Guided Discovery Method via E-learning because if they enjoy the learning process, they can understand the material easily and it could be impacted to the students' vocabulary mastery.

There are 3 students (10%) who disagree because they don't feel the impact of the learning method and they feel their abilities are the same as before.

16. **English is one of my favorite courses after using Guided Discovery Method via E-Learning**

Dealing with the sixteenth statement, there are 5 students (16%) who strongly agree because before the teacher applied Guided Discovery method via E-Learning, they did not like the English class. The teacher only explained material from books and made students feel bored. Yet, after using various media, students were more interested in learning English. English became one of their favorite courses.

There are 17 students (53%) who agree because English could be learned easily and they could use the media that they like. There are 10 students (31%) who disagree because English is not their favorite course even though they could understand the material and the media is also interesting.

17. **Guided discovery method via E-Learning influence your studying progress in improving vocabulary mastery**

Dealing with the seventeenth statement, there are 11 students (34%) who strongly agree because Guided Discovery method via E-Learning gave the students motivation in studying. They became more motivated to explore new vocabulary because they had been facilitated by the presence of this media. Like the result of the student's clarification

One of the students said;

"When the teacher gives us the facilities to learn from other sources such as this youtube channel I become more motivated to learn and improve my vocabulary mastery"

Then there are 18 students (56%) who agree because they became more active in learning vocabulary because the media used is very

interesting and they are also more comfortable because nowadays all things often use a mobile phone so they don't need to read thick books and they just listen and understand the sentences that are conveyed in the YouTube video.

One of the student clarifications;

"I like this method and this media because I can more active to open this youtube channel and I can easier to get the material. I just listening and understanding the video from the YouTube channel and I also can repeat if you don't understand"

Just 3 students (10%) disagree because it makes them feel worried that they could not understand the video.

One of the students said;

"I can't understand the pronunciation explained from the video because they are not Indonesian"

18. **Guided discovery method make you feel motivated and enjoyable in learning English**

Dealing with the last statement, there are 11 students (34%) who strongly agree, 18 students (56%) agree, and 3 students (10%) disagree. After the teacher had invited the students to try searching the English material from the other sources, students' attitudes were very good. They were very interested in opening the youtube channel and excited to listen and understand the material from the video. They also tried to translate the new words they got from the video. It certainly can motivate students in learning English in class.

According to one of the students;

"I like this learning method because the teacher doesn't conceate too much matter from the book, because we feel bored. I like to look for material from other sources, so that we can have broader insights too"

Students disagree because they don't like the method, they can't get other sources to learn and they feel lazy to search for the new source so they can't enjoy the learning process.

One of the students said;

"I don't like this method, because I feel lazy to open the media and to attend the material from the media"
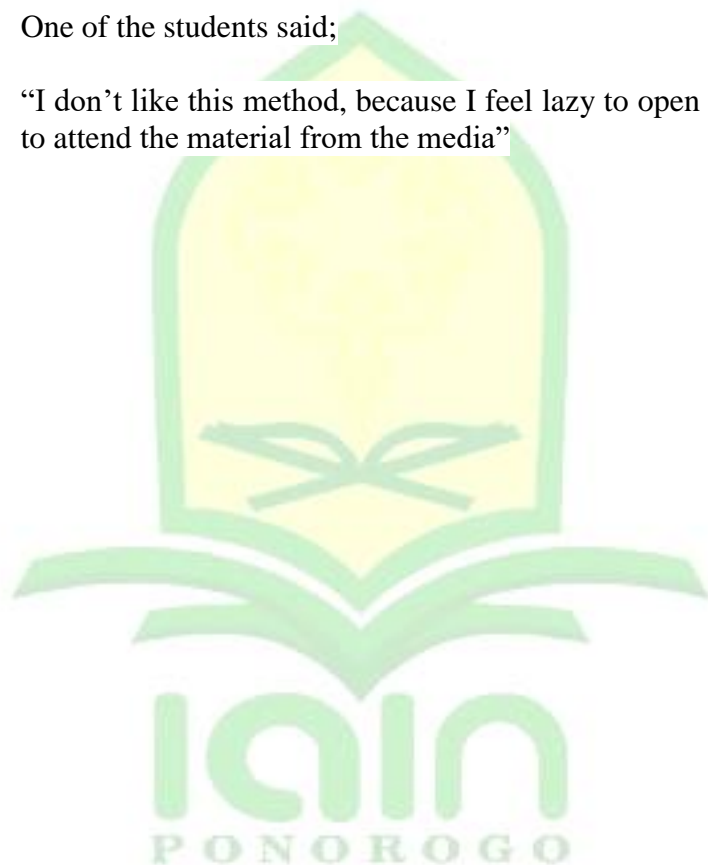
CHAPTER V

