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Improvement of the Learning Outcome of Write Text Through the Guided Discovery Model in the Second C Grade Student

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ABSTRACT
This study aims to improve the learning outcomes of writing text through the Guided Discovery model in the second C grade student at Nglegok 1 Elementary School in Blitar. The results of the analysis show that the Guided Discovery model can be applied very well so that the activities of teachers and students have increased. Students' classical learning completeness which was originally 56% with very less criteria has increased to 84% with good criteria. This shows that the application of the Guided Discovery model can improve learning outcomes in writing text.

Keywords: *Learning Outcomes, Writing Text, Guided Discovery Model*

1. INTRODUCTION

Learning is an activity that must be done, especially for a student. Every learning activity has a goal to be achieved, namely instructional goals. To find out whether a student has achieved the instructional goal or not, it is necessary to carry out evaluation activities (Lee et al., 2007). From the evaluation activities, it will be known that the learning outcomes are used as a reference for the achievement of these instructional goals. Student learning outcomes are obtained after studying the material in learning activities at school. According to Permendikbud number 23 (2016), the assessment of student learning outcomes includes 3 aspects, namely knowledge, attitudes, and skills.

In learning Indonesian, one of the skills that students must master is writing. According to Susanto (2016), writing is a person's skill to communicate the message presented in a writing. Learning to write at the primary school level, learning to write is divided into two types, namely pre-writing learning for grade I and II, and advanced writing learning for grade III, IV, V, and VI. Mudiono (2010: 14) states that writing at the beginning of the low class includes thickening, tracing, copying, filing, and completing sentences as well as finding sentences to complete them yourself.

Based on the observations made, it was found that there were problems in the second C grade student at Nglegok 1 Elementary School, where students had not mastered the aspect of writing skills. Students do not pay attention to the use of capital letters and punctuation. This contradicts the opinion of Rofi'udin and Zuhdi (in Mudiono, 2010: 7) that second grade students must master basic writing skills which include letter writing, word writing, use of simple sentences and use of spelling (capital letters, punctuation points, commas, and question marks) apart from that, learning early writing skills is only studied in the lower classes, namely grades I and II. In addition to the low writing skills of students, the observation results show that the teacher does not use an attractive learning model, learning is more dominated by teacher so that students are less actively involved when learning take place.

Based on these problems, an alternative solution is given by applying the Guided Discovery learning model. Because the Guided Discovery Model requires students to find their own knowledge/problems and find solutions with the guidance of the teacher, so that the learning material will be more catchy and easy to understand by

students, besides that it can increase student activity in learning.

2. METHOD

This research was conducted using a qualitative approach, while the type of research used was Classroom Action Research (CAR). Research stage following the stage of Kurt Lewin (in Arikunto, 2010: 16) Classroom action research consists of four main components, namely: (1) planning, (2) implementation, (3) observation, and (4) reflection. The research was conducted for 2 cycles, with each cycle consisting of 2 meetings.

There are 2 types of data in this study, namely process data and result data. Process data were obtained from student and teacher activities during the learning process of applying the Guided Discovery model to improve student learning outcomes in the use of capital letters and punctuation. While the result of data obtained from the assessment of learning outcomes aspects of student knowledge, attitudes and skills.

Data analysis in this research is technical qualitative data analysis. Miles and Hubberman (in Sugiyono, 2010: 246) explain "in data analysis activities there are three stages, namely data reduction, data presentation and withdrawing conclusions". At the data reduction stage, the activities carried out are the collection of observations of teacher activities and student activities during learning and the collection of student learning outcomes in the aspects of knowledge, attitudes and skills which are then selected and simplified as needed. The next stage is the stage of presenting the data.

According to Sugiyono (2010: 249) presentation of qualitative data uses brief descriptions, charts, and relationships between categories and what is often used are narrative descriptions. The presentation of data in this study is presented in tabular and narrative form. The last stage is withdrawing conclusions. The withdrawing conclusion stage of the research is needed to determine the success of the research and whether or not there is an increase in learning outcomes to write using capital letters and punctuation through the Guided Discovery model.

Conclusions are compiled based on the results of students' completeness both individually and classically during the learning process. The calculation of the percentage of classical learning completeness if 80% of students have reached a value of ≥ 70. Then an evaluation is carried out to determine the success of implementing the Guided Discovery model in second C grade students in each cycle. Furthermore, reflecting to find out the strengths and weaknesses of the actions that have been taken. The excess is maintained and used to enhance further action.

