

## Improving Student Activity And Learning Outcomes in English Course in Writing News Item Text through Discovery Learning Model in Class XII IPA 1 SMAN 12 Banjarmasin

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### ARTICLE

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### ABSTRACT

**Keywords:**

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Activities

Lack of students in learning to write is the lack of activity and motivation of students so that learning to write becomes a problem. The application of the discovery learning model is very appropriate to solve this problem. It should be written as during the first cycle of learning with the discovery learning model and news item text material, there were 18 students (72%) who completed the increase in the second cycle to 23 students (92%).

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### INTRODUCTION

Teachers are essential elements in the world of education, playing a crucial role in improving the quality of individuals who possess godly values, a strong work ethic, discipline, and a well-rounded personality. Therefore, a teacher serves as a role model in the classroom and in schools in general. The role of the teacher is also nationally able to foster a sense of love for the homeland, national spirit and a sense of solidarity.

Based on the author's experience in learning, especially writing material, many obstacles are faced, for example students in expressing ideas for writing are still far from expectations, systematic writing, and also students' motivation in writing is still lacking. This causes the students to be less interested in writing or the learning atmosphere is less interesting. From the data on learning outcomes in writing for class XII IPA 1, it shows that students who have not achieved the Minimum Completeness Criteria for English lessons 75 in writing, where there are about 50% who have achieved classical mastery of 80% that must be met.

The role of the teacher in the success of learning there are several factors, among others, in the learning process, because the teacher is directly in fostering the intelligence and skills of students. Therefore, the teacher's role is very important in increasing motivation through interactive learning models that are in accordance with the subjects delivered

Therefore, efforts are needed to improve the quality of teaching through strategies or methods in the delivery of learning materials in order to improve student achievement in this case English lessons, especially in composing material. Through the guidance of teachers who are actively involved in the learning process, it will further strengthen students' understanding of a concept being taught. Conceptually, the teacher provides an injection of motivation so

that with the help and encouragement of the teacher, students can get out of learning difficulties.

According to Sardiman, (2014) an important task is to plan how teachers support student motivation. In increasing student motivation, teachers must be involved in student activities in learning, guiding students through an emotional approach. For this reason, as a teacher, he must be able to prepare, plan and deliver and present material that is in accordance with the abilities and readiness of students, so as to create students who master the material optimally.

One model that according to the author is suitable and can be applied in learning to write on News item material is the discovery learning model. Through this discovery learning model, students get used to finding, searching, and discussing something related to learning (Faiq, 2014).

Based on the description above, the researchers tried to apply the discovery learning model to the News Item Text material in class XII IPA 1 SMAN 12 Banjarmasin 2022/2023 in learning writing.

### **LITERATURE REVIEW**

According to Sardiman, 2014 activity is all activities carried out both physically and spiritually. Student activity is an activity carried out by students during the learning process. Meanwhile, according to Dimiyati and Mudjiono (2010), activity means "activity or activity". According to Sriyono in Rosalia, 2005 activity is all activities carried out either physically or spiritually. Student activity during the teaching and learning process is one indicator of the student's desire to learn.

Student activity can be seen from the activeness of students in groups or active in asking questions or can also be seen from the activeness of students in doing the assignments given by the teacher. According to Rosalia (2005). Students are said to have activeness if they find behavioral characteristics such as: often asking the teacher or other students, willing to do the tasks given by the teacher, able to answer questions, happy to be given learning assignments, and so on. Therefore, activity is an activity in the learning process in which students are actively involved directly

According to Paul B. Diedrich quoted in Nanang hanafiah and Cucu suhana (2010) the types of activities in question can be classified into:

- a. Visual Activities, namely all activities related to student activities in seeing, observing, and paying attention.
- b. Oral Activities, namely activities related to students' ability to pronounce, pronounce, and think.
- c. Listening Activities, activities related to students' ability to concentrate on listening to lessons.
- d. Motor Activities, namely all students' physical skills to express their talents.

Various factors that influence both from within and from outside the individual. Some of these factors are very important to be introduced to students with the aim of helping to achieve the best results. As stated by Abu (2012), namely:

- a. Learning stimulation factors.

Everything outside the individual that stimulates the individual to hold a reaction or act of learning. The learning stimulation factors are grouped, among others; The length of the lesson material, the difficulty of the lesson material, the meaning of the lesson material, the severity of the task, the atmosphere of the external environment.

b. Learning method factors.

The learning method is one of the uses in learning. The right learning model greatly affects learning.

c. Individual factors.

Individual factors consist of gender, spiritual health, previous experience of the individual, and motivation that exists within.

In the teaching and learning process is a process where learning takes place both from the opening of learning to closing learning as Usman (2000) said that the process in this sense is the interaction of all components or elements contained in teaching and learning that are interconnected (interrelated). independent) in a bond to achieve goals.

