

DESCRIPTION OF WRITING EXPOSITION TEXT USING THE DISCOVERY LEARNING MODEL ASSISTED WITH MEDIA CANVA

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ABSTRACT

Writing is a basic skill that a student must have, including writing expository texts, however, effectiveness in writing expository texts must continue to be improved, one of which is by implementing learning models and optimizing the use of learning media. This research aims to determine the improvement of students' skills in writing expository texts using the Discovery learning learning model assisted by the Canva application. The students' learning results were divided into two tests as consideration for the use of the discovery learning model using Canva media. In the first test, students carried out learning without using the discovery learning model using Canva media, while in the second test, students carried out learning using the discovery learning model using Canva media. This research uses a quantitative descriptive method to show students' scores before and after using the discovery learning model using Canva media. The role of Canva media in learning to write expository texts is as a guide and trigger for students to better understand the material and use digital media to make learning easier and more efficient. The subjects in this research were 15 students in class VIII A at SMP Negeri 3 Cimahi. The scores obtained in the analysis include total student scores, average student scores, and analysis of the lowest, middle, and highest scores. This research shows the effectiveness of learning to write expository texts using the discovery learning model using Canva media by obtaining a fairly good average score of 78.5.

Keywords: Discovery learning, Canva, Exposition texts

ABSTRAK

Menulis menjadi keterampilan dasar yang harus dimiliki oleh seorang siswa, termasuk menulis teks eksposisi, namun demikian efektifitas dalam menulis teks eksposisi harus terus ditingkatkan, salah satunya dengan penerapan model pembelajaran dan optimasi penggunaan media pembelajaran. Tujuan penelitian ini adalah mengetahui peningkatan keterampilan siswa dalam menulis teks eksposisi dengan menggunakan model pembelajaran Discovery learning berbantuan aplikasi canva. Hasil belajar peserta didik tersebut dibagi menjadi dua tes sebagai bahan pertimbangan penggunaan model discovery learning menggunakan media canva, pada tes pertama peserta didik melaksanakan pembelajaran tanpa menggunakan model discovery learning menggunakan media canva sedangkan tes kedua peserta didik melaksanakan pembelajaran menggunakan model discovery learning menggunakan media canva. Penelitian ini menggunakan metode deskriptif kuantitatif untuk menunjukkan nilai peserta didik sebelum dan setelah menggunakan model discovery learning menggunakan media canva. Peran media canva pada pembelajaran menulis teks eksposisi sebagai pemandu dan pemancing peserta didik agar lebih memahami materi dan pemanfaatan media digital agar pembelajaran lebih mudah dan efisien. Subjek dalam penelitian ini yaitu siswa kelas VIII A di SMP Negeri 3 Cimahi sebanyak 15 orang. Pemerolehan nilai yang di analisis diantaranya total nilai peserta didik, rata-rata nilai peserta didik, analisis nilai terendah, menengah dan tertinggi. Penelitian ini menunjukkan keefektifan pembelajaran menulis teks eksposisi dengan menggunakan model discovery learning menggunakan media canva dengan memperoleh nilai rata-rata yang cukup baik yaitu 78.5.

Keywords: Discovery learning, Canva, Teks Eksposisi.

INTRODUCTION

Learning Indonesian is important learning for society, both for children and for people who are old enough. According to Farhrohman (2017) learning Indonesian is learning that is used as a means of communication and is one of the characteristics of the Indonesian nation which is used as the national language. Indonesian language lessons are one of the many subjects that must be taught to elementary school (SD) students to a higher level. Indonesian language lessons are a compulsory subject in elementary school. (Anzar & Mardhatillah., 2017). Meanwhile, Indonesian language learning activities in elementary schools, middle schools, and tertiary institutions must continue to be able to innovate to make updates, not only updating the contents of the language learning itself but also including updating how the learning process is carried out and the learning methods used (Azzahra, 2019).