DISCUSSION

In this chapter, the researcher focuses on the result of observation which is based on the statement of the problems in this study. The researcher did the observation on getting the data of the implementation of Guided Discovery method via E-Learning for teaching vocabulary at eighth graders of SMPN 1 Kebonsari Madiun. The discussion is explained as follows:

1. **The implementation of Guided Discovery Method via E-Learning to Teach Vocabulary at Eighth Graders of SMPN 1 Kebonsari Madiun.**

Teacher is one of the important components in the teaching-learning process. Therefore, teachers are required to create the learning process to be enjoyable, effective, and and make the students understand the lesson. During Covid-19 pandemic, teacher must consider the suitability of the method with the condition and student's ability. In SMPN 1 Kebonsari Madiun, the teacher has chosen Guided Discovery method via E-Learning to teach vocabulary. The implementation of Guided Discovery method via E-Learning to teach vocabulary is effective, because the students are free to choose how they learn and what method made them enjoyable, easier, and comfortable.

Based on the first observation, it is clarified that the teacher has applied Guided Discovery method well. The researcher conducted two observations, interview, and documentation to examine and describe the implementation of Guided Discovery method via E-Learning for teaching vocabulary.

It was explained by the teacher from SMPN 1 Kebonsari Madiun that,

"The concept of "Guided Discovery Method" is to invite students to stimulate their ability by digging for information from outside but remain under the guidance and supervision of the teacher. They can more explore the material they have, especially in vocabulary mastery as the basis of learning English. And using YouTube channel and internet browser as a media because nowadays increasingly modern era, students prefer to use their mobile instead of books, and I use this method so that students don't get bored with the material and explanations from the book. Because in my English class sometimes the student tries to imitate and cooperate with other friends in working the assignment, so I hope that with this fun media they will be more enthusiastic about paying attention to the material and then being able to do their respective assignments."

It is in line with Bruner's statement that Guided Discovery method is generally associated with constructivist teaching principles with its emphasis that students learn best when engaged in active social learning processes that help them to form new ideas based on existing knowledge.[1]

Guided Discovery is the method that takes place when the teachers set an experiment, acts as a coach, and provide clues along the way to help students come to a solution. In this way, teachers provide students with certain tools for learning a concept, and the students make sense of the tools.[2] Since then, various forms of Guided Discovery method appeared based on the solutions of the problem without help from the teacher or just with a little assistance using some clues, direction, feedback, and sometimes modeling.[3]

The implementation of Guided Discovery Method via E-Learning to teach vocabulary is effective and media during the Covid-19 pandemic because it is designed for distancing learning.

---

[1] Clabaugh 2009

[2] Krisnawati, Eli, "The Implementation of Teaching using Discovery Learning Model," (Thesis of University of Nusantara, 20015)

[3] Mayes, R.E. "Should there be a Three-Stikes Rule Against Pure Discovery Learning The Case for Guided Method of Instruction", *American Psychologist Asociation*, 1 (2004), 14.

E-Learning used information and communication technology in diverse processes of education to support and enhance learning in SMPN 1 Kebonsari Madiun. E-Learning is considered as a source of online material that can play a key role in the teaching and learning field. Using E-Learning during the pandemic era is effective because the students can learn with the comfortable learning style they was used.

The advantages of E-Learning: First, E-Learning is a benefit to education, corporation, and all types of learning. Second, flexibility is a major benefit of E-Learning has the advantage of taking classes anytime and anywhere. Third, students like E-Learning because it accommodates different types of learning styles. Fourth, E-Learning encourages students to pursue information by using hyperlinks and sites on the World Wide Web. Fifth, E-Learning help students develop knowledge of the internet.

