

THE EFFORTS TO IMPROVE STUDENTS' ABILITY TO WRITE EXPOSITION TEXT WITH DISCOVERY LEARNING METHOD BY CLASS X (TENTH) STUDENTS OF SMA NEGERI 1 HILIMEGAI

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ABSTRACT

This study aims to improve the exposition writing skills of class X SMA Negeri 1 Hilimegai by using discovery learning method. The use of this learning model is expected to make it easier for students to understand the material and be able to write exposition text so that students' abilities increase. Through discovery learning model, improvement can be seen both in process and product. This research was conducted at SMA Negeri 1 Hilimegai. The research subjects were 23 teachers and students of class X SMA Negeri 1 Hilimegai. The implementation of this research is divided into two cycles, each cycle carried out in two meetings. Research data obtained through. The data collection methods used in this research are the observation method, the test method, and the questionnaire method. And also in the form of student assignments and photo documentation during learning. The data analysis technique was carried out by using a qualitative descriptive technique. The product success criteria in this study can be seen from the change in value that is better in each cycle. The success of this research is seen from two criteria, namely the success of the process and the product. The research results obtained are as follows. First, the use of discovery learning models can improve the quality of learning exposition writing in students. This is shown in the improvement of the process in the aspect of learning situations, students are more focused on learning, students are also more active in groups, and learning exposition writing becomes more enjoyable. Second, the use of discovery learning models can improve the results of exposition writing skills. This can be seen in the increase in the results obtained by students from cycle I and cycle II. Overall, at the end of cycle II, all aspects and criteria for exposition writing had increased significantly. Based on the results of this study, it can be concluded that the use of the discovery learning model was successful and was able to improve the exposition writing skills of class X SMA Negeri 1 Hilimegai.

A. INTRODUCTION

1. Background of the Problem

Writing skills require persistence and creativity. Students are required to find ideas and assemble words to produce good writing. In writing skills, students can add insight and knowledge about a topic because the author looks for sources of information about the topic, a means of developing thinking or reasoning power by gathering facts, connecting them, then drawing conclusions. Benefits as expressed by Akhadiyah, Maidar, and Sakura (1989: 1-3), which can add insight into a topic because the author is looking for sources of information about the topic, a means of developing thinking or reasoning power by gathering facts, connecting them, then drawing conclusions. This is because writing skills aim to train students in developing ideas and arranging them into more detailed writing so that they are easily understood by readers. Likewise, in compiling an exposition text, basically an exposition text is a text that is composed to provide knowledge and information to others so that their knowledge increases.

In the 2013 Curriculum, writing skills are one of the lessons in Indonesian that must be taught to students. In Indonesian language learning that refers to the 2013 curriculum for class X (ten). In this case, the writer finds some difficulties in writing the exposition text. Among them are (1) students' motivation towards writing is still low, because students think that writing is a difficult activity compared to the other four language skills, (2) students have difficulty finding and pouring ideas in learning to write, (3) the learning model used is less attractive so that a more attractive learning model is needed to increase students' interest in writing exposition, and (4) the media used does not attract students' attention.

According to Hosnan (2014: 282), discovery learning model is a model for developing active learning by discovering by yourself, investigating yourself, so that the results obtained will be faithful and durable in memory. Through discovery learning, students can also learn to think analytically and try to solve their own problems. Then, according to Asmui (2009: 154), the Discovery Learning method is a method for developing active student learning by discovering by themselves, investigating for themselves, so that the results obtained will be loyal and long lasting in memory, it will not be easy for students to forget. Also in this Discovery method, students are trained to interact well with friends and think critically. Discovery learning model is a way to train students to improve their writing skills in exposition text. This is because this discovery learning model has the advantage of being able to train students to work together, train students to interact well with classmates, and deepen students' knowledge through the cards that are distributed. Therefore, the researcher applied discovery learning model to improve exposition writing skills.

