

The Influence of the Discovery Learning Model on the Ability to Find Intrinsic Elements in Short Stories

Heni Kristiana¹, I Wayan Wesa Atmaja^{2*}, Eges Triwahyuni³

^{1,2,3} University of PGRI Argopuro Jember, Jember, Indonesia

E-mail: ¹henikristiana@gmail.com, ²iwayan.wesaatmaja@gmail.com*, ³eges.triwahyuni@gmail.com

*Corresponding Author

Article History: Received: October, 16 2021; Accepted: March, 10 2022; Published: June, 4 2022

ABSTRACT

Text for abstract. Type your abstract **Font Calibri** here (10pt). An abstract (minimum 150 word, maximum 200 words) is typed single space. The abstract should be written briefly and factually in English, and be written separately from the article. The abstract contains a clear elaboration of (1) background or research purpose, (2) methods, (3) results, and (4) conclusion.

Short stories are one of the literary works that are interesting to read. Most of the stories in short stories are purely fictional; however, the stories in short stories have relevance to real life because the sources of the stories that occur in short stories partly come from human life. The aim of this research is to determine the effect of the discovery learning model on students' ability to determine the intrinsic elements of short stories. The method used in this research is quantitative in the form of an experiment with a one-group pretest-posttest design. Data analysis in hypothesis testing uses a paired sampling t-test. The results of the research show that the value of the paired sample t-test shows that the sign value is 0.000 with a result of less than 0.05, which means that there is an influence of discovery learning on students' ability to determine the intrinsic elements of short stories in class XI of SMK Negeri 1 Jember.

Keywords: *ability, discovery learning, and Short stories.*



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INTRODUCTION

Literary works are a form of art expressed through language. This literary work is in the form of images of ideas taken from the reality of life with intellectual stages and sharp imagination (Ernawati, Mariati, & Maslikatin, 2017; Istiqomah, Doyin, & Sumartini, 2014; Winarni, 2014). Literary works consist of various forms, namely poetry, prose, and drama. Prose can be in the form of novels and short stories. A literary work is considered a form of expression by the author. Literature can be in the form of fictional stories through inner

experiences (thoughts and imaginations) as well as empirical experiences (a portrait of the author's real life or the reality that occurs around him). Through literary works, authors can freely talk about the life experienced by humans with various rules and norms in their interactions with the environment, so that in literary works there is a certain meaning about life. For this reason, literature is quite popular with its audience. This is because literary works are a form of depiction of a human being, in this case the author, as part of society. So that readers feel close to penetrating human thoughts, feelings, and imagination, which cannot be separated from elements of philosophy, society, psychology, science, ecology, and so on. Through literary works, students gain a new experience that they may not have had before (Anafiah, 2015).

Literary works are born because of the author's desire to express his existence, which contains certain ideas, thoughts, and messages inspired by the author's imagination and socio-cultural reality and uses language as the medium of delivery. Literary works are also able to describe objects and movements contained in the world of experience (Ayuningtyas, 2019). With ideas from an author applied by students, it will certainly make a big impression on students or readers. The work provides something good for students, which is seen in good character, which is also something that students can follow so that it brings life to the literary work. A good literary work is one that is able to leave a message and an impression on its readers. In this case, readers can enjoy a literary work and, at the same time, gain valuable knowledge through that work. In this way, literature will be satisfying for readers to be able to obtain these two things.

However, basically, literary works in the form of short stories are lessons that have less prestige. This also happened in class XI of SMK Negeri 1 Jember. The short story material in class XI is not optimal. It can be seen that students in short story learning activities experience difficulties starting to write short stories. Students don't know what to make. Students also find it difficult to imagine how to create a plot in a short story. The lack of mastery of the plot and even the characterization in a short story is an obstacle factor for class XI, SMK Negeri 1 Jember, in studying short stories. This is in accordance with several researchers who stated that students have poor abilities in writing short stories, so the achievement of the provisions is not as expected (Maulina et al., 2021; Yusrina, 2022). The difficulty of creating stories in short stories makes it difficult for students to start story ideas and present conflicts in the story (Subakti, 2019; Subakti & Handayani, 2020). The low level of students' ability to write short stories is not only seen in the students' inability but also needs to be paid attention to in the presentation of the material presented by the teacher. Teachers need to make an innovative breakthrough so that students are able and like to write short stories.

Short stories are one of the literary works that are interesting to read. It contains intrinsic elements as with other literary works (novels, dramas and poetry). The elements in question are theme, plot, setting, characterization, point of view, and message. These elements form a unity to get the meaning of the short story as a whole. To get these elements in full, you can get them from reading activities. Reading activities are not just reading word by word, sentence by sentence, or paragraph by paragraph; reading skills are required. Reading short stories requires reading skills called careful reading. By reading carefully, we can get an interesting subject matter, especially when reading short stories. In addition, accuracy and thoroughness in reading are influential factors in

obtaining information contained in reading, especially short stories. Short story is an abbreviation of short story and can be interpreted as a literary genre in the form of prose.