2. **The Students' Attitudes toward the Implementation of Guided Discovery Method via E-Learning to Teach Vocabulary at the Eighth Graders of SMPN 1 Kebonsari Madiun**

In teaching-learning activities, students and educators are the targets of every education. In teaching-learning process, teacher needs the students and the students need a teacher in transferring knowledge. Most language learners find it excruciatingly difficult to learn and remember a large number of words necessary to be competent and confident in a foreign language.

Vocabulary is central to English language teaching because, without sufficient vocabulary, students cannot understand others or express their ideas.

Some students who became the researcher's targety interview clarified that in previous times they didn't like English especially vocabulary. They felt bored and confused when they learn English lessons in the class. Yet since Guided Discovery Method applied, the students enjoyed learning vocabulary. It also helped them to improve their vocabulary.

Deeply, the use of YouTube video, textbook, dictionary are greatly effective especially for introductory courses as it can facilitate difficult concepts, and attract the attention of weak students as well as visual, special students. Besides, the teacher should also know well about the characteristic of the students. Knowing it, the teacher can handle the class. In the final, the students will feel motivated and attention to the learning process. Those clarifications approved that the students are very satisfied with the teacher's method.

Dealing with the students' attitude toward the implementation of Guided Discovery method via E-Learning, it is clarified the students before using Guided Discovery method, some of the students did not focus on the teacher's explanation, they gave slow responses when the teacher taught via WhatsApp group.

Using Guided Discovery method made students happy and enjoy all materials given. Besides, also they have the opportunity to be better at expressing the creativity, and to be more confident in expressing their idea orally. Applying this method in online learning is effective in increasing students' vocabulary mastery on teaching-learning at SMPN 1 Kebonsari Madiun.

CHAPTER VI

CLOSING

A. **Conclusion**

In the previous chapter, the researcher has discussed the result of observation. This chapter is going to summarize the result of the study to understand deeply the readers. Based on the researcher's analysis, the study was concluded that:

1. The implementation of Guided Discovery method via E-Learning to teach vocabulary is effective. The method is divided into three steps: preliminary, core activity, and closing activity. In preliminary stage, the teacher coordinated the students ready to take part in learning, gave instruction, and tested the students' abilities. In core activities stage, the teacher provided a general explanation, gave an assignment, and asked the students to translate video song lyric and comparative degree sentences, read the texts book. In closing activity, the teacher concludes the results of learning materials and collected the assignment. The students who previously felt bored with learning English became more enjoyable and students who previously didn't want to collect the assignment to be more active did the assignment and collected it. From the clarification above we could give the result if the implementation of Guided Discovery method via E-Learning is effective because the students could get material from various sources for improving their vocabulary mastery and expressing their creativity in English skills.

2. The students' attitudes toward the implementation guided discovery method via E-Learning was very positive. Some students who became the researcher's target interview clarified that in previous times they didn't like English especially vocabulary. They felt bored and confused when they learn English lessons in the class. Yet since Guided Discovery Method applied, the students enjoyed learning vocabulary. It also helped them to improve their vocabulary.

B. Recommendation

Based on the discussion and the conclusion of the study, the researcher noted on the recommendation for the teachers, the students, the institutions, and the future researcher in teaching vocabulary as follows;

a. For the English teachers

The English teachers are recommended to apply Guided Discovery method via E-Learning during the covid-19 pandemic in teaching vocabulary to motivate students.

b. For the students

The students will know and understand the way to learn vocabulary and improved their vocabulary mastery. The point is can express the students' creativity to be more confident to express their ideas.

c. For the institutions

The institution can get a better model of learning that is applied in every class by using via E-Learning as a media in learning.

