Jurnal Inovasi Pembelajaran

JINoP. November, 2023, 9 (2): page 210-230
p-ISSN 2443-159, e-ISSN 2460-0873
https://doi.org/10.22219/jinop.v9i2.28666

Implementation of the discovery learning model with engaged writing strategy and image media in improving fantasy story writing skills

Anfiya'ul Baroroh[1)], Hidayah Budi Qur'ani[2)], Arti Prihatini[3)*], Ho Ngoc Hieu[4)]

[123]Department of Indonesian Language Education, Faculty of Teacher Training and Education, Malang, Indonesia.
[4]University of Social Sciences and Humanities, Vietnam National University, Ho Chi Minh, Vietnam

anfiyaulbaroroh@gmail.com; qurani@umm.ac.id; artiprihatini@umm.ac.id*; hohieu209@gmail.com
*Corresponding author

uploaded: 19/Aug/2023
revised: 26/Okt/2023
accepted: 30/Okt/2023
published: 22/Nov/2023

Baroroh, A., Qur'ani, H. B., Prihatini, A., & Hieu, H. N. (2023). Implementation of the discovery learning model with engaged writing strategy and image media in improving fantasy story writing skil. *JINoP (Jurnal Inovasi Pembelajaran)*, 9(2), 210–230. https://doi.org/10.22219/jinop.v9i2.28666

Abstract

Fantasy story writing requires imagination, reasoning, sensitive feelings, and self-motivation to discover and process narrative ideas. Thus, this study describes how the discovery learning model with engaged writing strategies and image media improves fantasy narrative writing. This research employed a Quasi-Experimental Design. Data was collected using writing tasks, tests, and semi-structured interviews. Data analysis was conducted using SPSS Statistics and Microsoft Excel software. The research sample was class VII students at SMP Muhammadiyah 15 Brondong, Lamongan Regency. Research shows that the discovery learning model with engaged writing strategies and picture media improves fantasy narrative writing skills by integrating students' thoughts, feelings, and intrinsic motivation. The findings were evident from the Mann-Whitney U test, which showed a significant influence of this innovative learning model with a post-test value (0.0000005) and writing task value (0.00000001). Selain itu, hasil N-Gain value kelas eksperimen lebih tinggi (71%) dibandingkan kelas kontrol (5.4851%). By integrating engaged writing and image media, the discovery learning model significantly enhanced the experimental group's capacity to compose fantasy stories. However, the expository model was less effective in the control group. Thus, discovery learning models with engaged writing strategy and image media may improve fantasy story writing ability.

Keywords: Fantasy stories; discovery learning; writing skills; image media; engaged writing.

INTRODUCTION

The education field faces challenges with changes to the Kurikulum Merdeka (Independent Learning Curriculum) policy. The Kurikulum Merdeka focuses on essential material for students to master and understand, including basic literacy and numeracy competencies (Idhartono, 2023). Literacy competency includes searching, selecting, processing, managing, and presenting information in writing

(Lisnawati & Ertinawati, 2019). These literacy competencies can be honed through learning Indonesian by utilizing various information in this digital era (Prihatini & Sugiarti, 2020, 2021).

In literacy, students need to have writing skills. By writing, students can communicate as a form of language skill (Mulyati, 2015). Students carry out writing activities by expressing or expressing ideas and feelings by utilizing vocabulary arranged in the form of sentences (Chrisnawati, 2022). Thus, literacy activities when writing can facilitate the process of tracing, processing, and presenting ideas in writing.

Writing skills have been taught in schools with the Independent Curriculum, but not all students have mastered it. Writing is a highly complex language skill (Muñoz, 2010). It is not easy because writing skills require cognitive processes, namely planning, organizing, and revising text (Cheung et al., 2021). The writing process also presents challenges for students, such as limited vocabulary, poor grammar, poor spelling, student preparedness, and inadequate literacy resources (Moses & Mohamad, 2019). Apart from that, writing also requires mastery of other language skills (Hermawan, 2017). For example, to write well, students need to read a lot to have sufficient literacy to develop ideas in writing.

Skills that class VII students must master are writing fantasy story texts (Ministry of Education and Culture of the Republic of Indonesia, 2014). Writing fantasy stories has many benefits, especially for students, including (1) being able to hone students' courage to express their ability to convey something through writing, (2) being able to develop students' competence in the world of art, especially literary arts, (3) able to be used by students as a medium/tool to process their thoughts or ideas, which will be expressed or conveyed to readers, and (4) able to increase students' imaginative power because when writing, they will feel compelled to dig up actual or factual information (Indriani, 2019). However, writing fantasy stories not only arranges words in narrative form but also requires developing the fantasy idea related to imagination and things that do not happen (Rahayu & Kurniawan, 2021).

Based on initial interviews with teachers and students at SMP Muhammadiyah 15 Brondong, Lamongan Regency, information was obtained that students were less able to design, assemble, and write fantasy story texts. There are several obstacles for students of SMP Muhammadiyah 15 Brondong in writing fantasy stories, namely the difficulty of expressing story ideas, a lack of understanding regarding the structure of fantasy stories, and students' feeble imagination. Based on initial observations, this occurs because of problems in the learning process steps carried out by educators because educators usually use expository learning models in the learning process, which only convey material, or use less innovative learning models. Teachers have also not utilized interesting learning strategies and media that can support the writing process.

This problem must be overcome by applying an innovative learning model with discovery learning that collaborates with engaged writing strategies and image media. Discovery learning was chosen because this learning model utilizes all students' capabilities or competencies to find and investigate information or knowledge independently without being asked (Sulfemi & Yuliana, 2019). Besides,

discovery facilitates students in applying the knowledge and skills that have been taught (Darojat et al., 2023). Discovery learning can allow students to improve and enhance their cognitive skills and processes (Mukaramah et al., 2020). The advantages of discovery learning are implemented in a series of learning syntax that encourages active and independent student learning, namely providing stimulus, identifying problems, collecting data, processing data, proving data, and drawing conclusions (Sunarto & Amalia, 2022).

The advantages of discovery learning are implemented in a series of learning syntax that encourages activeness and learning independence of the students. First, providing stimulus stage is carried out by asking questions/problems so that students are curious to investigate the problem. Second, the problem identification stage involves students identifying and formulating problems. Third, data collection is done with students collecting various information to answer questions. Fourth, the data processing stage is carried out by students processing information that has been found. Fifth, the proving data stage is carried out by checking the answers to these problems. Sixth, the drawing conclusions stage is carried out by concluding related to students' findings (Salsabillah, 2022).

Moreover, discovery learning collaborates with the engaged writing strategy because this strategy can integrate students' thoughts, feelings, and intrinsic motivation in learning (Prihatini & Sugiarti, 2021). Utilizing the engaged writing strategy is very important because writing fantasy story texts is a form of literary work that requires students' emotional thoughts and feelings to develop story ideas (Sugiarti & Prihatini, 2019). Moreover, students need to develop character, plot, and imagination through thinking and feeling sensitive in writing fantasy story texts (Surono, 2021) by developing intrinsic motivation within themselves. This strategy is carried out in several stages, namely the preparation stage (excavating ideas and preparing the story framework), the incubation stage (maturation and processing of ideas), the illumination stage (developing the story framework into a complete fantasy story), the verification stage (presentation) (Sugiarti & Prihatini, 2023; VanDeWeghe, 2009).

