

LEARNING TO WRITE ANECDOTAL TEXTS BASED ON LOCAL WISDOM USING THE DISCOVERY LEARNING MODEL IN GRADE X OF SMTI BANDA ACEH VOCATIONAL SCHOOL

Rika Kustina^{*1}, Harfiandi², Reza Asyura³

^{1,2,3}Universitas Bina Bangsa Getsempena, Banda Aceh, Indonesia

²Universitas Syiah Kuala, Indonesia

* Corresponding email: rika@bbg.ac.id

ABSTRACT

This study aims to see the success of students' learning in writing anecdotal texts based on local wisdom in class X SMK SMTI Banda Aceh. This study uses a quantitative approach with an Experiment type. The population of this study used two classes, namely class X TMI B and TMI C. The sample was selected randomly and class X TMI B was selected as the experimental class and TMI C as the control class totaling 54 people. Data collection was carried out through tests. The data were analyzed using a one-tailed t-test (right side), to determine the success of students' learning in class X TMI B and C SMK SMTI Banda Aceh in understanding the anecdotal text material with the application of the discovery learning model. The t-test shows the t-value of the control class is $| -16.605 | > 1.705$ t table and the significance value (2-tailed) is 0.001 ($p < 0.05$). And the t-value of the experimental group is $| -23.844 | > 1.705$ t table and significance value (2-tailed) is 0.001 ($p < 0.05$). This means that there is an increase in student learning success in learning to write anecdotal texts based on local wisdom through the discovery learning model for class X SMK SMTI Banda Aceh.

Keywords: *Anecdotal Text, Local Wisdom, Discovery Learning.*

INTRODUCTION

Learning is an important element that shapes a person's character or supports progress towards a nation that can influence the success of the young generation of nation builders today or in the future. Formally, education held

in schools is often known as teaching, namely the occurrence of a teaching and learning process that involves many factors, including students, teaching, facilities, materials, and the environment. Teaching is carried out to achieve certain missions and goals that have been aspired to. As a formal educational institution, schools are born and develop effectively and efficiently from the community, by the community, and for the community. According to Utami, R., & Ramadhan, (2024) Creative teachers must be able to use fun and interesting learning methods for students because learning methods are one of the determinants of the success of the teaching and learning process in the classroom. The method or way of delivering material is an important part of the subcomponent of education. Therefore, teachers are always faced with "a choice" of what method is appropriate to the conditions of the subject matter, the level of student ability, or even the class/environment, and so on. According to Rahmawati, R., Muliadi, M., (2023) Learning is an interaction between students and teachers. We can define this learning as an effort to build student understanding. Learning will emphasize more on how a teacher can encourage or facilitate students in learning. Learning is very helpful for students to get knowledge that they have not yet obtained, so that a teacher can help their students in learning. In the learning process, a very important role is held by the teacher, as a professional must have a number of abilities to apply various learning theories in learning, the ability to choose and apply effective learning methods, the ability to involve students to actively participate and be able to create a comfortable and enjoyable learning atmosphere for students to support the achievement of educational goals. Writing learning is currently still very low in demand by students.

In learning Indonesian, a child must have four language skills. These language skills include listening, speaking, reading, and writing. In general, from the four skills.

One of the things that determines the quality of learning is the application of the right learning model with the material being taught. Learning is usually delivered conventionally or lectures where the teacher plays an active role while students tend to be passive. Students' inactive attitudes can reduce their involvement in following the learning process which can result in a decrease in student interest. Students do not have an attraction to the material being taught because students feel bored with the learning process that has been carried out by teachers.

A very important component in education is the teacher. Teachers in the context of education have a large and strategic role. This is because teachers are at the forefront of implementing education. One of the key roles of teachers in design is to make learning easy for students to accept as an interesting and enjoyable learning resource. SMK SMTI Banda Aceh Teachers as microfactors of academic success play a very important role in implementing learning in the classroom. The success of implementing

learning models in the classroom depends on the teacher's expertise in handling methods, techniques, and learning models.

In addition, the Indonesian language subject at SMK SMTI Banda Aceh often gets a daytime schedule so that students are reluctant to accept the material given by the teacher, this can be seen from the results of the trial test results of the SMK SMTI Banda Aceh class students, the average student score is still below the maximum completeness criteria (TTP) of 80% of that determined by the school, namely 80 with an average of 75.00.