d.   For the readers

The researcher recommends readers, particularly students and teachers of SMPN 1 Kebonsari Madiun to enhance this method for teaching vocabulary. The reader could imitate the method in enhancing

e.   For the future researcher

Hopefully, further researchers will understand and apply Guided Discovery method for teaching vocabulary. Know the importance of vocabulary in learning English.
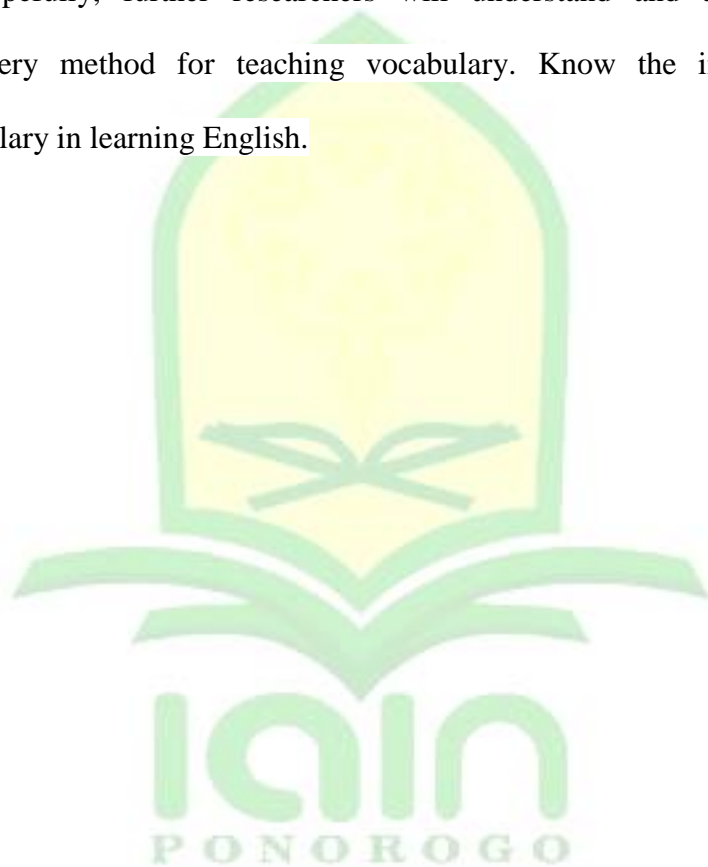
BIBLIOGRAPHY

Alqahtani, M. (2015). The Importance of Vocabulary in Language Learning and how to be Taught. *International Journal of Teaching and Education, Vol. III*, 25.

Bodgan, R. c. (2007). *Qualitative Research for Education an Introduction to Theories and Methods Fifth Edition.* united of America: sari knop bklen.

Crystal. (2003). *Peran Bahasa Inggris Sebagai Bahasa Global.*

Denzin. (2006)). *Sociological Methods (A Source book Fifth Edition, Aldine Transaction.* ISBN 978-0202-36840-1.

Desti Yuni Suprapti, M. (2017). Implementasi Kemampuan Vocabulary Bahasa Inggris Melalui Metode Drill Berbasis Lingkungan. *Jurnal Potensi PG-PAUD FKIP UNIB, Vol.12*, 59.

Hakim, L. (2019, februari). The Implementation Of Youtube In Teaching Vocabulary For Young Learners. *journal of advanced English studies, vol. 2*, 13-18.

Honorence, J. (2017). Understanding The Role of Triangulation in Research, Scholarly Research . *Journal for Interdisciplinary Studies*.

Huberman, M. B. (1994). *Qualitative Data Analysis Third Edition.*

Krisnawati, E. (2015). The Implementation of Teaching using Discovery Learning Model. *Thesis of University of Nusantara*.

Kusrini, E. (2012, Desember). Teaching Vocabulary for Junior High School Students Using Snake and Ladder Game. *Jurnal Aktif, Volume XIX*, 3.

LexyMoleong. (2000). *MetodologiPenelitianKualitatif.* Bandung: PT. RemajaRosdaKarya.

Mayes, R. (2004). Should there be a Three-Stikes Rule Against Pure Discovery Learning? The Case for Guided Method of Instruction. *American Psychologist Asociation*, 59.

Neber, H. (t.thn.). *Discovery Learning"Encyclopedia of the sciences of learning.* NewYork: Springer Science & Business media.

O'Donoghue, i. P. (2003). *Qualitative Educational Research in Action.* Doing & Reflecting Routledge.

Susanto, A. (2017, Oktober). The Teaching of Vocabualry :a perspective. *Jurnal KATA, Vol.1*, 185.

Syafrizal, H. (2008, Juni). The Implementation of Vocabulary Building Strategy in Teaching English Vocabulary to Young Learners. *Journal of English Language Teaching, Volume 5*, 40.