Application of Model *Discovery Learning* in Improving Text Writing Skills Report Observation Results for 10th Grade Students in Sma Negeri I Rambah

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Abstract. This research is motivated by low writing skills the text of the report on the observation of students of class X IPA SMA 1 Rambah. This type of research is Class Action Research. The method of this research is qualitative and quantitative methods. The purpose of this study was to improve the process and student learning outcomes in learning student writing skills through the application of the Discovery Learning model. The results of these studies are (1) Increasing student learning activities in the first cycle by 72.35% with a fairly good category, in the second cycle to 48, 52% with a fairly good category, increasing in the third cycle to 50% with good categories, and increasing again in the IV cycle to 60.58% with a very good category. (2) Increasing the teacher's actions in learning in the first cycle is 65% with less categories increased in cycle II to 77.5% with sufficient categories, increasing again in cycle III to 90% with good categories, and increasing again in cycle IV to 95 % with a very good category. (3) increase in completeness of student learning outcomes, namely in pre-cycle grade average value of 59.70 with a percentage of completeness 32.35% increased in the first cycle to 67.06 with a percentage of completeness of 50%, increased again in the second cycle to 74.12 with a percentage of completeness of 70.58%, increased again in the third cycle to 77.06 with a percentage of completeness 79.41%, and increased again in the cycle IV to 84.70 with a percentage of completeness of 97.05%. Based on the results of the study it can be concluded that the application of Discovery Learning can improve the process and learning outcomes of class X IPA students of SMA 1 Rambah in writing the report text.

Keywords: Discovery Learning, writing skills, text reports on observations

1. Introduction

The purpose of learning Indonesian at each level of education unit is to learn Indonesian that is good and correct. Through this learning, students have language skills. According to Arianti (2018: 7), language skills have four aspects, namely listening, speaking, reading and writing skills. Language skills can also be classified into two aspects, namely receptive and productive aspects. Receptive skills are language skills that are accepting, while productive skills are productive language skills. Listening and reading skills include receptive skills while speaking and writing skills include productive skills. One of the language skills learned in class X IPA SMA Negeri 1 Rambah is writing skills.

Writing skills are one of the four aspects of language skills, these skills have an important role in human life. Writing skills is one of the skills students must have in communicating. According to Tarigan (2008: 94), writing is one of the language skills used to communicate indirectly, not face to face with other people. Students' writing skills can be trained through a creative and sustainable process. The results of this study are expected to help teacher teaching difficulties and student learning difficulties in the context of applying the 2013 curriculum especially on Indonesian subjects (Komang Krisna Kumarawati, Gede Artawan & Yusutria, 2015)

Writing skill is complex skills. Conceptually writing skills is one of the language skills that involve the process of thinking through writing. As a thinking process, Nurgiyantoro (2012: 425) further explained that writing must be trained to students so that mastery of these competencies is getting better. Writing skills are one of the language skills that are very important to support how to communicate well and correctly to someone, especially in writing communication (Juliawati, Sutama, & Gunatama, 2015). Furthermore, according to Suparno, et al (2008: 154), the goals achieved by a writer are as follows: (1) make the reader think, (2) make the reader know about the things that are reported, (3) make the reader understand, and (4) make the reader happy by living the values expressed such as truth values, religious values, educational values, social values, moral values, human values and aesthetic values. To improve students' writing skills, the teacher is active in choosing the right model so that students are more creative, active, and interested in writing.

Based on the results of interviews with Indonesian language teachers in class X IPA, problems were found in the skills of writing student observation report texts. This is caused by the lack of students' interest in writing, the observation of the text report of the observation presented by the teacher is less attractive, the lack of student knowledge about the text of the observation report, students' activities that do not support the achievement of learning objectives, writing activities that receive less attention from the teacher, and students lacks mastery of the technique of writing good report observation texts.

In overcoming this problem a teacher's action is needed so that the learning process and student learning outcomes increase according to the Minimum Completion Criteria (KKM) which is set at 70. The researcher tries to apply a model that can improve student learning outcomes namely models *Discovery Learning*. According to Suryobroto (2002 : 12) text is interpreted as a teaching procedure that emphasizes individual teaching, object manipulation and others before reaching generalization. *Discovery* is a mental process that makes students assimilate something concept or something principle.learning *Discovery* model is a learning model that requires students to learn scientifically by observing, classifying, predicting, explaining, and concluding (Arianti, 2019: 111). The Discovery Learning method is a learning method that guides students to find new things for students in the form of concepts, formulas, patterns, and the like (Roswitha, Jamilah, & Riyadi, 2013). The application of models *discovery learning* helps students to be more active and critical in discovering new concepts about the material being studied. Students can develop scientific inquiry abilities that also develop scientific attitudes with *discovery learning* (Melani, Harlita, & Sugiharto, 2012).

