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Learning to Analyze the Structure and Language of Anecdotal Texts through the Discovery Learning Method nd the Student Visual Audio Media

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Abstract. *This paper aims to: (1) Describe the planning, implementation, and assessment of learning with the analysis of the structure and language of anecdotal texts through the discovery learning method and audio visual media; and (2) describe the ability of class X IPS students.1 Analyze the structure and language of anecdotal texts through the discovery learning method and audio visual media. The method used in this study is descriptive-qualitative method. This method is used to describe and present data as it is about the results of research on learning to analyze the structure and happiness of anecdotal texts through the discoveryarning method and audio visual media class X IPS.1 SMA Negeri 1 Boliyohuto. Data collection techniques used in this study are observation techniques, interview techniques, documentation techniques, and test techniques. Data analysis techniques consist of procedures, (1) identify student activities, teachers, learning methods and media used, and the ability of students to analyze the structure and language of anecdotal texts; (2) classifying student learning outcomes in analyzing the structure and language of anecdotal text based on the score category; (3) assessing student learning outcomes in analyzing the structure and language of anecdotal texts; and (4) concluding the results of data analysis. The results of this study indicate that the ability of students in analyzing the structure and language of anecdotal texts has increased. This can be seen from the activity of analyzing the structure of anecdotal text which obtains a value of 90.16 and the language gains a value of 77.60, so that the ability of students to analyze the structure and language of anecdotal text obtained an average value of 83.88. the ability to analyze the structure and language of anecdotal text through the discovery learning method and audio visual media students of class X IPS.1 SMA Negeri I Boliyohuto Tahuan Tahuan 2017/2018 lessons have increased.*

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INTRODUCTION

Anecdotal text according to the Big Indonesian Dictionary (KBBI) is an interesting short story because it is funny and impressive, usually revolves around important people and based on actual events. One of the goals of anecdotal text is to entertain, besides that anecdotal text also aims to insinuate or as a means to criticize. Anecdotal text has a structure namely: (1) title, (2) introduction/orientation, (3) crisis/problem, and (4) reaction. Anecdotal text also has its own language differently from other texts, namely: (1) Using a word that shows the story of the past/past time, (2) using exciting words to emphasize certain things, and (3) use sentences that state the element of cuteness against something serious.

Through this study, it is expected that students of class X IPS.1 SMA Negeri 1 Boliyohuto will be able to analyze the structure and language of anecdotal texts. For this reason, students need to take examples or experiences that occur in everyday life and are associated with anecdotal text in which there are structures and language (Lipman, 2023; Dewi et al., 2020). As is also found in KD 3.6 Analyzing the structure and language of anecdotal texts. With indicators of competency achievement 1) Students are able to analyze the structure of anecdotal text, namely (1) analyzing abstract; (2) orientation; (3) crisis; (4) reaction; and (5) Koda. 2) Students are able to analyze the structure of anecdotal text, namely (1) using a word that shows the story of the past/past time; (2) using exciting words to confirm certain things; and (3) using sentences that state the element of cuteness of something serious.

But in reality based on the results of observations and interviews conducted by researchers to partner teachers, related to student learning outcomes in analyzing the structure and language of anecdotal texts are still relatively low, because students of class X IPS.1 Obtain an average value of 67 in analyzing the structure and language of anecdotal texts, While the minimum completeness criteria (KKM) set 70. The facts found in the classroom, in determining the structure and language of anecdotal texts, many students are still confused or not understand (Sipayung et al., 2021; Melzi et al., 2023). So that what is the hope of researchers and partner teachers has not been fulfilled.

The factors causing the problem found are: (1) students do not understand well the structure and language of anecdotal texts, so that it is difficult to analyze the structure and language of anecdotal texts; (2) Most students do not pay attention to the teacher's explanation so that in analyzing anecdotal texts experience difficulties in learning; (3) Students feel tired of receiving monotonous material on the teacher's activity, because the method that is often used in learning is the lecture method; (4) lack of application of learning media, which causes students to feel bored; (5) the lack of learning motivation carried out by the teacher, because learning motivation is very important to foster enthusiasm for learning in students; and (6) The application of learning methods is not adjusted to the material taught as a result many students are not serious in learning. If this is left alone it will affect the learning process and student achievement (Chen et al., 2023; Zimmerman, 2023).

