

## APPLICATION OF DISCOVERY LEARNING MODEL IN IMPROVING ENGLISH LEARNING OUTCOMES IN GRADE VII B STUDENTS OF MTS ISLAMIYAH SUKOPURO

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### ABSTRACT

The purpose of this study was to determine whether there was a student response of the effect of the application of the Discovery Learning models in improving English learning outcomes in the daily test of class VIII B MTs Islamiyah Sukopuro. This type of search in classroom action research which is conducted face-to-face (offline) in the classroom. The subjects of this study were class students VIII B Islamiyah Sukopuro add smester for the academic year 2022-2023. The object of this research is the results of daily tests. This study uses two cycles to improve the abilityto analyze the results of daily tests through four stages of activities, namely planning, action, evaluation, and reflection. The collection technique in this study used the test and observation method. The results showed that (1) the application of the Discovery Learning model was able to improve students' ability to understand the material. (2) the results of students' responses to the application of the Discovery Learning model were quite successful, especially when viewed from the results of daily tests in understanding the material.

**Keywords:** Discovery Learning; Daily test; English

### ABSTRAK

Tujuan penelitian ini adalah untuk mengetahui ada tidaknya respon siswa atau pengaruh peneraparan model pembelajaran Discovery Learning dalam meningkatkan hasil belajar bahasa inggris pada ulangan harian kelas VIII B MTs Islamiyah Sukopuro. Jenis penelitian ini adalah penelitian tindakan kelas yang dilakukan secara tatap muka (*offline*) di ruang kelas. Subjek penelitian ini adalah siswa kelas VIII B MTs Islamiyah Sukopuro semester ganjil tahun pelajaran 2022/2023. Adapun objek penelitian ini adalah hasil ulangan harian. Penelitian ini menggunakan dua siklus untuk meningkatkan kemampuan menganalisis hasil ulangan harian melalui empat tahapan kegiatan yaitu perencanaan, tindakan, evaluasi, dan refleksi. Teknik pengumpulan dalam penelitian ini menggunakan metode tes dan observasi. Hasil penelitian menunjukkan bahwa (1) Penerapan model Pembelajaran Discovery Learning mampu meningkatkan kemampuan siswa dalam memahami materi, (2) hasil tanggapan atau respon siswa terhadap penerapan model pembelajaran Discovery Learning cukup berhasil terutama ketika dilihat pada hasil ulangan harian dalam memahami materi.

**Kata-Kata Kunci:** Discovery Learning; Ulangan Harian; Bahasa Inggris

### INTRODUCTION

Education is one of the most important parts of human life, which has a higher purpose than just to live where for someone who receives education can cause behavior change (Apriany, 2012). This is like increasing thinking, imagination and creation, besides that it can

also improve the standard of living and social status in community life. If we observe the various learning practices carried out by teachers, we will find various symptoms. This diversity occurs in the behavior of teachers, students, and classroom situations.

Not infrequently found that in the teaching and learning process activities in class students are more silent and only listen and write what is conveyed by the teacher. Teachers in the learning process often do not try alternatives such as using various learning models so that students will be more active. Teachers should be able to encourage students to be active in the learning process (Supriyanto, 2014). Forms of active participation of such students such as questions, asking opinions and doing assignments, practicing or trying. In addition to learning activities, student learning outcomes also tend to be low.

Alternative problem solving that is expected to improve outcomes and processes student learning is by using the Discovery Learning learning model. Discovery Learning is a learning strategy that involves individual student participation (Rusman, 2010).

Students in this defense do not only acts as a recipient of lessons through verbal explanations of the teacher, but Their role is to find the core of the subject matter itself. Student directed to seek and find for yourself from something in question, so that It is expected to cultivate self-belief.

Various studies have proven the positive impact of the Discovery Learning learning model on student learning outcomes and activities. Learning Model Discovery Learning is a learning theory defined as a learning process that occurs when students are presented with a lesson in its final form, but are expected to do it individually {Durajad, 2008}. Effendi {2012} Discovery Learning Learning that involves students in problem solving for the development of knowledge and skills. Sinabela {2017} the Implementation of Discovery Learning Learning, Students are given problems at the beginning so that they are confused which then raises the desire to investigate it.

This will be tried to overcome obstacles in learning English in class VIII B MTs Islamiyah Sukopuro. The 2022/2023 academic year with the application of the Discovery Learning model. Based on the background description above, a problem can be formulated, namely how to improve the English learning outcomes of grade VIII B MTs Islamiya Sukopuro students. Through the Discovery Learning learning model.

#### **Problem Statement**

1. Can the application of the Discovery Learning learning model be a learning model in improving English learning outcomes in the Daily Test of class VIII B MTs Islamiyah Sukopuro for the 2022/2023 Learning Year?
2. Can the application of the Discovery Learning learning model be an optimal and fun learning model in improving English learning outcomes in the Daily Test of class VIII B MTs Islamiyah Sukopuro for the 2022/2023 Learning Year?

