

APPLICATION OF *DISCOVERY LEARNING* MODEL TO CLASS X HIGH SCHOOL STUDENTS IN THE MATERIAL “TEKS ANEKDOT”

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ABSTRACT

In language learning, one of the texts used is anecdotal texts. This research uses a descriptive approach to improve students' knowledge and skills in anecdotal text material. Learning using the discovery learning method can increase students' knowledge of anecdotal texts and improve students' ability to write anecdotal texts.

ABSTRAK

Pada pembelajaran bahasa salah satu teks yang digunakan salah satunya adalah teks anekdot. Penelitian ini menggunakan pendekatan deskriptif untuk meningkatkan kemampuan pengetahuan dan keterampilan siswa pada materi teks anekdot. Pembelajaran dengan menggunakan metode discovery learning dapat meningkatkan pengetahuan siswa mengenai teks anekdot serta meningkatkan kemampuan siswa dalam menulis teks anekdot.

Kata Kunci: *Teks anekdot, Pembelajaran, Discovery Learning.*

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Introduction

Teaching and learning activities are characterized by a special cultivation of material. In this case the material must be designed in such a way that it is suitable for achieving the objectives. Of course, in this case it is necessary to pay attention to other components, especially the student component which is central. The material must be designed and prepared before teaching and learning activities. Characterized by student activity. As a consequence, that students are an absolute requirement for teaching and learning activities. The activity of students in this case, both physically and mentally, is active. So there is no point in doing teaching and learning activities, if students are only passive. Because students are the ones who learn, then they are the ones who have to learn (vygotsky, L.S: 1978).

The teacher acts as a guide in the teaching and learning process. In his role as a guide, the teacher must try to revive and motivate, so that there is a conducive interaction. The teacher must be ready as a moderator in all situations of the teaching and learning process, so that the teacher will be a figure that students see and imitate their behavior. The teacher (preferably with students) as the designer will lead the interaction. Teaching and learning requires discipline. Discipline in teaching and learning activities is defined as a pattern of behavior that is arranged in such a way according to the provisions that have been obeyed by the teacher and students consciously. The concrete mechanism of obedience and provisions or rules will be seen from the implementation of procedures. So, the steps are carried out in accordance with the procedures that have been outlined. A deviation from procedure means an indicator of a violation of discipline (Buchori, Mochtar: 2001).

Anecdotal text in Indonesian language learning in class X aims to train students to think critically and creatively in solving real-life problems in a unique and better way. Anecdotal text is a short story that is interesting because it is funny and impressive (Suherli, 2017). Anecdotal texts are short stories that are interesting because they are funny and memorable, usually about important or famous people and based on actual events (Permadi, 2018). Anecdotal texts can also take the form of imaginary stories that are not from real events or stories inspired by real events (Agustina, 2020). As seen in the example, anecdotes function as satire or criticism with a presentation in the form of humor or jokes. The insinuations in question can be related to political, religious, legal, economic issues, perhaps also to daily habits. Anecdotes do not merely present funny things, jokes, or humor. However, there is also another purpose behind the funny story, namely in the form of a message that is expected to provide criticism or satire demanding students to play a more active role during learning activities. The implementation of the 2013 curriculum according to Permendikbud no 22 of 2016 concerning process standards uses 3 (three) learning models, one of which is discovery learning.

The discovery learning model is a learning model that reveals or discovers in understanding concepts, meanings, and relationships through an intuitive process to finally arrive at a conclusion. Discovery occurs when individuals are involved primarily in the use of their mental processes to discover some concepts and principles. Wulandari, R, 2020: 17) says the project-based learning model is the first step or innovative learning approach, whose focus lies on the core concepts and principles of a discipline, involving students in problem-solving investigations and task activities.

