

## WRITING THE PROCEDURES TEXT USING DISCOVERY LEARNING METHOD IN HIGH SCHOOL STUDENTS

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### ABSTRACT

The purpose of this study was to describe the development of teaching materials about the learning plan of writing procedural text with the discovery learning method in class XI SMA, the implementation of learning to write procedural texts with the discovery learning method in class XI SMA, and the assessment process of learning to write procedural texts using the discovery learning method in class XI. The subjects of this study were a class XI teacher and a class XI high school student. The things that are considered in this study are about the planning, implementation, and assessment process in learning to write procedural texts using the discovery learning method. The research data is in the form of observation and documentation. Data analysis using qualitative descriptive method. Based on the results of the study, it shows that the learning plan using the discovery learning method by the teacher has met the specified implementation standards. The success of a learning plan can be seen from the steps that are fulfilled according to the standard procedures for preparation of learning preparation using the discovery learning method. The implementation of learning can be categorized as successful in using the discovery learning method for learning to write procedural texts. The success of learning can be seen from the learning steps carried out by the teacher using the discovery learning method and student work results before and after using the discovery learning method in learning to write procedural text.

**Keywords:** discovery learning, writing, procedure text

### Abstrak

Tujuan penelitian ini adalah untuk mendeskripsikan pengembangan bahan ajar tentang rencana pembelajaran menulis teks prosedur dengan metode *discovery learning* di kelas XI SMA, pelaksanaan pembelajaran menulis teks prosedur dengan metode *discovery learning* di kelas XI SMA, dan proses penilaian pembelajaran menulis teks prosedur dengan metode *discovery learning* di kelas XI. Subjek penelitian ini adalah satu orang guru kelas XI dan siswa kelas XI SMA. Hal yang di perhatikan dalam penelitian ini adalah tentang perencanaan, pelaksanaan, dan proses penilaian dalam pembelajaran menulis teks prosedur dengan menggunakan metode *discovery learning*. Data penelitian ini berupa observasi dan dokumentasi. Analisis data dengan menggunakan metode deskriptif kualitatif. Berdasarkan hasil penelitian menunjukkan bahwa rencana pembelajaran dengan menggunakan metode *discovery learning* oleh guru telah memenuhi standar pelaksanaan yang ditentukan. berhasil sebuah rencana pembelajaran dapat dilihat dari langkah-langkah yang terpenuhi sesuai standar prosedur penyusunan persiapan pembelajaran dengan menggunakan metode *discovery learning*. Pelaksanaan pembelajaran dapat di kategorikan berhasil dalam menggunakan metode *discovery learning* untuk pembelajaran menulis teks prosedur. Berhasilnya pembelajaran dapat di lihat dari langkah pembelajaran yang dilakukan guru menggunakan metode *discovery learning* serta hasil kerja siswa sebelum dan sesudah menggunakan metode *discovery learning* dalam pembelajaran menulis teks prosedur

**Kata kunci:** *discovery learning*, menulis, teks prosedur

## INTRODUCTION

Education is a future asset that shows the development of a nation. In Indonesian, there are four aspects of skills in Indonesian, namely Listening, Speaking, Reading and Writing. Writing is four of the language skills, writing is a positive activity in human life to convey opinions, ideas and feelings through writing, (Wikanengsih, 2010) "Writing skill is a language skill that needs attention because it has a positive impact on life. Other than that, (Nurhadi, 2017) also said that writing is a process of contemplating ideas or ideas in the form of written language exposure in the form of a series of language symbols (letters).

Winarsih (2015) explaining procedure text is a text to do something by explaining the steps completely and clearly according to what is specified. Procedure text is text that contains the steps or stages that must be taken to achieve the goal (Maryanto, 2014).

Sani (2014) argues that discovery learning is a learning activity that requires students to find information. Where the data is obtained by students directly through observation or through experiments. According to (Hosnan, 2014) Discovery learning method is a learning model to make students discover for themselves and get their own results so that these results will be remembered by students.

In this study, the teacher used the discovery learning method as a method for teaching prodesur texts to students. The method chosen by the teacher on the grounds of student knowledge, this method is very effective because it strengthens the memory that has been received. In addition, this method creates a sense of joy in students. due to a growing curiosity to investigate and succeed. This method also allows students' ability to develop rapidly in accordance with the ability of reason and motivation of the students themselves.