Learning is a process in which students' behavior changes that occur as a result of the interaction of individuals and the environment as stated by Usman (200) the learning process will experience changes in behavior, both aspects of knowledge, skills, and aspects of attitude. For example, from being unable to be able, from not understanding to understanding.

The learning process is a process where the learning material is not presented perfectly, it is expected that the students themselves will find and organize the material. This is in line with Bruner's opinion that: "Discovery Learning can be defined as the learning that takes place when the student is not presented with subject matter in the final form, but rather is required to organize it himself." Bruner's idea is the opinion of Piaget which states that children must play an active role in learning in the classroom. For this reason, Bruner uses a method he calls Discovery Learning, in which students organize the material being studied in a final form. (Dalyono, 1996)

Bruner's rationale is the opinion of Piaget which states that children must play an active role in learning in the classroom. Bruner uses a model he calls Discovery Learning, in which students organize the material being studied in a final form (Dalyono, 1996).

Meanwhile, according to Budiningsih, 2012 Understanding Learning Model Discovery Learning or discovery is also defined as a way of learning to understand concepts, meanings, and relationships, through an intuitive process to finally arrive at a conclusion. Discovery occurs when individuals are involved, especially in the use of their mental processes to find some concepts and principles. Discovery is done through observation, classification, measurement, prediction, determination and inference. The process by Robert B. Sund in Malik, 2001 is called the cognitive process while discovery itself is the mental process of assimilating concepts and principles in the mind.

The application of the Discovery Learning Model, the teacher acts as a mentor by providing opportunities for students to learn actively, as Sardiman argues, 2014 teachers must be able to guide and direct student learning activities according to the objectives. Where this learning process will change from teacher oriented to student oriented

In the teaching and learning process the teacher must provide opportunities for students to become problem solvers. In the Discovery Learning model, students are required to collect information both electronically and in print to obtain information, compare, analyze, categorize, integrate and draw conclusions. This allows students to implement their own identity and allows them to learn concepts expressed in their own language. Thus a teacher in the application of the Discovery Learning model must be able to place students in opportunities for more independent learning. Bruner said that the learning process will run well and creatively if the teacher provides opportunities for students to find a concept, theory, rule, or understanding through examples that he encounters in his life (Budiningsih, 2012).

According to the Ministry of Education and Culture (2013) the steps in applying the discovery learning model in the classroom.

Steps for the Preparation of the Discovery Learning Model

- a. Determine learning objectives.
- b. Identifying student characteristics (initial abilities, interests, learning styles, and so on).
- c. Choose course material
- d. Determine the topics that students must study inductively (from generalization examples)
- e. Develop learning materials in the form of examples, illustrations, assignments and so on for students to study
- f. Organize lesson topics from simple to complex, from concrete to abstract, or from enactive, iconic to symbolic stages.
- g. Assessing student learning processes and outcomes

## METHOD

The research was conducted on class XII students of SMAN 12 Banjarmasin IPA 1 Odd Semester 2022/2023 academic year. The research subjects were 25 students of class XII IPA 1 which consisted of 15 female students and 10 male students. Sources of data from students are used to obtain data on the results of News Item Text writing skills using the Discovery Learning model. Data analysis using test technique. The data of this research is sourced from the portfolio of writing skills.

In this classroom action research, after the data is obtained, the data is analyzed. The results of the analysis in the first cycle are used for the next cycle, to determine the increase in student activity and student writing skills.

### 1. Photo folio

#### a. Writing skill results

The range of the students' writing skill scale is as follows

5 X 10 = Student's writing skill is lacking

11 X 15 = Good writing skill

16 X 20 = Good writing skills

21 X 25 = Excellent writing skills

#### b. Completeness

To calculate student learning completeness with the formula:

$$KB = \frac{N}{n} \times 100\%$$

Information:

KB = Complete Learning

N = Number of students who scored 75

n = Total number of students

### 2. Student activity observation sheet

Data from observations using student activity forms are used to see the process and development of activities that occur during learning. Then the data is entered into the following formula:

$$P = \frac{F}{N} \times 100\%$$

Where

P = Activity percentage rate

F = Number of indicator scores obtained

N = Maximum Number of indicators

The interpretation of learning activities is carried out as stated by Suharsimi Arikunto (2008) as follows:

Table 1. Category of Student Activities

Percentage of learning activity	Category
25 % < P < 40 %	Very Less Activity
40 % < P < 54 %	Less Activity
55 % < P < 69 %	Enough Activity
70 % < P < 85 %	Good Activity
86 % < P < 100 %	Excellent Activity

Source: Suharsimi Arikunto, 2008

## DISCUSSION

### A. Cycle I

This research is planned in two cycles, each cycle consisting of 2 meetings, to find out the extent to which students' activities and learning outcomes in writing news item text in class XII IPA 1 SMAN 12 Banjarmasin.