Furthermore, the discovery learning model with an engaged writing strategy is integrated with image media to stimulate ideas for developing fantasy story texts. This is due to image media providing interest to students through a two-dimensional flat plane in developing various combinations of words into coherent sentences (Oktaviyanti et al., 2022). There are steps for implementing image media in learning to get optimal results, namely (a) the teacher shares the prepared images with students, (b) the teacher gives directions to students regarding what they should do with the image media, (c) students make fantasy story texts following the image media that has been given, (c) the results of student essays are presented and analyzed following the image media that has been given (Arifin, 2020). Thus, image media can help students in the process of writing fantasy story texts.

There is some relevant research that investigates whether or not it influences student learning outcomes by applying the discovery learning model to physics learning at MAN Bondowoso (Fitri & Derlina, 2015), Mathematics learning at MAN Jambi (Fitriyah et al., 2017) and science learning at SMA Negeri 20 Medan (Putri et

al., 2017). These three studies found that students' learning outcomes improved when they were treated with discovery learning. In contrast, the learning outcomes of students who were given other treatments, such as conventional learning models, did not improve.

Previous research investigates the discovery learning model to increase students' interest in learning in homeschooling programs using news texts (Cahyaningsih & Assidik, 2021), mathematics learning at SDN Ngrukem (Haryuti, 2022), and science learning at MAN 2 Padang City (Meinhardi, 2022). These three studies prove that students' interest in learning is increasing, students' enthusiasm for participating in learning is increasing, and students' activeness in answering questions is increasing with the implementation of the discovery learning model.

However, previous research only discussed the influence of discovery learning on student learning outcomes in science learning. No one has discussed the influence of discovery learning on fantasy story writing skills by applying the discovery learning model. Even though discovery learning has the potential to overcome students' problems in writing fantasy stories, there has been no research that collaborates discovery learning with engaged writing strategies and image media to facilitate the activity of writing fantasy story texts. This innovation is needed to overcome obstacles and optimize learning to write fantasy story texts.

Based on this, the novelty of this research is the use of the discovery learning model in collaboration with engaged writing strategies and image media in learning to write fantasy stories. Thus, this learning innovation can be used to achieve learning objectives in writing student fantasy stories because discovery learning can help students understand and find more creative ideas, making it easier for all students to design fantasy story texts (Mukaramah et al., 2020). Apart from that, discovery learning can also improve students' knowledge, skills, and learning outcomes by finding information independently as a solution to the problems they face so that the knowledge gained by students is not lost from their memory (Dina et al., 2019).

Based on this background, this research aims to describe the effect of implementing the discovery learning model with engaged writing and image media strategies on fantasy story writing skills for class VII SMP Muhamamdiyah 15 Brondong, Lamongan Regency. The results of this research contribute to educators developing learning innovations in writing fantasy story texts by utilizing discovery learning with engaged writing strategies and image media. Moreover, schools can use this research to direct innovative learning to support literacy skills through writing activities.

METHODS

This quantitative research uses calculation statistics using IBM SPSS Statistics and Microsoft Excel to describe implementing the discovery learning model with engaged writing strategies and image media in improving fantasy story writing skills. The type of research is Quasi-Experimental Design because this type of research aims to test and determine the effectiveness of the treatment given to the experimental group (Rukminingsih et al., 2020). Quasi-Experimental design was designed with subjects in a control group and an experimental group, and the

groups were not selected randomly (Pratiwi, 2019). This research subject was divided into two groups, namely (1) the control class, which applied the expository learning model, and (2) the experimental class, which applied the discovery learning model with engaged writing and image media strategies. These two groups were tested using the same instruments and then analyzed for optimal treatment.

This research was conducted at Muhammadiyah 15 Brondong Junior High School, located at Sedayulawas, Brondong, Lamongan, precisely at Jl. Kenanga 41, Krajan Sedayulawas, District. Brondong, Lamongan Regency, East Java 62263. Muhammdiyah 15 Brondong Middle School has 518 students divided into each class, approximately 30 students in each class. Class VII of SMP Muhammadiyah 15 Brondong was used as the population in this study, two classes consisting of 32 students (23 boys and nine girls) from class VII D and 30 students (9 boys and 21 female students) from class VII E.

Purposive sampling is used by researchers as a sample determination technique by fulfilling the required sample characteristics (Fauzy, 2019). There are several sample characteristics required in this research, namely (1) have learned the structure of fantasy story texts, (2) have learned linguistic aspects of fantasy story texts, and (3) have experienced problems in writing fantasy stories. Classes VII D and VII E were chosen as samples because they both met the characteristics of the required sample. VII D (control group) and class VII E (experimental group). The control group is the group that was treated using the expository learning model (teachers who play a more active role in the learning process by delivering material in a structured manner). However, the experimental group was treated using the discovery learning model with engaged writing and image media strategies.

Semi-structured interviews, tests, and writing tasks were used as data collection techniques. Researchers used semi-structured interviews to identify problems currently faced by students and teachers during learning. The interview was to find out the learning model used by the teacher, the problems faced by teachers and students in writing fantasy story material, the way the teacher taught in class, and the student's enthusiasm for learning in studying the material for writing fantasy stories. Tests will measure internal understanding aspects of students' knowledge of fantasy story material. The test used is five descriptive questions in the form of a pretest-posttest, which contains understanding, plot, structure, and discovery of the magic of the fantasy story presented.

Writing assignments are used to measure students' fantasy story writing skills in the form of assignments. During assignments, students find ideas, design, and write fantasy stories facilitated by the teacher with a picture. Ten variations of images are used in this research, namely images of mirrors, pencils, fruit, sticks, shoes, cupboards, wall clocks, books, chairs, and brooms. The factor in selecting images is to trigger students' imagination; that way, their brains will try to describe the events they want to tell and make it easier for students to find ideas. The theme chosen must match the image obtained randomly. The following are the assessment criteria for assignments in writing student fantasy stories:

Table 1. Criteria for assessment of fantasy story writing skills

No	Rated aspect		Description	Score
1..	Structure	Title	Students can describe the entire content of the text based on the appropriate title.	4
		Orientation.	Students can orient fantasy story texts (introducing the characters, what the characters experience, and where the events take place)	4
		Complications	Students can explain the problems/conflicts that are occurring in fantasy story texts	4
		Resolution	Students can explain problem-solving according to conflict in a unique, interesting, and clear way.	4
2.	Characteristic features	Wonder, mystery, strangeness	Fantasy stories contain elements that are illogical and do not exist in real life	4
		Story idea	Story ideas have no limits to reality	2
		Background	Students can use various settings to build fantasy stories.	2
		Figure	Figurein story fantasy can be given character And characteristic unique Which No There is daily life.	3
		Fictitious	The stories created are not actual events.	3
		Language	The language used is varied, expressive, and uses a variety of conversations.	2
			Total	32

Table 1 contains assessment criteria adapted from government books (Dewayani et al., 2018) and journal articles (Afriliyanti, 2020; Ireng et al., 2019). Based on the research criteria, writing skill scoring through the writing task is calculated using the formula below.

$$\text{Value} = \frac{Jumlah\ Skor\ yang\ Diperoleh}{Skor\ Maksimal} x\ 100$$

The results of the test scores and writing task are used to determine whether or not there is an influence of the discovery learning model with engaged writing strategies and image media in improving fantasy story writing skills. Statistical analysis is a data analysis technique used in collecting data in various stages, such as the stages of collecting, processing, drawing conclusions, and retrieving data in the form of numbers (Muhid, 2019).