3. RESULT

The research which was conducted at Nglegok 1 Elementary School, consisted of the pre-action stage, cycle I, and cycle II. At the pre-action stage, a problem was found where most of the students did not pay attention to the use of capital letters and punctuation. Students tend to write according to their own goals. Student learning outcomes show that they have not reached the completeness where the average student learning outcomes at the pre-action stage are 48 and, classical completeness is 24% with very less criteria. Meanwhile, the MCC (minimum completeness criteria) determined by the school is 70. This shows that only 6 students have completed and 19 others have not. Classical completeness which is still under the MCC shows that learning material on the use of capital letters and punctuation is still not successful. Because learning is declared successful if the classical completeness is more than 80%.

In the first cycle, the learning was adjusted to the Guided Discovery model steps. At the first meeting, the percentage of teacher activity obtained was 100% with very good criteria. While the percentage of student activity obtained is 77% with sufficient criteria. At second meeting the percentage of teacher activity that is processed is 100% with very good criteria, while the percentage of student activity has increased to 81% with good criteria. For student learning outcomes aspects of knowledge at the first meeting still very lacking, namely 56% with a class average of 67.2 (less).

At second meeting learning completeness increased to 60% with a class average of 70.8 (enough). Attitude aspects of student learning outcomes first meeting for the aspect of self-confidence, the mode was 2 which was obtained by 13 students with a percentage of 52% and classified as very less criteria. While the mode of independent attitude aspect was 3 which was obtained by 16 students with a percentage of 64% and classified as low criteria. At the second meeting for the aspect of self-confidence, the mode was 2 which was obtained by 15 students with a percentage of 60% and classified as lacking criteria.

While the mode of independent attitude aspect was 3 which was obtained by 18 students with a percentage of 72% and classified as sufficient criteria. Student learning outcomes in the skills aspect at first meeting the number of students who got a score of 100 for writing skills using capital letters at the beginning of a sentence were 12 students with a percentage of 48% and classified as very less criteria, while the number of students who got a score of 100 for writing skills using capital letters people's names was 13 students with a percentage of 52% and classified as very less criteria. At the second meeting, the number of students who got a score of 100 for writing skills using capital letters of God's name was 15 students with a percentage of 60%

and fewer criteria, while the number of students who got a score of 100 for writing skills using capital letters of religious names was 17 students with a percentage of 68 % and classified as sufficient criteria.

In cycle II, the percentage of teacher activity obtained at first and second meetings was 100% with very good criteria. While the percentage of student activity in cycle II increased to 93% (very good) for first meeting and increased to 100% (very good) at second meeting. For student learning outcomes, the knowledge aspect at first meeting continued to increase where the class average was obtained. amounted to 70.8 and the percentage of CBC was 72% with sufficient criteria, in the second cycle of second meeting the class average increased to 81.2 and the percentage of CBC was 84% with good criteria. Student learning outcomes in the attitude aspect also increased at second meeting the mode score obtained was 3 with a percentage of 72% or 18 students were categorized as sufficient, and at second meeting it increased with the mode score to 4 with a percentage of 84% or there were 21 which were considered good criteria.

While the independent attitude aspect at first meeting continued to increase where the mode score became 3 with a percentage of 80% or 20 students were categorized as sufficient, and at second meeting had an increase with the mode score to 4 with a percentage of 88% or there were 22 which included the criteria well. Student learning outcomes in the skills aspect at meeting 1 the number of students who got a score of 100 for writing skills using a dot were 19 students with a percentage of 76% and classified as sufficient criteria, while for writing skills using question marks were 20 students and classified as good criteria.

4. DISCUSSION

The Guided Discovery learning model was applied in this study to improve the learning outcomes of second C grade student at Nglegok 1 Elementary School on the use of capital letters and punctuation. The application of this model is motivated by the learning process carried out which tends to be dominated by the teacher so that students' opportunities to be active in learning do not develop. Besides the lecture and assignment methods applied by the teacher make students less enthusiastic in learning, and the learning model is not applied when teaching and learning activities make learning less attractive. Based on the data exposure in chapter IV, the activities of teachers and students in implementing the Guided Discovery model according to the steps put forward by Syah (in Ayadiya, 2014) will be described as follows.

The first step is giving a stimulation. Stimulation steps are given to foster students' motivation and curiosity about the material to be studied. In this step, stimulation is provided by guiding students to read the reading text. This can be seen when the learning cycle I first meeting when the teacher starts student learning is less enthusiastic, but after the teacher provides stimulation some students begin to be interested in the learning that will be carried out. Students' curiosity began to appear, which was shown by the activities of students who were enthusiastic in reading the reading text. Motivation and student curiosity continue to develop in the first cycle of second meeting, the second cycle of first meeting to the second cycle of second meeting (Lang, 2016).