Learning to write procedural texts is important because every student is able to understand and express their ideas. If the idea is expressed systematically and in detail, Indonesian lessons in schools include procedural text as one of the material deemed important to be understood by students. However, some schools have not been able to read this phenomenon so that students' understanding of the procedural text material is still low. This has a negative impact on students. Students are less able to convey or express their ideas or thoughts properly and correctly.

Based on the orientation of SMA PGRI 1 Purwakarta, which has been using

discovery learning since 2013 and has succeeded in increasing student understanding in the form of cognitive assessments, the discovery learning method can use written tests. If the form of assessment uses a process assessment of student work results, the implementation of the assessment can be done by observation, therefore, the researcher plans to apply the discovery learning method to the school. Researchers want to provide an overview of schools that still use old methods and are less successful in equating learning materials to write procedural texts. It is proven by conducting research in high school entitled "Teaching Procedure Text Writing Using the Discovery Learning Method in Class XI SMA Students".

## METHOD

This study used a qualitative descriptive research design. Descriptive research is research that aims to collect and describe information about the status of an existing symptom. This qualitative research design is expected to be used to describe or describe the learning of writing procedural texts using the discovery learning method in class XI students of SMA PGRI 1 Purwakarta. The subjects in this study were students of class XI IPA 1 SMA PGRI 1 Purwakarta. The object of this research is none other than the procedural text made by the students of class XI IPA 1 SMA PGRI 1 Purwakarta. Data were collected using documentation and observation methods. In collecting data using instruments. The instrument in this study was an observation sheet. Research observation sheets start from examining planning, implementation, and assessment data.

## RESULTS AND DISCUSSION

### Results

In learning planning using the discovery learning method, there are certain stages or implementation standards that the teacher should meet. These stages can be seen in the table below.

Table 1 Stages or Implementation Standards That the Teacher Should Meet

| No. | Stages  |
|-----|---|
| 1   | determine learning objectives   |
| 2   | identify student characteristics (initial abilities, interests, learning styles, and so on) |
| 3   | choose the subject matter   |

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- 4 determine the topics that students will study independently along with examples

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  - 5 develop learning materials such as examples for student assignments as learning materials.

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  - 6 set the level of discussion on the topic of the subjects that will be studied according to the student's stages from simple to concrete.

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  - 7 assess the implementation of the student learning process

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Based on the stages above, the teacher then prepares a lesson plan preceded by the formulation of learning objectives. The next stage is observing the learning material in the Indonesian language textbook: Self-Expression and Academic 2013 compiled by the Ministry of Education and Culture and comparing with the learning syllabus, the teacher formulates learning to write procedural texts into eight goal items. Of the eight items, it is expected that the four core competencies previously determined by the Minister of Education are contained in the syllabus of each subject and written in detail to meet the overall core competencies and not only for some core competencies.

Then the teacher adjusts to the characteristics of the initial ability, interests, and learning styles, with the learning material. then the teacher determines the material to be used as a learning stimulus. Considering that learning materials are a process to become good Indonesian citizens, teachers are challenged to choose materials and topics that suit the abilities of high school students. With the consideration that students will grow up in their age for class XI high school students, the teacher chooses the procedure material about making a KTP. Procedure text learning material is comparing 2 procedure texts, then the teacher chooses one more topic, namely the process of making a SIM. Given the importance of a driving license for driving, the procedural text material was chosen 2 texts to be discussed by students, namely "The process of making a KTP" and the process of making a SIM.

Then the teacher looks for examples, illustrations, for students to learn. The teacher prepared several illustrations about the importance of KTP and SIM and the consequences of not having these two items, both in terms of safety and social norms, especially in Indonesia. The next stage, the teacher arranges the order of delivery of these topics from simple to complex, to anticipate the mental readiness of students in receiving and digesting the material as well as general information about its relation to real life.

The final stage process carried out by the teacher is to determine the assessment technique that will be used to evaluate the course of learning to write procedural texts

using the discovery learning method. The planning stage is completed with the existence of a Learning Implementation Plan (RPP) in accordance with the learning objectives, core competencies, achievement indicators, materials and topics, the assessment process, which is combined with the discovery learning method.

Based on the steps that have been planned, the following is an analysis of the results of the application of the discovery learning method in writing procedural texts in class XI IPA 1 SMA PGRI 1 Purwakarta.

