IMPROVEMENT OF ENGLISH LEARNING OUTCOMES THROUGH DISCOVERY LEARNING MODEL IN CLASS VII.5 SMP NEGERI 1 KERUAK

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Abstract

Learning model Discovery Learning is a concept of learning activities that help teachers in carrying out learning activities that are taught by trying to maximize the active role of students, especially the knowledge they have and how they are applied in daily life in English. With this concept, learning outcomes are expected to be more meaningful for students and easy to remember English vocabulary. The learning process takes place naturally in the form of activities students work and experience, not transfer knowledge from teacher to student. Quality of learning is more important than results. The purpose of this classroom action research (CAR) is to describe the improvement of learning activities of students of class VII.5 in SMP Negeri 1 Keruak with the application of the Discovery learning model. In this classroom action research (CAR) carried out in 2 cycles, the results of the actions taken proved to be able to improve students' mastery learning classically ie in cycle I by 68%, it could increase to 85% in cycle II. The results of this classroom action research show that learning by applying the Discovery Learning learning model can improve the quality of learning and student learning completeness in English subjects with mastery reaching 85.

Keywords: *Learning Outcomes, Discovery Learning*

PENDAHULUAN

Professional educators can be seen from their expertise in delivering learning material to students. In delivering effective and efficient material, an educator needs to be familiar with various types of learning methods so that they can choose the most appropriate method to teach a particular field of study that not only thinks about what will be taught, but also about who receives the lesson, what is the

meaning from learning, and how the abilities of students in following the learning process.[1]

Language has a central role in intellectual, social, and Development emotional learners and is a supporter of success in learning all fields of study. Language learning is expected to help students know themselves, their culture, and the culture of others. In addition, learning language also helps students be able to express ideas and feelings, participate in society, and even discover and use analytical and imaginative abilities that exist in him.

English is a tool to communicate verbally and in writing. Communicating is understanding and expressing information, thoughts, feelings, and developing science, technology and culture. Ability communicating in the fullest sense is the ability to discourse, i.e. the ability to understand and produce oral and written texts which realized in four language skills, namely listening, speaking, reading and writing. These four skills are used for respond or create discourse in social life. By therefore, English subjects are directed to develop these skills so that graduates are able to communicate and speak in English at a certain level of literacy.

Discovery learning method (discovery) is a teaching method that regulates teaching in such a way that children gain knowledge that they did not know before but not through notification, partially or wholly found themselves. In discovery learning activities or learning are designed so that students can find concepts and principles through their own mental processes. In finding concepts, students make observations, classify, make guesses, explain, draw conclusions and so on to find some concepts or principles.

Discovery method is defined as a teaching procedure that is concerned with the teaching of individuals, manipulating objects before arriving at generalizations. While Bruner states that children must play an active role in learning. Further stated, the activity needs to be carried out through a method called discovery. Discovery conducted by students in the learning process, is directed to find a concept or principle.

[1] Nur Jannah, E. (2019). Penerapan Metode Pembelajaran "Active Learning-Small Group Discussion" di Perguruan Tinggi Sebagai Upaya Peningkatan Proses Pembelajaran. FONDATIA, 3(2), 19-34.

Discovery is a mental process where students are able to assimilate a concept or principle. Mental processes in question include: observing, digesting, understanding, classifying, making guesses, explaining, measuring, making conclusions and so on. With this technique students are left to discover for themselves or experience their own mental processes, the teacher only guides and gives instructions. Thus discovery learning is a learning that involves students in the process of mental activities through the exchange of opinions, by discussing, reading by themselves and trying it yourself, so that children can learn on their own.

In carrying out the learning process in English class VII.5 in SMP Negeri 1 Keruak it turns out that many writers find problems so the writer tries to apply Discovery learning methods to improve student learning outcomes.

METODE PENELITIAN

The research subjects were students of class VII.5 of SMP Negeri 1 Keruak, East Lombok Regency, in the academic year 2019/2020, amounting to 31 students and consisting of 16 male students and 15 female students. This research was conducted in class VII.5 of SMP Negeri 1 Keruak which was the researcher's place of work. This research was conducted using two cycles. This research was conducted for approximately three months, from July to September 2019.

In this study, the data obtained were collected in several ways:

1) Documentation

   The documentation used in this study is in the form of student data, student activeness and data value of students' daily test results that researchers obtained from initial observations.

2) Observation

   Observation includes the activity of loading attention to an object by using all the senses (direct observation). The purpose of this observation is to determine the level of student activity in following the process of teaching and learning activities in the classroom.

3) Evaluation test at the end of each cycle

   Tests are a series of questions or exercises or tools used to measure the skills, knowledge, intelligence, abilities or talents of an individual or group. In this

study achievement tests are used which are used to measure a person's achievement after learning something. The test instrument was arranged to determine the level of understanding of students in mastering the material that has been delivered. This test is in the form of multiple choice and is given to obtain data about the academic achievements of each cycle. This test contains material that has been discussed and this test will be given at the end of the cycle, then analyzed quantitatively.

As for the indicators of the success of this class action research is the achievement of student achievement and learning activities with the success of this study is seen from the achievement of learning to achieve classical completeness that is if 85% of students get a KKM score of 70 at the time of evaluation.

