



An Application of the Discovery Learning Model to Analyze Class V Fiction and Nonfiction Stories

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ABSTRACT

This research aims to determine the application of the Discovery Learning learning model in improving the ability to analyze fiction and non-fiction stories in class V students at SDN 3 Bumi Nabung Baru. The approach used in this research is descriptive qualitative research. The research subjects used were class V teachers and class V students with a total of 14 students. The method used in collecting data was observation, interviews and documentation. The focus of this research is the application of discovery learning to determine students' analytical skills in fiction and non-fiction stories. The success of student analysis in stories can be determined from the indicators that have been determined. The results of the research show that there is an increase in students' analytical skills in the learning process by applying the discovery learning learning model

Keywords: *Discovery Learning Model, Analysis Skills, Fiction & Non-fiction Stories*

ARTICLE INFO

Article history:

Received

February 20, 2025

Revised

March 26a, 2025

Accepted

April 04, 2025

Journal Homepage

<https://ojs.staialfurqan.ac.id/IJoASER/>

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INTRODUCTION

Education is very important in this increasingly developing technological era. Education determines human development to foster better thought patterns, creativity and changes in attitudes. Education is expected to be able to improve human resources, so that education can play a role as a support for forming quality human resources (Sony Eko Adisaputro: 2020). In today's education, teachers are required to work harder in the learning process so that learning objectives are achieved. Various innovations have been carried out in the education sector to improve the quality of Indonesia's human resources, one way that must be done is to implement them plans that have been prepared in the form of real and practical activities to achieve learning goals are called learning models.

This analytical ability is also needed in learning Indonesian. In fiction and non-fiction story material, students are required to have analytical skills regarding the material. In the learning process students must also be able to examine or investigate what actually happened in the story. Fiction and non-fiction stories certainly have differences, fiction stories use casual or non-standard language with the aim of entertaining readers, while non-fiction stories occur in the real world. Therefore,

students must be able to analyze the differences in the story text that they have read carefully. (Norma Artika Sari: 2020)

The use of appropriate learning models can encourage the growth of students' enjoyment of learning, foster and increase motivation in doing assignments, and make it easier to understand learning (Abidah: 2022). For example, using the Discovery Learning model. This learning model is able to invite students to discover new knowledge from the information they already have.

The Discovery Learning model is a learning method that encourages students to investigate for themselves, build on past experiences and knowledge, use intuition, imagination, creativity, search for new information to find facts, correlations and new truths (Yusron Eriansyah and Irwan Baadilla: 2023)

The research plan is the steps for implementing the discovery learning model as follows: (Suryani , A. & Nandiyanto , A. B. D : 2020).

Providing stimulation (stimulus), Create questions or problems that motivate students to find out more. This question must challenge and trigger students' curiosity, which they will then answer through ongoing learning process activities.

Identification of the problem (problem statement), In this stage, the researcher must identify and formulate the problem to be studied. This problem can be related to students' lack of understanding of the subject matter or low student involvement in the learning process.

Data collection, data is collected to get a clear picture of the problems that have been identified. Data can be the results of observations, tests, interviews and documentation.

Data management (data processing), After the data is collected, the next step is to organize, analyze and process the data to produce meaningful information.

Verification: This verification process includes testing the accuracy and consistency of data results, as well as evaluating whether the methods used are appropriate and effective in achieving research objectives.

Conclusion (generalization), After proof, the final step is to draw general conclusions from the research results. This conclusion must be based on data that has been analyzed and proven.

Language has a central role in the intellectual, social and emotional development of students and is a supporter of success in studying certain fields of study. Learning Indonesian helps students get to know themselves, their culture and the cultures of other people, express ideas and feelings, participate in communities that use the language, make it easier to communicate and use their analytical and imaginative abilities.

