The Effect of Learning Methods Discovery Learning Model Based on Animated Video Media on Skills Writing Text

Sri Mulyani Rusli[1], Febrina Riska Putri[2]
[1]Universitas PGRI Sumatera Barat, [2]Universitas PGRI Sumatera Barat
Jl. Gn. Pangilun, Kec. Padang Utara, Kota Padang, Sumatera Barat 25111, Indonesia
srimulyanirusli1977@gmail.com, febrinariskaputri@upgrisba.ac.id

Abstract

The current learning model uses more digital technology to support efficiency. One of them is the Discovery Learning model which is assisted by the ability to write expository texts using animated video media. The purpose of this study was to find out, based on the results of several researchers, whether the discovery learning model is supported by the environment. The method that the author uses is Systematic Literature Review (SLR), the reviewed articles are obtained from several sources, namely the National Library, Science Direct and also Google Scholar which discusses the Discovery learning model and explanatory texts. The research begins with the collection of literature related to the research topic. The results of this study show that with this students can write expository texts better by applying the form of learning and combining it with the learning environment.

Keywords: Discovery learning, animated video media, explanatory text

Introduction

Training is a very valuable means and investment to improve the quality of human resources (HR). Increasing human resources is supported by improving the quality of education, because humans are the main product of education (S, 2019). To change the quality of education, targeted success is needed to facilitate learning. The purpose of teaching Indonesian is to enable students to communicate both orally and in writing, because the main purpose of language is as a means of communication (Tarigan, 2018). Text-based Indonesian teaching includes explicit implementation strategies that are not much different from oral and written texts (Ulfah, 2014). An important and considered language skill is the ability to write, because it is very important to meet daily communication needs (Amalia, Syambasril, &; Wartiningsih, 2015). writing is an activity that involves expressing ideas or experiences through writing, similar to the way poets express ideas or experiences in a certain format (Tarigan, 2018). One of the important language skills to pay attention to is the ability to write, because expressive and productive language skills are essential to meet daily communication needs. The ability to write requires a certain level of understanding and perseverance.

By writing, students can produce a text on their own. In Indonesian learning in secondary education both junior high and junior high school / vocational school, the 2013 curriculum series includes several types of writing, including: observation texts, biographical texts, complex procedure texts, introductory texts, descriptive texts, and expository texts. Text that provides an explanation of a particular phenomenon is called explanatory text. According to Wahyun (2017: 125), expository text is a type of text that aims to explain how an event or event occurs. In general, the events described in the explanatory text are events carried out by nature. Based on the opinions of these experts, it can be concluded that texts that have a social function explain or analyze the process of birth or the emergence of something (Nadialista Kurniawan, 2021). Writing expository texts is difficult material for high school students.

This is because the reading material does not reflect the student's background, making it difficult for students to continue reading and develop the material into a final essay. It also relates to students' desire to read. Furthermore, the presentation material is nonfiction material that has a strong relationship with reading comprehension skills, students should be more careful in reading. Mulyadi (2013: 165) suggests that expository texts have three structures, namely introduction (basis for argument), content and conclusion. The introduction contains the background of the problem (problem background) and problems. The content (proving the truth by presenting facts) contains a description that tries to answer the problem raised in the introduction. In contrast to the above, Priyatni et al (2013: 110) explained that expository texts have four structures, namely titles, statements, explanations, and conclusions. The title of the explanatory text describes the phenomenon of explanation. General statements contain the definition, context, and general characteristics of the phenomena described. Some explanations state why a phenomenon occurs and how it can occur or how it works, its circumstances. In this case, the conclusion or conclusion in the explanatory text is the author's opinion about the phenomenon to be explained.

Based on the explanation above, it can be concluded that the explanatory text has three structures, namely general statements (case introduction), series of explanations (sequence of events), and conclusions (comments or assessments of events). The Indonesian learning model is a Indonesian curriculum that is implemented regularly and carefully. One form of learning model that teachers can use is the discovery learning model. Discovery learning in Indonesian means discovery learning. According to Anitah (Istiana et al, 2015: 66), peer education is a type of education that helps students solve problems to improve their knowledge and skills. Based on the opinions of the experts above, it can be concluded that discovery learning is a learning model based on cognitive learning approaches and constructivist principles and focuses on student activities in the process of solving problems, conducting experiments and finding a principle in learning. In the discovery learning model, students actively participate in finding answers to problems given by the teacher. Students focus on understanding concepts in Indonesian learning and improving students' scientific thinking. Thus, the discovery learning model is believed to improve student learning outcomes and increase student interest in learning Indonesian (Kurniawan, 2018). An animated video is a depiction of an object moving with the sound of nature or the appropriate sound. Animated videos have the ability to present vivid images or sounds that give it its own appeal. Animated videos can present information, explain processes, explain complex concepts, teach skills, shorten or lengthen time, and influence attitudes. Animated videos are very helpful for the learning process effectively. Because video is a medium that involves two senses, namely hearing and sight, because what is seen with the eyes and heard with the ear is easier to remember than what is only read or heard.