The solution to the problems described above, researchers use the discovery learning method in analyzing the structure and language of anecdotal texts (Alam, 2022; Sarker, 2022; Ramesh et al., 2022). The reason researchers choose the discovery method or discovery learning method because the method is more optimal in involving students learning actively and independently. Anecdotal text material is very appropriate by using discovery learning learning methods. In accordance with Permendikbud No. 65 of 2013 which recommends the use of the method, namely Discovery/Inquiry Learning. The learning process is better, it will feel interesting if the learning process is equipped with the right media (Sutarto et al., 2020; Suchyadi & Suharyati, 2021; Rahiem, 2021). Therefore, to improve students' ability to analyze the structure and language of anecdotal texts, one of which is supported by learning media, namely audio visual media. Audio visual media is a media that has elements of sound and images. This type of media has better capabilities, because it covers both types of auditive (listening) and visual (seeing) media. Therefore, with the right media and methods that are in accordance with the material can make it easier for students to receive the material presented.

METHODS

The method used in this study is a descriptive method. Descriptive method is exposure (description) Information about a symptom, event, event as it is (Lake et al., 2023) while according to Guan et al. (2022) The method of description is the method in research on the status of human groups, an object, a cell condition, a The system of thought or a class of events in the present. The description method intended in this study is to describe learning to analyze the structure and language of anecdotal texts through the discovery learning method and audio visual media class X IPS.1 SMA Negeri 1 Boliyohuto in accordance with the actual data obtained from

the field. The data needed uses observation, interviews, documentation and ability tests. Observation techniques using observation sheets, interview techniques are used to obtain verbal information related to learning analyzing anecdotal texts, documentation techniques are used to require data in research, and the intended capability test technique is a written test in the form of a description. To find out the ability of students to analyze the structure and language of anecdotal texts, assessment instruments are used in accordance with the indicators. After the data is collected, then analyzed by analyzing student learning outcomes, classifying student learning outcomes based on the score category, calculating the average ability of students to analyze the structure and language of anecdotal texts, after the average ability of class X IPS students success or provisions using a benchmark reference assessment (PAP) to be adjusted to the KKM set after that concludes the results of data analysis.

RESULTS AND DISCUSSION

In this section the results of the research are explained based on the formulation of the problem, namely (1) how planning, implementing, and assessing learning analyzes the structure and language of anecdotal texts and (2) how the ability of students of class X ips.1 Analyzing the structure and language of anecdotal texts through the discovery learning method and audio visual.

Planning, Implementation, and Assessment of Learning Analyzing the Structure and Language of Anecdotal Texts

The results of this study will be described from the planning, implementation and assessment stage of analyzing the structure and language of anecdotal texts through the discovery learning method and audio visual media. The stages are as follows.

Learning Planning Analyzes the Structure and Language of Anecdotal Texts

Learning Planning Analyzing the structure and language of anecdotal texts based on the discovery learning method and audio visual media students of class X IPS.1 SMA Negeri 1 Boliyohuto 2017/2018 Academic Year refers to the Learning Implementation Plan (RPP) compiled by the teacher. Based on the data obtained from the results findings or analysis of data that have been previously presented, learning planning analyzes the structure and language of anecdotal text seen in the RPP compiled by the teacher there are several components of the RPP that are not right, including (1) how to formulate indicators of competency achievement (GPA) is not appropriate because it is not adjusted because it is not adjusted because it with the principles of RPP; (2) how to formulate learning objectives before because they do not pay attention to operational verbs known as A (Audience), B (Behavior), C (candition), and D (degree) that can be observed and measured; and (3) How to determine learning material is not right because the learning material must contain facts, concepts, principles, and procedures. with a percentage of 69.23%, and 3 aspects with good criteria of 17.31%, and 1 aspect with a fairly 3.85%criteria. The data shows that the percentage of RPP components reached 90.39%.

The Implementation of Learning Analyzes the Structure and Language of Anecdotal Texts

The results of observations of learning activities Analyzing the structure and language of anecdotal texts through the discovery learning method and audio visual media are appropriate, because they are adjusted to the learning steps in the 2013 curriculum with a scientific/scientific approach. Learning activities consist of preliminary, core, and closing activities. Preliminary activities are appropriate because before the learning starts first the teacher gives greetings, checking the presence, carrying out apperception, conveying KD, indicators, and learning objectives. Implementation of core activities through the scientific approach of Santifik by using the application of discovery learning methods and audio visual media is appropriate, this is because the core activities of the stage of observing in the scientific approach are also carried out in the initial stages of the discovery learning method or called the stimulation stage (the teacher displays videos and students observe) . The questioning stage in the scientific approach is also carried out in the discovery learning method called the problem statement stage (students ask

