

THE INFLUENCE OF DISCOVERY LEARNING TOWARDS STUDENTS WRITING ABILITY

Melynda Anandita

English Department

STKIP PGRI Bangkalan

ditamelynda27@gmail.com

Abstrak

Tujuan penelitian ini adalah untuk mengetahui pengaruh model Discovery Learning dalam menulis oleh siswa kelas X MIPA SMAS Al-Hikam Burneh Bangkalan Tahun Pembelajaran 2020/2021. Penelitian ini menggunakan metode penelitian eksperimen lebih tepatnya Quasi Experimental Design Pre-test Post-test. Penelitian ini dilakukan dalam dua tahap penilaian, yaitu Pre-test atau sebelum perlakuan dan post-test atau sesudah perlakuan. Pengumpulan data dilakukan oleh guru dengan metode tes. Hasil penelitian menunjukkan bahwa setelah diterapkan model Discovery Learning nilai menulis siswa lebih baik secara signifikan rata-rata pretest 75,29 dan posttest 85,00 Keefektifan discovery learning pada keterampilan menulis ditunjukkan dengan p-value hasil p-value menunjukkan 0,006 adalah lebih kurang dari 0,05 sehingga dapat disimpulkan bahwa terdapat perbedaan yang signifikan antara kemampuan menulis siswa setelah penerapan model discovery learning. Dengan demikian hipotesis alternatif (HA) dinyatakan diterima dan hipotesis nol (HO) dapat disimpulkan bahwa terdapat pengaruh model pembelajaran Discovery Learning terhadap kemampuan menulis siswa kelas X MIPA SMAS Al-Hikam Burneh Bangkalan.

Kata kunci: menulis, Discovery Learning.

Absract

The purpose of this study was to determine the effect of the Discovery Learning model in writing by class X MIPA SMAS Al-Hikam Burneh Bangkalan Learning Year 2020/2021. This research uses the experimental research method more correctly the Quasi Experimental Design Pre-test Post-test. This research was conducted in two stages of assessment, namely the Pre-test or before the treatment and post-test or after treatment. The teacher did the data collection with the test method. The results showed that after applying the Discovery Learning model the student writing value significantly better the average pretest of 75.29 and the posttest 85.00 The effectiveness of discovery learning on writing skills is indicated by the p-value of the p-value results showing that 0.006 is more or less than 0.05 so it can be concluded that there is a significant difference between students' writing abilities after the application of the discovery learning model. Therefore the alternative hypothesis (HA) is declared accepted and the hypothesis of zero (HO) can be concluded that there is an influence on the learning model of Discovery Learning on the ability to write class X MIPA students of SMAS Al-Hikam Burneh Bangkalan.

Keywords: write, Discovery Learning.

Introduction

Writing skills are important for each student. Learning to write skills needs to have a lot of ideas and life experiences. This is the basic capital that every student should have. The advent of student critical thinking needs to be embodied through the activity of writing skills. Writing is one of the language skills used to communicate indirectly or indirectly with others tarigan, (2005: 3) in Turnip, (2014/2015). There are several aspects that students must be good at writing as grammar and vocabulary, thus, students can draw out a simple clause. It is often found that many students are unfamiliar and have difficulty coping with English lessons, especially in developing the writing. This indicates that students' writing ability was still inferior, one of which was due to the lack of complete vocabulary. Writing is a person's ability to communicate, information, ideas and feelings to someone in the form of writing, writing is not only an activity to compose words into sentences but writing also adds to the vocabulary of students' vocabulary can add broad insight, To write clearly, write it is important to understand the basic system of a language. The use of learning media in the process of learning to teach can arouse new students' desires and interests, arouse the motivation and excitement of learning activities, and even bring students' psychological influences. The use of the medium of learning at the orientation stage of learning can greatly help the effectiveness of the learning process and the transmission of the message and content of the lesson. Therefore, between media learning and the learning model must align to make learning easier for students to understand. The learning model is one of the principal factors in improving education for the learning model is one of the ways teachers use to deliver materials to students with the intent to accomplish the desired learning purposes by using the learning model.

The discovery learning model is such a designing activity that students can discover concepts and principles through their own mental processes. The keyword for discovery learning is discovery your self students. To encourage students in finding them, teachers must stimulate and develop students' curiosity through the activity of questioning. The discovery learning model has interactive, active, cooperative, and dynamic properties, so its learning has distinctive steps. The orientation of the problem is emphasized more in students, teachers only as motivators, facilitators, organizers, and evaluators in the study of the concepts, facts, theories and procedures contained in the problems students face.