In terms of interaction between educators and students, it is proof of the success of the teaching and learning process in schools. However, there are also many educational problems that are not yet efficient and inconsistent, and there are educational goals that need to be improved. From the discussion above, it can be seen that the teacher's ability to choose a learning strategy is an absolute requirement and cannot be negotiated because it will affect the learning process and student learning outcomes. In order to successfully communicate what has been learned and facilitate student understanding in the classroom, teachers must also be proficient in choosing and applying learning methods that are appropriate to the situations faced by students. Therefore, this teacher must have broad insight so that he can see the various advantages and disadvantages of the model.

Students also have difficulty distinguishing between anecdotal texts and humorous texts. This is because the differences between the two texts are very small. According to Woi et al. (2019), this difficulty is caused by the delivery of meaning in the anecdotal text being expressed implicitly and also students do not understand the form and function of implicatures. Kusnadi (2017) stated that one of the characteristics of anecdotal texts is that they contain humor. This is inseparable from the purpose of the anecdotal text, which is to entertain and at the same time criticize people or something. Mulyadi and Danaira (in Puspitasari & Supriatna, 2017) stated that anecdotal texts are satire, perhaps also criticism, but expressed in the form of humor. Meanwhile, Danandjaya (in Sholekah, 2016) argues that anecdotes are fairy tales that can cause a tickling feeling in the heart so that they can cause laughter for listeners or readers (Rahmayanti et al., 2015).

Anecdotal text is a short story that is interesting because it is funny and easy to remember, usually about important or famous people and based on actual events (Permadi, 2018). Anecdotal text can also be in the form of an imaginary story that is not from real events or a story inspired by real events (Agustina, 2020). This text, although funny and impressive, contains an implied meaning in the story. Usually the implied meaning is in the form of criticism of important figures. SMK SMTI Banda Aceh is one of the schools in Banda Aceh.

Based on the results of observations at SMK SMTI Banda Aceh which has implemented the independent curriculum, there are obstacles faced in the process of learning Indonesian. Based on the results of observations, it was

found that writing difficulties were experienced by class X students of SMK SMTI Banda Aceh, especially in writing anecdotal texts, students in class X TMI B and X TMI C found several problems in the skills of writing anecdotal texts, namely:

1. Writing activities at school are boring activities for students.
2. Student motivation in writing activities is still low, students assume that writing is a difficult activity.
3. Students have difficulty finding and expressing ideas in writing learning.
4. The learning methods used are less interesting
5. Students so that more interesting methods are needed to increase student interest in writing anecdotes.

Students' difficulties in understanding anecdotal text material, students tend to be confused about how to convey criticism presented with humor, how to convey messages or satire with a funny demeanor. And there are some students who do not want to exchange ideas or opinions with classmates, there are even some students who do not like working on assignments in teams. In this case, the teacher is an important factor in determining student learning achievement. A teacher must not only master the material well but also be able to attract students' interest in learning. Thus, the purpose of learning Indonesian Language Proposals can be achieved optimally. One of the factors that causes students' lack of interest in learning is because the students themselves are still dependent on other people or parents, making them lazy to learn. In addition to being lazy to learn, students do not have encouragement from their parents at home to learn. Another factor that is very influential is the use of methods or approaches used by teachers that are not yet appropriate so that they cannot fully understand the subjects taught by the teacher. Students' interest in learning can be raised by using media in each learning process because with the media, children's interest in learning is even more enthusiastic, and their learning outcomes will meet the KKM. Every parent who sends their child to school wants their child to excel. Learning success is greatly influenced by many factors, including: Internal factors, which are factors that arise from within the child, such as health, mentality, intelligence level, interests and so on. External factors, which are factors that come from outside the child, such as cleanliness of the house, air, environment, family, society, friends, teachers, media, learning facilities and infrastructure

Anecdotal text is an interesting short story because it is funny and impressive (Suherli, 2017). Anecdotal text is one of the Indonesian language learning materials for class X SMK in the independent curriculum. This material is listed in the learning outcomes (CP). At the end of phase E, students are able to write various texts to convey opinions and present and respond to non-fiction and fiction information critically and ethically.

Phase E learning achievements writing elements Students are able to evaluate and create information in the form of ideas, thoughts, feelings, views,

directions or accurate messages in the form of monolog, dialogue and talk shows. At the end of phase E, students have the language skills to communicate and reason according to the goals, social, academic and work contexts. Students are able to understand, process, interpret, and evaluate information from various types of texts on various topics. Students are able to synthesize ideas and opinions from various sources. Students are able to actively participate in discussions and debates. Students are able to write various texts to convey opinions and present and respond to non-fiction and fiction information critically and ethically.