Based on the background of the problems above, it can be seen that the learning difficulties of class X SMA Negeri 1 Hilimegai are marked by various problems in the learning process. To be able to provide the expected results, namely improving the writing skills of exposition text, the researcher used the discovery learning model, to increase the ability of writing exposition text by the students of SMA Negeri 1 Hilimegai.

2. Problem Identification

Based on the background description of the problem that has been put forward by the author above, the research problems can be identified as follows.

1. Students' motivation towards writing is still low, because students think that writing is a difficult activity compared to the other four language skills.
2. Students have difficulty finding and expressing ideas in learning to write.
3. The learning model used is less attractive so that a more attractive learning model is needed to increase students' interest in exposition writing.
4. The media used do not attract the attention of students.

3. Problem Analysis Problem

Analysis in this classroom action research is focused on efforts to improve students' ability to write exposition text. The reason researchers use the discovery learning method, according to the author, this method is very effective in learning to write exposition text in order to hone students' high-order thinking skills.

4. Problem Formulation

In the formulation of this problem, the author has defined the problem above. The formulation of the problem in this study is how to improve exposition writing skills using discovery learning methods.

5. Research Objectives The

Purpose of this study was to improve students' abilities in writing text exposition skills through the application of discovery learning models in class X SMA Negeri 1 Hilimegai.

6. Research Benefits

In this study, the students' ability to write exposition text in the discovery learning method by students of SMA Negeri 1 Hilimegai can increase the students' ability. The writer hopes that the results of this study can provide benefits for students to improve their learning achievement, especially in exposition writing. In addition, it is hoped that it can increase students' motivation in taking writing lessons.

B. LITERATURE REVIEW

1. Classroom Action Research

a. Understanding Classroom Action Research

According Suwandi (2012: 12) classroom action research is an examination of learning activities in the form of an action that is deliberately raised and occurs in a class simultaneously.

This research is a type of *classroom action research*. Classroom action research is a planning for learning activities in the form of an action, which is deliberately raised and occurs in a class together, (Arikunto, Suhardjono, and Suprudi (2008: 3). This action is carried out with the direction of the teacher by the student. further explained that PTK includes four stages model of action research, including planning, implementation, observation, and reflection. this type of research is done with a reason to be able to observe the improvement of writing skills exposition, encompassing learning process and results with the implementation of the learning model discovery.

Based on the opinions Above it can be concluded that classroom action research is an action carried out by a teacher systematically and planned in the classroom which aims to improve students' competence in understanding certain material. Based on these circumstances, this research is expected to help students improvewriting skills exposition.

b. Classroom Action Research Steps

1. The initial idea
Someone who carries out research, must begin with an idea or ideas and is expected to be done or implemented.
2. Pre-survey
To find out in detail the conditions in the class to be studied. Usually done by teachers and lecturers.
3. Diagnosis
Performed by researchers who are not accustomed to teaching in the targeted class.

4. Planning

Divided into two, namely: general and special planning. General planning intended to compile a design that includes all aspects related to PTK. Specific planning Implementation of actions. Represents the realization of adapt pre-planned actions. What strategy is used, material taught and so on.

5. Observations

Observations can be made by the researcher himself. It must be during monitoring record all events or things that occur in the research class.

6. Evaluation and reflection

The activity of contemplating or thinking about something for the evaluation efforts that are carried out by collaborators or participants who play a role in HTA. Performed with collaboration, reflection is carried out after the implementation of the action and the results of the observations.

7. Preparation of the PTK report

Conducted after conducting research in the field. Research must be systematic and carried out according to the references given in the PTK research.

2. Writing Skills

Writing is a language skill that requires skill. This skill is to arrange words into sentences to describe ideas and be understood by others. This is in accordance with KBBI (2001: 1219) writing is an activity of making letters or numbers with a pen, giving birth to thoughts or feelings by writing, composing stories, making letters, and drawing. Writing is lowering or depicting graphic symbols depicting a language, so that it can be understood by someone so that other people can read the graphic symbols (Tarigan, 2008: 22). Another case with Suparno and Yunus (2008: 1-3), writing is an activity of delivering messages (communication) using written language as a tool or media.