#### **Learning Objectives**

1. To improve students' learning outcomes on Daily Test of class VII MTs Islamiyah Sukopuro in the 2022-2023 academic year using the Discovery learning Model.
2. To improve students' English learning outcomes on Daily Test in class VII MTs Islamiyah Sukopuro in the 2022-2023 academic year using a fun learning model through the Discovery Learning Model.

#### **Research Benefits**

Through this research, it is hoped that researchers can provides benefits, both theoretically and practically, as follows:

1. Theoretical Benefits

From the results of this research, it is hoped that it can be used as a reference and help provide conceptual ideas for similar research in the future. Researchers also hope to play a role in advancing the education of the nation's children and developing science, especially in the use of the Discovery Learning learning model on Daily Tests.

2. Practical Benefits

- a. For researchers, prospective teachers, and teachers with the research of the Discovery Learning Model in improving student English learning outcomes on Daily Tests, it is hoped that researchers, prospective teachers, and teachers can utilizing and developing the Discovery Learning learning model can stimulate students' memory for the future.

b. For students

Students are expected to improve daily test results in English subjects through application of the Discovery Learning learning model so that Daily Test results can be achieved optimally

c. For schools

With this research, it is hoped that the results can be inspiration, input, or consideration of the school in develop the application of the fun Discovery Learning Learning Model so that the results of Daily Tests can be achieved optimally.

## LITERATURE REVIEW

Learning Model Discovery Learning is a learning theory defined as a learning process that occurs when students are presented with a lesson in its final form, but are expected to do it individually (Durajad, 2008). Effendi (2012) Discovery Learning Learning that involves students in problem solving for the development of knowledge and skills. Sinabela (2017) Implementation of Discovery Learning, Students are given problems at the beginning so that they are confused which then raises the desire to investigate it.

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## METHOD

### Location and Time

The research was conducted at MTs Islamiyah Sukopuro as many as 11 Meeting times from August 16 to October 3, 2022 during language class hours English in class VIII B which takes place at 07.30 – 08.50 Pm gmt. The entire research process, including pre-action activities, observation, planning, preparation, implementation to preparation of reports research, this research was carried out in the first semester (Gasal) in the month August of the 2022/2023 academic year. MTs Islamiyah Sukopuro addressed on Jalan Brawijaya no. 37 Sukopuro, Jabung District, Regency Hapless. The location of this school was chosen by researchers as a research site with the following considerations:

1. Researchers are in the period of implementing Field Work Practices (PKL) at MTs Islamiyah Sukopuro.
2. The existence of a Discovery Learning learning model for grade VIII B MTs students Islamiyah Sukopuro in English subjects. This research was carried out collaboratively with civil service teachers Class VIII B English subjects that contribute to: implementation of action planning, observation, and reflection during The research is

ongoing. With cooperation with civil service teachers from the school, it is hoped that this research can run in accordance with the School procedure policies and maintained validity of research results.

### **Research Subject**

The subject of this Classroom Action Research (CAR) is centered on students of grade VIII B MTs Islamiyah Sukopuro odd semester academic year 2022/2023. The object of this study is the results of the Daily Test of English Subjects of 32 students of class VIII B, consisting of 17 female students and 15 male students.

### **Procedures**

#### **1. Research Procedures**

This study is also to test the extent of the impact of a treatment aimed at improve and improve the quality of the subjects studied in learning activities.

#### **2. Research Steps**

This class action research is carried out in cycles 1 and 2 each cycle consists of stages of planning, execution, action, observation, and reflection. The research was carried out with conduct twice face-to-face learning in accordance with The Learning Implementation Plan (RPP) that has been prepared consists of over preliminary activities, core activities, and closing activities. Here are the steps of classroom action research In both cycles:

##### **a. Planning**

At the planning stage, researchers draw up steps Research to be carried out to obtain results research after the first pre cycle. Researchers plan What kind of model will be applied in utilizing Discovery Learning as a learning model. The steps to be carried out at this stage are as follows:

- Teachers compile syllabus and lesson plans using learning model in the form of Discovery Learning
- The teacher prepares the Daily Test question sheet.
- Teachers prepare student worksheets.

##### **b. Action**

At the implementation stage, researchers will apply RPP which has been compiled using the Discovery Learning learning model as a learning model on Daily Tests. The use of this Discovery Learning model aims to improve student English learning outcomes on the Teacher's Daily Test will carry out several steps in this stage:

- Teacher distributes Daily Test questions
- The teacher asks students to observe the Daily Test questions
- The teacher asks students to do the Daily Test individually

##### **c. Observation**

The teacher serves as an observer in the stage Observation of this class. Teachers need to pay attention to various aspects while using the Discovery Learning model on Daily Quiz.

