



**IMPROVING WRITING ABILITY OF THE TENTH YEAR STUDENTS OF SMAN 6
KEDIRI BY USING DISCOVERY LEARNING (DL) METHOD IN ACADEMIC
YEAR 2014-2015**

THESIS

Presented in Partial Fulfillment of the Requirement to Obtain
the Sarjana Pendidikan Degree (S.Pd) of the English Education Department
the Faculty Teaching Training and Education
University of Nusantara PGRI Kediri



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FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF NUSANTARA PGRI KEDIRI
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APPROVAL PAGE

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METHOD IN ACADEMIC YEAR 2014-2015**

Approved by Advisors to be proposes to
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Kediri, 29th August 2015

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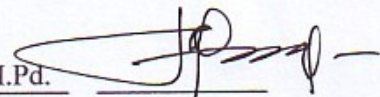
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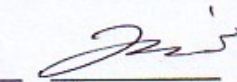
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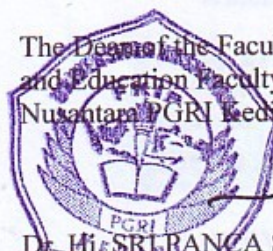


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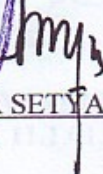
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ABSTRACT

DHEVI YUNITASARI, Improving Writing Ability of the Tenth Year Students of SMAN 6 Kediri by using Discovery Learning (DL) Strategy in Academic Year 2014-2015. Thesis.English Department Faculty of Teacher Training and Education.University of Nusantara PGRI Kediri. 2015.

There are some problems that are encountered by students at the tenth grade of SMAN 6 Kediri in academic year 2014/2015 in writing English. Firstly, they are lack of vocabulary, therefore they hard to express their ideas in English. Secondly, they are less of practices in the aspect of writing because their teacher does not give them example enough in writing. Finally, the teacher still used monotonous technique and could not attack the student in studying English this condition made her students bored in the class. In this thesis, the researcher wanted to improve the students writing ability by using Discovery Learning (DL) method to make their writing can better than before. Through DL, it is expected that students are able to write. DL can makes students more active in teaching learning process, they can find other solutions or resources to solve their problem, they can produce one text by their own written, they can more easily in writing text by researchers' guided in teaching writing using DL method. The problem of the research are :(1) How can the implementation of DL strategy improve the tenth grade students in writing Descriptive text skill at SMAN 6 Kediri in academic year 2014-2015? (2) How is the improvement of DL strategy to the tenth grade students in writing Descriptive text skill at SMAN 6 Kediri in academic year 2014-2015?.

The research conducted at the SMAN 6 Kediri. The subject of the research was X-1 class consist of 30 students, 11 male and 19 female. This research use Classroom Action Research (CAR). This research conducted two cycles. Instrument of the research is Questionnaire and test.

The implementation of DL in this class through six steps (1) Stimulation, (2) Problem statement, (3) Data collection, (4) Data processing, (5) Verification and (6) Generalization. Although the student get high score, but they still get the low score in grammar and mechanic. Before the students are taught using DL the student getting low score and motivation in teaching writing so they get low score. After they are taught writing by using DL strategy the average score of the student in cycle 1 that shows 68 then the researcher concluded that this research was failed because the target which decided at 70. After they are taught using DL strategy and doing test in cycle 2, the average score of test was 81,333 because the students was enthusiastic than before.

Finally, the researcher concluded that DL strategy the students' responses when DL strategy is applied in teaching writing of descriptive text is positive and makes their writing improvement.

Key words: Writing, Discovery Learning (DL)

1. BACKGROUND

Writing is one of difficult skills in learning a language but it is does not mean the other skills are not important (speaking, listening, and reading).

Commonly a lot of assignments must be finished by writing in English lesson.

There are some problems that are encountered by students at the tenth grade of SMAN 6 Kediri in academic year 2014/2015 in writing English. Firstly, they are lack of vocabulary, therefore they hard to express their ideas in English. Secondly, they are less of practices in the aspect of writing because their teacher does not give them example enough in writing. Thirdly, the students felt difficult in English, and it is not Indonesian language, so it is not too important to be learned. Fourthly, the students still low motivation in learning English. Finally, the teacher still used monotonous technique and could not attack the student in studying English this condition made her students bored in the class. Meanwhile, the teacher must apply appropriate method of teaching to expand the knowledge and motivation of students.

Based on the condition that have found above the researcher teaches the DL method in creating any good written texts even written descriptive text in this class. Based on the preview study done by Balim (2009) under the title “The effect of DL on

student success and inquiry learning skill”, he found some positive results DL was educational method and enjoyable process. Furthermore Balim found some beneficial of DL such as the students can express that they learned the subject better and remember material more easily.