problems regarding the structure and language of anecdotal texts and make the formulation of the hypothesis). The stage of trying/managing information in the scientific approach is also carried out in the discovery learning method is called the data collection stage (students collect information data relating to the structure and language of anecdotal texts). The reasoning stage in the scientific approach is also carried out in the discovery learning method called the data processing stage (each student/group performs data processing in analyzing the structure and language of anecdotal texts (Sarı et al., 2020; Kitano, 2021; Kwangmuang et al., 2021). The stage of communicating in the scientific approach is also carried out in the discovery learning method is called the verification stage (each group Presenting the results of the discussion of the structure and language of anecdotal texts and other groups responded/responded by checking carefully the analysis of the structure and language of anecdotal texts). Anecdotal texts). Next and pray after learning. Observation results in learning activities can be explained that of the 18 aspects of the assessment there are 12 aspects carried out with a very good category (66.7%), and 4 aspects with good criteria (22.2%), and 2 aspects with less criteria (11, 1%). The data shows that the percentage of the learning process reached 86.1%.

Learning Assessment Analyzing the Structure and Language of Anecdotal Texts

This assessment stage is carried out in order to find out whether students are able to analyze the structure and language of anecdotal texts through the discovery learning method and audio visual media. The assessment is also in accordance with the demands of the aspect of knowledge (cognitive), namely by using the instrument of written test knowledge, assignment assessment techniques, and forms of description. The selection of assignment assessment techniques is used to provide assignments to students analyzing the structure and language of anecdotal texts. Likewise with the form of description used in analyzing the structure and language of anecdotal texts is very appropriate because students can describe, explain something related to the task of analyzing the structure and language of anecdotal texts. Instruments of knowledge used by written tests. The score assessment of student work results is used as an assessment rubric. The assessment rubric analyzes the structure and language of anecdotal texts used is very clear and precise, because each indicator has been set a clear assessment score (Panadero & Jonsson, 2020; Kremzer, 2023; Baker et al., 2021). Giving a score on each indicator is assessed based on the ability of students in analyzing the structure and language of anecdotal texts. The right answer to get a score of 4, the answer is not right to get a score of 3, inappropriate answers to get a score of 2 and cannot answer obtaining a score of 1. From the scoring the ability of students can be measured in analyzing the structure and language of anecdotal texts.

The Ability of Students to Analyze the Structure and Language of Anecdotal Texts

Findings or analysis of research data as explained earlier, that learning analyzing the structure and language of anecdotal texts through the discovery learning method and audio visual media class X IPS.1 SMA Negeri 1 Boliyohuto Academic Year 2017/2018 obtained grades with excellent criteria.

Table 1. Accumulation of the average ability of class X IPS students.1 SMA Negeri 1 Boliyohuto analyzes the structure and language of anecdotal texts through the discovery learning method and audio-visual media.

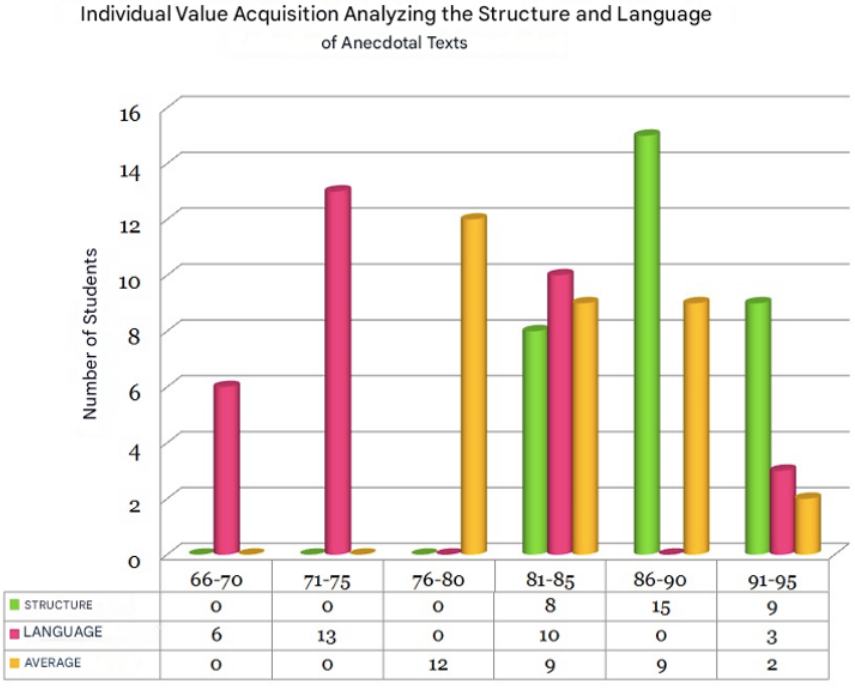
NO	Student name	Assessment of Assessment					Score	Value	Rated aspect			Score	Value	Average
		A	B	C	D	E			A	B	C			
1.	Abd. Rahman Moko	4	4	3	3	4	18	90	3	3	3	9	75	82,50
2.	Aisa S. Didipu	4	4	3	4	4	19	95	4	3	3	10	83,33	89,17
3.	Akmal Kasim	4	4	4	3	3	18	90	4	3	3	10	83,33	86,67
4.	Alan Taliki	4	3	4	4	4	19	95	3	3	2	8	66,67	80,84
5.	Ali S. Usu	4	3	4	4	3	18	90	3	2	3	8	66,67	78,34
6.	Arlan Suleman	4	4	3	4	3	18	90	4	3	3	10	83,33	86,67
7.	Ayu Astuti Saring	4	4	3	4	3	18	90	4	3	2	9	75	82,50
8.	Dicky Prasetyo	4	4	3	4	3	18	90	4	3	3	10	83,33	86,67
9.	Euodea Safira	4	3	3	4	3	17	85	3	3	3	9	75	80,00