According to Pradotokusumo (2005: 34), text is a subject matter that according to pragmatic, syntactic, and semantic / content is coherence. Texts are writings that convey or report information based on the results of systematic observations and analyzes and do not include the author's subjective opinion of the reported object. According to Priyatni (2014: 76), the observation report text is a text style that is used specifically to report something in the form of observations. In the text of the observation report to provide information about an object or based on the facts or facts that exist. The report text is a text that contains general description / reporting something in the form of observations (Dewi, Sutama, & Sriasih, 2015). Assessment of writing skills the text report of the result of this observation was assessed from four indicators, namely: the selection of titles, text structure, effective sentences, and the use of Indonesian Spelling (EBI).

The formulation of this research problem are: 1) how is the improvement of the learning process of writing report observation skills through the application of themodel *Discovery Learning* in class X IPA SMA Negeri 1 Rambah ?, and 2) how to improve students' learning outcomes in class X IPA SMA 1 Rambah through the application of the model *Discovery Learning* in writing the observation report text?

2. Methodology

The type of this research is Classroom Action Research (CAR). According to Zainil (2008: 1), classroom action research was the research is conducted in the classroom to improve the learning process by teaching staff as researchers assisted by collaborators. Class action research emphasizes processes that are designed to achieve improved practice in real situations (Madya: 2006: 4). The design of the process will be appropriate if it is based on a deep understanding of the situation of the related research subject. This study was conducted in four cycles, each cycle consisting of four stages, namely planning, implementation, observation, and reflection. Each cycle consists of two meetings. The first meeting was an explanation of the text of the report on the results of the observation by applying the model *Discovery Learning*, and the second meeting was a performance test writing the text of the report on the observation. The instruments used in this study were student observation sheets, teacher action observation sheets, and performance tests writing the text of the observation report.

The subjects of this study were grade X IPA students of SMA 1 Rambah, the 2018/2019 school year which numbered 34 people. The time of this study was carried out in February to March 2019. Data were analyzed through qualitative and quantitative methods. Qualitative methods are used to analyze the learning process data in the form of student activities and teacher actions. While the quantitative method is used to analyze students' learning outcomes through the application of the model *Discovery Learning* to the learning skills of writing observation reports. This research was declared successful if the results obtained were in the good and very good category. While students are said to complete individually if the absorption of students is more than 65%. Indicator of success in this study is if 90% of the total students have reached the Minimal Completion Criteria value (KKM) 70.

3. Result and Discussion

The result of this study can be seen and elaborated two things, namely: 1) improvement of the learning process of observation report writing skills through the application of models *Discovery Learning* in class X IPA SMA 1 Rambah students, and 2) improvement in learning outcomes of class X IPA SMA 1 Rambah students in learning the skills of writing report observation results through the application of the model *Discovery Learning*. Based on the results of the research findings, it can be explained as follows.

3.1 Research Results

3.1.1 Learning Process Writing Text Reports of Observation Results through the Application of Models *Discovery Learning* in Class X Students of State Senior High School.

Learning skills writing text report of the observation results in the first cycle carried out the pretest and posttest. Students' activities do not support the achievement of learning goals, which is seen in the increase in student learning activities in pre-cycle 72.35% with a fairly good category. It shows that student's activity is still not expected, there are still many students who have not been active in learning, student collaboration in learning groups have not looked good, students' discipline in learning is still low, the accuracy of students in collecting assignments is not according to the time given. In the second cycle the activity of students is still in the fairly good category with a percentage of 48.52%, there has been no significant change. But in the third cycle has increased in the third cycle to 50% with a good category, and increased again in the cycle IV to 60.58% with a very good category

through the application of the model *Discovery Learning* in learning to write text reports on observation results. This proves that the application of the model is *Discovery Learning* able to improve the learning process of writing texts report in terms of student's activity in learning, student's discipline in learning, student's collaboration in study groups, motivation in writing, accuracy of students collecting assignments to write observational report texts, and student participation in learning.