The story in the short story is packaged concisely. Short stories are short stories that tend to be concise and straight to the point, so they rely on characterization techniques for themes and language (Kosasih, Sukatmo, & Isnaini, 2023). Therefore, people often refer to short stories as being read in one sitting. This means that the process of reading a short story does not take a long time, but we can immediately find the essence. Thus, short stories, one of the literary products, contain stories based on events related to socio-cultural values that often occur in real life in society. Sapdiani et al. (2018) found that short story texts are a suitable teaching tool for expressing students' ideas and creativity. A short story is a series of events woven into one in which conflict occurs between characters or within the characters themselves in the setting and plot. Events in the story take the form of relationships between characters, places, and times that form unity. Yulisna (2018) further explains short story texts, 500–5000 words long. Literary works are written compositions that tell stories in prose, including short stories (Anding, Saud, & Rijal, 2021; Limbong and Suparman, 2018), which are interesting and relatively short (Khulsum, Hudiyono, & Sulistyowati, 2018). Based on this description, it can be concluded that short stories contain elements of ideas, thoughts, and experiences that are imagined in an event with an interesting peak.

Many things can be absorbed from reading short stories, one of which is human or social values related to everyday life. Reflection through the life values contained in short stories provides a message that can be used as a reflection on students' lives. Most of the stories in short stories are purely fictional; however, the stories in short stories have relevance to real life because the sources of the stories that occur in short stories partly come from human life. Readers can learn a lot through the story line or life flow in the short story with various possible endings. With short story learning activities, of course, teachers should innovate as a form of learning achievement goal. One thing that teachers can use is the discovery learning model.

Discovery learning is a cooperative learning model that involves students' skills and knowledge to solve a problem (Sunarto & Amalia, 2022). Discovery learning will encourage students to be active in every learning activity (Rosdiana, Boleng, & Susilo, 2017). Students will develop and experience discovery learning activities in short story lessons. This makes it easier for students to understand the subject matter and will have an impact on their learning outcomes. This is also supported by other researchers, namely Efayani (2020), who say that the application of the discovery learning model using the outdoor method can be said to be effectively applied to improve learning activities and outcomes. Learning carried out outdoors gives a good impression on students, so they are motivated to learn through the learning model. Students have quite high activity levels. Sunarto & Amalia (2022), Discovery Learning has a positive impact on students, including: making students able to think more critically in solving problems; students are often involved, so they play an active role in learning; students are more independent in searching for or finding learning material; and they can develop creativity. These studies show that using the discovery learning model has benefits for the learning process. So it is hoped that it will be useful and can increase students' abilities in finding the intrinsic elements of short stories in class XI.

METHODS

The method

The method used in this research is quantitative in the form of an experiment. while the designs used are pre-experimental designs. This design involves just one experimental class without a control class (Hamsir, 2017). The form of research design used in this research is a one-group pretest-posttest design.

Table 1. Form of research

O₁ X O₂

Information:

O₁ = Pretest value

O₂ = Posttest value

X = Treatment

The research method is very important in efforts to collect the necessary data. Methods are tools to achieve goals. Research methods can be interpreted as a scientific way of obtaining various (valid) data with the aim of finding and proving certain knowledge so that they can understand, solve, and anticipate problems in their field. This research was carried out in Class XI of SMK Negeri 1 Jember. This research involved teachers and students of class XI SMK Negeri 1 Jember, with a total of 23 students as samples. The research instrument used is a test sheet in the form of a description test. Meanwhile, data analysis in hypothesis testing uses the t-test with two paired samples.

Paired tests are the same object but undergo different processing methods. This different test sample is used to analyze research samples before and after. The paired sampling t-test is an experimental method used to evaluate treatment efficacy, which is characterized by the difference in average values before and after treatment. The basic assumption of using this test is that the observation or search for each pair must be carried out under the same conditions. The mean differences should be normally distributed. The variance of each variable may or may not be equal. To carry out this test, data is needed at time intervals or scale scales. Testing was carried out using a significance level of 0.05. The basis for decision-making is that if the significant value is > 0.05 , then H_0 is accepted or H_a is rejected (the performance difference is not significant), but if the significant value is < 0.05 , then H_0 is rejected or H_a is accepted (significant performance difference). Before testing the hypothesis, the data was studied using the data normality test. If this hypothesis is not met, the statistical test results will be invalid, especially for small sample sizes. The following is the determination of whether the data is normally distributed or not: if the probability value is > 0.05 , then the data is normally distributed; conversely, if the probability value is < 0.05 , then the data is not normally distributed.