10.	Farhan Moiyo	4	4	3	4	4	19	95	4	3	2	9	75	85,00
11.	Ferawati Mursid	4	4	4	3	4	19	95	4	4	3	11	91,67	93,34
12.	Hasan Kiki	4	3	4	4	3	18	90	3	2	3	8	66,67	78,34
13.	Hasni H. Danial	3	3	4	4	3	17	85	4	3	2	9	75	80,00
14.	Ismail Ahmad	4	4	3	4	4	19	95	4	3	2	9	75	85,00
15.	Jefri Yasin Adam	4	4	4	3	3	18	90	3	2	3	8	66,67	78,34
16.	Laras Rajak	4	3	3	4	4	18	90	2	3	3	8	66,67	78,34
17.	Lismin Pakaya	4	3	3	4	3	17	85	4	3	3	10	83,33	84,17
18.	Masnur Khoirul	4	4	3	3	4	18	90	3	3	4	10	83,33	86,67
19.	Meylan H. Mato	4	4	4	3	4	19	95	4	3	3	10	83,33	89,17
20.	Muhamad Rivan	4	3	3	4	3	17	85	3	3	3	9	75	80,00
21.	Nesa Lestari	4	3	3	4	4	18	90	4	3	2	9	75	82,50
22.	Nurain Kamana	4	3	3	4	3	17	85	4	3	2	9	75	80,00
23.	Pangki Suhendri	4	3	3	4	3	17	85	3	3	3	9	75	80,00
24.	Ririn Safitri Kaharu	4	3	4	3	4	18	90	3	3	3	9	75	82,50
25.	Riyanti Pakaya	4	4	4	3	4	19	95	4	4	3	11	91,67	93,34
26.	Rizal A. Maksin	4	3	4	4	3	18	90	3	2	3	8	66,67	78,34
27.	Sinta Nur'aini	4	4	4	3	3	18	90	3	3	3	9	75	82,50
28	Sulistio	4	3	3	3	4	17	85	4	2	3	9	75	80,00
29.	Suliyati	4	4	4	4	3	19	95	4	3	3	10	83,33	89,17
30.	Vikar L. Malik	4	4	3	4	4	19	95	4	3	3	10	83,33	89,17
31.	Wirda A. Limonu	4	3	3	4	3	17	85	4	3	3	10	83,33	84,17
32.	Yunita. Rahayu	4	4	4	3	3	18	90	4	4	3	11	91,67	90,84
Total		127	113	110	117	110	577	2885	114	94	90	298	2483	2483
Average student ability								**90,16**					**77,6**	**83,88**