Furthermore, the teacher's actions in learning through the implementation of the model *Discovery Learning* also had a significant increase every cycle. In the cycle, the teacher's actions were assessed based on the assessment of the collaborator, namely getting a score of 26 with a percentage of 65% in the less category. The teacher's actions that are lacking are that the teacher has not made the lesson plan well, the teacher has not practiced the learning material correctly, the teacher gives questions according to the learning material based on theory, and the teacher has not provided motivation in the learning process.

In the second cycle the weaknesses of teacher actions have been improved so that the assessment of collaborators has increased, namely getting a score of 31 with a percentage of 77.5% in the sufficient category. The actions of teachers who are still less so that they get a score of 2, namely at the teacher's point of giving less motivation to students in the learning process of writing the text of the observation report. Furthermore, in the third cycle the teacher's actions have experienced a significant increase, namely gaining a score of 36 with a percentage of 90% in the good category. In this third cycle the teacher's actions have been corrected and weaknesses in the second cycle have also been handled well. In the fourth cycle the teacher's action scored 38 which was assessed by collaborators with a percentage of 95% in the excellent category.

Based on the research findings it was concluded that the teacher's actions in learning through the implementation of the model *Discovery Learning* had a very good increasing. This is evidenced in the results of teacher action assessments, namely increasing teacher's actions in making lesson plans and notifying collaborators, materials given by teachers in accordance with lesson plans, teachers explaining learning materials clearly, teachers practicing fun learning materials with models *Discovery Learning*, teachers using language that clear and good in the learning process, the teacher gives questions that are appropriate to the teaching material, the teacher provides good motivation in the learning process, and the teacher evaluates the learning material well.

3.1.2 Increasing Learning Outcomes of Class X IPA Students in SMA 1 Rambah Through the Application of Models *Discovery Learning*

Student learning outcomes in learning skills in writing the text of the results of observations occur a significant increase in each cycle. In the first cycle, performance tests were carried out with pretest and posttest. Pretest is done to see the level of achievement of student learning outcomes before the application of the model *Discovery Learning* in learning while the posttest is to see student learning outcomes after the application of the model *Discovery Learning*. Performance tests were conducted at the second meeting at the end of each cycle after the model was applied Discovery *Learning* in learning to write the text of the observation report. Assessment of the results of performance tests was assessed from four indicators, namely: the selection of titles, the structure of the text of the observation report, the effective sentence, and the use of Indonesian Spelling (EBI). The number of research subjects are students of class X SMA 1 Rambah IPA is 34 students. This is the recapitulation of students' learning outcomes in cycle I.

Table 1. Summary of Student Results Values on Cycle I

Rate of Success	Preetest		Posttest	
		Amount of students%	Total	Students%
Completed	11	32, 35%	17	50%
Not Completed	23	67.65%	17	50%
Average Class	**34**	**59.70**	**34**	**67.06**

Based on Table 1 above, indicates that students' learning outcomes in the pretest as many as 11 students completed with a percentage of 32, 35% and was not finished as many as 23 students with a percentage of 67.65%, and obtained a class average of 59.70. It shows that student's learning outcomes have not been able to reach indicators of research success (85%). In overcoming this problem the researchers tried to apply the model *Discovery Learning* to learning to write the report text of the observations on the posttest. An increasing in learning outcomes from pretest to posttest was 17 students completed with a percentage of 50% and 17 students not yet completed with a percentage of 50% and an average value of 67.06. This shows that the application of the model is *Discovery Learning* able to improve student learning outcomes even though it has not reached the research achievement indicator (85%).

Next is the second cycle to improve learning outcomes that still have not reached the indicator of research success (85) in cycle I. Learning outcomes in the second cycle show that 24 students completed with a percentage of 70.58% and 10 students have not finished with a percentage of 29.42% and obtained class average 74.12. Then in the third cycle showed that 27 students completed with a percentage of 79.41% and 7 students had not finished with a percentage of 20.59% and obtained an average grade of 77.06. In Cycle IV there was an increase in learning outcomes from the third cycle, namely 33 students completed with a percentage of 97.05% and 1 student did not complete with a percentage of 2.95% and obtained a class average of 84.70. This proves that the application of the Discovery Learning model is able to improve the learning outcomes of students' observation writing skills.

3.2 Discussion

Based on the results of the research findings, it is shown that the application of the model *Discovery Learning* can improve the process and student learning outcomes in writing the text of the observation report in class X of SMA 1 IPA Rambah. The following is an explanation of the analysis of the learning process and results.