RESULTS AND DISCUSSION

The research data obtained came from the pre-test and post-test scores of the research sample of 23 children. The aim of this research is to find out whether the Discovery Learning learning model has an effect on students' ability to discover intrinsic elements in class XI of SMK Negeri 1 Jember. The Discovery Learning learning model has advantages in helping students understand learning activities. Discovery learning is based

on conceptual understanding with active student involvement. Discovery Learning also produces high student motivation during discussion activities in their respective groups and will have an impact on increasing their creativity in finding internal elements in short stories, or what is often referred to as discovery activities; this activity is a special characteristic of Discovery Learning (Sujiwo & A' Yun, 2021). The discovery process is carried out by students on activity sheets prepared by the teacher and carried out in the environment around the students to support the learning process. The Discovery learning model, according to Putra, Lutfiyah, and Anggraini (2021), teaches students how to understand concepts rather than memorize formulas. As a result, the Discovery Learning model emphasizes students learning more actively, understanding concepts well in learning activities, and discussing well.

The steps in the discovery learning model are that the teacher gives serial numbers to 23 students, followed by asking students to form groups based on the numbers that have been distributed. The modules that have been prepared are then used by students to study and understand them. Previously, each group was given stimulation in the form of problems in the previous material so that they understood the short story material better and could find its intrinsic elements. Students learn in these groups independently and also in groups. The teacher invites students to ask questions about the intrinsic elements of the short story that they do not yet understand. Next, the teacher asks students to identify problems related to the material provided, especially connecting the material with the characters in the short story. To help students solve problems. Next, the teacher asks students to process the data and information obtained through a discussion system with their respective groups and then asks them to present the results of their discussion in the form of problem solving in learning systems of linear inequalities in two variables. Next, the teacher asks students to carry out a careful examination to show whether the findings that have been determined have good essential value and can be used as a basis for future teachers. The teacher then goes around to help all group members who have questions so that student problems can be resolved and students can better understand the lesson. Next, students engage in exploration activities and search for a given problem by connecting previous knowledge to gather as much relevant information as possible to prove the proposed findings.

Based on the research results, a normalista test was carried out to determine whether the data used in this study showed a normal distribution or not. Researchers use SPSS 23 to make data analysis easier and more accurate, so that the data analyzed is truly valid. The following are the results of the normality test in this study.

Table 2. Tests of Normality

	category	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Pretest-posttest	1	.152	23	.178	.933	23	.126
	2	.135	23	.200*	.940	23	.179

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Table 2 shows the data tested using SPSS regarding the normality of the pretest-posttest research data. As shown in the table, in the Kolmogorov-Smirnov normality test, the significance values obtained were 0.178 and 0.200. This shows that the pretest and posttest values are greater than 0.05. This value is based on decision-making based on flat normality, indicating that the data is normally distributed. We can continue this by testing the hypothesis using the sample-paired t-test. In the sample paired t-test, the researcher also used SPSS software to determine the accuracy of the data analysis. So with SPSS, the data described can be proven to be accurate. The following is sample-paired t-test data using SPSS.

Table 3. Form of research

		Paired Samples Statistics			
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	63.83	23	6.645	1.385
	Posttest	77.35	23	6.699	1.397

In this sample paired statistics test, it shows the scores from the pretest and posttest. The pretest score was 63.83, and the posttest score was 77.35. This results in an increase from pretest data to posttest data. This increase was obtained at 13.52. In this way, the influence on students' ability to determine the intrinsic elements of short stories increases. Using SPSS provides accuracy in SPSS usage data. Next, the researcher tested the data regarding paired sample correlations.

Table 4. Paired sample correlations

		Paired Samples Correlations		
		N	Correlation	Sig.
Pair 1	Pretest & Posttest	23	-.061	.783

Based on table 4, it is found that with a sample size of 23, the sign value is 0.783. The significance value exceeds 0.05, which in decision-making means that if the sign value is more than 0.05, then there is no relationship between the pretest and posttest. Because in this table the sign value is 0.783, which is more than 0.05, the conclusion is that there is no relationship between the pretest and posttest.

Table 5. Sample paired t-test

		Paired Samples Test							
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest - Posttest	-13.522	9.718	2.026	-17.724	-9.319	-6.673	22	.000

In the paired sample test, the significance value is 0.000, and it is in accordance with decision-making that if the sign value is less than 0.05, then there is a significant difference between the pretest value and the posttest value, which means there is an influence of the treatment using discovery learning. Based on the table, after carrying out this analysis

test, it was found that the sign value was 0.000, which is less than 0.05, which means that there is an influence on students' ability to determine the intrinsic elements in short stories using the discovery learning model in class XI of SMK Negeri 1 Jember.

CONCLUSION

Based on the results of research conducted in class, In the hypothesis test, the value of the paired sample t-test showed that the sign value was 0.000 with a result of less than 0.05, which means that there is an influence of discovery learning on students' ability to determine the intrinsic elements of short stories in class XI of SMK Negeri 1 Jember.

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