From the problems above, to attract students' attention and improve student learning outcomes, it can be obtained by displaying interesting image media for students, namely funny image media at SMK SMTI Banda Aceh. And research contains research entitled "Writing Anecdotal Texts Based on Local Wisdom Through the Discovery Learning Model in Class X SMK SMTI Banda Aceh"

In its implementation, students tend to have difficulty expressing story ideas in writing. This is supported by (Dewy, 2016) which states that students from elementary to high school are not yet able to speak Indonesian well and correctly, both verbally and in writing. The statement above is reinforced by Tarigan's opinion (2016) which states that teaching writing has not been implemented properly in schools.

SMTI Vocational High School students also have difficulty in distinguishing anecdotal texts from humorous texts. This is because the differences between the two texts are very small. This difficulty is caused by the delivery of meaning in the anecdotal text being expressed implicitly and also students do not yet understand the form and function of implicature. One of the characteristics of anecdotal texts is that they contain humor. This is inseparable from the purpose of anecdotal texts, namely to entertain and at the same time criticize people or something.

Anecdotal text is a satire, maybe also a criticism, but expressed in the form of humor. That anecdotes are stories or tales that contain humorous traits that cause a tickling feeling in the heart so that they can make listeners or readers laugh. Anecdotal texts are short stories that are interesting because they are funny and easy to remember, usually about important or famous people and based on actual events. Anecdotal texts can also be in the form of imaginary stories that are not from real events or stories inspired by real events. This text, although funny and impressive, contains an implied meaning in the story. Usually the implied meaning is criticism of important figures. Then, in the process of learning to write anecdotal texts based on local wisdom through the discovery learning model, skills related to the material to be taught are needed. Indonesian language teachers at SMK SMTI Banda Aceh must have knowledge about students, curriculum, instructional strategies, assessments so that they can transform science knowledge. Integrated Indonesian language teaching in the implementation of the

independent curriculum is very different from the previous curriculum. Teachers pay less attention to designing learning tools, so students do not understand the learning provided. In the current curriculum, integrated Indonesian language teaching has an independent curriculum guide.

Analysis of several journals and interviews with Indonesian language teachers shows that creativity in learning Indonesian needs to be improved because it is one of the main factors determining the success of the teaching and learning process, even learning creativity can affect the quality of student learning outcomes. Low creativity in learning Indonesian in learning activities will cause the teaching and learning process to be uncondusive and ineffective, thus inhibiting students from actively understanding the learning material. The obstacles faced by teachers in preparing learning plans are, time to prepare, use of learning application media, assessment compilers and student characteristics.

Therefore, an effort is needed to improve students' knowledge and skills in learning anecdotal texts. Efforts that can be made through the application of the Discovery Learning method. In Discovery Learning learning, teachers and students of SMK SMTI Banda Aceh are required to be equally active in the teaching and learning process in order to create better educational products. In Discovery Learning learning, students are accustomed to independently searching for knowledge that has been conveyed.

The Discovery Learning model is oriented towards the formation of student thought patterns and actions to be more analytical, systematic, logical, and scientific. Through the Discovery Learning model, students can find information and concepts about learning materials themselves (Azkiya & Isnandab, 2019). In the discovery learning model, students are more active in solving to find while the teacher acts as a guide providing instructions on how to solve the problem. In this discussion, the Discovery Learning learning model is studied in learning Indonesian to increase active participation of students during the learning process.

Indicators that students must have in learning Indonesian in anecdotal texts, namely: listing the main points of the anecdote, identifying the causes of the humor of the anecdote, comparing anecdotes with humor, analyzing criticism conveyed in anecdotes, identifying the structure of anecdotal texts, recognizing various patterns of anecdotal presentation, retelling the contents of anecdotal texts with different presentation patterns, and compiling anecdotal texts based on studies involving many people or the behavior of a public figure.

The discovery learning model emphasizes the development of understanding concepts and skills based on real experiences. The discovery learning model also reveals a picture of an event that must be explained precisely. The concept of anecdotal text and anecdotal text writing skills can

be developed through the learning process using the discovery learning method.