It gives learners the opportunity to work together to produce real products. Discovery learning involves students in finding their own problems and solving them, and ultimately being able to build meaningful concepts. This means that the discovery learning method directs students to understand concepts, meanings, and relationships, through an intuitive process (Syafyaha & Yades, 2019). The discovery learning model also reveals a description of an event that must be explained precisely (Mulyani, 2019; Soimin, 2014). This method is able to train students to build self-confidence (Muhamad, 2017). This method teaches

students to discover concepts independently (Dahar in Pradana, 2015; Sunismi, 2015; Aqib, 2014). Discovery is done through observation, classification, measurement, prediction, determination, and inference. The above process is called cognitive process while discovery itself is the mental process of assimilating concepts and principles in the mind (Malik, 2001: 219). The working steps of the Discovery Learning model are as follows: Discovery learning model 1) Providing stimulation (stimulation), 2) Statement / Problem identification (problem statement), 3) Data collection (data collection), 4) Data processing (data processing), 5) Proof (verification), 6) Draw conclusions / generalizations (generalization).

Learning anecdotal text in class X SMA has an important purpose in training students to think critically and creatively in solving everyday problems. Anecdotes function as a means of satire or criticism presented in the form of humor or jokes, which can relate to various aspects such as politics, religion, law, economics, and daily habits. Besides being entertaining, anecdotal texts also contain messages that are expected to provide constructive criticism or satire. The application of the Discovery Learning model in teaching anecdotal texts aims to increase students' active participation in the learning process. Discovery Learning is a learning model that emphasizes the process of discovery and investigation, where students are encouraged to find information and understand concepts independently. This process involves the use of mental processes such as observation, classification, measurement, prediction, and inference, all of which play a role in helping students discover concepts and principles intuitively (Abdul Chaer and Jerome Bruner, 1960: 46).

Methods

This research uses a qualitative descriptive method as a research approach used to describe phenomena in depth and understand the meaning behind these phenomena without using quantitative measurements. According to Creswell (2007), this method focuses on understanding the subjective meaning given by participants to the phenomenon. In addition to the qualitative descriptive method, this research also uses the library research method, namely collecting library data obtained from various sources of library information related to the object of research such as through abstracts of research results, indexes, reviews, journals and reference books (Sugiyono, 2010). In this method researchers collect data through observation, document digests then processed through recording, typing, and editing and then analyzed qualitatively. The data collection techniques used in this research are reading and writing techniques and library research. Read and write technique is a technique used to obtain data by reading text or literature.

Results and Discussion

The Discovery learning model emphasizes that students are able to find information and understand learning concepts independently based on their abilities but not without teacher guidance and supervision so that the learning they get is proven correct. According to Budiningsih (2005:43), "The Discovery Learning model is a way of learning to understand concepts, meanings, and relationships through an intuitive process to finally come to a conclusion". Based on the Discovery Learning model that is applied in learning grade X high school students to be able to create and understand anecdotal texts. As well as referring to the opinion of Syah (2004: 244) it can be concluded that in helping students to understand anecdotal text, students need several steps that must be followed, among others :

1) Stimulation.

First of all, at this stage, students are faced with something that causes confusion, so that the desire to investigate for themselves arises. In addition, the teacher can start PBM activities by asking questions, recommending reading books, showing examples

of anecdotal text on the projector screen so that students can observe and read the text on the screen, and other activities. The provision of stimulation at this stage is used to provide conditions for learning interactions that can develop and assist students in exploring materials. In this case, Bruner provides stimulation by using questioning techniques, namely by asking questions that can expose students to internal conditions that encourage exploration. For example, what do you know about anecdotal text, etc.

2) Problem Statement/Identification

After stimulation, the next step is for the teacher to provide opportunities for students to identify as many relevant problem agendas as possible in the anecdotal text that has been presented, then one of them is selected and formulated in the form of a hypothesis (temporary answer to the problem question) (Syah 2004: 244), while according to the selected problem it must then be formulated in the form of a question, or hypothesis, which is a statement as a temporary answer to the question posed. Providing opportunities for students to identify and analyze the problems they face, is a useful technique in building students so that they are accustomed to finding a problem.

3) Data collection

When exploration takes place the teacher also provides opportunities for students to collect as much relevant information as possible to prove whether or not the hypothesis is correct (Syah, 2004: 244). At this stage it functions to answer questions or prove whether or not the hypothesis is correct, thus students are given the opportunity to collect various relevant information, read literature, observe the contents of anecdote texts, anecdote structures, and the messages contained therein. The consequence of this stage is that students learn actively to find something related to the problem at hand, thus students unintentionally connect the problem with the knowledge they already have.