Nurgiyantoro (2010: 423) suggests that writing is a productive active activity, namely the activity of producing language. Writing means an indirect way of speaking to express ideas, feelings, thoughts, and wishes to others in writing. Through writing we can express ideas and thoughts according to our wishes. To carry out writing activities requires a strong will and motivation from within ourselves so that the writing we produce is of high quality.

According to Alwasilah (2005: 43), writing is not just expressing writing ideas, but also a mechanism ability in writing so that ideas can be understood by readers. Writing is also a means of conveying messages to others as expressed by Gie (2002: 3), that writing is a series of activities for a person to express ideas and convey them through written language to the reading community to be understood. From some of these opinions, it can be concluded that writing is an activity of preserving ideas and describing them in a neat and orderly written form, which aims to convey messages to others so that other people understand the intentions to be conveyed.

Writing is a language skill that is used to communicate indirectly, not face to face with other people. Writing is a productive and expressive activity. Writing skills will not come automatically, but through lots of practice and regular practice (Tarigan, 2008: 4).

3. Exposition Text

a. Understanding Expository Text Expository

Text is a text that contains a number of information whose content aims to explain or express ideas based on strong arguments to convince readers. In contrast to discussion texts in general which have two sides of argumentation, the text of the exposition has only one side of the argument (both arguments for or against).

According to Syafi'ie (via Hardiyanto, 2014: 70), exposition is a discourse that tries to explain or explain the main ideas that can expand the reader's knowledge of the essay. This discourse aims to convey facts in an orderly, logical and interrelated manner in order to explain an idea, term, problem, process, and the elements of something, a cause-effect relationship, and so on so that it is known by others. This is in line with Nasucha (2009: 50), that the exposition paragraph aims at explaining, explaining, conveying information, teaching and explaining something without any invitation or insistence that the reader accepts or follows it. Exposition paragraphs are usually used to present knowledge or knowledge, definitions, meanings, steps of an activity, methods, ways and processes for something to happen. According to Alwasilah (2005: 11), exposition is writing whose main purpose is to clarify, explain, educate, or evaluate an issue. The author intends to provide guidance to readers. Exposition relies on developing paragraphs such as through example, process, causation, classification, definition, analysis, comparison and contrast. From some of these opinions, it can be concluded that exposition is a form of writing that contains a clear explanation of something by paying attention to the elements and their relationship with one another without being accompanied by any pressure for readers to accept or follow them.

b. Text structure of the exposition

1. *Thesis (Statement of Opinion)*

Thesis or opinion statement can also be called a general statement. This section states the views or predictions of the author on the problem or topic being discussed. In simple terms, you can also call it the main idea.

In this section, the writer presents the main idea based on the facts. The thesis is also a place for writers to agree or disagree, whether or not they are allowed, and so on.

2. *Argumentation*

In the argumentation section, the writer presents reasons in the form of evidence that can support the thesis presented.

Of course, arguments must be explained based on the facts. In the exposition text, the writer may write more than one argument. The more arguments presented, the more likely the reader will believe the topic and thesis presented.

3. *Reaffirmation of Opinion*

The last or closing part of the exposition text is the reaffirmation of opinion. This section contains the strengthening or affirmation of the thesis that has been submitted by the author at the beginning.

Simply put, this section can also be called a conclusion because it is located at the end of the paragraph and summarizes the thesis and arguments that have been mentioned.

c. The characteristics of the exposition text

The characteristics of the exposition text are as follows:

- Explaining factual and scientific information (non-fiction)
- Using a persuasive style of information (inviting)
- Using standard language and words
- Using relational verbs
- Delivering straightforward and clear
- The content of the text is impartial (does not impose the will of the author)

d. The linguistic structure of the exposition text

1. Pronouns

Pronoun or pronoun is a type of word that replaces a noun or a noun phrase. Pronouns can be classified into two types, namely personal pronouns and non-personal pronouns. The pronoun *Persona* (pronoun person) is *Persona Tunggal*. Examples like him, her, you, you, me, brother, her, -you, -me, and the plural *persona*. Examples like us, us, you, them, audience, part.