Indonesian language lessons in class X SMK SMTI Banda Aceh can improve student learning in learning anecdotal texts based on local wisdom to solve existing problems, therefore the researcher intends to conduct the same research.

METHODS

This study uses a quantitative approach with an experimental research type, which is a method used to answer research problems related to data in the form of numbers and statistical programs. While the type or design of the research is experimental, which is a research method that seeks to examine the relationship between the quality of an event by manipulating the research object, as well as carrying out control. In this study there are three variables, research variables are anything in any form that is determined by the research to be studied so that information is obtained about the variable and then conclusions are drawn.

Populatin and Sample

In this study, the population is all 81 students of class X SMK SMTI Banda Aceh. The reason the researcher used two classes of class X SMK SMTI Banda Aceh as the population is because the researcher wants to know the Learning to Write Anecdotal Texts Based on Local Wisdom Through the Discovery Learning Model. The sampling technique used is based on the population, by using Non-probability Sampling with the purposive sampling method where the sampling technique has considerations that have been determined for the respondents.

Data Collection Techniques

In this study, the data collection techniques used include the use of test sheets and documentation. The data collection in this study was carried out through:

1. Test

Test questions are a technique used by researchers in order to carry out measurement activities, in which there are various questions or a series of tasks that must be done or answered by students to measure aspects of student behavior. Data collection in this study was carried out through:

-Pre-test

Pre-test is an assessment given to students before being given treatment to find out where the students are before learning using the Discovery Learning learning model to achieve success in learning anecdotal texts. The test sheet given is in the form of essay questions consisting of one question.

-Post-test

Post-test is a test given after the pre-test stage to students after students receive treatment to determine the increase in their ability to learn anecdotal texts, students are applied to the Discovery Learning learning model. Post-test is carried out for the Discovery Learning learning model. The data used in this study is the difference between the post-test score and the pre-test score. The form of the test used is an essay question consisting of one question with a predetermined time. The pre-test is given at the beginning of the meeting before applying the Discovery Learning learning model while the post-test is given at the next meeting after applying the Discovery Learning learning model.

Research Instrument

Research instruments are tools used in conducting measurements and collecting data in a study. The research instrument used in this study is a test instrument designed to make work easier and provide better results so that it is easier to complete.

Data Analysis Techniques

Data analysis is an effort made after data is collected from test results to classify and group data with the aim of knowing its meaning. The data used for this study consisted of Pre-test and Post-test data. Both data were tested using a one-tailed t-test (right-tailed test) to determine the learning success of class X TMI SMK SMTI Banda Aceh students in understanding the Anecdotal Text material with the application of the Discovery Learning learning model.

Data Distribution Normality Test

If the analyzed data is normally distributed, then parametric statistical techniques can be used to test the hypothesis. While the processed data is not normally distributed, the researcher must use non-parametric statistics. Normality testing is needed to determine whether the data obtained from the test data is normally distributed or not.

RESULTS AND DISCUSSION

This study aims to see the success of students' learning in writing anecdotal texts based on local wisdom using the discovery learning model. The type of research conducted is Pre-test and Post-test in class X-TMI B with 27 students and all of them are male. And in class X-TMI C with 27 students, also all of the students are male. Before the study, the researcher first conveyed the plan to conduct research at SMK SMTI Banda Aceh and at the same time submitted a letter of request for permission to conduct research to complete the final assignment. The principal stated that he had no objection

and welcomed the researcher's desire to conduct research. For the next step, the principal asked for permission for this research to the Indonesian language teacher of class X.

After the researcher held a meeting with the Indonesian language teacher of class X, the researcher conveyed the research plan that had been approved by the principal. The researcher first consulted with the Indonesian language subject teacher about the students to be studied. Then the researcher prepared the data instrument for the anecdote text material consisting of Teaching Modules, LKPD, Pre-test Questions, and Post-test questions. In the research process, first, the researcher first conducted a pre-test in both classes with the same questions. Furthermore, the researcher conducted a learning process for the experimental class and the control class. In the experimental class, learning used the discovery learning model and in the control class, conventional learning was used before the Discovery Learning model was applied, students with local wisdom were given a pre-test first. This pre-test was given to both classes, namely the experimental class and the control class. The purpose of the pre-test was to determine students' initial abilities and to determine the level of understanding of the anecdote text material. At the last meeting, students were given a post-test to determine students' understanding abilities after each learning model was applied as many as 5 descriptive questions with a maximum score of 100.