Cycle I was held on Monday, August 8, 2022 meeting I and Monday, August 15 2022 Meeting II. Cycle II Monday, August 22, 2022 Meeting I and Monday, August 29, 2022 Meeting II. Each cycle takes 2 x 45 minutes. Each cycle includes (a) action preparation, (b) action implementation, (c) observation and evaluation, and (d) analysis and reflection

#### 1. Observation and Evaluation

Learning about the News Item Text skill material using the Discovery Learning model, the students were very enthusiastic. At the beginning students happily formed groups with heterogeneous groups that were interesting to students.

The results of observations about student activities in learning using the Discovery Learning Model, as well as learning outcomes about News Item Text skills are illustrated in the table below:

##### a. Activity

Observation sheets from observers about learning activities about News Item Text skills using the Discovery Learning model

Table 2 Student activities using the Discovery Learning Cycle I

Category	Frequency	Percentage
Good activity	6	24
Enough activity	19	76
Total	25	100

Data Analysis Source

Most student activities are moderately active, namely 19 students (76%), while good student activities are 6 students (24%)

##### b. Learning Outcomes

Student learning outcomes in learning News Item Text skills using the Discovery Learning model

1) The results of the News Item Text writing skills

Table 3. Student skills using the Discovery Learning Cycle I

No	Skills	Number of students	Percentage
1	Excellent writing skills	0	0
2	Good writing skills	9	36
3	Writing skill is enough	16	64
4	Students' writing skills are lacking	0	0
Quantity		25	100

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Data Analysis

News Item Text students' skills using the Discovery Learning Model are mostly good writing skills as many as 9 students (36%), sufficient writing skills are 16 students (64%).

2) Completeness

Completeness of Learning News Item Text can be seen in the table below

Table 4. Completeness criteria using the discovery learning model cycle I

Criteria	Number of students	Percentage
Completed	18	72
Incompleteness	7	28
Quantity	25	100

e: Data Analysis

Classical completeness of 25 students who completed as many as 18 students (72%) and incompleteness as many as 7 students (28%).

2. Reflection

From the problems faced by students during the Discovery Learning Model Assessment in learning about the News Item Text skill material, it can be reflected as follows:

- a. The level of student activity is still quite active
- b. It still needs to be improved in presenting the results of the work and analyzing and evaluating the results of the solution
- c. The average cognitive assessment value is still below the KKM and the level of classical incompleteness is still below 80%

Based on the findings on reflection, the authors make improvements for planning the next cycle.

B. Cycle II

1. Observation and Evaluation

In the observation and evaluation in cycle II, the learning activities were very conducive. Researchers apply student-centered learning, so that the classroom conditions are very meaningful and fun. In line with that, the assessment applied is the Discovery Learning Model Assessment in learning about the News Item Text skill material.

The results of observations from observers about activities and learning outcomes using the Discovery Learning Model, as well as learning outcomes about News Item Text skills are illustrated in the table below:

- a. Activity

Learning activity observation sheet on News Item Text writing skills using the Discovery Learning model:

Table 5 Student activities using the Discovery Learning Cycle II

Category	Frequency	Percentage
Very good student activity	4	16
Good student activity	21	84
Total	25	100

Source: Data Analysis

The activities of students who are very active are 4 students (16%) and the most active are 21 students (84%).

b. Learning outcomes

Student learning outcomes in News Item Text writing skills using the Discovery Learning model

1) The results of the News Item Text writing skills

Table 6. Students' skills in writing News Item Text Cycle II

No	Skills	Number of Students	Percentage
1	Excellent writing skills	3	12
2	Good writing skills	22	88
3	Writing skill is enough	0	0
4	Students' writing skills are lacking	0	0
Quantity		25	100

Data Analysis

Based on table 6 News Item Text students' skills using the Discovery Learning Model are mostly good writing skills as many as 22 students (88%), writing skills are very good as many as 3 students (12%).

2) Completeness

Students' mastery in writing News Item Text

Table 7 Completeness Criteria for Cycle II students

Criteria	Number of Students	Percentage
Completed	23	92
Incompleteness	2	8
Quantity	25	100

e: Data Analysis

Classical completeness of 25 students who completed as many as 23 students (92%) and incompleteness as many as 2 students (8%).

2. Reflection

Based on the results of the second cycle, in table 5 the activity was very good, namely 4 students (16%) and good activity amounted to 21 students (84%).

Student learning outcomes in cycle II in table 7, the level of incompleteness is 2 students (8%) and the completion of 23 students (92%) classically exceeds or equals 80% of learning completeness in News Item Text.

