

## Discovery Learning Model in English Subjects to Improve Learning Outcomes in Speaking Aspects of Descriptive Text Material

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### Abstract

The main problem raised in this Classroom Action Research is the low English learning outcomes achieved by class X students of SMAN 1 Sambelia in the aspect of speaking in English. This research was conducted at SMAN 1 Sambelia in class X, Even Semester, 2022/2023 academic year with a total of 36 students. This research was carried out in two cycles, each cycle in the research included four steps, namely (1) planning, (2) implementation (acting), (3) observation (observing), (4) reflection (reflecting). The research results obtained in this study are: 1) Results in cycle I have an average value of 79, 2) Learning Completeness in cycle I is 78%, 3) Results in cycle II have an average value of 79, and 4) Learning Completeness in cycle II is 100%. Based on research data and discussion, it can be concluded that by implementing the Discovery Learning learning model in English subjects, it can improve the learning outcomes of class.

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### 1. BACKGROUND OF THE STUDY

Learning English in high school, as well as Arts and Tourism, gave a special impression to the researcher, because students were more related to elements of the field of expertise that the students were studying. However, communication in English must still be realized properly and correctly because every skills program requires it. Students are required to take English lessons because of the demands of the applicable curriculum. For this reason, it is mandatory for students to take part in English language learning so that graduates are able to compete in the world of work at both national and international levels. There are many efforts that teachers can make in teaching English language subjects for class X students at SMAN 1 Sambelia, so that communication in English can be established well between students and even between students and teachers. The appropriate type of media can be utilized by students in speaking English optimally. However, this is not the case for class X students at SMAN 1 Sambelia. Skills Program students have not been able to optimally reflect on English language lessons in daily activities at school in the form of communication both with their own friends and with teachers. English language skills for vocational school students are very necessary to support their profession in accordance with the Skills Program they choose and is also a mandatory subject for students to take.

At the end of the lesson, students are expected to be able to express the meaning of simple descriptive text in the context of everyday life. Based on the results of pre-cycle tests carried out by researchers at the initial stage of Classroom Action Research, student learning outcomes were low with an average score of 70.4 and learning completion reaching 28%. Meanwhile, the standard score determined by the school for English subjects is 75. Seeing these conditions, the researcher feels inspired to make improvements through this Classroom Action Research, by

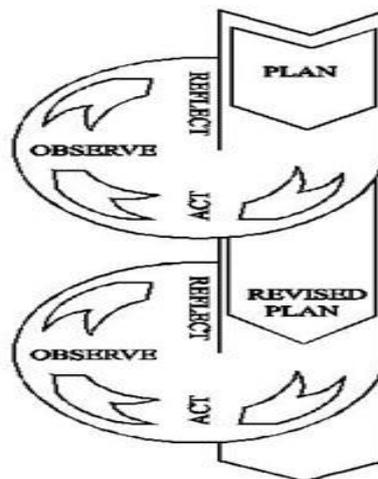
realizing process and learning skills that emphasize active roles, through the application of the Discovery Learning learning model so that it can to stimulate students to be more active and more enthusiastic in learning English. Based on this reality, it is necessary to look for other alternatives by making innovations both in delivery methods and the use of media facilities as well as the use of computers as a medium to improve English learning outcomes for students. In connection with the above, in carrying out this Classroom Action Research the researcher raised English as a subject with descriptive text material. So the title of this Classroom Action Research is "Application of the Discovery Learning Learning Model in English Subjects to Improve Learning Outcomes in the Speaking Aspect of Descriptive Text Material for Class

**2. RESEARCH METHOD**

This research is classroom action research, so the method used to process the data is a descriptive method of analysis of the results of Classroom Action Research (PTK), namely a study used to collect data, describe, process, analyze, interpret and conclude data so that a systematic picture is obtained.

This research was conducted at SMAN 1 Sambelia for the 2022/2023 academic year with research subjects of 36 students in class X, even semester. This class was used as a research subject because the average initial test results (Pre-cycle) were low/below the KKM determined by the school, namely 75, while the pre-cycle results achieved by students with an average score was 70.4 with learning completion reaching 28%. , so that based on these conditions researchers are encouraged to make improvements through this research, so that student learning outcomes can be improved.