REVIEW OF LITERATURE

According Tarigan(2013) writing is the expression of ideas or feelings in writing by using alphabet, words, phrases and clauses to form a series of sentences. Writing is also one of the language skills used for indirect communication. In writing we need to mentally express these ideas, or feelings. Writing is also a productive and expressive activity. The same opinion was conveyed by Tarigan in Nazar(2018) the goal of writing is as a communication tool that indirectly makes it easier for readers to

think critically. Writing is very important for education because students can find it easy and comfortable to think critically. It can also make it easier for us to feel and enjoy relationships, deepen our perception or perception, solve problems at hand. The writer must convince the reader to clear or agree. Whatever type of writing is produced, one thing that must be remembered is clear and accurate writing.

According Feriyanti (2014) Discovery learning is the method that when the teacher does not provide the final material and students must compile the material themselves with the stimulus provided by the teacher. The teacher as a guide in learning process and the teacher offers students the opportunity to become active students. In this discovery learning students are encouraged to arrive at conclusions based on their own activities and observations. So, students become problem solvers who collect, compare, information analyze, and make conclusions. The purpose of discovery learning is to direct students to be more active both individually and in groups to learn, the character of students is prioritized so that skills can be built effectively. Learning with discovery helps students form effective collaborative ways of working together, mutually informing, and listening to and using the ideas of others. Help to strengthen the student's personality by increasing self-confidence through the discovery process. Therefore, teachers need to master and be able to apply various teaching skills, in order to achieve various learning goals. The several steps that can be performed in a method of discovery learning. As described by kemendikbud, (2014) stages in learning to apply the discovery learning there are six, namely;

1. Stimulation Teachers raise the question or ask the students to read or hear a description that includes the issue.
2. Problem Statement. The students were given the opportunity to identify problems and formulated in the form of a question or hypothesis.
3. Data Collection. To answer a question or to prove the hypothesis, the students were given the opportunity to collect data and information needed.
4. Data Processing. Event processing data and information has been obtained by the students, and then interpreted.
5. Verification based on the results of processing and Opera-existing hypothesis formulated question should be checked beforehand. Can it be missed and well proven that the result is satisfactory.
6. Generalization this last phase the students learn to draw certain conclusion and generalizations.

RESEARCH METHOD

This research is quantitative research Type of research used in this study is quasi-experimental design research. The researcher use quasi experimental design because researchers want to know whether

there is a difference when writing using the discovery learning model and those who do not use the discovery learning model. According Latief (2020;50) quasi experimental research is not possible to select the sample randomly out of all the population students, the researcher used one classroom to test and is divided into two groups which involve a group of students who belong to the experimental group and students who belong to the control group. In conducting a research, we had to determine the variable. According to Fraenkle (2012), variable is a term used in research to identify and define data in quantitative research. There are 2 types of variables in this study. Researcher use discovery learning independent variable and the dependent variable was writing ability. The population in this study was one student of class X SMAS AL-HIKAM Burneh Bangkalan 2020-2021 academic year. A sample in a research study is the group on which information is obtained. One technique that can be used by the researcher from non random sampling is purposive sampling. The sampling technique used purposive sampling. According (Fraenkel, 2012:106) The term sampling, as used in research, refers to the process of selecting the individuals who can participate (e.g., be observed or questioned) in a research study. The sample of this study is the students at X MIPA SMAS AL-HIKAM Burneh Bangkalan 2020-2021 academic year at one class. The data used is student writing and the instrument used to collect data in this study can test that divided two namely, such as pre-test and post-test. The pre-test given to students by the researcher before treatment, after giving a pre-test, the researcher gives treatment, and the last is the post-test stage used to measure the progress of students writing proficiency. This data aims to determine the significant differences before and after using the model of discovery learning of students writing ability. Quasi experimental research design this compares two different groups with analysis of covariance (ANCOVA). Analysis of variance (ANCOVA) is a method that allows us to compare the mean score of a continuous variable between a number of groups Muijs (2010). Applied to compare two groups different significant treatment. In this study, researchers analyzed data researcher uses ANCOVA calculating assisted by SPSS (statistical package for social sciences) for windows 23.

The hypothesis of this research can be formulated as follows: The alternative Hypothesis (H_a): The students of X grade are able in writing use discovery learning. For statistical Analysis (H_o): The students of X grade are not able in writing use discovery learning.

RESEARCH RESULTS AND DISCUSSION

Results

This research was conducted online in SMAS AL-HIKAM Burneh Bangkalan 2020-2021 Academic Year, researchers present data test of class X MIPA SMAS AL-HIKAM Burneh Bangkalan. This chapter analyzes the data from the pre-test and post-test results for both the experimental and control groups. For this case, ANCOVA is used, because in this study the researcher used quasi-experimental

research in this study. In conducting the research, the researcher used 1 class which was divided into two groups by using a pre-test post-test design with a quasi-experimental research design. Researchers take 1 class which was divided into 2 groups as control group and experimental group. They are X MIPA which consists of 34 students, 17 students as the control group and 17 students as the experimental group. To find out the results of the pre-test, treatment and post-test scores, the researcher gave a written test about descriptive text. The first meeting, the study gave a pretest to the experimental and control group students, the researcher started at SMAS AL-HIKAM Burneh Bangkalan 2020-2021 Academic Year in the X MIPA class .