Pre-test and Post-test

Things that researchers do before carrying out actions during learning to write anecdotal texts based on local wisdom through the discovery learning model, namely teaching modules for the material to be delivered and researchers validate it with subject teachers at SMK SMTI Banda Aceh. Furthermore, researchers prepare the things that will be needed during the action and determine the time for the research to be carried out. Researchers need two meetings in each class to be able to carry out the action.

Next, researchers provide a Pre-test. The test given is a learning outcome test in the form of a descriptive test consisting of 1 question. The initial test is carried out with the aim of determining the initial abilities of students before learning to write anecdotal texts based on local wisdom through the discovery learning model is applied. Students are given 20 minutes to work on the test questions. In this situation, researchers play a direct role in distributing questions, answer sheets and supervising class conditions

Based on observations, it can be seen that student learning outcomes in the pre-test are still very low because most students have not been able to master the anecdotal text material. The post-test or final test is given to students after the action is carried out. The implementation of this post-test was carried out with the aim of knowing the remaining ability actions towards

learning outcomes. In this test, the researcher gave 1 descriptive question and the time given was 25 minutes.

Pre-test and Post-test Data Analysis

Normality Test

The normality test is a test that is carried out with the aim of assessing the distribution of data in a group of data or variables, whether the distribution of the data is normally distributed or not (Fahmeyzan, 2018). Because the data n 50, the one used is Shapiro Wilk. The normality test is carried out using the Shapiro Wilk Test with the following test criteria: Significance 5, then the data is normally distributed, while significance 5, then the data is not normally distributed. Widhiarso (2017) explains why a normality test must be carried out, first, parametric tests are built from a normal distribution. Second, we can assume that our sample truly represents the population, so that the results of our research can be generalized to the population. If the results of the normality test are not normally distributed using non-parametric statistical analysis.

Tabel 1. Normality Test Results

		Tests of Normality					
	Class	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Student learning outcomes	Pre-Test Control	.101	27	.200*	.961	27	.388
	Post-Test Control	.122	27	.200*	.949	27	.200
	Pre-Test Experiment	.134	27	.200*	.929	27	.066
	Post-Test Experiment	.128	27	.200*	.960	27	.371
*. This is a lower bound of the true significance.							
a. Lilliefors Significance Correction							

Source: IBM SPSS Statistics Version 26 output

The basis for making decisions on the Shapiro Wilk normality test, namely:

1. If the significance value (sig) > 0.05 then the data is normally distributed
2. If the significance value (sig) < 0.05 then the research data is not normally distributed

Based on table 4.3, the following results were obtained:

1. Pre-test control class: significance value (sig) of 0.388 > 0.05
2. Post-test control class: significance value (sig) of 0.200 > 0.05
3. Pre-test experimental class: significance value (sig) of 0.066 > 0.05
4. Post-test experimental class: significance value (sig) of 0.371 > 0.05

Based on the explanation above, the data is normally distributed if the significance value is > 0.05 . The output results of the normality test on all variables are normally distributed because the sig value is > 0.05 . So the analysis used is parametric test analysis.

Hypothesis Testing

Hypothesis testing is used to test the truth of a statement statistically and draw conclusions whether to accept or reject the statement. Testing the formulated hypothesis, the t-test statistic is used. The hypothesis formula that will be tested through the right-hand test is as follows:

- $H_0: \mu_2 = \mu_1$: Learning to write anecdotal texts based on local wisdom through the discovery learning model cannot improve the learning success of class X students of SMK SMTI Banda Aceh.
- $H_0: \mu_2 > \mu_1$: Learning to write anecdotal texts based on local wisdom through the discovery learning model can improve the learning success of class X students of SMK SMTI Banda Aceh

Based on the test of the average difference, the technique used is the t-test with a significance level of $\alpha = 0.05$. The test criteria are if $[-t]_{table} < t_{count} < t_{table}$, then H_0 is accepted and H_a is rejected, meaning that learning to write anecdotal texts based on local wisdom through the discovery learning model does not solve the problems in the class. Likewise, if $t_{count} \geq t_{table}$ or $t_{count} \leq -t_{table}$ then H_0 is rejected and H_a is accepted, meaning that learning to write anecdotal texts based on local wisdom through the discovery learning model can improve the learning success of class X students of SMK SMTI Banda Aceh. The basis for making decisions for the Paired Sample t-Test is based on the significance value (2-tailed), namely:

1. If the significance value (2-tailed) < 0.05 then H_0 is rejected and H_a is accepted.
2. If the significance value (2-tailed) > 0.05 then H_0 is accepted and H_a is rejected.