The procedures applied in this classroom action research are as described below.



The description of the procedure image above can be described as presented on the following page:

**CYCLE I**

**Planning**

At this stage the researcher/teacher creates a design regarding the focus of the problem that needs attention, namely:

- a) Prepare teacher administrative equipment including lesson plans and others,
- b) Prepare research instruments for teachers and students,
- c) Prepare pretest and posttest evaluation formats,
- d) Prepare learning resources in the form of discussion material, regarding the material taught, namely compiling a job application letter.
- e) Prepare learning strategies for English subjects using descriptive text material using strategies by applying the Discovery Learning learning model
- f) Develop learning scenario

**Implementation**

The teacher carries out apperception, motivation to direct students to enter KD which will be discussed in English learning activities with descriptive text material

- a) The teacher explains the learning objectives to be achieved,
- b) The teacher explains the learning material that day and explains the work steps, namely the Discovery Learning learning model,
- c) The teacher discusses again with all students, if necessary, the teacher in teaching can develop variations in learning strategies in English subjects.
- d) Teacher carry out tests or repetitions.

#### **Observation**

- a) Observation (collaboration) observing teacher activities during learning and observing student activities using teacher and student learning observation instruments,
- b) Teacher evaluate the activities using a teacher questionnaire.

#### **Reflection**

The evaluation results are reflected for further action by discussing the results of the observations. The deficiencies that occurred in cycle I are studied further and corrected in cycle II. The same steps will be carried out as in cycle I.

### **CYCLE II**

In cycle II the researcher took action or reflection for students who had not achieved maximum results. The activities carried out in cycle II are the same as those carried out in cycle I (as explained above). Through the application of the Discovery Learning learning model, it is hoped that it can improve student learning outcomes in accordance with the plans and programs that have been designed.

The results achieved in cycle II are the final results of this Classroom Action Research process. As a measure of the success of implementing this Classroom Action Research, students whose scores reach the KKM 75 or even above the KKM and the percentage of student learning completion reaches more than 80%. If the results are not satisfactory, improvements will be made in cycle II. This Classroom Action Research is designed to only last until cycle II, so it is hoped that all students who are subjects in this Classroom Action Research can complete their learning optimally in cycle II.

### **3. DISCUSSION**

The results achieved in cycle I show that implementing the Discovery Learning learning model can improve student learning outcomes from pre-cycle to cycle I. However, there are still several things that need to be explained by explaining the results achieved in cycle I as follows.

- a. A total of 28 students obtained scores above the KKM in the complete category, in learning English with Descriptive Text material. Students have shown an improvement in speaking English, explaining information about the theme of Descriptive Text material, which was studied in cycle I
- b. A total of 8 students got scores below the KKM in the incomplete category. Of these 8 students, they have not demonstrated the ability to speak English and have not been able to convey information orally about the content of the material, namely Descriptive Text, well.
- c. The average score below the KKM is 79
- d. Level of achievement of learning completeness = 78%
- e. Students who have not yet completed = 22 %
- f. Improved learning outcomes Which achieved student on cycle I

Because implementation of the Discovery Learning learning model consistently.

- g. Students can show higher learning activities than pre-cycle. Enthusiasm for learning to speak seems to be increasing.

In the research process in cycle II, it was seen that the research implementation was running more smoothly. It can be seen that in cycle II the obstacles in cycle I can be minimized. The achievements of the results of cycle II above can be described as follows.

- a. A total of 36 students who obtained scores above the KKM in the complete category,

students were able to improve their English learning outcomes with Descriptive Text material optimally.

- b. A total of 36 students have completed learning activities well.
- c. The average value is 80
- d. Level of achievement of learning completeness = 100%
- e. Unfinished Students = 0%.

Based on the results in cycles I and II above, it appears that the application of the Discovery Learning learning model in English subjects can effectively improve learning outcomes in the speaking aspect of descriptive text material for class

#### 4. CONCLUSION

Based on the research that has been carried out, it can be concluded that: the application of the Discovery Learning learning model in learning English subjects has been proven to improve the learning outcomes of class X APH2 students at SMAN 1 Sambelia well.

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