3.2.1   Analysis of Learning Processes through the Application of Models *Discovery Learning*

Improving the quality of the learning process is assessed from two aspects, namely student learning activities and teacher actions in learning through the application of the model *Discovery Learning.* There was an increasing in learning activities of class X IPA SMA 1 Rambah students in learning the report writing skills in the text of the observation that is on the cycle of 72.35% with a fairly good category, in the second cycle to 48, 52% with a fairly good category, increasing in the third cycle to 50% with a good category, and increased again in the IV cycle to 60.58% with a very good category. The following is a recapitulation of improving the quality of student learning activities.

Table 2. Recapitulation of Increased Student Learning Activities in Cycles I, II, III, and IV

No.	Aspects	Student Activity			
		I	II	III	IV
1	Quality Level of Student	Activities 72.35%	48.52%	50%	60.58%
2	Categories	Good	Enough Good	Good Good	Very Good

Based on table 2 above shows that there is a significant increase in student learning activities through application models *Discovery Learning* in learning to write text reports on observations. It can be seen from the activities of students in the first cycle, more students are in the fairly good category, 72, 35%, increasing in the second cycle of all activities, there are still more good activities but has decreased from the first cycle to 48.52%. In the third cycle more student activity is already in the good category that is equal to 50%, while in the fourth cycle has increased the activity of more students in the very good category that is equal to 60.58% of the 100 percent number of students. This proves that the application of themodel is *Discovery Learning* able to improve the learning activities of class X IPA SMA 1 Rambah.

Then the teacher's actions in learning also experienced a significant increase in each cycle. Increasing the teacher's actions in learning in the first cycle was getting a score of 26 with a percentage of 65% in the less increased category in the second cycle obtaining a score of 31 with a percentage of 77.5% at enough category, increasing again in cycle III getting a score of 36 with the percentage being 90% in the good category, and increasing again in the fourth cycle getting a score of 38 with the percentage being 95% in the very good category. The following is a recapitulation of the increase in teacher actions in learning through the application of the model *Discovery Learning.*

Table 3. Recapitulation of Increased Teacher Action in Learning in Cycles I, II,III, and IV

Aspects of	Cycle			
	I	II	III	IV
Total Score	26	31	36	38
Percentage	65%	77.5%	90%	95%
Category	Less	Enough	Good	Very Good

Information:
Score4: very good Score 2: enough
Score 3: good Score 1: less

Table 3 shows that there is a regular increase in teacher actions in learning through the application of the model *Discovery Learning.* In the first cycle the teacher's actions were in the less improved category in the second cycle to be sufficient, increased again in the third cycle to be good and increase again in the IV cycle to be very good. The following diagram increases the teacher's actions in each cycle through the application of the model *Discovery Learning.*
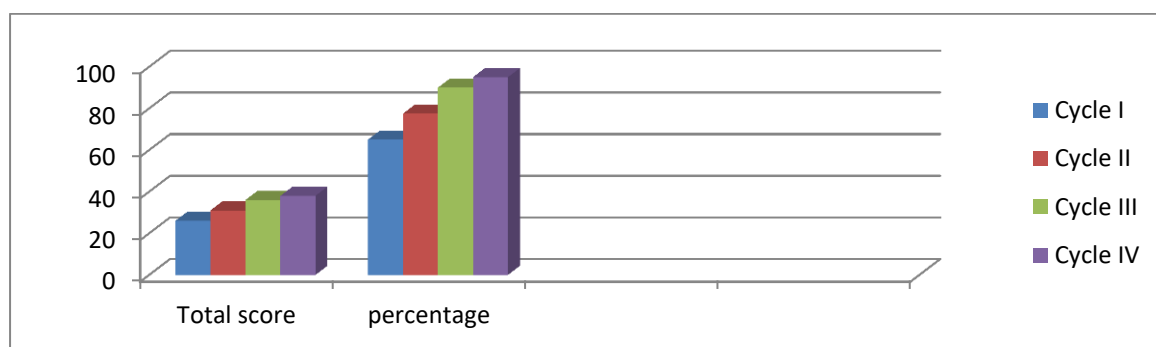
Diagram 1. Comparison of Teacher's Improvement in Learning in Cycles I, II, III and IV

3.2.2 Analysis of Increasing Student Learning Outcomes through the Application of Models *Discovery Learning*

Based on the findings of the study on pre-cycle, cycles I, II, III, and IV can be seen that there is an increase in student learning outcomes in class X IPA SMA 1 Rambah regularly in each cycle more maximal, if what is learned is interesting (Khumaedi, 2016). Comparison of the learning outcomes of the observation report writing skills in each cycle can be seen in the following table.

