

APPLICATION OF DISCOVERY LEARNING METHOD LEARNING TO WRITING PROCEDURE TEXT IN VOCATIONAL SCHOOL STUDENTS 1 SOREANG

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ABSTRACT

This study aims to determine the writing results of class XI students of SMK Negeri 1 Soreang in learning to write procedural texts by applying the discovery method learning students can identify the procedural text and the content contained in the procedural text either oral or written in a creative, collaborative, and responsible way, full of love for the country and gratitude. The method that researchers use is the experimental method. The pre-experimental research design used was a one-group pretest-posttest design. This design consists of one group that is given a pretest to determine the ability of students before being given treatment. The sample of this research is class XI Elektro 1 with a total of 30 students. Data collection techniques that researchers use in research in the initial test (pretest) and the final test (posttest). Based on the research results, it can be seen from the data processing the ability to write procedural texts before using the discovery learning method, the mean value of the pre-test (pretest) was 59.75 and after using the discovery learning method, the average value of the final test (posttest) was 83, 75. So, it can be concluded that the application of the discovery learning method to learning to write procedural texts has been able to improve student learning outcomes.

Keywords: Writing, Procedure Text, Discovery Learning Method

ABSTRAK

Penelitian ini bertujuan untuk mengetahui hasil menulis siswa kelas XI SMK Negeri 1 Soreang dalam pembelajaran menulis teks prosedur dengan menerapkan metode *discovery learning* peserta didik dapat mengidentifikasi teks prosedur dan isi yang terkandung dalam teks prosedur baik lisan atau tertulis secara kreatif, kolaborasi, dan tanggung jawab yang baik penuh cinta tanah air dan rasa syukur. Metode yang peneliti gunakan adalah metode eksperimen. Desain penelitian *preexperimental design* yang digunakan adalah *one-group pretest-posttest design*. Desain ini terdiri dari satu kelompok yang diberi pretes untuk mengetahui kemampuan siswa sebelum diberi perlakuan. Sampel penelitian ini kelas XI Elektro 1 dengan jumlah 30 siswa. Teknik pengumpulan data yang peneliti gunakan dalam penelitian pada tes awal (*pretest*) dan tes akhir (*posttest*). Berdasarkan hasil penelitian dapat dilihat dari pengolahan data kemampuan menulis teks prosedur sebelum menggunakan metode *discovery learning* diperoleh nilai rata-rata tes awal (*pretest*) sebesar 59,75 dan setelah menggunakan metode *discovery learning* diperoleh nilai rata-rata tes akhir (*posttest*) sebesar 83,75. Jadi, dapat disimpulkan bahwa penerapan metode *discovery learning* terhadap pembelajaran menulis teks prosedur telah mampu meningkatkan hasil proses belajar siswa.

Kata Kunci: Menulis, Teks Prosedur, Metode *Discovery Learning*

INTRODUCTION

Vocational High School (SMK) is a scope of education which consists of various majors, this has led to the prominence of several student characters in each department. The teacher must be more creative in providing learning in the classroom because it is not certain that a learning method in department/class A is successfully implemented in the department/class B. The learning method is a powerful way of implementing learning in class as an effort for the teacher to develop learning strategies according to the learning material.

Indonesian cannot be separated from four aspects of language skills, namely listening, speaking, reading, and writing skills. The four aspects of language skills are interrelated with one another because they form a complete unit. Language learning in schools is intended to improve communication skills and language skills that are good and correct, in the aspect of writing skills students tend to have difficulty expressing ideas or ideas in oral or written, students find it difficult to arrange words into a sentence or story. Based on these four aspects of language skills, writing skills are often in the spotlight. due to the lack of student motivation in writing skills.

This research is a development research aimed at developing learning to write procedural report texts as an effort by educators to improve the quality of learning. This research was conducted with the conditions and the situation on the ground. This research was conducted to determine how the learning of writing procedural texts with the application of the Discovery Learning method in class XI students of SMK Negeri 1 Soreang. This research took place in the Vocational High School (SMK) Negeri 1 Soreang, Bandung Regency.

Difficulty of students in compiling the test procedure is due to the lack of understanding of students on the material for learning procedure text, therefore students must understand the material first before writing the procedure text. Meanwhile, the difficulties experienced by the teacher were leading students to focus on participating in learning activities.

