An Analysis Of Discovery Learning Model Used in Teaching Narrative Text at Tenth Grade of SMAN 1 Koto Salak Dharmasraya

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Abstract

This research was motivated by application of the Discovery Learning Model by an English Teacher who teach at tenth grade of SMAN 1 Koto Salak. The researcher wants to know how the teacher applies the discovery Learning Model used in teaching narrative text. Then, this research uses a qualitative method with an autobiography case study that aims to analyze and see from the personal experience of a teacher in delivering learning materials in narrative text. Meanwhile, participant in this study was a teacher who teaches English at tenth grade and has applied the Discovery Learning Model. Data collection was carried out by researcher uses interviews. Based on the data analysis, it can be concluded that the English teacher has implemented the principles of discovery learning Model well, namely the teacher forms students into several groups, the teacher provides opportunities to complete assignments or problems that have been given according to the subject matter, the teacher facilitate students to collect information through books and internet, teachers assist students in gathering information, and ask students to present their findings in front of class. In conclusion, it can be said that Discovery Learning Model applied by English teacher at SMAN 1 Koto Salak is going well.

Keywords: Discovery Learning Model, Narrative Text

Abstrak

Penelitian ini dilatarbelakangi pada peneraapan model pembelajaran discovery learning oleh guru bahasa Inggris yang mengajar kelas X di SMAN 1 Koto Salak. Peneliti ingin mengetahui bagaimana guru dalam menerapkan model pembelajaran Discovery Learning yang digunakan dalam pengajaran teks naratif. Penelitian ini menggunakan metode kulitatif dengan studi kasus autobiografi yang bertujuan untuk menganalisis dan melihat dari pnegalaman pribadi seorang guru dalam menyampaikan materi pembelajaran menggunakan model Discovery Learning. Kemudian, partisipan dalam penelitian ini adalah seorang guru yang mengajar bahasa Inggris di kelas X dan telah menerapkan model pembelajaran discovery learning. Pengumpulan data dilakukan oleh peneliti dengan cara interview. Berdasarkan analisis data dapat disimpulkan bahwa guru bahasa Inggris di SMAN 1 Koto Salak yang mengajar di kelas X telah melaksakan prinsip-prinsip model pembelajaran discovery learning dengan baik yaitu guru membentuk peserta didik menjadi beberapa kelompok, guru memberikan kesempatan untuk menyelesaikan tugas atau permasalahan yang telah diberikan sesuai materi pembelajaran, guru memfasilitasi peserta didik untuk mengumpulkan informasi melalui buku dan internet, guru membantu peserta didik dalam mengumpulkan informasi, dan meminta peserta didik untuk mempresentasikan hasil penemuan mereka didepan kelas. Oleh karena itu, dapat dikatakan bahwa model pembelajaran Discovery Learning yang diterapkan guru di SMAN 1 Koto Salak berjalan dengan baik.

Kata Kunci: Model Pembelajaran Penemuan, Teks Naratif

INTRODUCTION

Learning English is one of the lesson programs that are very important to be implemented starting from junior high school to higher education. To have good English, everyone should have experience, time, and practice. One of the right places to start is at

school by being included in the learning material. The students can explore the potential that they have to get many experiences. By having to learn English, students can develop their creativity well. Therefore, teachers are required to be creative in preparing teaching materials. Teaching materials are designed as optimally as possible to help students achieve the goals, the teacher must pay attention to matters relating to the selection of teaching materials, such as the type, scope, sequence, and treatment of these materials. If the teacher has the expertise in compiling the learning material, it will help the potential emergence and increase students' ability. The success of learning as a whole depends on the teacher in designing the course of learning that is interesting and fun. This requires teachers to be creative in making innovative teaching materials. Teaching material is all materials (either information, tools, or texts) that are arranged systematically, displaying a complete figure of the competencies that students will master in the learning process with the aim of planning and studying the implementation of learning.

Meanwhile, when do learning English the teacher is the guide to support the learning achievement. Besides, there are any problems when learning process such as model, media or strategy that used in the learning process and now there are still many teachers who implement teacher-centered learning. Then, from the description, in the implementation of learning a teacher is challenged to not only convey the material well but is required to have the competence to involve students in the learning process. If the teacher does not have collaborated with students, it will affect their success in managing the material.

Based on pre-observation in an interview with an English teacher who teaches English, at SMAN 1 Koto Salak already using discovery learning model. The teacher was said that cannot be maximized time in the learning process because students are less independent in search the material, students are less participation when learning process. Besides, when discussing activity, only one of them that given a response, and most of them so silent and passive. It can make the teacher sometimes still confuse to continue the material , because the teacher doesn't understand that the students understand or not.