Researchers conducted data analysis using several data tests, including determining the average pretest and post-test scores. Second, test assumptions: data normality test and homogeneity test. The decision-making criteria used in the normality test are (a) if the significance sig value is more than 0.05, then it can be concluded that the data is normally distributed; (b) if the sig value is less than 0.05, then it can be concluded that the data is not normally distributed (Isnawan, 2020). The decision-making criteria used in the homogeneity test are (a) if the significance sig value is > 0.05, then it can be said that the data variations are homogeneous; (b) if the sig value is < 0.05; then it can be said that the data variations are not homogeneous (Nuryadi et al., 2017).
Third, test the hypothesis of differences in ability using the unpaired t-test if the data is normal, and if the data is not normal, use the Mann-Whitney test (Muhid, 2019). The following statistical hypothesis is used in the ability difference test:

> H_0: "There was no difference in ability between the control group, which used the expository learning model, and the experimental group, which used the discovery learning model with engaged writing strategies and image media.
>
> H_a: "There is a difference in influence between the control group, which uses the expository learning model, and the experimental group, which uses the discovery learning model with engaged writing strategies and image media.

The statistical hypothesis is H_0 accepted (there is no difference in ability between the two groups), H_a accepted (there is a difference in ability between the two groups) (Santoso, 2015). The hypothesis test decision-making criteria used are (a) if the Sig or probability value > 0.05, meaning H_0 accepted (no significant difference in ability between two groups); (b) if the Sig value or probability value <0.05, meaning it is H_a accepted (there is a significant difference in ability between the two groups) (Subandriyo, 2020).
Fourth, the ability improvement test looks for the N-Gain score, which determines the learning model's effectiveness by calculating the difference between the pretest and post-test scores or the gain score (Sundayana, 2020). According to Hake, the N-Gain score can be calculated using the formula:

$$N - Gain = \frac{SKOR\ POSTTEST - SKOR\ PRETEST}{SKOR\ IDEAL - SKOR\ PRETEST}.$$

The ideal score is the maximum (highest) score that can be obtained (Sundayana, 2020).

Table 2. N-Gain Value Interpretation

N-Gain Value.	Interpretation.,
-100 ≤ G < 0.00.	There was a decline.
G = 0.00.	Still..
0.00 < G < 0.30.	Low.
0.30 ≤ G < 0.70.	.Currently
0.70 ≤ G ≤ 1.00.	.Tall

The N-Gain interpretation is presented in Table 2 above as modified by (Sundayana, 2020).

RESULTS AND DISCUSSION

This research is a type of experimental research that can also be called Quasi-Experimental Design. This research aims to determine how applying the discovery learning model with engaged writing and image media affects fantasy story writing skills for class VII SMP Muhamamdiyah 15 Brondong, Lamongan Regency. It is explained that a test has been carried out to measure students' understanding of aspects of knowledge regarding fantasy story material and a writing task (assignment) to measure students' skills regarding fantasy story material. The total number of experimental class students was 32, and six were absent. The total number of control class students was 32, and four were absent. The total number of students used as samples was 26 from the experimental class and 28 from the control class. The pretest was carried out before the treatment, and the post-test was carried out after the treatment, with each test containing four questions in the form of essays. Under the data obtained, the experimental class was given discovery learning treatment with engaged writing strategies and image media, while the control class was given expository learning model treatment. The following is a flowchart of applying the discovery learning model with engaged writing strategies and media Figure 1.