The second step is problem identification. In this step, the activities carried out by students are to look at the reading text that has been read. In the first cycle of first meeting , only a few students paid attention to the reading text. Most students work on the questions immediately without paying attention to the instructions for doing it However, in the first cycle of second meeting students began to follow the instructions to work in order. In the second cycle of first meeting to second meeting, the students got used to working coherently according to the instructions.

The third step is data collection. In this step, the activities carried out by students were to find the differences between the two reading texts and then write down the differences. In the first cycle of first meeting, most students had difficulty finding the differences between the two reading texts, so guidance from the teacher was needed. In the first cycle of second meeting some students were able to find their own differences from the two reading texts, this situation continued to develop in the second cycle of first meeting there were a few students who still needed teacher guidance, but in the second cycle of second meeting students were able to find their own differences without teacher guidance.

The fourth step is data processing. In this step, the student's activity is to copy the reading text by paying attention to the use of capital letters and punctuation marks. In the first cycle of first meeting, most students were unable to copy the reading text by paying attention to the use of capital letters and punctuation so that it needed guidance from the teacher. In the first cycle of second meeting, some students were able to apply the use of capital letters and punctuation without the help of the teacher, the students' abilities continued to develop in the second cycle of second meeting where only a few students still needed teacher guidance, in the second cycle of second meeting students were able to use capital letters and punctuation in writing.

The fifth step is verification. In this step, the student's activity is to write down the answers on the board. In this step, students' self-confidence will be seen, where confident students will want to write their answers on the blackboard without the request of the teacher or friend. In the first cycle of first meeting, there were still many answers written by students that were not correct

so the teacher asked other students to correct their friends' answers, but the corrections of the answers were still not perfect. So that the teacher provides guidance in correcting answers as well as strengthening answers. In the first cycle of second meeting, most of the students 'answers were correct, there were a few students' answers that were still incorrect. Students' abilities continued to develop in the second cycle of first meeting to second meeting, the answers given by students were mostly correct.

The sixth step is to withdrawing conclusions. In this step, the student's activity is to conclude the task that has been done. In the first cycle of first meeting, most students have difficulty in concluding, so that the teacher guides students. In the first cycle of second meeting, there were still many students who could not conclude. However, in the second cycle of first meeting, some students were able to conclude without teacher guidance, so that in the second cycle of second meeting students were able to conclude without teacher guidance.

Based on this explanation, it can be stated that students can follow the learning well. This is evidenced by the increase in the percentage of student activity in each learning cycle. In the first cycle of first meeting, the percentage of student activity achieved was 77% and included in the sufficient criteria, this was because students did not understand the Guided Discovery model of learning activities, but at second meeting students began to understand and get used to learning to follow the Guided Discovery steps so that the percentage of student activity increased to 81% (good), and so on in cycle II the percentage of student activity continued to increase to 93% (very good) for first meeting and increased to 100% (very good) at second meeting. This situation is by the opinion of Ayadiya (2014) regarding one of the characteristics of the Guided Discovery learning model that in this model there are learning activities to combine new knowledge and existing knowledge, meaning that student knowledge that has been obtained at previous meetings will make it easy to follow the learning at next meeting. Therefore, student activity will continue to increase.

The teacher's success in implementing the Guided Discovery model is included in the very good criteria. This is evidenced by the percentage of teacher activity at each meeting which reaches 100% with the predicate A (very good). In learning activities, the teacher can carry out his role as a guide for the course of learning very well. The teacher provides guidance services for students who experience difficulties when implementing the Guided Discovery model, with this guidance having a good impact on students, because students who in the first cycle of first meeting have not been able to take part in learning after receiving teacher guidance in cycle II second meeting some students are already able to follow lessons without teacher guidance. This situation continues to develop in cycle II first meeting to cycle II second meeting, the fewer number of students who need guidance from the teacher. This proves that the guidance given by the teacher at the previous meeting can improve students' ability to participate in learning. The importance of teacher guidance in implementing the Guided Discovery learning model is following Ayadiya's opinion (2014) that one of the characteristics of the Guided Discovery learning model is that the role of the teacher in learning as a guide is indispensable to achieve learning success.