Based on initial observations at SDN 3 Bumi Nabung Baru class V which has a total of 14 students. It can be seen that some students are less able to analyze the differences between fiction and non-fiction stories caused by factors, namely, students still need guidance in the learning process, students to learn independently and adapt to changes. Thus, learning is not completely effective because it still requires adaptation in the learning process.

Then, based on interviews conducted by researchers with the fifth grade teacher at SDN 3 Bumi Nabung Baru, namely Mr. Heru Hermanto, S.Pd, on learning Indonesian with the book material Window on the World, students learned to analyze fiction and non-fiction stories. So far, there are still many weaknesses found in the learning process, such as students need learning that is relevant to real life. Discovery learning allows students to learn with a contextual and applied approach, preparing them to be able to analyze future learning.

To determine the analytical abilities of class V students according to their age, namely (10-12 years), it can be measured using indicators, namely, Able to analyze problems by considering more than one factor, Arrange and understand patterns or relationships between concepts, Able to compose simple arguments based on facts or data, Can make predictions based on available information, Understand simple abstract concepts, such as justice or cooperation. (Yoki Aryana : 2021)

Students' analytical skills need to be improved in the learning process, with increased analysis of learning activities, the process of examining or investigating an event through data that has been collected to find out the actual situation will be easier to find. Learning analysis has the main goal of adapting the learning process to the needs and abilities of individual students.

Therefore, by referring to the Discovery Learning learning model, it is hoped that students will be able to learn actively to analyze the differences between fiction and non-fiction stories. Starting from the above background, the researcher conducted a study by adopting a title, namely, the researcher used the title "Application of the Discovery Learning Model to the Analysis Ability of Class V fiction and non-fiction stories at SDN 3 Bumi Nabung Baru.

METHOD

The type of research used is qualitative research. In this research, the author used a qualitative descriptive approach. Qualitative, descriptive research is a problem formulation that guides research to explore or photograph the social situation that will be researched thoroughly, broadly and in depth (Gadis Tabina: 2023)

Qualitative research is used to analyze concepts and ideas related to *ability to analyze fiction and non-fiction stories*. This research took place at SDN 3 Bumi Nabung Baru class V and was carried out from 24 January to 15 February 2025. The activity carried out in the first week was to apply for permission to conduct research at SDN 3 Bumi Nabung Baru and after the permit was received, the researcher entered into an agreement with the class V teacher regarding the research that would be carried out in that class. Then, the researcher prepares a research proposal and instruments needed for data collection, such as observation guidelines, interview sheets and documentation.

In the second week, there was a learning activity to apply the discovery learning model to the ability to analyze fiction and non-fiction stories in class V at SDN 3 Bumi Nabung Baru. In this research process, the researcher was a participant observer and the research was carried out in 2 meetings, namely Monday, February 3 2025 and Thursday, February 6 2025, which were carried out in accordance with the teaching tools that had been made by the teacher. At the end of each learning process the teacher gives a written test in the form of an essay to find out how far students can analyze fiction and non-fiction stories. After completing the second meeting, namely in the third week, the researchers carried out the data collection process, from observations, interviews with teachers and all students as well as documentation of learning outcomes related to the analytical abilities of class V students.

The subjects of this research were all class V students in the even semester of the 2024-2025 academic year with a total of 14 students. The number of men was 9 and the number of women was 5. The technique used in this research was non-probability sampling, namely purposive sampling, which is a sampling technique with certain considerations, namely in research the application of the discovery learning model which has been successful is in class IV.

The data collection method was obtained using observation guidelines, namely observing the physical condition of the school, infrastructure, class V teaching equipment and observing the learning process of implementing the discovery learning model in progress. Then on the teacher and student interview results sheet and documentation showing the results of students' analytical skills from school profile documents, photos of the ongoing learning process, documentation of teaching tools and documentation of learning evaluation results.