As for the effort to overcome the problem of learning Procedure Text Writing in Class XI Vocational High School Students by applying the *Discovery Learning* Method, students can identify the Procedure Text and content contained in the Procedure Text, both oral and written creatively, in collaboration, and with full good responsibility. love for the motherland and gratitude.

The application of *Discovery-Learning* Method is a solution to improve the quality of learning to write procedural texts. *Discovery learning* is a method of teaching the concept of learning that is purposeful, to understand the meaning and their relationship intuitive process to finally come to a conclusion (Robert B. Sund in Malik, 2001, 219). The advantages of the *Discovery-Learning* Method in learning to write text procedures for students to learn creative, collaborative, and good responsibility full of love for the country and gratitude.

One of skills of speaking that is the skill to write, in Tarin (2008, p. 3) writing is one of a type of language skills that are used by a person or group as a means of communicating either directly or indirectly. Same writing a skill say the word is used to connect is not direct, Noting me describe an activity that is useful and expressive (Sobari, 2013). According to Dewi, Silva, & Wikanengsih, (2018) Writing is a process of thinking that is related to human reasoning. Like wise was conveyed by Lestari & Sudrajat, (2018) that writing is an exclusive reaction that allows note takers to mine their thinking and inspiration. (Fauziya, 2016) writing is an activity that must be honed in order to get good writing.

Text procedure Wijayanti, Zulaeha, and Rustono, 2015) text of the procedures included into the one of the text which men explain how something text finalized step by step. Can disscused that procedure text is a text that contains objectives and measures for me other State orders according the instructions and directives in Alternative that can used in the process of learning to write text procedure is used method *Discovery learning*.

Methods of *discovery learning* is a learning method that can encourage students to be active in expressing some opinions that can be drawn conclusions based on general principles of safety directly Bruner (Hosnan, 2014, 281). *Discovery learning* is included as a learning method by first understanding concepts, then learning the meaning and relationships through an intuitive process until finally arriving at a conclusion. *Discovery* can occur when an individual is directly involved in using a process to discover several principles and concepts. *Discovery* can be done through an observation, measurement prediction, classification, determination and *inference*. The process is the *cognitive process* itself *the mental process of assimilating concepts and principles in the mind* (Robert B. Sund in Malik, 2001, 219).

Discovery learning model and Step work is as follows:

1. Giving a stimulus (*stimulation*);
2. Statement/identification of a problem late (*problem statement*);
3. The collection of data that is found (*data collection*);
4. Data processing from the results of data collection (*data processing*);
5. Verification (*verification*), and
6. Drawing a conclusion / generalization (*generalization*).

METHOD

The research method in general is a scientific way to generate data based on specific purposes and uses (Sugiyono in Indra & Dikdik, 2018). According to Arikunto, S (2010, p. 160) the research method is a research system in collecting data. The research method chosen in this study, namely pre-experimental design. The pre-experimental research design used was a one-group pretest-posttest design. This design consists of one group that is given a pretest to determine the ability of students before being given treatment. The method of comparing student responses before and after being given treatment can be clearly seen from the results of their evaluation (Ardila, Agustine, & Rosi, 2018).

According to Sugiyono (2009, 68) the population is a generalization area consisting of the object or subject in which there are certain quantities and characteristics as characteristics that the researcher determines to study, then draws the conclusions. The sample in this study is part of the represented population. This researcher uses the target population, where the target population is the entire individual in the area/region/location/time period in accordance with

the research objectives. The population is taken from all students of Class X Electro SMK Negeri 1 Soreang, Bandung Regency.

Sample is a part of the population can be considered to be representative of the whole population were used as a source of research. According Sugiyono (2005, 73): "sample any one part of the many number of characteristics differ in the owned population sample it. If the population is high, researchers were not able to learn anything that is contained in a population that, for example, limited funds, time and energy, the researchers could use the samples have been taken from that population itself". So, the sample that can be used in the research is the students of class XI Elektro 1 and XI Elektro 2 SMK Negeri 1 Soreang Bandung Regency, totaling 50 people. Engineering samples are in use in the process of this research is to use your technique of sampling saturated or, where all members of the population that own sampled her.