The improvement of learning outcomes for writing text materials through the application of the Guided Discovery model to the second C grade student at Nglegok 1 Elementary School is described as follows. Based on the research results, it can be seen that the increase in learning outcomes of the second C grade student at Nglegok 1 Elementary School has increased gradually. This increase includes 3 aspects, namely, aspects of knowledge, attitudes and skills. This is following the opinion of Susanto (2016: 5) that learning outcomes are changes that occur in students which include aspects of knowledge, skills and attitudes as a result of learning activities carried out. The aspect of knowledge assessed is students' knowledge of the use of capital letters and punctuation marks. Meanwhile, the attitude aspect is a self-confident and independent attitude (Lee et al., 2017) .

Student learning outcomes in the knowledge aspect have increased gradually from the pre-action stage to cycle II. At the pre-action stage students' classical learning completeness was 24%. After learning by applying the Guided Discovery model in cycle I, the students' classical learning outcomes increased to 56% (very poor), 60% (less). Meanwhile, the class average value obtained is 67.2 (less), 70.8 (sufficient). In the second cycle, the increase in student classical learning outcomes was 72% (enough), 84% (good). Increasing students 'cognitive scores prove the opinion of Hanafiah & Suhana (2010: 79) that the Guided Discovery learning model can improve aspects of students' cognitive skills and processes as well as acquire personal and memorable knowledge. Meanwhile, seen from the calculation of classical learning completeness, it shows that the research using the Guided Discovery model has achieved completeness. According to Arifin (2016: 236), learning is said to be successful if classically the completeness is ≥ 80.

Attitude aspects have also increased gradually. In the first cycle of first meeting the mode score for the aspect of self-confidence was 2 with a percentage of 52% and very less criteria. At the second meeting, the mode score increased to 3 with a percentage of 64% and the criteria were less. At first meeting, the mode 2 score showed that the students 'self-confidence did not appear when the

learning took place, where only a few students were confident about writing answers on the blackboard and responding to their friends' answers, but at meeting 2 with an increase in the mode score to 3 shows that the students began to appear. In the second cycle of first meeting the mode score obtained was 3 with a percentage of 72% and sufficient criteria, at second meeting it continued to increase where the mode score obtained was 4 with a percentage of 84% and the criteria were good. The percentage increase to 84% with good criteria shows that the student's self-confident attitude when participating in learning has developed.

Meanwhile, the independent attitude aspect has also increased. In the first cycle of first meeting the mode score obtained was 2 with a percentage of 60% and the criteria were less, at the second meeting the modus score obtained was 3 with a percentage of 72% and the criteria were sufficient. At the first meeting, the mode 2 score showed that the aspects of the student's independent attitude had not yet appeared, where students still needed full teacher guidance, however at meeting 2 the independent attitude of students had begun to emerge. In the second cycle of first meeting, the mode score increased to 3 with a percentage of 80% and the criteria were good. At the second meeting, the mode score continued to increase to 4 with a percentage of 88% and the criteria were good. This proves that the Guided Discovery model can improve students' independent attitudes. As stated by Hanafiah & Suhana (2010).

Student learning outcomes in the skills aspect have also increased. The mode of the skill aspect is 4. In the first cycle of first meeting, the percentage obtained is 60% with fewer criteria. Then at the second meeting, the percentage obtained was 72% with sufficient criteria. In the second cycle, the first meeting increased to 88% with good criteria, while at the second meeting it continued to increase to 92% with very good criteria. This shows that the students' skills in writing text by paying attention to the use of capital letters and punctuation marks are increasing.

The improvement of learning outcomes in the three aspects including knowledge, attitudes and skills proves that if the Guided Discovery model is applied correctly, the learning outcomes of learning to write text in the second C grade student at Nglegok 1 Elementary School will increase.

5. CONCLUSION

Based on the research data on the improvement of learning outcomes in writing text through the Guided Discovery model in the second C grade student at Nglegok 1 Elementary School, it can be concluded that the Guided Discovery Model can be applied very well by teachers with a percentage of 100%, and students can follow it very well with a percentage of 100%. The steps for the Guided Discovery model that are applied are Stimulation, Problem Statement (Statement / Problem Identification), Collection (Data Collection), Processing, Verification, Generalization.

Guided Discovery Model can improve student learning outcomes in 3 aspects, namely knowledge, attitudes and skills. The value of students' knowledge has increased from the class average of 67.2 (poor) to 81.2 (good), with the percentage of classical completeness of 56% (very poor) to 84% (good). The value of the self-confidence of students who originally wanted to write their work on the blackboard with the coercion of a teacher or friend with a percentage of 52% (very poor) increased to be willing to write their work on the blackboard with a percentage of 84% (good). The value of independent attitude from completing tasks with the help of friends with a percentage of 60% (less) increased to complete assignments without the help of teachers and friends with a percentage of 88% (good).

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