The data analysis technique used by researchers is the stages of data reduction, presentation and drawing conclusions. Data was obtained through observation, interviews and documentation at SDN 3 Bumi Nabung Baru. Data collection involves recording information from what is seen based on observations of school conditions and the ongoing learning process, heard from interviews with the class V teacher and all class V students, then, collecting documentation related to data analysis skills. The data is then arranged systematically to facilitate understanding and analysis of the relationships between parts. Next, conclusions are drawn by understanding the meaning, patterns and cause and effect relationships, which are then verified to ensure this research is in accordance with what exists in the field.

RESULTS AND DISCUSSION

Based on data obtained from the observation guide, it shows that there is a significant difference in terms of increasing the ability to analyze fiction and non-fiction stories. The group that applied the Discovery Learning Model showed higher improvement. Students look enthusiastic in the ongoing learning process by implementing the discovery learning model.

In initial observations, students still need to develop student competencies for independent learning and critical reasoning. So learning is still not effective because learning using the discovery model has not been around for a long time and still requires adaptation in the learning process.

On the results of the implementation of learning that has been carried out by the teacher by applying the discovery learning model. This discussion is about teacher activities, student activities and student learning outcomes which have been carried out using the following steps.

In the introductory activity, the teacher greets and invites students to get to know various kinds of stories, then the teacher explains the differences in these stories and presents material on fiction and non-fiction stories. Next, the teacher shows the story book that will be used in the learning process.

In the core activity, the teacher explains the learning process that we will carry out today. The teacher provides stimulus to students in the form of trigger questions. After that, all class V students were divided into 3 groups and the teacher distributed story books. Each student got one fiction and non-fiction story book and one group got the same fiction and non-fiction stories to facilitate the discussion process. The next stage, students are asked to read the story and students are asked to find information on fictional elements (theme, characters, plot, setting, message) and non-fiction elements (factual information, opinion on text structure) at the first meeting. Meanwhile, in the second meeting, students were asked to analyze all the differences between fiction and non-fiction stories independently. Then students record their findings, present the results of the analysis, then the teacher guides students to draw conclusions from their findings.

In the closing activity, the teacher asks each student for a sheet of analysis results. This aims to find out how far they have analyzed the story. Then the teacher provides motivation and reflection on this learning.

From the implementation of the research in class V of SDN 3 Bumi Nabung Baru, the teacher did something interesting before the learning process was given trigger questions so that it provoked students to think critically. Likewise, when the teacher provides an interesting story book, it creates an interest in reading in students.

At the end of the lesson, the teacher and the students conclude that the learning outcomes have been studied and the teacher provides motivation to the students. From data taken by researchers, based on interviews with students and teachers. The teacher did not experience any difficulties at all, and the students were also very enthusiastic in the learning process. It's just that teachers need to prepare for the next lesson so that time management is more effective.

Based on the results of interviews with students, they feel more confident in analyzing stories. The active, exploratory, and independent learning process allowed me to not only understand the story more deeply, but also develop stronger critical thinking, communication, and analysis skills. My self-confidence will grow as I gain more learning experiences, both through individual exploration and discussions with friends.

From the data obtained by researchers from observation guidelines, teacher and student interview sheets show that in the learning process the teacher did not experience any difficulties, only a little time was missed in planning the lesson and the students felt happy, enthusiastic and challenged to find differences in the stories given by the teacher.

As well as documenting student learning outcomes, it can be concluded that the application of the discovery learning model is very effective in determining students' excellent analytical skills. The test given by the teacher is a written essay test with the aim of improving understanding of critical reasoning to find differences in fiction and non-fiction stories.

DISCUSSION

According to Rismayani, the Discovery Learning model is a form of learning by developing active student learning activities that use mental processes to discover a concept or principle (Gadis Tabina: 2023).

As happened in class V at SDN 3 Bumi Nabung Baru in the implementation of the discovery learning model applied by the teacher, the class V learning process was learning Indonesian, providing stimulation, creating questions or problems that motivated students to find out more. This question must challenge and trigger students' curiosity, which they will then answer through ongoing learning process activities aimed at improving students' analytical skills. It can be seen that some students lack the ability to analyze the differences in the story.