RESEARCH RESULTS AND DISCUSSION

In this section the researcher will present an analysis of the data obtained from observations and evaluation results for each planned cycle. The data obtained were in the form of quantitative data from evaluation results and qualitative data collected from observations. Quantitative data obtained from the evaluation results will provide answers to the success or failure of the learning process by applying discovery techniques that are measured by classical learning completeness. Qualitative data were obtained from observations that would provide an overview of student activities and teacher activities carried out by observers at each meeting implementing the learning process. The following will be presented research data on each cycle that has been planned. Based on the results of observations on student activities after analysis obtained data as follows:

Observation Results Table for Student Activities in Cycle I

Meeting	Number of visible scores						Σ Activity score	Average Activity	Category
	1	2	3	4	5	6			
First	3.3	3	3	3	3.3	3	18.6	3.1	Enough
Second	4	3.6	3.3	3	3.3	3	20.5	3.4	Enough

From the table above it can be seen that the teacher's activity in the first cycle of meeting 1 was 3.1 and meeting 2 was 3.4. The teacher's activity level is quite good. Therefore, teacher activities in the next cycle still need to be improved.

From the analysis it is known that mastery learning achieved by students is 67% with an average value of 70.7. These results have not reached classical learning completeness so learning continues on to the next cycle.

Based on the analysis of observations in the first cycle, the number of students who finished was 64%, which was still below the minimum standard of 85%. These results have not reached the expected results. For this reason researchers continue to the next cycle.

The learning process in the second cycle begins with giving feedback from the evaluation results provided. Therefore, before discussing the teacher urges students not to have a chat, to disturb other friends, and no students who silently pay attention to their peers, so also the division of tasks in each group must be clearer so students can carry out their respective tasks.

In the implementation phase of the action carried out learning activities in accordance with the learning implementation plan that has been made. To be able to adjust the learning implementation plan in the delivery of material, including learning using discovery techniques carried out in 3 meetings, where 2 meetings for the delivery of material and 1 meeting for evaluation.

The results of observations were obtained from observations made by observers conducted by fellow research teachers by filling in the observation sheets of teacher activities and student activities to record the course of the learning process. At the time of learning the second cycle has been improved, from the analysis of the results of observations of student activities in the second cycle found that student activity is classified as active in each meeting. This can be seen in the student activity score table has increased from the first meeting to the second meeting, as seen in the table below.

Observation Results Table for Student Activities in Cycle II

Meeting	Number of visible scores						Σ Activity score	Average Activity	Category
	1	2	3	4	5	6			
First	4	4	4	3.6	3.6	3	22.2	3.7	Good
Second	4.6	4.6	4.3	4.3	4.3	4.3	26.4	4.4	Good

From the table above it can be seen that the activities of students in cycle II for meeting 1 were 3.7 and meeting 2 was 4.4. Based on the classification of student learning activities, the category of student activities in the second cycle is classified as active/good.

While concerning the activities of teachers in learning activities can be seen in the table below.

Observation Result Table of Teacher Activity in Cycle II

Meeting	Number of visible scores							Σ Activity score	Average Activity	Category
	1	2	3	4	5	6	7			
First	3	2	4	3	3	3	2	20	2,86	Good
Second	4	4	4	3	3	3	3	24	3,43	Very Good

From the table above it can be seen that the teacher's activity in cycle II for meeting 1 was 2.86 with good categories and meeting 2 was 3.43 with excellent categories. Based on the classification of teacher learning activities, the category of teacher activity in cycle II is classified as very good.

The evaluation results obtained in the second cycle reached 85% level so it can be said to be complete, for that there is no need to hold learning in the next cycle with mastery learning that has been achieved, thus learning by applying discovery techniques is said to improve students' writing abilities.

From the results of observations of student activities in the second cycle, learning activities can run well, where the results of observations of student activities can be classified as active seen from each learning activity as well as the activities of teachers are classified as very good. From the results of the analysis of the results of

the evaluation an increase in the class average and the percentage of completeness in classically has reached / exceeded 85% meaning that already 85% or more students have achieved a test score of KKM or exceed the specified KKM. Therefore this study was stopped until the second cycle in accordance with the plan.

This class action research was carried out as an effort to improvement of English learning outcomes through discovery learning model in class VII.5 SMP Negeri 1 Keruak. Based on the results of data analysis in each cycle, it appears that the results from cycle I to cycle II have increased. In the implementation of learning and the results of the first cycle of data analysis, for student activities obtained an average value of 3.7 and student activities in the second cycle obtained an average grade of 4.4. In the implementation of learning and the results of the first cycle of data analysis, for the activities of teachers obtained an average value of 2.86 and the activities of teachers in the second cycle obtained an average value of 3.43. Related to the results of repetitions in the first and second cycles, the details can be seen below.

Summary Table of Evaluation Results in Cycle I

No	Description	Result
1	Lowest Value	40
2	The highest score	90
3	Average	72
4	Number of students who have completed	21
5	Number of students taking the test	31
6	Completed percentage	68%

While in cycle II the results are as follows.

Summary Table of Evaluation Results in Cycle II

No	Description	Result
1	Lowest Value	60
2	The highest score	100
3	Average	80
4	Number of students who have completed	26
5	Number of students taking the test	31
6	Completed percentage	85%

After seeing the two tables of evaluation results from the first and second cycles in which the value they obtained has reached the level of mastery learning and exceeds the classical level of mastery learning that is 85%.

CONCLUSION

From the results of the research and discussion above we can conclude the following: The application of Discovery Learning can improve English Learning Outcomes in class VII.5 SMP Negeri 1 Keruak academic year 2019/2020. The results of the actions taken proved to be able to improve students' mastery learning classically ie in cycle I by 68%, it could increase to 85% in cycle II. The results of this classroom action research show that learning by applying the Discovery Learning model can improve the quality of learning and student learning completeness in English subjects with mastery reaching 85%

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