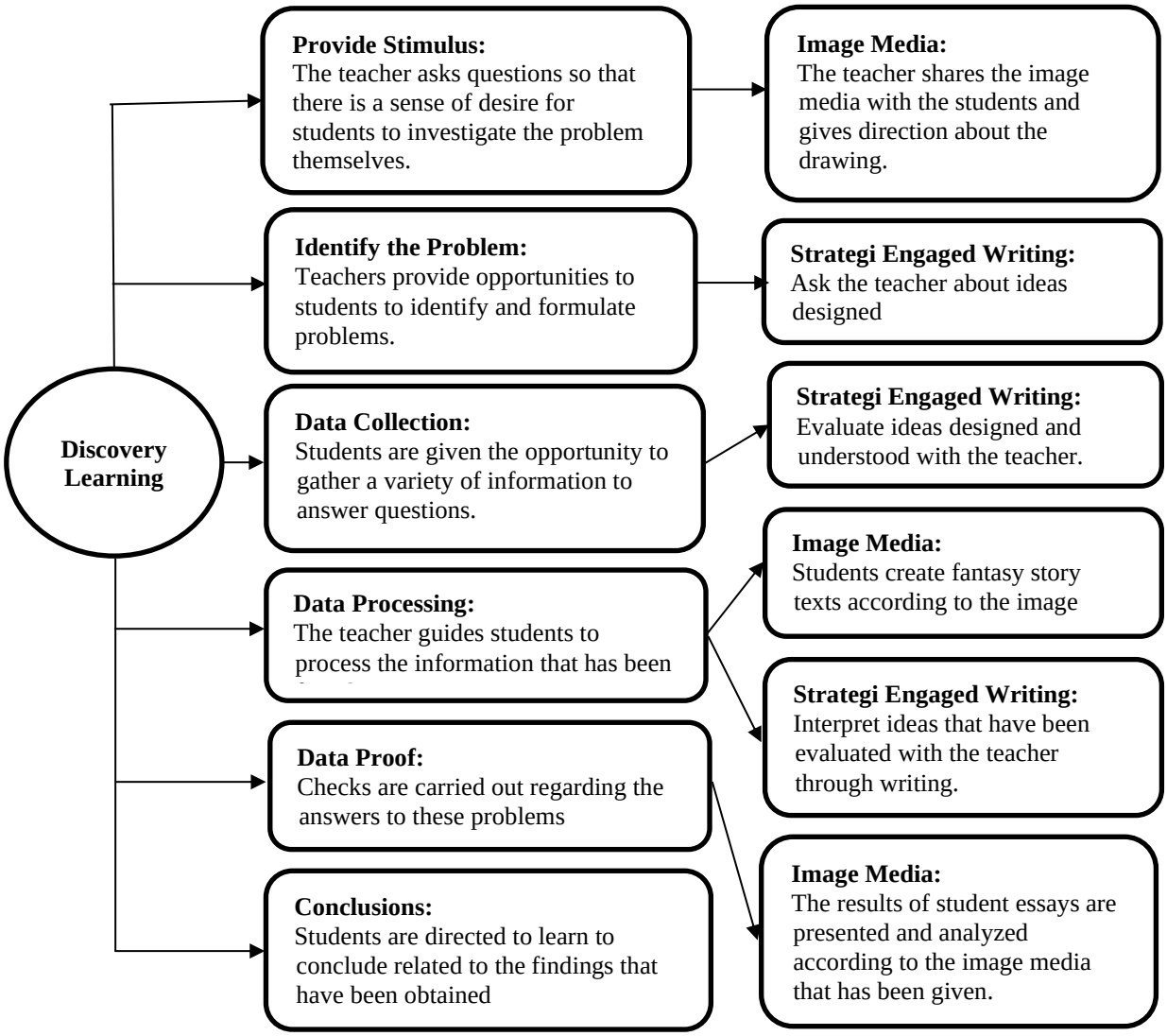

Figure 1. The implementation of the discovery learning model with engaged writing strategy and image media

Figure 1 shows the application of a discovery learning model in collaboration with engaged writing strategies and image media in the classroom. First is the stage of providing stimulus by providing problems through pictures so that students are curious to investigate the story written through the picture. Second, the problem identification stage is carried out with students identifying the image and then consulting with the teacher about the idea of a fantasy story to be written. Third, the data collection stage is carried out by students collecting various information as material for the story designed and evaluating the story idea with the teacher. Fourth is the data processing stage, with the teacher guiding students to process the content of events found and interpreted into a fantasy story text). Fifth, the data proof stage is carried out through students presenting fantasy story texts according to the images that have been shared. Sixth, the drawing conclusions stage is carried out by summing up the findings obtained by students. It aligns with the opinion of

(Cahyaningsih & Assidik, 2021), which suggests that the application of discovery learning facilitates students to be more enthusiastic and play an active role in teaching and learning activities. Thus, discovery learning integrated with engaged writing and image media can help develop aspects of students' writing skills (Prihatini & Sugiarti, 2021).

Figure 2. Images Media

Figure 2 is an example of an image media teachers use in the learning process to attract students' imagination while writing fantasy stories. Ten variations of images are used, namely mirrors, pencils, fruits, sticks, shoes, cabinets, wall clocks, books, chairs, and brooms. Here is an example of the image used. For example, the preparation of fantasy story texts using broom images is done by observing the image and then associating the image with a miraculous or mysterious event. The idea was further developed in the text of a fantasy story involving the broomstick. Thus, students are more accessible in designing ideas that want to be expressed in fantasy stories (Oktaviyanti et al., 2022).

Knowledge and Skills of Writing Fantasy Stories

Knowledge of fantasy stories is measured to identify students' understanding of definitions, structures, and linguistic aspects that form the basis of writing. Writing skills are measured based on the text of fantasy stories by students. The average pretest, post-test, and essay scores are the following results.

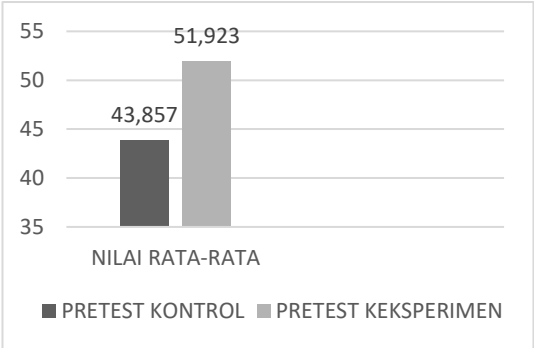

Figure 3. The average pretest scores for the experimental and control classes

Figure 3 shows that the average pretest score for the control class = 43,857 and the average pretest for the experimental class = 51,923.75. These results show that the control and experimental classes have low averages.

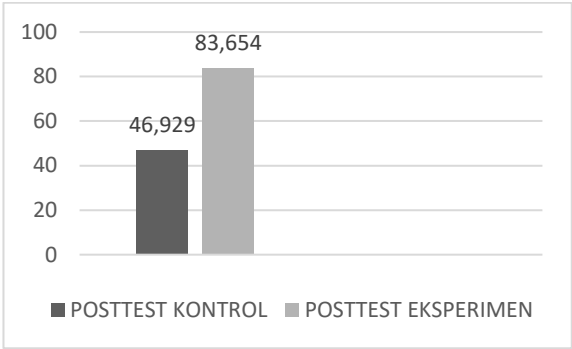

Figure 4. The average post-test score for experimental and control classes

Figure 4 shows the control class post-test average = 46.929 and the experimental class post-test average = 83.654. Based on this, it can be concluded that the average pretest and post-test scores of the experimental class, which were treated with the discovery learning model with engaged writing strategies and image media, were more significant than the average pretest and post-test scores of the control class which were treated with the expository learning model. It can also be identified in the average script score for fantasy story writing skills in Figure 3 below.

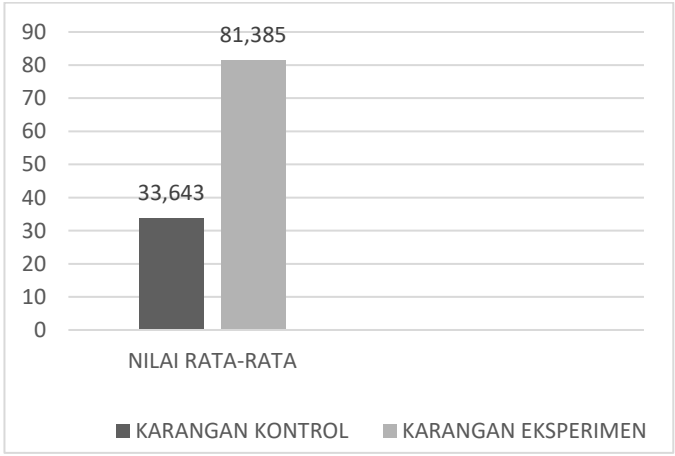

Figure 5. The average score for writing a fantasy story of experimental and control classes

Figure 5 shows that the average score obtained from the fantasy story writing essay manuscript for the control class = 33.645, and the average score obtained from the experimental class fantasy story writing manuscript = 81.385. So, it can be concluded that the average score of the experimental class writing fantasy story scripts is greater than the average score of the control class. So, these results prove that the innovation of the discovery learning model with an engaged writing strategy and image media can increase competence in writing fantasy story texts through active and creative learning activities. These findings are relevant to

previous research that discovery learning can give students more opportunities to build insight independently and convert passive learning into active and creative learning conditions (Mukaramah et al., 2020). Apart from that, student activity also influences the teaching and learning process. If students play more of a role than educators in learning, then the learning scenarios planned by educators will be achieved following the desired learning objectives (Setiawan et al., 2020).
This finding is related to previous findings, namely Salo (2016), who found that the discovery learning method influenced students' active learning; students were asked to use their minds actively to solve problems and find the lesson material's main ideas. Apart from that, discovery learning has an influence on student learning motivation (Putri et al., 2017), student interest in learning (Nugraha & Sari, 2017), and student learning achievement (Marliyah et al., 2019). It is because the discovery learning model is a learning model that aims to develop students' way of learning and invites students to be directly involved in finding and investigating a problem independently, with the impact obtained being learning outcomes that last a long time in their memory (Cintia et al., 2018; Karlina & Anugraheni, 2021; Sartunut, 2022).