Pre-test score

The researcher conducted a pretest in the control group and the experimental group on monday, april 26, 2021. The researcher gave a writing test about the descriptive text and the topic was describing the hand phone he had.

Pre-test score

Descriptive Statistics

	N	Sum	Mean		Std. Deviation
	Statistics	Statistics	Statistics	Std. Error	Statistics
Control group	17	1280	75.29	1,248	5.145
Experiment group	17	1215	71.47	1,407	5800
Valid n (listwise)	17				

Based on the table above, the researcher get the value of X MIPA in the control group and the experimental group, it can be seen that the number of pretests in the control group was 1280 while the experimental group was 1215. And the mean pretest was 75.29 in the control group while the mean in the experimental group was 71.47 with 17 students. While the standard deviation value in the experimental group was 5.800 and the mean standard error was 1.407 and for the control group the standard deviation was 5.145 and the mean error was 1.248.

The first treatment was carried out on Monday 26 April 2021, the first treatment was carried out for all students, some students still remembered what descriptive text was. And at the first meeting the teacher asked the students to write descriptive text (write descriptive text about the handphone they had),

after finishing writing the descriptive text the teacher asked the students to collect the results of their writing. And the researcher explained the definition and generic structure of descriptive text. The explanation given by the researcher is enough to make students remember what descriptive text is because it has been taught before. After the explanation was finished, the researcher gave an example in the form of a picture of a cat, so that it could make students interested in reading it and after the students read the teacher explained the parts. part of the descriptive text example, students understand what the researcher has explained.

The second treatment was carried out April 29, 2021, after the first meeting the researchers explained the definition and structure of the descriptive text, the second meeting the researchers explained how to apply the discovery learning model. before the researcher explained what the discovery learning model was, the students felt confused with the discovery learning model, because it was never explained, then the researcher explained what discovery learning was, what were the steps, In this case the steps of the discovery learning model included students being able to find out what they like and share ideas about the topics to be discussed. Then the researcher gave an example of writing descriptive text using the discovery learning model. students feel more enthusiastic to write because by using the discovery learning model it makes them more flexible to write anything about the topic they want, without any orders that require them to write according to the researcher's instructions. In this second treatment, students write according to what has been explained in the first meeting, students are able to distinguish the structure by giving a title at the beginning of writing, and explain more than just telling stories.

Post-Test Scores

The last meeting, the researcher gave posttest to the students in the control group and the experimental group. Post test carried out on the same thursday 29 april 2020 for group experimental and control groups. The researcher gave a written test about describing what he saw around him.

Post-test score

Descriptive statistics					
	N	Sum	Mean		Std. Deviation
	Statistics	Statistics	Statistics	Std. Error	Statistics
Experiment	17	1445	85.00	.857	3.536
Control	17	1435	84.41	1.040	4.287
Valid n (listwise)	17				

Based on the right table at the top researchers assigned the value of the entire students of class x mipa were divided into two groups, can be in the know that the number in the posttest experimental group was in 1445 and in the control group 1435. The average value posttest in experimental groups 85,00 whereas in the group controls 84.41. The total number of students is 17. Meanwhile, the default deviation value is 3.536 and the average value of its error is 85.00 in the experimental and control group the standard deviation is 4.287 and the average deviation value of his mistake is 84.41.

Descriptive statistics

Dependent variable: writing

Class	Mean	Std. Deviation	N
Experiment	85.00	3.536	17
Control	84.41	4.287	17
Total	84.71	3,881	34

On the descriptive statistics, the mean differences of writing skill for the two groups where :
 Experiment group the mean of writing skill taught by using discovery learning 85.00 standard deviation is 3,536 and many students 17
 Control group the mean of writing skill taught by using problem based learning was 84.41 standard deviation is 4,287 and the number of students 17

Univariate Analysis Of Variance

Source	Type III sum of squares	Df	Mean square	F	Sig.
Corrected model	2,941 ^a	1	2,941	.190	.665
Intercept	243952,941	1	243952,941	15798,857	.000
Group	2,941	1	2,941	.190	.665
Error	494.118	32	15,441		
Total	244450.000	34			
Corrected total	497,059	33			
A. R squared = .006 (adjusted r squared = -.025)					

Based on data analysis using the ancova covariance analysis test from spss 23, the hypothesis in this study is;

A. Ho there is no effect of the discovery learning model on students' writing skills in descriptive text

B. Ha there is an effect of the discovery learning model on students' writing skills in descriptive text

The result of ancova test of p-value is 0.665. If the p-value < 0.005 it means that h_a is accepted and h_0 is rejected. It can be concluded that through the discovery learning model students have a better presentation on descriptive text writing skills. Therefore, this shows that there is an effect of the discovery learning model on students' writing ability.