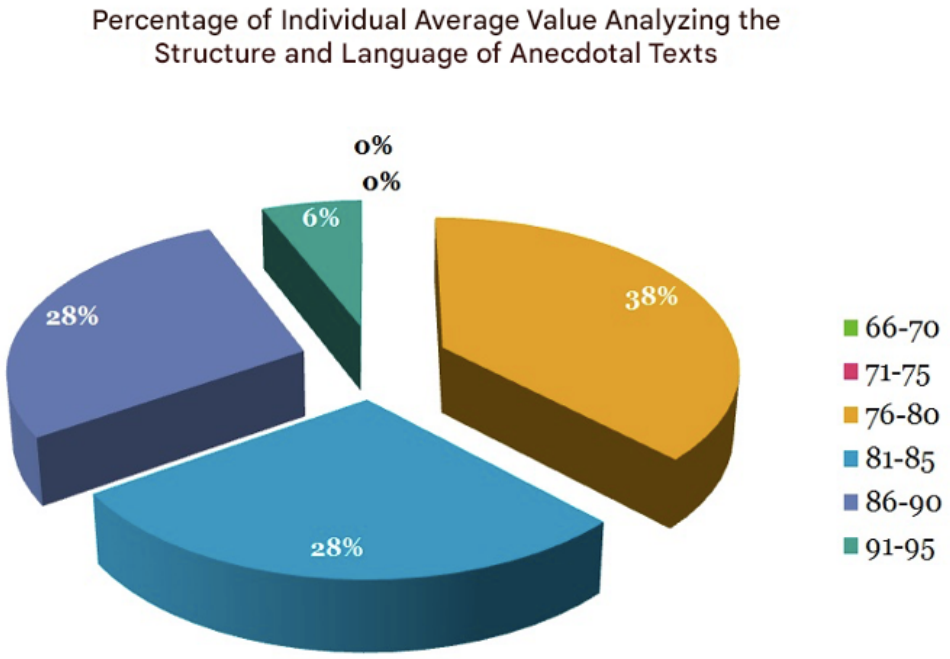
Information: A: Structure B: Language

The table above shows the accumulation of the average ability of students to indicate that students who obtain grades with very good keteria in analyzing structures are 32 people. Based on the table above, through the discovery learning method and audio visual media it can be explained that 100% is able to analyze the structure of anecdotal text with an average student score of 90.16. While the accumulation of the average ability of students to analyze the language of anecdotal texts through the discovery learning method and audio visual media shows that students who get value with very good criteria amounted to 13 people (40%), with good criteria of 13 people (40%), and sufficient criteria 6 people (18.8%). Thus, the average value of students analyzing the language is 77.60 and the average accumulation of students' abilities is 83.88.

The acquisition of individual values in analyzing the structure and language is clearly seen in the presentation of data in the following diagram form:



The acquisition of individual values in analyzing the structure and language seen in the rod diagram above illustrates that the data has been grouped. From the diagram above shows the ability of students to analyze the structure of anecdotal text with an acquisition of 81-75 totaling 8 people, a value of 86-90 as many as 15 people, and who obtained 91-95 as many as 9 people. Whereas in analyzing the language of anecdotal texts that get a value of 66-70 totaling 6 people, the value of 71-75 there are 13 people, the range of 81-85 values is 10 people, and those who get a value of 91-95 amounted to 3 people. Analyzing the structure and language of anecdotal texts described in the following diagram.



The percentage of accumulated acquisition of student grades in analyzing the structure and language of anecdotal texts that appear in the diagram above, for students who get a score of 76-80 have a percentage of 38% of 32 students, for the acquisition of values between 81-85 and 86-90 have the same percentage Namely 28%, the percentage of students whose acquisition is 91-95 only 6%, Setra for the acquisition of a value between 66-70 and 71-75 the percentage is 0%.

CONCLUSION

Learning Analyzing the structure and language of anecdotal texts in class X IPS students.1 SMA Negeri 1 Boliyohuto can be seen from three aspects namely planning, implementation, and assessment. Learning Planning Analyzing the structure and language of anecdotal texts includes: (1) school identity; (2) subject identity (3) class/semester; (4) Main Material; (5) time allocation; (6) learning objectives; (7) basic competencies and indicators of competency achievement; (8) learning material; (9) learning methods; (10) learning media; (11) learning resources; and (13) assessment of learning outcomes. Of the 13 components mentioned above, there are 3 components whose formulas are not yet appropriate in the RRP made by the teacher. The three components are (1) formulating indicators of competency achievement; (2) learning objectives; and (3) material. Formulation of indicators in the RPP. For the implementation of learning is in accordance with the steps required in the 2013 curriculum and the steps to apply the discovery learning method and audio visual media. The assessment is also in accordance with the demands of the aspect of knowledge (cognitive), namely by using written test knowledge instruments, assignment assessment techniques, and forms of description.) 70%. With the application of the discovery learning method and audio visual media the ability of students to analyze the structure and language of anecdotal texts experience an enhancement and can be explained that the average analyzing the structure of anecdotal texts individually and the

ability of students The ability of students individually to get a score of 83.88%. Researchers suggest that learning research analyzes the structure and language of anecdotal texts through the discovery learning method and audio visual media can be applied by the teacher in the learning process in the classroom. Because this method is very appropriate with the material taught because the meteode is more optimal in involving students learning actively and independently and anecdotal text material is very appropriate to use the application of discovery learning methods. Learning is more effective and fun by using audio visual media to help students in learning.

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