Data Analysis Prerequisites: Knowledge and Skills of Writing Fantasy Stories
Before carrying out a hypothesis test to find out the difference in the average (mean) of the two groups, the researcher must first test the assumptions/ prerequisites, namely (1) normality test, and (2) homogeneity test. The following is an explanation of the two assumption/prerequisite tests.

1. Normality test
The Normality Test is carried out to determine and find out whether the data obtained is normal, including data that is normally distributed or not (Nuryadi et al., 2017). The Shapiro-Wilk normality test was used because the number of samples was less than 50. The results of the normality test are presented in the Table 3 below:

Table 3. Normality test data for control and experimental groups

No.	Aspect	Group	Sig.	Information
1.	Pretest score	Control	0.180	Normal
		Experiment	0.621	Normal
2.	Post-test scores	Control	0.045	Abnormal
		Experiment	0.0005	Abnormal
3.	Score writing a fantasy story	Control	0.000008	Abnormal
		Experiment	0.000005	Abnormal

Table 3 reveals that the results of the Shapiro-Wilk normality test from the pretest scores of the control group obtained a value of Sig = 0.180 > 0.05, so it can be interpreted that the data is normally distributed. In contrast, the pretest for the experimental group obtained a value of Sig = 0.621 > 0.05, meaning the data is normally distributed. Therefore, it can be concluded that the pretest data from the control and experimental groups were both normally distributed.

For the post-test score of the control group, the value obtained was Sig = 0.045 < 0.05, which means that the data was not normally distributed. In contrast, the post-test score for the experimental group obtained the value Sig = 0.0005 < 0.05, which means that the data was not normally distributed. Therefore, it can be concluded that the post-test scores from the control and experimental groups were not normally distributed.

The normality test score for the control group's fantasy story writing essays obtained a Sig = 0.000008 < 0.05, meaning the data is not normally distributed. In contrast, the experimental group's fantasy story-writing essays obtained a Sig value = 0.000005 < 0.05, which can be interpreted as the data is not normally distributed. Thus, it can be concluded that the fantasy story writing data from the control and experimental groups is not normally distributed.

2. *Homogeneity Test*

The homogeneity test is used to see whether or not the variables used have the same variation (Nuryadi et al., 2017). The following is a data Table 4 from the homogeneity test results for the control and experimental groups.

Table 4. Control and experimental homogeneity test data

Homogeneity Test Results			
Aspect	Sig.	Levene Statistics	Information
Pretest	0.428	0.639	Homogeneous
Post-test	0.080	3,190	Homogeneous
Writing a fantasy story	0.359	0.855	Homogeneous

Based on the homogeneity test decision-making criteria explained by the researchers above, it can be explained that the sig. Pretest = 0.428 > 0.05, Sig Posttest = 0.080 > 0.05, and sig. student essay = 0.359 > 0.05. Therefore, it can be concluded that the pretest, post-test, and essay data of students writing fantasy stories in the experimental and control groups varied homogeneously. This study found that the homogeneity test means the data received from the same population with the intention of each group having relatively similar characteristics or characteristics.

The Differences in Knowledge and Skills of Writing Fantasy Stories

According to these findings, the data obtained is not normally distributed, so the Mann-Whitney test is used as an alternative to the unpaired t-test if the normality assumption test is not met (Muhid, 2019). The results of the hypothesis test for differences in abilities are presented in the Table 5 below:

Table 5. Hypothesis test data for differences in ability

Aspect	Asymp. Sig. (2-tailed)	Information	Hypothesis Test Used
Posttest-Experimental Control	0.0000005	There are differences in abilities	Mann-Whitney test
Essay – Experimental Control	0.00000001	There are differences in abilities	Mann-Whitney test

Table 5 reveals that the post-test scores between the control and experimental groups got Asymp values. Sig. (2-tailed) = 0.0000005 < 0.05, so it means that there is a difference in the post-test score abilities of the control and experimental groups. However, the scores for writing fantasy stories in the control and experimental groups obtained Asymp Sig. scores (2-tailed) = 0.00000001 < 0.05. *Ho* rejected, and *Ha* accepted, meaning there is a difference in ability between the essay scores for writing fantasy stories in the control and experimental groups.

This result follows the Ministry of Education and Culture's statement that the discovery learning model can help students improve their skills and cognitive processes according to their abilities (Khasinah, 2021). The findings in this also support the findings (Fitri & Derlina, 2015; Halim et al., 2019; Rahmayani, 2019) that there is an influence of the discovery learning model on student learning outcomes, improving student learning outcomes is carried out through reasoning and discovery about something. Thus, the discovery learning model can develop students' knowledge and skills in writing fantasy stories by using image media and integrating thoughts, sensitive feelings, and intrinsic motivation.

These findings show that discovery learning with engaged writing and image media can positively affect students' competence in facilitating the activity of writing fantasy story texts. Engaged writing can stimulate students' thoughts and emotions as they write fictional stories (Sugiarti & Prihatini, 2023). Moreover, image media can engage students to enhance their motivation (Rahimah, 2017) and inspire them to develop imaginative fantasy sides in their story texts.

These findings support previous research findings, which prove that discovery learning is an innovative and creative learning model because it can improve students' ability to think rationally and critically to develop students' reasoning power in understanding knowledge and skills in writing fantasy stories (Nurcahyo et al., 2018). This research is also relevant to previous research that learning innovation is necessary for educators to facilitate their students in achieving predetermined competency targets (Prihatini & Sugiarti, 2022).

The Improvement of Fantasy Story Writing Skills

After testing the hypothesis, the next step is to see the difference in pretest and post-test scores from the control and experimental classes by conducting a test. N-Gain also shows whether or not there is an increased understanding of fantasy story writing skills after treatment.

Table 6. Mean n-gain value for control and experimental groups

Group	Number of Students (n)	Mean N-Gain	N-Gain Criterion
Control	28	5.4851 (5%)	Ineffective
Experiment	26	70.8990 (71%)	Effective enough

Based on the calculation, the mean N-Gain value obtained by the control group was 5.4851, and if rounded to the nearest number, it changes to 5%, classified as low N-Gain criteria. Apart from that, the N-Gain value obtained by the experimental group was 70.8990, and if rounded to the nearest number, it changed to 71%, which is classified as a high N-Gain criterion. In this way, it is perceived that the experimental group who received treatment using the discovery learning model with engaged writing and image media obtained higher understanding and learning outcomes compared to the control group who received treatment using the expository learning model. It is because engaged writing can facilitate the integration of students' thinking skills, emotional sensitivity, and intrinsic motivation (Sugiarti & Prihatini, 2023), and image media can motivate and trigger students' imagination processes in writing fantasy stories (Rahimah, 2017).