Based on the previews above the researcher hopes the students can understand how to write descriptive text by DL. DL is used mostly while students problem solve. It produces students who are constructivists as they work with others and learn from firsthand experiences. New information and skills are discovered as students use prior knowledge and past experiences. Students find problems, gather information, develop hypotheses, and prove their solutions.

Burner in (Fauziati 2004) claims that practice in DL is to acquire information in a way that makes the information more readily viable in problem solving. It means that DL is a method used to solve the problem in teaching learning process. The benefits of DL include students have a role in their own learning and developing their creativity as they work on problems, therefore beneficial of DL is they will solve the problem by asked the researcher as the teacher in their class and asked their friends so that their ideas and

information can develop. Through DL, it is expected that students are able to write.

In this case why the researcher use DL method to improve students' writing because DL can makes students more active in teaching learning process, they can find other solutions or resources to solve their problem, they can produce one text by their own written, they can more easily in writing text by researchers' guided in teaching writing using DL method, etc.

The problem formulation of the research are :

1. How is the implementation of DL method to improve the tenth grade students in writing Descriptive text skill at SMAN 6 Kediri in academic year 2014-2015?
2. How is the improvement of DL method to the tenth grade students in writing Descriptive text skill at SMAN 6 Kediri in academic year 2014-2015?

Based on the problem formulation above, the purpose of this research are:

1. To describe the implementation of teaching writing using DL method to the tenth grade of SMAN 6 Kediri in academic year 2014-2015.
2. To describe the improvement of DL method in teaching writing to the tenth grade of SMAN 6 Kediri in academic year 2014-2015.

2. METHODS

A. Teaching

Teaching can be defined as undertaking certain tasks or activities the intention of which is to induce learning. A teacher can anticipate that certain activities will result in learning. Brown (2000:7), states that teaching is guiding and facilitating learning, enabling the learner to learn, setting the condition for learning. It means that the student comprehension is determined by teacher in teaching style, approach, methods and method.

B. Writing

There are many definitions about writing. The following are definition of writing from Harmer and Wallace et-al. The first definition is from Harmer (2004:86), He states that writing is a process and that we write is often heavily influenced by the constraints of genres, then these elements have to be present in learning activities. Writing is also an action a process of discovering and organizing the students' ideas, putting them on paper, and reshaping and revising them. It means that writing is not only take some words in a paper and make them into paragraph, but writing is a process organizing some words became a good paragraph.

In this research writing is an activity or process to express idea, opinion, and

feeling that structured and organized in sentences or paragraphs done by senior high school in SMAN 6 Kediri.

C. Aspect of Writing

Writing is told as good writing if the writer can fulfill the element of the writing perfectly. According to Harris (2011:12), "Teacher can monitor students' ongoing progress in writing along several dimensions, such as ideation, organization, word choice, and mechanics (spelling, grammar, and usage)". Each character in good writing as follow:

D. Scoring of Writing

The researcher use analytic scoring as technique scoring to measure the instrument. According to Weigle (2002:114),

"Analytic scoring is script are rated on several aspects of writing or criteria rather than given a single score. Depending of the purpose of the assessment script might be rated on such feature as content, organization, cohesion, register, vocabulary, grammar and mechanics."

There are some reason the researcher use this scoring model. First, this rubric is simple to score the student's writing. Second, this rubric more detail in each aspect rather than other rubric. Third, if the all aspect accounted the result was 100, it's

very easy to give the students score.

Finally the researcher used this rubric to measure the test and make this research successful. Table 1 shows the scoring rubric of writing.

C. Descriptive Text

Descriptive text is a text which describes about the features and characteristics of a certain thing in detail (a person or a thing). Its purpose is to describe and reveal a particular person, place, or thing.

According to Zemach and Rumisek (2003:25), "A descriptive paragraph explains how someone or something looks or feels. A process paragraph explains how something is done." Descriptive paragraph can descript or explain people, places, and processes.

D. Discovery Learning (DL)

DL is method to improve knowledge of someone in learning process with their own role. According to Cuniningham and Jonassen in Swaak(2004:226),

"Discovery Learning assumes that learners take an active role and construct their own knowledge base". It means that DL is method wherever the students more active from the teacher and students should finishing the problem that teacher given until get the project. Fauziati (2014:177) says, "DL is a method of teaching which is

inquiry-based, that is, a method of teaching that focuses on active, hands-on learning opportunities for students.” It means that DL more representative in a discovery concept or principle that known before, students demand to solve the problem with their knowledge and helping their teacher.