Learning Indonesian includes four language skills which include listening skills, speaking skills, reading skills, and writing skills (Tarigan, 2013). The four Indonesian language skills must be mastered by students to have more mature Indonesian language skills, one of which is writing skills. Writing according to Sobari (2015) is an entirely complex process that allows writers to explore thoughts and ideas. Learning Indonesian, of course, is studied at the junior high school (SMP) equivalent. In learning Indonesian in class VIII there is a lot of learning material, especially in writing exposition text material. Expository text is a text containing a description of an opinion written by the author to convince the opinion accompanied by facts that invite the reader to give certain assessments, encouragement, and invitations (Kosasih, 2017). In addition, according to Ramadania & Aswadi (2020), Expository text is a text that provides information to its readers and is reinforced by the facts and data provided by the author.

Some students at SMP Negeri 3 Cimahi, to be precise in class VIII A, find it difficult to write exposition texts. The difficulty of the average student in conveying ideas that will be included in writing and lack of limited Indonesian vocabulary. The researcher evaluates this study by using a learning model that is appropriate to the exposition text material. The learning model used in this study is the discovery learning model. Learning model of discovery learning according to Hosnan (2014) is one of the models used to develop student learning styles to actively discover and investigate on their own, so that results are obtained that last a long time in memory and are not easily forgotten by students. Meanwhile, Marifa (2014) said that the learning model of discovery learning is a discovery process that focuses on students to solve the problems they face and then find a concept that can be implemented in the field.

The discovery learning model is very helpful for students' difficulties in discovering ideas and using vocabulary because the discovery learning model involves problems in everyday life so that students can remember the ideas that will be used and contain vocabulary that is easy for students to understand learners. The Discovery Learning model is oriented toward forming patterns of thought and action for students to be more analytical, systematic, logical, and scientific. Through the Discovery model Learning: Students can find information and concepts about the material themselves learning (Azkiya & Isnandab, 2019). In the discovery learning model (Discovery Learning) students are more active in solving problems while the teacher acts as a guide guiding how to solve the problem (Jayadiningrat et al., 2019).

The use of learning models must also be assisted by supporting media, this aims to assist students in solving problems in learning Indonesian. The use of digital-based media can facilitate researchers in preparing learning media. Researchers chose Canva media to help solve learning difficulties and provide more creativity to students in making learning projects. Canva is an application that is used as a medium to help teachers design teaching materials to make them more attractive (Official, 2021). Accordingly, according to Ipa (2021), canva is a design application that is used to create learning media.

In learning to write expository texts using the discovery learning method, Canva media is used as a trigger or stimulus to trigger students to find ideas, add, and help choose the right diction. Canva media is used to describe things that are the basis for students' inspiration in preparing to write descriptive text. In this section, Canva can use illustration images, animated illustration images, or videos available on Canva. Next, students are invited to interact and listen first to the media created and displayed via Canva.

Some of the types that have been carried out include Khattrin and Abdurrahman (2020) who researched writing exposition texts using the Discovery Learning model and the results. First, the writing skills of the exposition text of grade VIII students of Junior High School 31 Padang before using discovery learning models are fair qualifications (61.59). Second, the writing skills of exposition text of grade VIII students of Junior High School 31 Padang after using the discovery learning model are in good qualifications (78.26), other research was also carried out. The researcher's interest in using the discovery learning model to combine with Canva media is due to a similar study written by Fitriani (2022) with the title Canva-Assisted Discovery Learning Based FlipBook with an average grade of 87.9. This research was carried out using Canva media as a stimulus because Canva media can present graphics and image objects that are more interesting, can be animated, and can be interactive and is also easy to

use for both teachers and students, Canva can also be integrated with various applications that can encourage students to get new ideas in writing expository texts.

METHOD

This study used a descriptive quantitative method. The descriptive research method serves to describe the learning outcomes of students in the material of writing exposition texts. So, student learning outcomes were analyzed to find the total score, average score, lowest score, middle score, and highest score in exposition text writing material. According to Estuti (2021), This research is quantitative descriptive research, namely research that attempts to show the results of collecting quantitative or statistical data such as surveys as they are, without calculating or looking at their relationship with treatments or other variables. So the survey or questionnaire carried out is the point. Surveys are not conducted to compare with other surveys to draw certain conclusions. The implementation of this research took place at SMP Negeri 3 Cimahi in class VIII A with a population of 15 participants. This study compares learning outcomes without discovery learning models using Canva media and learning outcomes using discovery learning models using Canva media.