4) Data processing

According to Syah (2004: 244), data processing is an activity of processing data and information that has been obtained by students either through interviews, observations, and so on, then interpreted. All information from reading, interviews, observations, and so on, everything is processed, randomized, classified, tabulated, even if necessary calculated in a certain way and interpreted at a certain level of confidence (Djamarah, 2002: 22). Data processing is also called coding / categorization which functions as the formation of concepts and generalizations. From these generalizations, students will gain new knowledge about alternative answers / solutions that need to be proven logically about the hypotheses that have been collected in understanding anecdotal text.

5) Verification.

Verification according to Bruner, aims 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. Based on the results of processing existing information, the statement or hypothesis that has been formulated earlier is then checked, whether it is answered or not, whether it is proven or not.

6) Drawing conclusions/generalizations (Generalization)

Based on the results of verification, the principles underlying generalization are

formulated. After drawing conclusions, students must pay attention to the generalization process which emphasizes the importance of mastering lessons on the meaning and broad rules or principles underlying one's experience, as well as the importance of the process of organizing and generalizing from these experiences.

Characteristics of Discovery Learning used in the application of making Anecdotal Texts

The discovery learning model has its own characteristics so that it can be found different from other learning models, here are the three main characteristics of learning with the discovery learning model, namely: 1) Exploring and solving problems to create and generalize anecdotal text. 2) Learner-centered, in which case students are required to be more active when learning. 3) Activities to combine new knowledge and existing knowledge.

Characteristics of Discovery Learning used in the application of Anecdote Text creation

This discovery learning model has characters that can be found when learning takes place. Especially in using this learning model to create anecdote texts. Here are the three characters: 1) The role of the teacher as a guide in making anecdotal text. 2) Learners learn actively as a scientist in searching, analyzing the structure of anecdotal text and understanding the implied meaning contained therein. 3) Teaching materials or examples of anecdotal text are presented in the form of information and learners carry out activities which include collecting, comparing, categorizing, analyzing, and making conclusions from anecdotal text.

Advantages of Discovery Learning in its Application to Anecdote Text Making

Various learning models certainly have different advantages and disadvantages, as is the case with the application of the Discovery Learning learning model used in learning class X SMA anecdotal text. The advantages of the application of discovery learning in making anecdotal text can be observed as follows: 1) Helping students to improve and enhance skills and cognitive processes in creating and understanding anecdote text. 2) The knowledge gained through this method is very easy to remember in its application to anecdote text. 3) It creates a sense of excitement in students, because of the growth of curiosity then investigate and succeed. 4) This method allows students to develop quickly and according to their own abilities. 5) Causing students to direct their own learning activities by involving their own minds and motivation.

Weaknesses of Discovery Learning in Its Application to Anecdote Text Making Learning

Besides the advantages of using the learning model, of course, it will also have disadvantages in other aspects in the application of the discovery learning model. We can observe the shortcomings of the discovery learning model in the following statements: 1) This model assumes that there is a readiness of the mind to learn for students who are less good at thinking, expressing the relationship between written or oral concepts, so that in turn it will cause frustration. 2) This model is not efficient for teaching large numbers of students, because it takes a long time to help them find theories or other problem solving. 3) The expectations contained in this model will be chaotic if dealing with students and teachers who are accustomed to old ways of learning. 4) It is more suitable for developing understanding, while developing concepts, skills and emotions as a whole receives less attention.

Summary

Based on the research results on the discovery learning model is a way of learning to understand concepts, meanings, and relationships through the process to finally come to a conclusion. Based on the discovery learning model applied to the learning of grade X high school students to create and understand anecdotal text. In the application of this learning model requires several steps that must be understood by students, namely, providing stimulation, statement or problem identification, data collection, data processing, proof, and conclusion. In this article, there are several advantages and disadvantages in applying the discovery learning model to grade X high school students.

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