Based on the above objectives, the researchers administered the results of this study. The ancova result of p value (-0.006) is lower than alpha (0.05). If the value of $p < \alpha$ (a) means h_1 is accepted and h_0 is rejected.

Below are two hypotheses that emerged after conducting the research;

H_0 ; students who were taught using the pbl and discovery learning models had lower scores than those taught without using the pbl and discovery learning models.

H_1 ; students who were taught using the pbl and discovery learning models were higher than those taught without using the pbl and discovery learning models.

Discussion

The researcher concludes that learning to write with the discovery learning model is quite successful. After giving the treatment, the researcher gave the posttest to the experimental group and the control group. These data indicate that there are differences in the posttest scores of the control group and the average posttest of the experimental group. The average posttest score for the control group was 84.41 while the posttest average for the experimental group was 85.00. The post-test results in the experimental group were higher than the control group. After the researchers conducted this study and designed this study as a quantitative quasi-experimental research design using the analysis of covariance test (ANCOVA) to collect data and analyze the calculation of research data using SPSS 23 for Windows. The results of the Ancova test, the p value is 0.665. It is higher than Alpha (0.05). If the p value $> \alpha$ (0.05), it means that H_0 is accepted and h_a is rejected. It can be concluded that students who are taught using the discovery learning model have better achievements in writing descriptive text skills. Student scores are better when given treatment. Their value increases in several aspects including writing the title before describing something, and its parts. Therefore, this shows that there is an effect of the discovery learning model on the descriptive text writing skills of the X MIPA class X MIPA SMAS AL-HIKAM burneh Bangkalan 2020-2021 academic year.

Conclusion

In teaching writing, English teachers should be able to help students learn English by using interesting models, methods, techniques, etc. that require intensive attention from the teacher. Teaching

writing using discovery learning makes students more enthusiastic and enthusiastic in learning English. They feel comfortable doing writing activities using discovery learning, They feel comfortable doing writing activities using discovery learning, as well as expressing their ideas and inspiration in writing. After all the data were analyzed using statistical analysis (IBM) 23, the researcher found several conclusions. After conducting a quasi-experimental research on "The influence of discovery learning towards students writing ability". Analysis of the results of the pre-test and post-test, it can be concluded that the discovery learning model has a positive effect on students' writing skills, this can be seen from the increase in students' scores. student when using discovery learning. The results of the data revealed that after applying the discovery learning model, the students' writing scores were significantly better (mean pre-test = 75.29 and post-test = 85.00). The effectiveness of discovery learning on writing skills is indicated by the p value. The p-value results show that the p-value is $0.000 < 0.05$. So, it can be concluded that there is a significant difference between students' writing abilities after the application of the discovery learning model.

Based on the research results, discovery learning model is used in learning to write, this model helps students to understand the lesson and they can write easily. Therefore, the alternative hypothesis (Ha) which states that there is a significant difference in students' writing scores before and after students are taught using the discovery learning model is accepted. However, the null hypothesis (Ho) which states that there is no significant difference in students' writing scores before and after students are taught using discovery learning is rejected. it can be concluded that the use of the discovery learning model is effectively applied in learning to write descriptive text.

REFERENCES

- Anandita, M.(2021). *The influence of discovery learning towards students writing ability*. Thesis English Department Sekolah Tinggi Keguruan Ilmu Pendidikan PGRI Bangkalan.
- Feriyanti, D. n. (2014). *discovery learning as a method to teach descriptive text in building students character; a case of seven grade students of smp n 3 ulujami*.
- Jack R.Fraenkel, Norman E.Wallen, Helen H.Hyun. (2012). *how to design and evaluate research in education*.mcGraw-Hill.
- Kemendikbud. (2014). *Model-model pembelajaran yang relevan dengan pengimplementasian kurikulum 2013*. Jakarta:kemendikbud
- Muijs, D. (2011). *Doing quantitative research in education with SPSS*. Road london ECIY ISP.
- Nazar, M. (2018). *pengaruh penggunaan model discovery learningb terhadap keterampilan menulis teks prosedur siswa kelas XI NEGERI 3 PADANG* . Bandung.

Tarigan, H. (2013). *menulis sebagai suatu keterampilan bahasa*.bandung.

Turnip, R. (2014/2015). *pengaruh model pembelajaran discovery learning terhadap kemampuan menulis teks explanasi oleh siswa kelas VII SMPNEGRI 2 LUBUK PAKAM*.