Table 4. Comparison of Pre-cycle Learning Outcomes, Cycle I, II, III and IV

No	Aspects of	Cycle Cycle				
		Pre-	I	II	III	IV
1	Student learning outcomes (%)	32.35%	50%	70.58%	79.41%	97.05%
2	average Class	59.70	67.06	74.12	77.06	84.70

According to the table above illustrates that an increase in student learning outcomes in each cycle. There was an increase in the completeness of student learning outcomes, namely in the pre-cycle class average value of 59.70 with a percentage of completeness 32.35% increasing in the first cycle to 67.06 with a percentage of completeness of 50%, increasing again in the second cycle to 74.12 with a percentage completeness 70.58%, increased again in the third cycle to 77.06 with a percentage of completeness 79.41%, and increased again in the cycle IV to 84.70 with a percentage of completeness 97.05%. The following is a comparison of improving student learning outcomes which can be seen in the following diagram.
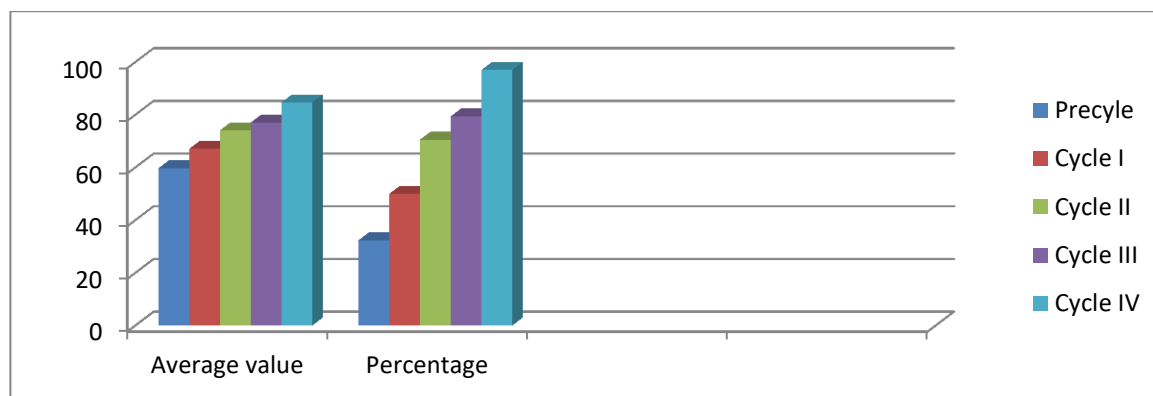

Diagram 2. Comparison of Pre-cycle Student Learning Outcomes, Cycles I, II, III, and IV

Based on diagram 2 above it can be concluded that there is a significant and regular increase in learning outcomes of class X IPA SMA 1 Rambah students in writing results texts report each cycle . This proves that the application of the *Discovery Learning* model can be able to improve the writing skills of the report's observation text in class X IPA SMA 1 Rambah.

4. Conclusion

Based on the results and discussion of the research that has been carried out it can be concluded that (1) the increase in student learning activities in pre-cycle 72.35% with a fairly good category, in the second cycle to 48, 52% with a fairly good category, increasing in the third cycle to 50% with a good category, and increasing again in the IV cycle to 60.58% with a very good category. (2) Increasing the teacher's actions in learning in the first cycle is 65% with less categories increased in cycle II to 77.5% with sufficient categories, increasing again in cycle III to 90% with good categories, and increasing again in cycle IV to 95 % with a very good category. (3) increase in completeness of student learning outcomes, namely in pre-cycle grade average value of 59.70 with a percentage of completeness 32.35% increased in the first cycle to 67.06 with a percentage of completeness of 50%, increased again in the second cycle to 74.12 with a percentage of completeness of 70.58%, increased again in the third cycle to 77.06 with a percentage of completeness 79.41%, and increased again in the cycle IV to 84.70 with a percentage of completeness of 97.05%. Based on the results of the study it can be concluded that the application of *Discovery Learning* can improve the process and learning outcomes of class X IPA students of SMA 1 Rambah in writing the text report.

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