According to Ormrod in Fauziati (2004:177, “Students are expected to draw on their own experience and prior knowledge and interact with their environment by exploring or manipulating objects, struggling with questions, or performing experiments.” It means that in DL students must became themselves to solve the problem by their experiment in teaching learning process. Fauziati (2004:177) stated that the benefits of DL are:

(1)It promotes active participant of the at students in learning process, (2) It fosters student curiosity as they gain opportunity to experiment and discover for themselves, (3) It develops students life-long learning skill (problem solving and creative skill) as most adult learn on the job and in real life situations, (4) It individualize learning experience so as to promote a sense of independence and autonomy and to make them responsible for their own mistakes and result, and (5) It produces students who are productive as the work with other and learn from personal experiences.

E. Teaching Writing using DL Method

According to Syah in

Badanpengembangansumberdayamania pendidikankebudayaanpenjaminmu tupendidikankementrianpenddidikandanke budayaan(2013:6-8), “In DL method there are six stages,” such as:

1. Stimulation

Stimulation in this stage likes warming up. The teacher gives the material but, don’t tell generally about what is the means of this material.

2. Problem Statement

Students identify some problem that relevant with the topic, and after that choose one problem to solve the topic.

3. Data Collection

The student collecting the data by interview someone, observation or the students can look for the information that relevant with the topic.

4. Data Processing

If all the data that have found by observation and interview, it will processed and classified, if needed the data will be account.

5. Verification

Here, it is time to check the hypothesis with the result of their experiment during the process of interview and observation before.

6. Generalization

Make conclusion about what student have learned in teaching learning process today.

$\sum f_x$ = The total score of all students

N = The number of students who followed the test.

F. Subject of the reaserach

Selecting the place of the research is a very important step in doing a research in order to get the data to analysis. This research was conducted in class of SMAN 6 Kediri located at JalanNgasinan No.52 KecRejomulyo. Kediri, Telp (0354) 688574 Kediri. The subjects of the research were tenth grade students of SMAN 6 Kediri. The numbers of the students are 30, consist of 11 male and 19 female. The research conducted on four meeting and two cycles.

G. Technique of the Research

A descriptive technique is used to know the extent to using DL in descriptive text to improve the students' writing ability of test. Mean is average from division between sums of student's scoring a total number of respondents.

Formula:

$$M = \frac{\sum f_x}{N}$$

Note: M = Mean (the average of the students' final score)

2. FINDING

After they are taught using DL and doing test in cycle 1 they got mean score 68 it means that the target did not fulfill. The reasons why the students got low score because

1. The students getting low motivation in the class,
2. The students can not understand function and how to arrange the sentences into good text.
3. The students can not control the sentence so they can develop their ideas in a good grammar and mechanic so, their score still low.
4. The student still confused about the researcher explanation

After they are taught using DL and doing test in cycle 2, the average score of test was 81,333 because the students was enthusiastic than before. The researcher give more motivation for example explains how is the important of English etc. The students more active to ask the researcher if they did not understand the material so, they can create a good text as soon as

possible. The researcher gave more explanation in each aspect so the students got average score upper 70.

In summary, based on the research finding, DL benefited or given contribution to the students because they can enjoy while writing, interest in teaching writing Descriptive text using DL and they can write a Descriptive text well so that they can get good score.

3. CONCLUSION AND SUGGESTION

Based on the findings and discussions above it could be concluded that improving students' writing ability by using DL method in teaching writing of descriptive text was effective when applied in the tenth grade student of SMAN 6 Kediri.

After finishing the research, the researcher would like to give suggestions which could help the others to develop the quality of the teaching learning process and to make the teaching learning process in writing of descriptive text using DL successfully applied:

1. For English teachers at SMAN 6 Kediri.

The teacher in this school should

have many methods in teaching English especially in teaching writing because most of the students very enthusiastic in class when they get a new method. One of the methods in teaching writing that can be used is Discovery Learning.

2. For other researchers.

If the other researcher wants to improve students writing ability by using DL method, there are some aspects to be concentrated, the teacher should:

1. Focus on improving the students' problem in the classroom
2. Decide one topic to be solve together
3. Give the students clear enough explanation about the instruction and task
4. Give the students high motivation in learning English.
5. Focus on teaching grammar before writing, because teaching grammar is very important to get the good score in writing so as the teacher in this part should be concentrated.

6. Attention in teaching mechanics, because in this part some teacher not pay attention to teach mechanics because they think that mechanics is a part of writing that very easy but in fact there are many students in this class getting low score in mechanics.

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