Table 2. Paired Sample Statistical Test Results

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest_Kontrol	37.04	27	10.512	2.023
	Posttest_Kontrol	78.89	27	7.836	1.508
Pair 2	Pretest_Eksperiment	43.89	27	9.846	1.895
	Posttest_Eksperiment	85.78	27	6.399	1.232

Source: IBM SPSS Statistics Version 26 output

In this output we are shown the results of the statistical summary of the pretest and posttest data in the experimental group and the control group. For

the control pretest value, the average was 37.04, the standard deviation value was 10.512 and the standard error of the mean was 2.023. As for the control posttest value, the average value was 78.89. The standard deviation value was 7.836 and the standard error of the mean was 1.508. While in the experimental group, for the pretest value, the average was 43.89, the standard deviation value was 9.846 and the standard error of the mean was 1.895. While for the posttest value in the experimental group, the average value was 85.78, the standard deviation value was 6.399 and the standard error of the mean was 1.232.

Tabel 3. Descriptive Statistics Test Results
Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest_Control	27	20	56	37.04	10.512
Posttest_Control	27	58	90	78.89	7.836
Pretest_Eksperiment	27	28	58	43.89	9.846
Posttest_Eksperiment	27	72	100	85.78	6.399
Valid N (listwise)	27				

Source: IBM SPSS Statistics Version 26 output

This output shows the summary results of the statistics of the pre-test and post-test data in the experimental and control groups. For the pre-test value in the control class, the minimum value was 20, the standard deviation value was 10.512, the mean was 37.04, and the maximum pre-test value was 56. The minimum post-test value was 58, the standard deviation value was 7.836, the mean was 43.89, and the maximum post-test value was 90. While the pre-test value in the experimental class obtained a minimum value of 28, a standard deviation value of 9.846, a mean of 43.89, and a maximum pre-test value of 58. While the post-test value obtained a minimum value of 100, a standard deviation value of 6.399, and a mean of 85.78.

Learning to write anecdotal texts based on local wisdom through the discovery learning model is higher than the control class, namely the class that uses conventional learning.

The basis for making decisions for the Paired Sample t-Test based on the significance value (2-tailed), namely:

1. If the significance value (2-tailed) < 0.05 then H_0 is rejected and H_a is accepted.
2. If the significance value (2-tailed) > 0.05 then H_0 is accepted and H_a is rejected.

Based on the Paired Sample t-Test table, it is the main table of the SPSS output that shows the results of the test conducted on the control class. This can be seen from the calculated t value of $|-16.605| > 1.705$ t table and the

significance value (2-tailed) in the table. The significance value (2-tailed) is 0.000 ($p < 0.05$). So that the pretest and posttest results experience significant changes (meaningful). So it can be concluded that there is an increase in student learning success in learning to write anecdotal texts based on local wisdom through the discovery learning model of class X SMK SMTI Banda Aceh.

Based on the Paired Sample t-Test table, it is the main table of the SPSS output that shows the results of the test conducted in the experimental class. This can be seen from the calculated t value of $|-23.844| > 1.705$ t table and the significance value (2-tailed) in the table. The significance value (2-tailed) is 0.001 ($p < 0.05$). So that the results of the pretest and posttest experienced significant changes (meaningful). So it can be concluded that there is an increase in student learning success in learning to write anecdotal texts based on local wisdom through the discovery learning model of class X SMK SMTI Banda Aceh.

Based on the Paired Sample t-Test table, it is the main table of the SPSS output that shows the results of the test conducted in the experimental and control classes. The basis for making decisions for the Paired Sample t-Test is based on the significance value (2-tailed), namely if the significance value (2-tailed) < 0.05 then H_0 is rejected and H_a is accepted and if the significance value (2-tailed) > 0.05 then H_0 is accepted and H_a is rejected. From the Paired Sample t-Test table, the significance value (2-tailed) is 0.001 < 0.05 , which means that there is an increase in student learning outcomes in the experimental and control classes. Based on this, it was found that the decision-making criteria, namely H_a is accepted and H_0 is rejected, which means that there is an increase in student learning success in learning to write anecdotal texts based on local wisdom through the discovery learning model for class X of SMK SMTI Banda Aceh.

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