This study's results align with the findings (Halim et al., 2019; Putri et al., 2017), which explain that the discovery learning model influences student learning activities. Besides that, Anisa et al. (2017) also expressed their opinion that students' mastery of concepts includes other influences from the discovery learning model. Students are encouraged to play an active role in conceptual learning, connecting their concepts with their experiences in solving a problem because the discovery learning model implies that students directly find, explore, and process what they find regarding the material being taught (Khasinah, 2021). However, in the expository learning model, only educators play a role in teaching and learning. Students only need to accommodate, store, and transcribe the material directed and guided by the educator; as a result, students do not want to explore the material being taught because they feel they already have sufficient knowledge of the material (Sapuadi, 2019).

The findings show that discovery learning promotes active and independent student learning by giving stimuli, identifying problems, collecting data, processing data, demonstrating findings, and drawing conclusions (Sunarto & Amalia, 2022). In addition, the improvement of fantasy story writing skills is facilitated by the use of engaged writing in the four stages: preparation (excavating ideas and preparing the story framework), incubation (maturation and processing of ideas), illumination (developing the story framework into a complete fantasy story), and verification (presentation) (Sugiarti & Prihatini, 2023). In addition, fantasy story texts can be written by students by utilizing creative imagination from the use of image media provided by the teacher. The images provided by the teacher could encourage the emergence of students' creative ideas in presenting the imaginative side of the story. Image media can increase students' interest in writing coherently from the two-dimensional field presented by the teacher (Oktaviyanti et al., 2022).

Based on these findings, previous research identified factors that cause the experimental class to understand better the material being taught, namely due to the level of student activity or participation in the teaching and learning process, because the discovery learning model can provide experience to develop skills in processing, discovering and acquiring knowledge independently, That is why the discovery learning model is termed the innovation learning model (Martaida et al., 2018). Moreover, teachers are tasked with designing innovative learning based on the principles that apply to the curriculum (Prihatini & Sugiarti, 2022) and student characteristics (Prihatini et al., 2022).

CONCLUSION

Based on the results and discussion, it can be concluded that the discovery learning model with engaged writing strategies and image media can be used as a learning innovation that collaborates students' thoughts, feelings, and intrinsic motivation in writing fantasy story texts. This result shows that the innovation of the discovery learning model with engaged writing strategies and image media improves fantasy story writing skills for class VII Muhammadiyah Middle School 15 Brondong, Lamongan. The results of the Mann-Whitney test show an increase in the ability to write fantasy stories, post-test value (0.0000005), and writing task (0.00000001), which means that there is a significant influence of this innovative learning model on the ability to write fantasy stories. The increase in knowledge of writing fantasy stories is evident from the N-Gain value of the experimental group, which is relatively high (71%). In comparison, the N-Gain value of the control group is low (5.4851%). As a result, the increase in the ability of the experimental group was higher compared to the control group, which used the expository learning model. Thus, the discovery learning model with engaged writing and image media was stated to be more effective in improving the fantasy story writing skills of class VII students at SMP Muhammadiyah 15 Brondong Lamongan.

Based on the research results, all Indonesian language educators are advised to use a learning model that is not only educators who play an active role in the creative learning process but is also focused. However, innovative learning models make students more active in teaching and learning. It can develop story-writing skills, as does the discovery learning model, which is more student-centered. Apart from that, this research has limitations in that the test to determine students' understanding of writing fantasy stories is still not comprehensive enough because only 5 test questions are tested. Therefore, future researchers are advised to choose other materials, such as the ability to read stories or others.

REFERENCES

Afriliyanti, A. (2020). *Peningkatan Kemampuan Mengidentifikasi Unsur-Unsur Dan Menceritakan Kembali Isi Teks Narasi (Cerita Fantasi) Yang Dibaca Dengan Model Pembelajaran Cooperative Integrated Reading Dan Composition (Circ)*. http://repositori.unsil.ac.id/id/eprint/2885

Anisa, E. N., Rudibyani, R. B., & Sofya, E. (2017). Pembelajaran Discovery Learning untuk Meningkatkan Motivasi Belajar dan Penguasaan Konsep Siswa. *Jurnal*

Pendidikan Dan Pembelajaran Kimia, *6*(2), 334–346. http://jurnal.fkip.unila.ac.id/index.php/JPK/article/view/13306

Arifin, M. (2020). *Penerapan Media Gambar dalam eningkatkan Kemampuan Menemukan Ide Pokok Menulis Karangan Siswa Kelas V Di MI Miftahul Ulum Serut 02 Tahun Pelajaran 2019/2020*. IAIN Jember.

Cahyaningsih, E., & Assidik, G. K. (2021). Penerapan Model Pembelajaran Discovery Learning untuk Meningkatkan Minat Belajar pada Materi Teks Berita. *Buletin Pengembangan Perangkat Pembelajaran*, *3*(1), 1–7. https://doi.org/10.23917/bppp.v3i1.19385

Cheung, Y. L., Chu, Y. N. J., & Jang, H. (2021). Impact of a Socio-cognitive Approach to Teaching English Language Writing on Primary School Students' Compositions. *Iranian Journal of Language Teaching Research*, *9*(1), 1–22. https://doi.org/10.30466/ijltr.2021.120973

Chrisnawati. (2022). Upaya Meningkatkan Keterampilan Menulis Bahasa Inggris melalui teknik EGRU pada siswa Kelas X SMA Negeri 2 Dompu. *Jurnal Inovasi, Evaluasi Dan Pengembangan Pembelajaran (JIEPP)*, *2*(1), 9–14. https://doi.org/10.54371/jiepp.v2i1.132

Cintia, N. I., Kristin, F., & Anugraheni, I. (2018). Penerapan Model Pembelajaran Discovery Learning Untuk Meningkatkan Kemampuan Berpikir Kreatif Dan Hasil Belajar Siswa. *Perspektif Ilmu Pendidikan*, *32*(1), 67–75. https://doi.org/10.21009/pip.321.8

Darojat, S. R., Fauziya, D. S., & Sahmini, M. (2023). Hasil Belajar Siswa dalam Keterampilan Menulis Teks Cerita Fantasi Menggunakan Model Discoery Learning Berbantuan Canva. *Jurnal Pendidikan Bahasa Dan Sastra Indonesia*, *6*, 193–200.

Dewayani, S., Subrana, R., & Setyowati, C. E. (2018). *Buku Panduan Guru Bahasa Indonesia* (Vol. 1, Issue 1). Pusat Kurikulum dan Perbukuan Badan Penelitian dan Pengembangan dan Perbukuan Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi. https://doi.org/10.36916/jkm.v1i1.45

Dina, Z. H., Ikhsan, M., & Hajidin. (2019). Peningkatan Komunikasi dan Kemampuan Disposisi Matematika melalui Model Pembelajaran Discovery Learning di SMP. *Jurnal Riset Dan Kemajuan Pendidikan Matematika*, *4*(1), 11–22.