Nonperson pronouns (non-person pronouns) are Indicator pronouns such as this, that, here, there, there. and the questioner's pronouns, such as what, where, who.

2. Nouns and Verbs

Nouns (nouns) Are words that refer to objects, both real and abstract. In the sentence has the position of the subject. Judging from the form and meaning, there are basic nouns and derivative nouns. Basic nouns for example picture, table, house, knife. Derivative nouns include deeds, purchases, power, etc.

Verb (verb)

Is a word that contains the basic meaning of an action, process, or condition that is not characteristic. In sentences it usually functions as a predicate.

3. Conjunctions Conjunctions

(conjunctions). The example is in fact, then, further. To strengthen an argument, conjunctions or conjunctions can be used. In the context of submitting opinions on ASEAN language policies, the authors relate arguments with conjunctions in fact, then, and further. Ideally, arguments are not presented randomly. Such conjunctions can be used to organize arguments in an order from the strongest to the weakest or vice versa.

C. RESEARCH METHOD

a. Subjects and Research

As for the subjects of this classroom action research are students of class X SMA Negeri 1 Hilimegai, amounting to 24 people. Meanwhile, the object of research is in This classroom action research is the ability of class X SMA Negeri 1 Hilimegai in writing Exposition Text

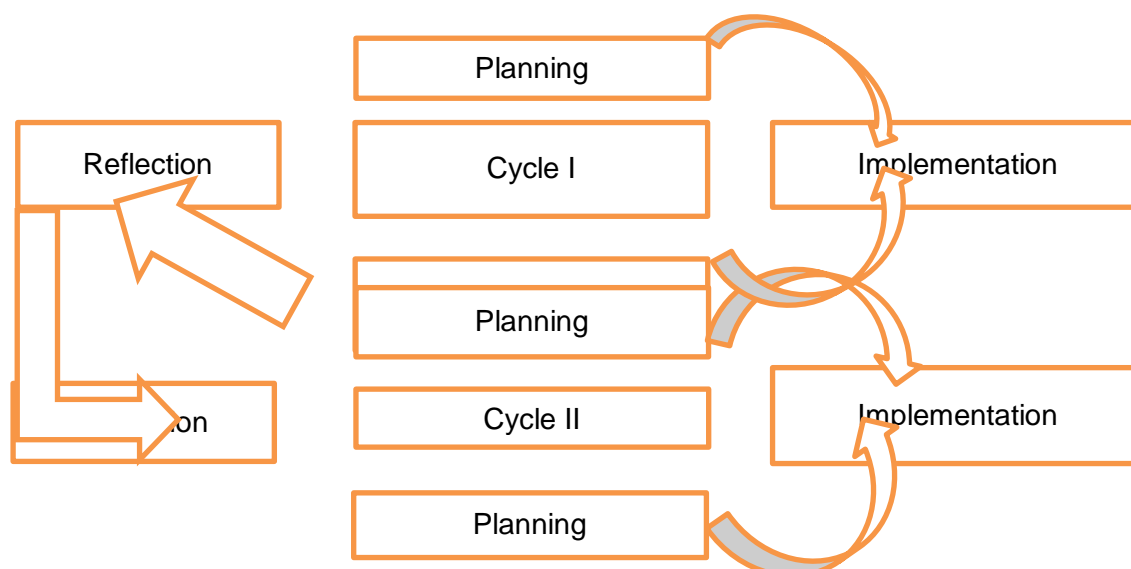
b. Place and time of research

This classroom action research was conducted at SMA Negeri 1 Hilimegai which is located at Togizita village, Hilimegai sub-district, South Nias Regency.

c. Research Design

This research is a type of classroom action research (classroom action research). According to Arikunto, Suhardjono, and Suprudi (2008: 3), classroom action research is a planning for learning activities in the form of an action, which is deliberately raised and

occurs in a class together. These actions are carried out with directions from the teacher carried out by students. It was further explained that the CAR includes four stages of the action research model, namely planning, implementing, observing, and reflecting. The picture of the stages of classroom action research can be seen as follows.