Then, to achieve the purpose of the teaching-learning process the teacher has to know all aspects in teaching especially for model use in the teaching process, because to know in choosing the model that will be a success or not.It is supported by (Istarani 2014),learning model is series of teaching material presentations that includes all aspects before, being, and after learning by the teacher as well as all related facilities that are used directly or indirectly in the teaching and learning process. Then, one of the learning model that can used is Discovery Learning Model. According to (Noviani 2020) discovery learning model is a learning model for developing active students learning by discovering their own, and investigating on their own, so that the result obtained will be loyal and durable in students' memories. Meanwhile, (Joolingen, 1992) define that discovery learning model is the model that asks the students independent in learning process , because the students are centered on learning.

According to (Weibell 2011) in Discovery Learning Model application, several principles must be done. First, Learner Management. Instructors should allow participants to work either alone or with others, and learn at their own. This flexibility makes learning the exact opposite of a sequencing of lesson and activities, relieves learners from unnecessary stress, and makes them feel they own learning.Second, information analysis and interpretation.Discovery learning miodel is process oriented and not content oriented, and is based on the assumption that learning is not more set of facts. Learners in fact learn to analyze and interpret the acquired information, rather than memorize the correct answer. Third, intregating connecting. Instructors should teach learners how to combine prior knowledge with new and encourage them to connect to the real world. Familiar scenarios become the basis of new information, encouraging learners to extend what they invent something new. Fourth, Problem Solving. Instructors should guide and motivated learners to seek for solutions by combining existing and newly acquired information and simplifying knowledge. Learner are driving force behind learning, take an active role and establish broader application for skill through activities that encourage risks, problem solving. Fifth, Failure&Feedback. Learning doesn't only occur when we find the right answers. It also occurs through failure. Discovery

learning model does not focus on finding the right end result, but the new things to discover in the process. Meanwhile, it is the instructor's responsibility to provide feedback, since without it learning is incomplete.

Therefore, In teaching English there are many texts such as descriptive text, recount text, procedure text, and narrative text that should learning by students. Moreover, one of the texts that should learn in semester 2 in the school is narrative text. Narrative text is non-fiction stories that can be in the form of fairy tales, myths, folk tales, animal stories, and so on. This text is to entertain with the story that is made in such a way as to be interesting.(Sulistyo Irwan, 2013) states that narrative text is the text that develops the idea of the notion by retelling an event or experience such as a short story and arranged chronologically or in both fiction and factual. It means that narrative text is telling the event that happens in the past. According to (Hum & Gultom, 2018) narrative text is a story with complications or problematic events and it tries to find the resolutions to solve the problems. It means that narrative text is the text about the story with any an event and can find solve the problems.And the purpose of this study is to analyze the English teacher way's in implement discovery learning model used in teaching narrative text at tenth grade of SMAN 1 Koto Salak Dharmasraya.

METHODS

This research aims to know how does English's teacher implement Discovery Learning Model used in teaching Narrative Text at Tenth Grade of SMAN 1 Koto Salak Dharmasraya.

Based on the research, the researcher doing several stage to analyze the data, the data is interviews. According to (Airasian Gay 2012), First, reading/memoing.The researcher read the answer of interview to get a sense of data. Becoming familiar with the data through reading, the researcher read all of data from answer of interview, it is to make researcher familiar enough with data gotten. Second, description. The researcher is describe the data that get from interview based on the phenomena that happen in the field. Third,classifying.the researcher is classify the data and categories them into principles of discovery learning model. Fourth, interpretation. interpretation is also a part of the process of writing the result of the study. It means that in this stage, the researcher interpret the data about implementation discovery learning model used in teaching narrative text at tenth grade of SMAN 1 Koto Salak Dharmasraya.

Based on research question, then the right method for this study is an autobiography case study. According to (Msila 2012), an autobiography is a research method that uses personal experience about culture, experiences, practices, etc. In the implementation of this research, the data was obtained in the form of qualitative data. All sources of the data obtained in this study were sourced from informants/resource persons. Data collection techniques are carried out with interview analysis. This research was conducted on 28 August 2021.