Based on this, it can be stated that animated videos are the most effective medium used in teaching, which combines audio and visual, which can clearly display images and sound elements and a series of events through animation, which can attract students. Pay attention and make learning easier to understand and remember. The author chose research materials on the effect of the Discovery Learning model on the ability to write explanatory texts. In this paper, the author uses a systematic literature review method, where the author traces and reviews a number of previous studies that are interrelated and relevant. The research sources used are listed in national and international journal directories. Then, after the study was collected using a systematic literature review (SLR), the authors reviewed it.

Methods

In this discussion, the author uses a brief discussion of several studies that have been done previously as a reference. Where it makes it easier for the author to explore research that has been done by previous researchers. Therefore, this review aims to conclude the influence of expository learning models using animated video media on expository writing skills. to be reviewed from various sources such as Google Scholar and books. The first step in gathering information. To start this research, the author conducted a search related to the research topic conducted. In the following study, a snapshot of the online learning environment is that the use of learning materials in the form of web pages can affect student learning outcomes. Before conducting a review, you should prepare the research questions to be reviewed, namely:

RQ1. Does the Discovery Learning model using animated video media affect expository writing skills?

As stated by Taringan (2019), this research is a two-semester study. Through observation/evaluation, reflection, execution, and planning, each series is completed. The research material is divided into three parts: student learning outcomes in explaining the text to others, problem-solving-based learning strategies using video material to increase student understanding in explaining the text to others, and student feedback. students to learn. This research was conducted in the odd semester of the 2017/2018 academic year which was attended by 18 grade XI students of SMA Negeri 1 Singarajan IIS. The subject of this study was the ability to write explanatory texts. In the explanatory text presented student learning outcomes, information is interpreted with test techniques, and essay topics are used as teaching tools. Information is displayed side by side about how to implement lesson plans using video content to improve students' understanding of explanatory texts obtained through observation techniques, and the tool used is an observation diary. Finally, information in the form of student learning responses is taken through questionnaires, and the instrument is a questionnaire. Expository texts written by Students are analyzed using quantitative descriptive techniques. Details of the process of developing problem-based learning models using video content are analyzed using qualitative descriptive techniques.

Result and Discussion

Information regarding student learning reactions was analyzed using qualitative descriptive techniques (Kurniawan, 2018). According to (R. M. R. B., 2021), the cause of students' failure in writing explanatory texts has been found. Based on observations made by observers, it can be seen that during learning teachers fail to do only one thing, namely motivating students before proceeding to the core of learning. Although these subjects are considered important, they do not have much effect on improving students' academic achievement. The weaknesses of student writing are listed below1) Students do not follow directions when reading the text so that the reading is not structured; 2) Students seem to have difficulty understanding the meaning of certain paragraphs. The text points out that: 1) Students rarely understand how to use an effective calculator; 2) They often combine two main ideas to create one paragraph. You can see that the writing is long and confusing. In fact, only one sentence per paragraph, 4) Students often use the words "previous" and "suffix" in 5) Students have not fully understood the guidelines for using capital letters in writing. Students are ranked based on the results of surveys students complete regarding their difficulties in participating in class. All of them highlight three things that students find challenging when reading explanatory texts: 1) difficulty in constructing effective sentences, 2) difficulty determining the structure of a particular text; 3) difficulty using spelling; and 4) difficulty in developing the main idea.

Conclusion

Based on various existing research and practices, it can be concluded that the use of Discovery Learning learning methods based on animated video media has a positive influence on students' text writing skills. This method contributes to improving students' ability to construct ideas, string sentences, and express ideas in text form. Some important points that can be concluded 1) Active Student Engagement: This method encourages students to be active in the learning process, allowing them to explore their own knowledge through exploration and observation, 2) Utilization of Animated Video Media: The use of animated videos can enrich the student learning experience with attractive visuals and can facilitate the understanding of complex concepts. 3) Stimulation of Creativity: This approach stimulates students' creativity in writing texts by providing visual inspiration and interaction that expands the way they convey ideas. 4) Implementation Factors: The effectiveness of this method also depends on proper implementation by teachers, learning environment support, animation video design that suits student needs, and evaluation to ensure understanding of the material taught. 5) Thus, animated video media-based Discovery Learning can be an effective learning strategy in improving students' text writing skills because this approach encourages active engagement, facilitates better understanding of concepts, and stimulates creativity in writing.

Acknowledgments

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