Fauzy, A. (2019). Metode Sampling. In *Universitas Terbuka* (kedua, Issue 1). Universitas Terbuka. http://jurnal.globalhealthsciencegroup.com/index.php/JPPP/article/download/83/65%0Ahttp://www.embase.com/search/results?subaction=viewrecord&from=export&id=L603546864%5Cnhttp://dx.doi.org/10.1155/2015/420723%0Ahttp://link.springer.com/10.1007/978-3-319-76

Fitri, M., & Derlina. (2015). Pengaruh Model Pembelajaran Discovery Learning Terhadap Hasil Belajar Siswa Pada Materi Pokok Suhu Dan Kalor. *INPAFI (Inovasi Pembelajaran Fisika)*, *3*(2). https://doi.org/10.24114/inpafi.v3i2.5130

Fitriyah, Murtadlo, A., & Warti, R. (2017). Pengaruh Model Pembelajaran Discovery Learning terhadap Hasil Belajar Matematika Siswa MAN Model Kota Jambi. *Jurnal Pelangi*, *9*(2), 108–112. https://doi.org/10.22202/jp.2017.v9i2.1898

Halim, S., Boleng, D. T., & Labulan, P. . (2019). Pengaruh Model Pembelajaran

Discovery Learning dan Number Head Together Terhadap Aktivitas, Motivasi dan Hasil Belajar Siswa. *J. Pijar MIPA*, *561*(3), S2–S3.

Haryuti, B. Z. R. (2022). *Pengaruh Penerapan Model Pembelajaran Discovery Learning Terhadap Minat dan Kemampuan Siswa dalam Pemecahan Masalah Matemtika Pada Materi Bangun Datar Kelas IV SDN Ngrukem*. Institut Agama Islam Negeri Ponorogo.

Hermawan, I. Y. (2017). Peningkatan Kemampuan Menulis Puisi Dengan Menggunakan Media Audio Visual. *Diksatrasia : Jurnal Ilmiah Pendidikan Bahasa Dan Sastra Indonesia*, *1*(1), 39. https://doi.org/10.25157/diksatrasia.v1i1.183

Idhartono, A. R. (2023). Literasi Digital Pada Kurikulum Merdeka Belajar Bagi Anak Tunagrahita. *Jurnal Teknologi Pembelajaran*, *6*(1), 91–96.

Indriani, M. S. (2019). Meningkatkan Kemampuan Menulis Cerita Fantasi dengan Penggunaan Video Cerita. *Jurnal Bahasa, Seni, Dan Pengajarannya*, *14*(2). https://doi.org/10.23887/jppsh.v3i2.21273

Ireng, D. R., Rahmania, S. Z., & Sahmini, M. (2019). Analisis Struktur Teks Cerita Fantasi Pada Siswa SMP. *Jurnal Pendidikan Bahasa Dan Sastra Indonesia*, *2*(6), 907–916.

Isnawan, M. G. (2020). *KUASI-EKSPERIMEN* (Pertama). Nashir Al-Kutub Indonesia.

Karlina, L., & Anugraheni, I. (2021). Meta Analisis Pembelajaran Discovery Learning untuk Meningkatkan Hasil Belajar matematika Siswa SD. *Jurnal Pendidikan Matematika Indonesia*, *6*(4), 35–43.

Kementrian Pendidikan dan Kebudayaan Republik Indonesia. (2014). *Bahasa Indonesia*. Pusat Kurikulum dan Perbukuan Badan Penelitian Pengembangan Perbukuan Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi.

Khasinah, S. (2021). Discovery Learning: Defnisi, Sintaksis, Keunggulan, dan Kelemahan. *MUDARISUNA: Media Kajian Pendidikan Agama Islam*, *11*(3), 402–413.

Lisnawati, I., & Ertinawati, Y. (2019). Literasi Melalui Presentasi. *Jurnal Ilmiah Pendidikan*, *1*(1), 1–12.

Marliyah, S., Rufi'i, & Harwanto. (2019). Pengaruh Penggunaan Model Inquiry Learning Dan Discovery Learning Terhadap Prestasi Belajar Ipa Siswa Kelas VI SD Ditinjau dari Motivasi Belajar. *Jurnal Education and Development Institut Pendidikan Tapanuli Selatan*, *7*(2), 169–174.

Martaida, T., Bukit, N., & Ginting, E. M. (2018). Pengaruh Model Discovery Learning terhadap Kritis Siswa Kemampuan Berpikir dan Kognitif di Sekolah Menengah Pertama. *Journal of Research & Method in Education*, *7*, 1–8. https://doi.org/10.9790/7388-0706010108

Meinhardi, A. (2022). Implementasi Model Pembelajaran Discovery Learning guna Meningkatkan Minat Belajar pada Pelajaran Penjasorkes Peserta didik Kelas XI IPA 1 di MAN 2 Kota Padang. *Jurnal Ilmiah Wahana Pendidikan*, *8*(14), 471–480. https://doi.org/10.5281/zenodo.7016081

Moses, R. N., & Mohamad, M. (2019). Challenges Faced by Students and Teachers on Writing Skills in ESL Contexts: A Literature Review. *Creative Education*, *10*(13), 3385–3391. https://doi.org/10.4236/ce.2019.1013260

Muhid, A. (2019). *Analisis Statistik* (kedua). Zifatama Jawara.

Mukaramah, M., Kustina, R., & Rismawati. (2020). Menganalisis Kelebihan Dan Kekurangan Model Discovery Learning Berbasis Audiovisual Dalam Pelajaran Bahasa Indonesia. *Jurnal Ilmiah Mahasiswa Pendidikan*, *1*(1).

Mulyati, Y. (2015). *Hakikat Keterampilan Berbahasa*. Universitas Terbuka.

Muñoz, C. (2010). On how age affects foreign language learning. *Advances in Research on Language Acquisition and Teaching: Selected Papers*, 39–49.

Nugraha, A. A., & Sari, A. F. (2017). Pengaruh Model Pembelajaran Discovery Learning Terhadap Minat Belajar Siswa pada Materi Trigonometri Kelas X. *Prosiding SI MaNIs (Seminar Nasional Integrasi Matematika Dan Nilai Islami)*, *1*(1), 123–127. http://conferences.uin-malang.ac.id/index.php/SIMANIS/article/view/48

Nurcahyo, E., S, L. A., & Djono. (2018). Penerapan Model Discovery Learning dengan Pembelajaran Saintifik Pendekatan untuk Meningkatkan Berpikir Kritis Siswa Dalam Pembelajaran Sejarah. *Jurnal Internasional Pemahaman Multikultural Dan Multireligius*, *5*(2010), 1–11.

Nuryadi, Astuti, T. D., Utami, E. S., & Budiantara, M. (2017). *Dasar-dasar Statistik Penelitian* (pertama). Sibuku Media.

