ABSTRACT

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THE IMPLEMENTATION OF GUIDED DISCOVERY LEARNING IN SPIRAL CURRICULUM: GRAMMAR LEARNING AND ITS IMPACT ON THE CONCEPT MASTERY, WRITING SKILLS AND LEARNING MOTIVATION OF STUDENTS AT CHARIS GLOBAL SCHOOL LIPPO CIKARANG
(xviii + 264 pages : 3 pictures, 82 tables, 31 graphs, 2 diagrams, 13 appendices)

This study examines the implementation of the Guided Discovery Learning method in Grammar lessons at the end of the implementation of the spiral curriculum with the aim of knowing that there are differences in mastery of concepts, writing skills and learning motivation between the Grade VI students who take part in the Guided Discovery Learning method and the students who take part in learning using the Guided Discovery Learning method. The research was conducted for 10 weeks at Charis Global School Lippo Cikarang. There were 36 students who took part in this research, 18 students from Steve Jobs class as the control group and 18 students from Elon Musk class as the experimental group. This research is a quasi-experimental research involving the experimental group and the control group. The research instruments used to collect the data were test questions, observation sheets and rubrics that had been tested for validity and reliability. The mean and n-gain values obtained were then tested to find the differences between the two classes through the t- test. Based on the results of the data analysis, it can be concluded that the implementation of the Guided Discovery Learning method has a significant impact on the students' concept mastery, writing skills and learning motivations.

Keywords: spiral curriculum, grammar, Guided Discovery Learning, concept mastery, writing skills, learning motivation
References: 60 (2016 – 2023)

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IMPLEMENTASI *GUIDED DISCOVERY LEARNING* DALAM KURIKULUM SPIRAL: PELAJARAN *GRAMMAR* DAN DAMPAKNYA TERHADAP PENGUASAAN KONSEP, KETERAMPILAN MENULIS DAN MOTIVASI BELAJAR SISWA CHARIS GLOBAL SCHOOL LIPPO CIKARANG
(xviii + 264 halaman : 3 gambar, 82 tabel, 31 grafik, 2 diagram, 13 lampiran)

Penelitian ini mengkaji implementasi model belajar *Guided Discovery Learning* dalam pelajaran g*rammar* di akhir pelaksanaan kurikulum spiral dengan tujuan untuk mengetahui adanya perbedaan penguasaan konsep, keterampilan menulis dan motivasi belajar antara siswa kelas VI yang mengikuti pembelajaran *grammar* dengan model *Guided Discovery Learning* dengan siswa yang mengikuti pembelajaran *grammar* dengan metode ceramah. Penelitian dilakukan di Charis Global School Lippo Cikarang selama 10 minggu dengan subjek penelitian sebanyak 36 siswa kelas VI Steve Jobs yang berjumlah 18 siswa sebagai kelompok kontrol dan siswa kelas VI Elon Musk yang berjumlah 18 siswa sebagai kelompok Eksperimen. Penelitian ini merupakan penelitian kuasi eksperimen yang melibatkan kelompok eksperimen dan kelompok kontrol. Instrumen penelitian yang digunakan untuk mengumpulkan data adalah soal tes, lembar observasi dan rubrik yang telah diuji validitas dan reliabilitasnya. Nilai rata-rata (*mean*) dan *n-gain* yang diperoleh kemudian diuji untuk mengetahui perbedaan kedua kelas melalui uji t. Berdasarkan hasil analisis data dapat disimpulkan bahwa implementasi model *Guided Discovery Learning* memberikan dampak yang cukup signifikan terhadap peningkatan penguasaan konsep, keterampilan menulis Bahasa Inggris dan motivasi belajar siswa.

Kata kunci: *spiral curriculum*, *grammar*, *Guided Discovery Learning*, penguasaan konsep, keterampilan menulis, motivasi belajar.
Referensi: 60 (2016-2023)