This type of research was conducted on the grounds of being able to observe the improvement of exposition writing skills, including the process and learning outcomes with the application of discovery learning learning models. From the results of preliminary observations made by researchers, it can be seen that exposition writing skills have never been done using discovery learning models. Based on this condition, this study is expected to help students improve their exposition writing skills.

d. Persiclus Description

This research was conducted by observing two cycles. Cycle I contains observations students' abilities at the start of the study. Cycle I is useful for knowing students' abilities writing the exposition text at the beginning of the study. Cycle II is a continuation and improvement of cycle I. Cycle II aims to determine the increase learning exposition text writing skills after conducting research on activities teaching and learning based on the reflection of cycle I.

This classroom action research uses two cycles, namely cycle I and cycle II, which in each cycle consists of four stages, namely: (1) planning, (2) implementation, (3) observation, (4) reflection.

a. Action procedure in cycle 1

1. Planning

In this stage the researcher prepares learning to write an exposition text based on experience with free themes.

The plan to be carried out is as follows:

- compile a lesson plan in accordance with the actions to be implemented.
- prepare an observation sheet.
- prepare children to make exposition text
- prepare an assessment sheet.

2. Action implementation

This stage of the classroom action researcher is the implementation which is the application of the design content. As for the following actions:

a. Introduction

In this introductory section the teacher begins learning by saying greetings, conditioning students in the class, student presence, conveying objectives and learning to write exposition text.

b. Core Activities

In the core activities, the teacher delivers material about writing exposition text and provides examples of exposition text. Before making an exposition text, students are asked to observe, ask, explore, associate, and communicate.

c. Closing

Teacher ends the lesson by compiling the material for writing the exposition text by providing motivation to students to study hard. The lesson is closed with prayer and greeting.

3. Observation

Observations are made during the action. Research students observed closely the atmosphere of learning and student reactions in the practice of writing exposition texts. Student activities are the main focus of observation. Student researchers used observation instruments, including observation sheets with field notes. Recordings in the form of photos and students' writing in the form of exposition text are one of the data that will be analyzed as a result of observations on cycle action.

4. Reflection

All information that has been obtained from the observations and the results of the exposition text writing test is evaluated to determine the level of ability in determining the title and developing the title into the exposition text. From the evaluation results were analyzed to determine the students' ability in writing the text exposition.

b. Action procedure in cycle II

The action procedure in cycle II is an effort to increase how effective the learning method is based on personal experience in improving the ability to write an exposition text. The learning outcomes in cycle I are used as the basis for planning cycle II. The second cycle action procedure also consists of four steps, namely planning, implementing the action, observing, and reflecting.

1. Planning

The planning stage of the II cycle includes:

- improve the learning plan that has been implemented in cycle I.
- prepare observation sheets.
- prepare an assessment sheet.

2. Implementation of actions

a. Introduction

Teacher begins the lesson by saying greetings, conditioning the students, making attendance to students, then asking about the past meeting material to provoke students' memories.

b. Core

Activity This activity the teacher again provides an example of an exposition text with a different theme from the previous one. Students who had written an exposition text yesterday now have to make an exposition text with a different theme and title than what was made yesterday. The teacher asked the students to complete the shortcomings of the exposition text that had been made yesterday. students are asked to observe, ask, explore, associate, and communicate related constraints and deficiencies in writing an exposition text.

c. Closing

Teacher concludes the learning material. The teacher advised and motivated students to continue learning and practicing writing. The lesson is closed with prayers and greetings.

3. Observation

Observations made in cycle II are the same as in cycle I. Observations are made to determine student activities in the learning process of writing exposition text. Observations were made using the observation sheet.

4. Reflection

Reflection is the final stage of this research. From the results of observations and test results the students wrote the exposition text in the first cycle, and the second cycle was analyzed. After that, a comparison was made between the learning outcomes of cycle I and cycle II to determine whether there was an increase or not.

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