Thus, the implementation of News Item Text skills learning using the discovery learning model experienced success or an acceptable action hypothesis, namely the

activities and student learning outcomes in learning News Item Text writing skills in class XII IPA 1 SMAN 12 Banjarmasin can be increased.

## DISCUSSION

Based on the results of these studies, it can be concluded as follows:

1. The Discovery Learning model can increase student activity in English subjects with News Item Text skill material in class XII IPA 1 SMAN 12 Banjarmasin for the 2022/2023 academic year

Out of the observed student activities, 19 students (76%) were moderately active, while 6 students (24%) exhibited good activity levels. Based on the results of research through the application of the discovery learning model with the material of writing news item text, there has been a significant change in activity. This is in accordance with the results of PTK Eko Wahjudi (2014) in a study entitled *Application of Discovery Learning in Science Learning as an Effort to Improve Student Learning Outcomes for Class IX-I At SMP Negeri 1 Kalianget*, the results of the study found that student involvement in learning also increased from 86.57% to 97.22%, while learning activities in student engagement group activities increased from 86.81% to 97.22%. Learning Discovery Learning in science learning will increase student activity in learning both individually and in groups. Increased student activity in learning makes students more enthusiastic in learning and will improve student learning outcomes

From the results of the first cycle to the second cycle, this proves that there is an increase in student activity in learning by using the Discovery Learning model in learning News Item Text writing skills.

2. The Discovery Learning Model can improve Learning Outcomes in English Subjects with News Item Text Materials for students in class XII IPA 1 SMAN 12 Banjarmasin Academic Year 2022/2023

Classical completeness in cycle I of 25 students who completed as many as 18 students (72%) and incompleteness as many as 7 students (28%), increased classical completeness from 25 students who completed as many as 23 students (92%) and incompleteness as many as 2 students (8%) in cycle II, this proves that using the discovery learning model in learning news item text can improve student learning outcomes. The increase in learning outcomes in cycle II is influenced by the application of the discovery learning model so that students are easier to understand the material provided. This is in accordance with the research of Lucia Christyanti, 2014. With the title *Efforts to Increase Learning Motivation for Biology Materials in Evolutionary Theory with the Discovery Learning Method for Class XII IPA1 Students at SMA Negeri 6 Kotabekasi*, with the results of research, Learning with Discovery Learning has a positive impact in improving learning achievement students who are characterized by an increase in student learning completeness in each cycle, namely the first cycle of 58%, 95%, and 95% respectively.

According to Sudjana, 2010, learning outcomes are abilities possessed by students after receiving learning experiences. Furthermore, Warsito, 2006 suggests that the results of learning activities are marked by changes in behavior in a positive direction that are relatively permanent in the learner. In connection with this opinion, Wahidpur, et al. 2010 explains that students can be said to have succeeded in learning if they are able to show changes in themselves, both social changes and changes in their environment.

Student learning outcomes can be done by using tests. The test requires a tool in data collection, namely an instrument for assessing learning outcomes or also questions, both in



the form of multiple choice or also in the form of essays. According to Wahidpur, et al. 2010, the instrument is divided into two major parts, namely test and non-test. Furthermore, according to Hamalik, 2008, provides an illustration that the learning outcomes obtained can be measured through the progress obtained by students after studying in earnest. Learning outcomes are changes in student behavior that can be observed through observation and can be measured through changes in attitudes and skills. These changes can be seen from changes that are better than before.

Learning outcomes are an indicator of student success in learning. Teachers can see the learning model as the success of students in learning, then the learning model can be applied or not in the learning process. The results of the study using the discovery learning model with news item text material proved that the first cycle to the second cycle there was an increase in student learning outcomes, this proves that learning using the Discovery Learning model in learning News Item Text writing skills can increase student activity and learning outcomes.

## CONCLUSION

From the results of research using the discovery learning model on news item text material, it can be concluded as follows:

1. The most student activities were moderately creative in cycle I, namely 19 students (76%), while 6 students (24%) had good student activities, in Cycle II the activities of students with excellent creativity were 4 students (16%) and the most 21 students (84%) had lots of good activities and there were not enough active ones. According to Rosalia (2005). Students are said to have activeness when behavioral characteristics are found such as: often asking the teacher or other students, wanting to do the assignments given by the teacher, being able to answer questions, happy being given learning assignments, and so on. This can be seen by increasing the activity of asking both students to the teacher and students with their groups
2. Learning with the discovery learning model can improve student learning outcomes which are marked by an increase in student learning completeness in each cycle, namely cycle I there are 18 students (72%) students who complete increase in cycle II to 23 students (92%). According to Sudjana, 2010, learning outcomes are abilities possessed by students after receiving learning experiences. Increased learning outcomes occur due to a learning experience that occurs in students.

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