RESULT AND DISCUSSION

Result

By the research objectives that have been set, the research will focus on the differences in learning outcomes that have been carried out using the Discovery Learning method in learning to write expository texts using and without the help of the Canva application. The students first tried to write an expository text using the Discovery learning method without the help of the Canva application. The results are as follows:

Table 1. Student learning outcomes before using the learning model

No	Name	Results
1	AR	65
2	ANS	74
3	CPP	78
4	DAP	54
5	EAF	70
6	JDP	70
7	KMP	80
8	NNF	67
9	PYL	77

No	Name	Results
10	QNN	60
11	RA	71
12	RICK	75
13	SAP	76
14	SNR	78
15	TAT	80
Total		1075
Average		71.6

The results of learning to write exposition texts before using the discovery learning model using Canva media obtained a total value of 1,075, an average value of 71.6 from 15 samples. The lowest score was in learning to write exposition text before using the discovery learning model using the Canva application model, the lowest score was 54, the middle score was 70, and the highest score was 80. After the researchers evaluated the exposition text learning, the researchers carried out an update using the discovery learning model using Canva media. The following is the result of writing an exposition text using the discovery learning model using Canva media.

Table 2 Student learning outcomes after using the learning model

No	Name	Results
1	AR	75
2	ANS	79
3	CPP	80
4	DAP	70
5	EAF	77
6	JDP	74
7	KMP	90
8	NNF	70
9	PYL	80
10	QNN	75
11	RA	75
12	RICK	81
13	SAP	80
14	SNR	83
15	TAT	88
Total		1.177
Average		78.5

The results of learning to write exposition texts after using the discovery learning model using Canva media obtained a total value of 1,177, an average value of 78.5 from 15 samples. The lowest score in learning to write exposition text after using the discovery learning model using the Canva application model is the lowest score is 70, the middle score is 80 and the highest score is 90.

Discussion

Learning to write exposition text on the first test students find it difficult to express ideas in writing. In addition, the placement of the vocabulary used by students is very lacking, so updating using the discovery learning model using Canva media is very useful in learning exposition text. The total value of learning to write exposition text before using the discovery learning model with Canva media is 1,075 with an average of 71.6. Meanwhile, after using the discovery learning model using Canva media it increased dramatically with a total score of 1,177 with an average of 78.5.

Students who got the lowest score of 54 turned into 70, proving that students have more insight after learning to use the discovery learning model using Canva media. Students who got an intermediate score of 70 turned in 77, proving that students can develop and have new knowledge about expository texts after learning to use the discovery learning model using Canva media. In addition, students who got an intermediate score of 80 turned into 90, proving that students were able to improve their abilities in exposition text material after learning to use the discovery learning model using Canva media. The following is an assessment aspect of writing expository texts.

Table 4 The assessment aspect is writing expository text

No	Name	Results
1	Correspondence of title and content	20%
2	Vocabulary use	20%
3	Fact placement	20%
4	Structural precision	20%
5	Use of solicitation sentences	20%
Total		100%

There are five aspects of assessment in writing exposition texts that become the basis for students in writing exposition texts. The suitability of the title and content is 20%, the use of

vocabulary is 20%, the placement of facts is 20%, the accuracy of the structure is 20% and the use of invitation sentences is 20%.

From the results of the analysis of students' exposition text writing, the structural determination aspect is the most difficult aspect for students. In the exposition text structure, there are still some students who make mistakes in placing the exposition text structure that is not appropriate. This can be caused by a lack of understanding of each expository text structure so the placement of the expository text structure is not appropriate.

CONCLUSION

The learning outcomes of students after using the discovery learning model were able to increase students' knowledge by 7.3. Proving that students have more understanding after using the discovery learning model. In addition, the use of Canva media also provides more creativity and provokes students to think more critically. Judging from the results of writing students' exposition texts, aspects of text structure are the most difficult aspects for students. With this research, researchers ensure that learning to write exposition texts using the discovery learning model assisted by Canva media runs effectively. The results of this research strengthen previous research conducted by Urhalinah Kania Dewi, Puja Srinapiana Silva, and Wikanengsih (2018) which stated that learning to write expository texts using the discovery learning method is effective in helping students improve their skills in writing expository texts, and researchers are increasingly confident with the help of applications such as Canva will improve even more as stated in the results of this research.

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