The first meeting was held on Monday, January 21, 2019. Indonesian language class hours are on the 5th and 6th hours, 10.45-12.00. The teacher greets all students firmly, the students answer with an enthusiastic tone. The teacher begins the lesson by introducing the researcher. Researchers occupy the seats that have been provided in the back. The teacher starts checking student attendance. The attendance checks and introductions made that day took fifteen minutes. The teacher informs that starting today until the next few days, they will carry out Indonesian language learning with researchers. The teacher asks students to be ready to accept learning well.

Furthermore, the teacher gives students the perception of comparing and producing procedural texts. The teacher asked about *prihala* how and the conditions for being a good citizen. then the teacher raises his right hand to ask one of the students to answer. The teacher gave Nadia a chance, she replied emphatically that to be a good citizen you must obey the rules and obey the law. Then the teacher asks other students whether they agree or not, one of the students agrees and justifies. Then the teacher asks the students if there are any requirements to become good citizens. The teacher finally pointed to a student named Ranga. The student answered that to become a good citizen, he must have important documents as written and mentioned in the package book, such as ID card, driver's license, deeds, and other important documents. The teacher asks students to make conclusions about the question. Courageously, one of the students named Agus concluded that to be a good citizen not only obey the rules, but must order important papers. The teacher guides the students to applaud agus for having dared to answer correctly. but must be orderly with important papers. The teacher guides the students to applaud agus for having dared to answer correctly. but must be orderly with important papers. The teacher guides the students to applaud agus for having dared to answer correctly.

Furthermore, the teacher of basic competence and achievement indicators in

learning 3.2 compares the text of the observation report either through oral or written (3.2.1 determines the similarities and differences in the content, structure and language characteristics of the two procedure texts) and 4.2 is able to make a procedural text with the characteristics of the text will be made either in writing or orally (4.2.1 writing procedure text in accordance with the steps in the structure and content of the procedure text). Before delivering learning subject matter, the teacher states the learning objectives that students must achieve. The learning objectives referred to include, (1) students are able to compare two procedure texts, (2) students are able to find similarities and differences starting from the structure and language rules in the two procedure texts, and (3) students are able to produce procedure text.

The teacher digs deeper information from students about the procedural text material. The teacher gives questions for students to dare to answer, but not one student answers. Finally, the teacher points and asks the student to explain the meaning of the procedural text. Students answer by reading a book. Furthermore, the teacher explores the procedural text material.

The teacher begins to direct students to enter the core learning activity stage. Definition, purpose, linguistic characteristics of the procedural text. the teacher gives questions to students. After that, the teacher pointed to one of the students sitting in the corner, whose name was Yulia. The student submits answers based on the LKS book they have. Finally, the teacher concludes their answers and provides additional answers from students.

Next, the teacher begins to implement learning using the discovery learning method in accordance with the learning activity plan that has been made, the first stage the teacher asks students to open the textbook on the procedure for making ID cards and how to make a SIM. Furthermore, the teacher explains to students the steps that must be taken to compare the two pieces of text, before starting to compare the teacher divides the group after forming groups the teacher asks students to discuss the problems given to students, and students are allowed to find various sources to solve the problem. After getting the data, the teacher asks the student to compile a report on the work in accordance with the problem formula that the teacher has given.

Before continuing the material, the teacher provides the opportunity for students to ask questions, the teacher continues the first stage of learning with the discovery learning

method by asking questions about problems to students, causing confusion to students, the problem that the teacher gives to students is asking students to find commonalities and differences in the structure of the two procedural texts which is entitled making a KTP and how to make a SIM in the package book. Because the time is over and the whole group has finished making the report, the teacher asks students to collect their work and the discussion will continue the next day.

Subsequent research on Wednesday January 23 2019, Indonesian language lessons at the 1st and 2nd hours, namely 7.00 to 8.30. The teacher asks the students again about the previous material about how to compare texts, the students answer that they remember the previous material, the teacher sees that all students are ready to start the discussion, after that the teacher asks students to continue comparing the two texts, this activity is approximately sixty minutes, the teacher asks students to submit their work in a group discussion forum.

After the group discussion is complete, the teacher asks all students from each group to conclude their respective work, after completion the teacher instructs them to collect their work again, the teacher asks students about things that have not been understood about the lesson to compose two procedural texts, the teacher ask students to conclude the learning material. Quickly, several students raised their hands and the teacher pointed to a student named haikal, he concluded the subject matter by mentioning the meaning, purpose and steps of composing a procedural text, the teacher gave words that the haikal was good and concludes correctly. the teacher distributes questionnaires to the students the teacher closes the subject.