Technique collect of data consist of primary data is that a data or information obtained directly in the field in the form of raw data from students and teachers of economic subjects SMK Negeri 1 Soreang Kabupaten Bandung, among others: questionnaire, namely by asking questions-partanyaan to XI Electro class 1 SMK Negeri 1 Soreang Kab. Bandung in the form of some questions where questions are already formulated such, the respondent stay choose one of the many answers that the desired aim to avoid irregularities in answering questions-questions. Observation, a cara for me to get together right of data with hold direct observation of learning activities that take place in class and to object the problems studied. Documentation is way of collecting which includes written objects, decisions, archives, sound recordings and photographs related to research problems. In this study, the positioned himself as an observer who participated because in addition to being a researcher, the author was also officially a teacher at SMK Negeri 1 Soreang, Bandung Regency.

RESULTS AND DISCUSSION

Results

Based on the results of observations that have been made at SMK Negeri 1 Soreang. The researcher concluded based on the results of the pre-test research that the level of students 'writing ability was still very low because the students' reading level was low and the lack of motivation to write. deficiencies found in writing procedural texts, namely from the development of content, structure, and language. In terms of content, students find it difficult to develop sentence structure in accordance with the objectives. In terms of structure, students find it difficult to develop steps in a straightforward manner. In the linguistic aspect, students have difficulty in punctuation, spelling, sentences, and conjunctions, but students still have difficulties in developing sentences. So, students in writing the procedural text on the initial test were still not optimal because there were still deficiencies in developing aspects of content

and language. Meanwhile, the results of the final test (posttest) after using the discovery learning method in learning to write text procedures experienced a significant increase.

Discussion

In this discussion section, we will explain text writing skills the procedure before and after using the Discovery-Learning method, as well as explaining how it affects the procedural text writing skills of grade X students of SMK Negeri 1 Soreang.

Based on the data analysis, the description of the text writing skills of the X grade students of SMK Negeri 1 Soreang before using the Discovery Learning learning method is as follows. First, there are 6 students who obtain the More than Enough (LdC) qualification (20.00%). Second, there are 12 students who obtain the Enough qualification (C) (40.00%). Third, there were 12 students who obtained the Almost Enough (HC) qualification (40.00%). Average count rate The procedural text writing skills of class X SMKN 1 Soreang students before using the discovery learning model were 59.75 with sufficient qualifications (C) in the conversion guidelines 10. If interpreted by KKM class X SMKN 1 Soreang, it was concluded that the students had not fulfilled the KKM.

Based on data analysis, a description of the students' procedural text writing skills class X SMKN 1 Soreang after using the discovery model learning is as follows. First, students who get grades with Perfect qualification (S) amounted to 0 people (00.00%). Second, students who earn grades with the qualification Very Good (BS) amounted to 13 people (43.00%). Third, students 15 people (50.00%) received a score with a Good qualification (B). Fourth, students who score with the qualification More Than Enough (LdC) amounted to 2 people (6.67%). The average text writing skills of class X SMKN 1 Soreang students after using the discovery learning model is 83.75 and is in good qualification (B) in the conversion guideline 10. If interpreted by KKM class X SMKN 1 Soreang, it is concluded that the students have fulfill the KKM.

Understand the concepts and theories of learning in simple terms and practice solving the problem of learning to write procedural texts, whether that occurs in the surrounding community or in other places is really expected for students. Because the goal in learning to write procedural text is to make students able to overcome all problems in writing procedure report text.

The concept of learning to write procedural texts discusses how students write in accordance with the applicable writing rules in accordance with KBBI. From the results of the

distribution of respondents' answers above, it was found that 12% or as many as 6 students said that they did not agree with the concept of learning to write procedural texts using the Discopery-Learning learning method, in the basic concepts of learning, it means that the state shows, then 88% or as many as 30 students said that they agree with the concept of learning to write procedural texts using the Discopery-Learning method because human needs in writing need to be stimulated in order to foster imagination and proficiency in writing.

CONCLUSION

Based on the results of the research carried out, regarding the application of the discovery learning method in learning to write text procedures for class XI Electro SMK Negeri 1 Soreang, the following conclusions were obtained.

1. The skills in writing procedural texts of class XI students of SMKN 1 Soreang after using the discovery learning method are well qualified.
2. The procedural text writing skills of class XI students of SMKN 1 Soreang after using discovery learning methods are quite well qualified.
3. There is a significant effect on the use of the discovery learning model on the procedural text writing skills of the XI grade students of SMKN 1 Soreang. Thus, the discovery learning model is very appropriate to use in learning to write procedural texts.

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