Analysis is the process of investigating or finding out about an event so that the true situation can be known. Analysis is really needed to analyze and observe something which of course has the aim of getting the final results from the research that has been carried out. So, the results of this research are the application of the discovery learning model to the ability to analyze fiction and non-fiction stories in class V using qualitative research methods.

The analytical skills of elementary school students can develop as their age and grade level increase. At the age of 10-12 years, students are grade V elementary school children. In this study, this research aims to measure the extent to which students are able to analyze stories, by fulfilling the following indicators. (Yoki Aryana : 2021)

1. Class V students have been able to analyze problems with more than one factor, which is shown in completing the assignment given by the teacher to find the differences between fiction and non-fiction stories, in the story books that have been distributed to each student.
2. In stories with elements of fiction, students are able to organize and understand the patterns, plot, characters, setting that exist in the story they are analyzing so that students,
3. In the non-fiction element, students are able to find factual information, opinions and text structure.
4. Then students are able to formulate simple arguments, related to the results of the analysis they obtained from the differences in the results of the fiction and non-fiction stories and
5. Make story predictions that in the story there are imaginative events and real sentences based on the information that has been found

In this research, the analytical abilities of fifth grade students on fiction and non-fiction story material can be measured according to these indicators, namely that students are required to have analytical skills on the material. In the learning process students must also be able to examine or investigate what actually happened in the story. Fiction and non-fiction stories certainly have differences, fiction stories use casual or non-standard language with the aim of entertaining readers, while non-fiction stories occur in the real world. Therefore, students must be able to analyze the differences in the story text that they have read carefully.

In this research, the learning process was carried out in 2 meetings. The first meeting showed that students still needed to develop competencies for independent learning in implementing the discovery learning model. At the first meeting the teacher still introduced various stories and the application of the discovery learning model learning process. At the second meeting, students already understand the learning process and the material that has been presented so that the learning process can run effectively. And be able to analyze each story given by the teacher.

This learning model is able to invite students to discover new knowledge from the information they already have. The Discovery Learning model is a learning method that encourages students to investigate for themselves, build on past experiences and knowledge, use intuition, imagination, creativity, search for new information to find facts, correlations and new truths (Yusron and Irwan Baadillah: 2023).

So the research results obtained from observation data instruments, interviews and documentation show that the discovery learning model can encourage students to investigate for themselves the tasks given by the teacher, so that they can find facts and information about the truth of fiction and non-fiction stories.

CONCLUSION

In this research, the application of the discovery learning model to the ability to analyze fiction and non-fiction stories in class V at SDN 3 Bumi Nabung Baru, which

was carried out by researchers from January to February, even semester, shows that the results of the data collection method, namely observation guidelines, interview results sheets and documentation. The application of Discovery Learning provides results in terms of active participation, deep understanding, and developing students' critical thinking skills towards fiction and non-fiction stories. By allowing students to find information themselves And discussing in groups, they can develop better analytical skills and be more creative. Then students feel more confident in analyzing stories. The active, exploratory, and independent learning process allowed me to not only understand the story more deeply, but also develop stronger critical thinking, communication, and analysis skills. The results of the data obtained from observations, interviews and documentation in the form of tests given by the teacher, namely written essay tests, show that class V students have been able. Class V students have been able to analyze problems with more than one factor, have been able to find elements of fiction, students have been able to organize and understand patterns, plots, characters, settings, which are in the stories they analyze so that students, and non-fiction elements, students have been able to find factual information, opinions and text structures. Then students are able to formulate simple arguments, related to the results of the analysis they obtained from the differences in the results of the fiction and non-fiction stories. It can be concluded that the application of the discovery learning model in this search is very effective in determining the analytical abilities of class V students at SDN 3 Bumi Nabung Baru. However, we as researchers realize that this research still has limitations. Therefore, we look forward to constructive criticism and suggestions in order to improve the quality of our future research and writing.

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