##### **d. Analysis and Reflection Stage**

At this stage of the study, researchers will analyze implementation of learning on Daily Tests after using the model Discovery Learning. Furthermore, researchers and teachers who concerned will reflect as an effort in planning follow-up improvements and quality improvements learning process on Daily Tests.

## Research Methods

To obtain valid and complete data, research using several methods. So that if one has weaknesses, Then these weaknesses can be strengthened by other methods. Method What is used is observation, which is observation made by deliberately, systematically concerning social phenomena with psychic symptoms For later recording.

Daily Test results can be analyzed by calculating the average value Classical learning completeness. As for the formula used for Calculating the average value of classical completeness: The success indicators set out in this study are:

$$\text{Value} = \frac{\text{Number of Scores Obtained}}{\text{Maximum Score}} \times 100$$

- For individuals, a student is said to have completed learning if he has achieve the Minimum Completeness Standard (SKM) that has been set i.e. 75.
- The achievement of completeness is 88% of students get A value of 75 or more.

## RESULTS AND DISCUSSION

The results of understanding the material provided in English lessons are good. This can be seen from the daily test scores in Chapters 1 and 2 held in class VIII B. That is, most of the students obtained good grades, and the rest got enough grades. The result of the initial reflection {Chapter 1} students totaled 32 Students. 25 of them were declared complete, while the other 7 students were declared incomplete, then the results of the second reflection{Chapter 2} That is, most of the students got good grades, and the rest got enough grades. Students totaled 32 Students. 28 of them were declared complete, while the other 4 students were declared incomplete, in understanding the material that had been given. This can be seen from the data. (1) 79% or 28 students obtained good or complete predicates, and (2) 21% 6 students and 4 students obtained less or incomplete predicates.

Based on the overall discussion and analysis that has been carried out, So briefly obtained data:

**Table 1. Pre-Cycle 1 Test Results**

NO	CRITERION COMPLETENESS	SUM STUDENT	PERCENTAGE
1	Complete	25	78%
2	Unfinished	7	22%
Sum		32	100%

Minimum Completeness Standards (SKM) = 75

**Table 2. Pre-Cycle Value Range 1**

Value	55	60	65
FREQUENCY	2	1	5

In the pre-cycle stage of 32 students there are 7 students who have not reached Minimum completeness criteria. Overall in pre cycle has not reached The minimum completeness determined through the standard value is 75. Because only 25 students (78%) who have reached SKM, while the remaining 7 Students {22%} have not reached SKM. From the test results, scores are obtained The lowest is 55, the highest is 85, and the average score is 65.

**Table 3. Completeness of Cycle I Test**

NO	CRITERION COMPLETENESS	SUM STUDENT	PERCENTAGE
1	Complete	25	78%
2	Unfinished	7	22%
Sum		32	100%

Minimum Completeness Standard (SKM) = 75

**Table 4. Pre-Cycle Value Range I**

Value	55	60	65
FREQUENCY	2	1	5

The test results stated that 7 students or as many (22%) were incomplete. For who have completed as many as 25 students or as many (78%), with grades the lowest score is 55, the highest score is 85, and the average score is 65 Overall, success in the first cycle is quite good but there are still many students who have not achieve minimal learning completeness.

**Table 5. Completeness of Cycle II Test Results**

NO	CRITERION COMPLETENESS	SUM STUDENT	PERCENTAGE
1	Complete	28	88%
2	Unfinished	4	12%
Sum		32	100%

Minimum Completeness Standard (SKM) = 75

**Table 6. Pre-Cycle II Value Range**

Value	62	65	75	81	87	94
FREQUENCY	1	1	3	6	4	7

From the test results in got the lowest score of 62, the highest of 94, and the average score of 81. Overall success in cycle II has been achieved Minimal completeness while for classical completeness has also achieved 88% which means that it is above the predetermined standard of 81%.

The assessment results show that the results of the learners who have been implemented are good. with an average value above the minimum completeness. This result is certainly supported by the application of the Discovery Learning learning model that is carried out properly and correctly. This shows that the application of the Discovery Learning learning model to students is able to improve learning outcomes in understanding the material delivered by the teacher. In addition, another supporting factor is the active face-to-face learning at MTs Islamiyah Sukopuro which facilitates direct interaction between teachers and students in the classroom.

## CONCLUSION

Based on the results of the research report on the application of the Discovery Learning learning model to improve student learning outcomes in grade VIII B MTs

Islamiyah Sukopuro for the 2022/2023 academic year, it can be concluded that: (1) the application of the Discovery Learning learning model is able to improve the ability to understand English material in grade VIII B MTs Islamiyah Sukopuro students for the 2022/2023 academic year. (2) student learning outcomes through the application of the Discovery Learning learning model in the classroom are classified as successful, especially when viewed from the results of daily tests in improving the comprehension ability of grade VIII B MTs Islamiyah Sukopuro students for the 2022/2023 school year. The researcher's suggestion for future research is to try to provide a variety of new learning models, which are interesting and certainly fun for students.

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