FINDINGS AND DISCUSSION
Finding

The research finding is answering the research question formulated before. The data are presented based on an interview with one of English teacher at SMAN 1 Koto Salak Dharmasraya. In this section, the writer presents the English teacher's ways in implement Discovery Learning Model used in teaching narrative text. According to (Weibell 2011), principles of Discovery Learning Model are learner management, information analysis and interpretation, intregating connecting, problem solving, and failure&feedback. The result of interviews conducted with an English teacher from the result of analysis found:

Table 1. An Analys of Discovery Learning Model Used in Teaching Narrative Text at Tenth Grade of SMAN 1 Koto Salak Dharmasraya

No	Indicator	Findings
1.	Learner Managament	The teacher establish for some groups to discuss

		about the material that will be taught. With the aim that students are more controlled and focused on ongoing material. When they are focused, students are comfortable and understand the material being studied.
2	**Information Analysis & Interpretation**	The teacher giving opportunities to discuss the material with their groups and given some problem about the material such as they have to find a generic structure, complete the missing paragraphs and write down difficult words.
3	**Integrating connecting**	The teacher gives a problem to the students and gives them opportunity to discuss in groups. Furthermore, the teacher also asked them directly regarding things they did not understand. Then, the teacher asked about the meaning of the integrating between the video shown at the beginning of the lesson and the material being taught.
4	**Problem Solving**	The teacher asked students to convey the results of their discussions in turn. Meanwhile, the other groups provide responses to what has been conveyed by the groups. This is intended so that students have critical thinking in responding something. They can give opinions on different point of view.
5	**Failure and Feedback**	The teacher also provides opportunities for students to conclude the material being studied at the end of lesson.

Discussion

The research question of this study was "How does teacher implement discovery learning model used in teaching narrative text at tenth grade of SMAN 1 Koto Salak" which was answered by using interview. The finding of interview showed that the teacher was interested in learning English by using discovery learning model. It is found that the teacher was done implement principles of discovery learning model properly. In teaching learning process usually the teacher manage the class with show the video to make brainstorming, then the teacher establish for some groups to discuss about the material that will be taught. With the aim that students are more controlled and focused on ongoing material. When they are focused, students are comfortable and understand the material being studied. It was supported by (Apriyanti 2014) that stated the teacher allow the students to work either alone or with others, and learn independently.

Then, based on interview with an English teacher, the teacher giving opportunities to discuss the material with their groups and given some problem about the material such as they have to find a generic structure, complete the missing paragraphs and write down difficult words. Meanwhile, it can be seen that the teacher gives a problem to the students and gives them opportunity to discuss in groups. It related to (Krisnawati 2015) that said learner try to analyze and interpret information that given by the teacher.

Furthermore, the teacher also asked them directly regarding things they did not understand. Then, the teacher asked about the meaning of the integrating between the video shown at the beginning of the lesson and the material being taught. It related to (Apriyanti 2014) said that learners combine prior knowledge with new information and encourage them to connect to the real world. In this problem solving section, the teacher asked students to convey the results of their discussions in turn. Meanwhile, the other groups provide responses to what has been conveyed by the groups. This is intended so that students have critical thinking in responding something. They can give opinions on different point of view. Furthermore, based on the teacher's explanation at the time of the interview, it can be concluded that the students are still not right in filling out the gaps in the paragraph given.

There are many students who are still confused when making sentences using past tenses. This can be seen when teacher checks the assigments given to students by asking them to make a story about narrative text that is related to the story in their environment. It supported by (Krisnawati 2015) that students presents their findings again and the teacher help them to find the solution.The teacher also provides opportunities for students and giving additional value who can conclude the material being studied at the end of lesson. It supported by (Apriyanti 2014) that students presents their findings again and the teacher help them to find the solution.

In conclusion, the principles of discovery learning model are used by the English teacher in teaching-learning process. The teacher showed a positive concern for implement discovery learning model in SMAN 1 Koto Salak. Moreover, the implication of discovery learning model helped English teacher to deliver material for learner more interesting. This learning model was very suitable for students in modern era now.

CONCLUSION

Discovery learning model design that identified students have to be active and to be independent learner. A teacher as facilitator to guided students develop their knowledge, how to combine background knowledge and new knowledge. In implementing discovery learning model there were principles of discovery learning model to implement by the teacher. They were problem solving, learner management, integrating connecting, information analysis, failure & feedback.

Meanwhile, by implementing discovery learning model in teaching learning process, the teacher did not teach all the material. A teacher guided students to be independents in search material and helped them to share knowledge, information when learning process. To improve it, the researcher conducted research at SMAN 1 Koto Salak with the aim to analysis how the English teacher implement discovery learning model in learning process. Besides, the researcher used interview in gathered the data. Based on research finding on data previous chapter, the researcher found some findings.

In learning activity, the teacher making group discussion and giving task, it gives students experience to combine their prior knowledge with new knowledge from English textbooks and internet while the teacher is a facilitator in their own learning.Then, related to the research question is "how does the English teacher implement discovery learning model used in teaching narrative text at tenth grade of SMAN 1 Koto Salak. The researcher can conclude that indicators are achieved by the teacher well, and also can purpose of learning process was success and this is give good impact for teacher and also students. The researcher hopes to the next researcher will continue and develop this research with many participants using quantitative research.

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