From the implementation of the learning that has been carried out by the teacher and students above, it can be categorized that the teacher has succeeded in applying the discovery learning method to write procedural texts. The success of implementing learning with the discovery learning method can be considered by comparing the learning steps carried out by the teacher as in the above activities with the discovery learning stages.

Seeing that the overall steps of learning to write procedural text have met the standard stages of implementing discovery learning learning, the teacher is categorized as having successfully implemented the learning method properly.



## **Discussion**

The application of discovery learning method in class XI IPA 1 SMA PGRI 1 Purwakarta is classified as good and successful if it is seen from the fulfillment of the learning step implementation criteria and also the scores produced by students during the learning process. In class XI IPA 1 SMA PGRI 1 Purwakarta, There are several things that are the keys to the successful implementation of the discovery learning method in writing procedural texts so that the discovery learning method can be applied properly. The matters in question will be detailed as follows.

First, the teacher has been able to develop students' curiosity about the problems that exist around students, in writing the text of the observation report, material thinking, phenomena can be disguised but not absolute, the teacher chooses to use material about general phenomena that are important and must be known to students. in the neighborhood. In the discovery learning method, the initial stimulation to be in the language is very important, without any interesting explanations, the discovery learning method becomes a tedious method for students, using learning materials with phenomena that exist in the student environment will make it easier for students to write and understand the procedural text material.

The second success is the teacher's ability to direct students to ask questions. Most of the students who were previously silent because they did not understand the material, dared to ask questions and even gave statements about the problems given. The teacher is able to direct students' thinking by guiding students to equate different concepts with the Discovery Learning method will not run well without the ability to direct.

The success category of the Discovery Learning method by the teacher is giving assignments to students with the allocation of time for two meetings, thus students have ample opportunity to learn, get direct experience of what is being studied, one of the series to achieve basic competency standards and learning materials, if the material is immediately completed in one meeting, students are only able to reproduce the material being studied at that time, but with the concept of learning, giving material in class and practicing outside the classroom to collect data students get the truth and students get real learning experience, students are not just only material and theory, thus discovery learning method fulfills learning outcomes and objectives.

The last key to the successful application of the discovery learning method by the



teacher in learning to write procedural texts is the formation of different (heterogeneous) groups. In the application of the discovery learning method, different groups hold significant roles so that all group members can express opinions, ideas and responses freely, allowing the emergence of various alternative opinions. Discovery learning method has its own advantages compared to other learning methods. The first advantage is that students are more interested and feel motivated by the face of a problem that is considered challenging to students. The second advantage is that the discovery learning method uses indirect tools to solve existing problems. The third advantage is that students are able to explore the knowledge that has been obtained in solving problems and the fourth advantage is that students become more creative during the learning process. However, in the implementation and application directly to class XI IPA 1 SMA PGRI 1 Purwakarta, it turns out that discovery learning still has shortcomings, especially in its application to the material for writing the text of the observation report. These deficiencies include learning with a discovery learning model that takes a long time. The time available in one face-to-face time is 90 minutes and 180 minutes per week. With such a short time, the student's problem-solving process becomes less effective with less than optimal results.

The lack of supporting books that are used in learning activities, as well as other deficiencies faced in the application of the discovery learning method in class XI IPA 1 SMA PGRI 1 Purwakarta are students' lack of understanding in solving problems with the material. Some students still show a lack of understanding of the problems discussed with the material so that some students still depend on their group accounts.

Based on the results of the explanation, it can be seen that the implementation of the discovery learning method in learning to write procedural texts, from the deficiencies that occur during learning, the teacher is able to carry out the entire discovery learning method in accordance with the standard steps of the procedure that have been implemented. by the teacher has been able to guide students to be skilled at writing complex procedural texts.

## **CONCLUSION**

Based on the results of research on learning to write procedural texts with the discovery learning method in class XI IPA 1 SMA PGRI 1 Purwakarta, the following

conclusions can be drawn.

The lesson plan using discovery learning method that has been planned by the teacher has met the specified implementation standards. The success of the learning plan can be seen from the fulfillment of all steps in accordance with the standard procedures for the preparation of learning planning using the discovery learning method.

Based on the implementation of learning carried out by teachers and students, the teacher can be categorized as successful in applying the discovery learning method to write complex procedural texts. The success of learning using the discovery learning method can be seen by comparing the learning steps carried out by the teacher as in the above activities with the discovery learning steps.

The teacher has been able to apply the discovery learning assessment process in writing procedural texts properly and in accordance with the steps that have been set out in the previously prepared lesson plans.

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