Oktaviyanti, I., Amanatulah, D. A., Nurhasanah, N., & Novitasari, S. (2022). Analisis Pengaruh Media Gambar terhadap Kemampuan Membaca Permulaan Siswa Sekolah Dasar. *Jurnal Basicedu*, *6*(4), 5589–5597. https://doi.org/10.31004/basicedu.v6i4.2719

Pratiwi, I. W. (2019). *Pengaruh Model Pembelajaran Numbered Heads Together (NHT) Berbantuan Konsep Gamifikasi Dalam Meningkatkan Kemampuan Pemahaman Konsep dan Minat Belajar Siswa SMP*. Universitas Islam Negeri Raden Intan.

Prihatini, A., & Sugiarti. (2020). Pembelajaran multiliterasi pada matapelajaran bahasa Indonesia. *Senasbasa*, *4*, 445–453. research-report.umm.ac.id

Prihatini, A., & Sugiarti. (2021a). Pembelajaran Multiliterasi Dalam Konteks Merdeka Belajar Di Indonesia. *Prosiding Seminar Nasional Sastra, Lingua, Dan Pembelajarannya (Salinga)*, *1*, 37–45. http://202.57.31.74/index.php/salinga/article/view/1547%0Ahttp://202.57.31.74/index.php/salinga/article/download/1547/794

Prihatini, A., & Sugiarti. (2022). Citra Kurikulum Baru: Kesiapan Guru dalam Menerapkan Kurikulum Merdeka. *GHANCARAN: Jurnal Pendidikan Bahasa Dan Sastra Indonesia*, 58–70. https://doi.org/10.19105/ghancaran.vi.7447

Prihatini, A., & Sugiarti, S. (2021b). Implementasi Pembelajaran Multiliterasi Berbasis Engaged Learning dalam Pelatihan Pengembangan Media Pembelajaran. *Warta LPM*, *24*(3), 507–520. https://doi.org/10.23917/warta.v24i3.13407

Prihatini, A., Sugiarti, S., Ambarsari, T. A. B., & Nisa, I. N. (2022). Kompetensi Pedagogik Guru SMA dalam Menerapkan Pembelajaran Multiliterasi sebagai Wujud Merdeka Belajar. *Edukatif : Jurnal Ilmu Pendidikan*, *4*(5), 6823–6831. https://doi.org/10.31004/edukatif.v4i5.3020

Putri, I. S., Juliani, R., & Lestari, I. N. (2017). Pengaruh Model Pembelajaran Discovery Learning Terhadap Hasil Belajar Siswa Dan Aktivitas Siswa. *Jurnal Pendidikan Fisika*, *6*(2), 94.

Putri, R. H., Lesmono, A. D., & Aristya, P. D. (2017). Pengaruh Model Discovery Learning Terhadap Motivasi Belajar dan Hasil Belajar Fisika Siswa MAN Bondowoso. *Jurnal Pembelajaran Fisika*, *6*(2), 168–174.

Rahayu, T., & Kurniawan, P. Y. (2021). Pelatihan Membaca dan Menulis Puisi pada Peserta Didik TPA Al-Husna. *JAMU : Jurnal Abdi Masyarakat UMUS*, *2*(01), 89–96. https://doi.org/10.46772/jamu.v1i02.552

Rahimah. (2017). Penerapan Media Gambar Untuk Meningkatkan Hasil Belajar Matematika Siswa Kelas IV SDN 003 Tembilahan Kta Kecamatan Tembilahan Kabupaten Indragiri Hilir. *Jurnal Primary Program Studi Pendidikan Guru Sekolah Dasar*, *6*(2), 539–545.

Rahmayani, A. (2019). Pengaruh Model Pembelajaran Discovery Learning dengan Menggunakan Media Video Terhadap Hasil Belajar Siswa. *Jurnal Pendidikan (Teori Dan Praktik)*, *4*(1), 59. https://doi.org/10.26740/jp.v4n1.p59-62

Rukminingsih, Adnan, G., & Latief, M. A. (2020). *Metode Penelitian Pendidikan. Penelitian Kuantitatif, Penelitian Kualitatif, Penelitian Tindakan Kelas* (Vol. 53, Issue 9). Erhaka Utama.

Salo, Y. A. (2016). Pengaruh Metode Discovery Learning Terhadap Keaktifan Belajar Siswa (Studi Quasi Eksperimen Kelas Vii Smpn 6 Banda Aceh). *Jurnal Penelitian Pendidikan*, *16*(3). https://doi.org/10.17509/jpp.v16i3.4825

Salsabillah, H. (2022). *Implementasi Model Pembelajaran Discovery Learning Pada Mata Pelajaran Sejarah Di Ma Bilingual Batu* (Issue 2) [Universitas Maulana Malik Ibrahim Malang]. https://doi.org/10.18860/dsjpips.v2i2.2125

Santoso, S. (2015). *Menguasai SPSS 22*. PT Elex Media Komputindo Jakarta.

Sapuadi. (2019). *Strategi Pembelajaran*. Harapan Cerdas.

Sartunut. (2022). *Discovery Learning Solusi Jitu Ketuntasan Belajar* (pertama). Penerbit P4I. https://www.google.co.id/books/edition/DISCOVERY_LEARNING_SOLUSI_JITU_KETUNTASA/JMaPEAAAQBAJ?hl=id

Setiawan, A., Mujianto, G., & Fauzan. (2020). Meningkatkan keaktifan siswa kelas VII dalam mata pelajaran bahasa Indonesia dengan menggunakan pendekatan saintifik dalam kegiatan lesson study. *JINoP (Jurnal Inovasi Pembelajaran)*, *6*(2), 164–180. https://doi.org/10.22219/jinop.v6i2.7177

Subandriyo, B. (2020). *Statistik Non Parametrik* (Issue 2). BPS Angkatan XXI Jakarta.

Sugiarti, S., & Prihatini, A. (2019). *Engaged Reading Strategy in Literature Appreciation Learning and Its Implications on Character Education*. 1–10. https://doi.org/10.4108/eai.7-8-2019.2288407

Sugiarti, S., & Prihatini, A. (2023). Peningkatan Keterampilan Menulis Fabel dengan Strategi Engaged Writing pada Guru TK Aisyiyah Kota Malang. *Edukatif : Jurnal Ilmu Pendidikan*, *5*(4), 1671–1680. https://doi.org/10.31004/edukatif.v5i4.4211

Sulfemi, W. B., & Yuliana, D. (2019). Penerapan model pembelajaran discovery learning meningkatkan motivasi dan hasil belajar pendidikan kewarganegaraan. *Jurnal Rantal Keilmuan*, *5*(1). http://www.jurnal.stkippgritulungagung.ac.id/index.php/rontal/article/view/1021

Sundayana, R. (2020). *Statistika Penelitian Pendidikan* (kedua). Alfabeta.

Surono, B. (2021). Kemampuan Menulis Cerita Fantasi dengan Menggunakan Media Gambar Pada Siswa Tunagrahita Ringan. *Jurnal Pendidikan Kebutuhan Khusus*, *5*(2), 164–168. https://doi.org/10.24036/jpkk.v5i2.604

VanDeWeghe, R. (2009). *Engaged Learning* (1st ed.). Corwin.