# THE EFFECT OF DISCOVERY LEARNING ON THE STUDENTS' SPEAKING ABILITY OF THE TENTH GRADE AT SMKN 2 KEDIRI ACADEMIC YEAR 2014/2015

## ARTICLE

Presented to Nusantara PGRI Kediri University in Partial
Fulfillment of The Requirement for The Bachelor Degree of Education In English Department



**Presented by**:

**Dianing Palupi**

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**ENGLISH DEPARTMENT**
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**NUSANTARA PGRI KEDIRI UNIVERSITY**
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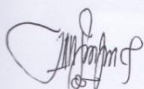
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Approved by the Advisor to be proposed to the English Commitee of
University of Nusantara PGRI Kediri

Kediri, March 23$^{rd}$ 2015

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ii

**APPROVAL SHEET**

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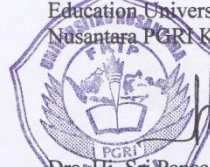
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iii

# THE EFFECT OF DISCOVERY LEARNING ON THE STUDENTS' SPEAKING ABILITY OF THE TENTH GRADE AT SMKN 2 KEDIRI ACADEMIC YEAR 2014/2015

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## ABSTRACT

**Dianing Palupi :** This research aims to know there is significant effect of Discovery Learning to the students' speaking ability of tenth grade at SMKN 2 Kediri academic year 2014/2015. This research uses quantitative method especially uses One-Group of Pre-Test and Post-Test design. In this design there is pre test before given treatment, it is needed to know the students' speaking ability before given treatment. After the researcher gave some treatments to students, she continued the research by giving post test to students to know whether using discovery learning has effect on students' speaking ability. Then the sample of this research is the tenth grade students at SMKN 2 Kediri especially in class X-UPW 2 that consist of 33 students. The result of the data analysis of the tenth grade students at SMKN 2 Kediri still low in their speaking ability in pre test. In post test showed that there was increasing scores of the students after being taught using discovery learning. Based on the t- test result there is significant effect to the students' speaking ability after given treatments using discovery learning.

Keywords : Discovery Learning, Speaking Ability

## I.  BACKGROUND

Speaking is one of the important skills that should be mastered by students for communicating. According to Chaney 1998 in Kayi (2006: 1) Speaking is "the process of building and sharing meaning through the use verbal and non-verbal symbols, in a variety context". It can be concluded speaking is a process for communicating with other people through verbal and non-verbal symbols usage, such as gesture in many context. Based on the explanation above speaking is important to learned because speaking has function to communicate with other, sharing ideas, expressing feeling and deliver information. Students who have good speaking ability easier to deliver their ideas and easily to understand English subject. Not only that, speaking in English has important role to students' future. In fact, there are so many job vacancy which have requirement to job applicants have speaking in English

actively and passively. Thus, students who have good ability in speaking English easier to find a job than students who have low ability in speaking English.

The difficulties of speaking are various, such as pronunciation, grammar, vocabularies, and fluency. Melendez (2014: 549) states "basic students with very low level of English and lack of self-confidence tend to show certain characteristics such as: shaking while speaking, sweating, keeping silent for long periods of time, sitting when they cannot continue and others even crying because it is hard for them to say a word." Based on the statement above student who have low level of English usually silent for a long time, shaking while speaking, sweating, and sitting when cannot continue and crying. The problem not only faced by students, but also the teacher can be a reason why the students feel difficult to speak English. Many teachers still apply old methods like drilling and memorizing some dialogues when they are teaching speaking in English. It causes there is no chance

to students to speak up their ideas. Therefore, teacher should choose appropriate method to deliver material and improve students' speaking ability.

Related with the problems above, the researcher wants to apply an appropriate method to teach speaking. The researcher hopes by applying Discovery Learning will attract student's interest and stimulate them to enjoy and active in speaking English at Senior High School. "Discovery Learning is perhaps the best-known form inquiry based learning. It requires students to investigate a topic, issue or problem by active means, obtain pertinent information, interpret causes and effects where relevant, and arrive at conclusions or solutions." (Ormrod: 1995) in Westwood (2000: 28). It means that students demanded to be more active to achieve solutions or conclusion based on problem or issue that given by teacher through process of investigate the issue or problem, acquire relevant information, and paraphrase the causes and effects.

Based on the problem above the researcher formulated the research problem, Is there any significant effect to the students' speaking ability of tenth grade at SMKN 2 Kediri academic year 2014/2015? The purpose of this research is to find whether there is any significant effect to the students' speaking ability of the tenth grade at SMKN 2 Kediri in academic year 2014/2015 before and after being taught using discovery learning.

## II.     RESEARCH METHOD

The method used in this research was quantitative research. Experiment design was applied in the implementation of the method. Experiment is an approach to conduct quantitative research. The researcher decided to use experimental research because in this research the writer needs to find the effect of discovery learning to students by doing some experimental activity such as investigation, manipulating and observing an object. In this method there was Pretest before given treatment, so that the result can be known more accurately and it can be compared about the students' condition before and after giving treatment. Then after the treatment, the researcher gave post-test to the students. Then they were compared to know the influence of using discovery learning on the students' speaking ability and taking the conclusion. The researcher decided the tenth grade students of SMKN 2 Kediri that consist of twelve classes and every class consists of 33 students so there were 396 students as the population of the research. Sample was taken by cluster sampling. It is a sampling technique where the researcher does not choose an individual but a group of individuals who naturally together. Sample of this research is whole pupils of X-UPW 2 class in SMKN 2 Kediri. Total members of this class are 33 students.

The researcher used test as the instrument in this research. In this research the researcher used a test as instrument to collect the data in the tenth grade students of SMKN 2 Kediri, kind of the test is spoken

test in the form of preference utterance. In the test, the researcher gave a situation to the students. The researcher has a task to observe students' fluency, accuracy and performance. To measure students' fluency, accuracy and performance, the researcher used rubric scoring for speaking skill. In this research, the technique of collecting the data used by the writer is speaking test. The researcher collected the data by asking the students to present a dialogue in pairs and a conclusion about their discovery in collecting data. There were three process of collecting the data. They were pretest, treatment, and posttest. Pretest applied before giving treatment and posttest applied after giving treatment. Pretest applied before giving treatment, it used to collect data about students' speaking ability. The researcher gave two pictures to students and asked them to create a dialogue in pairs. The researcher asked to students to create a dialogue, at least there are ten sentences in the dialogue and it must be related to the material.

The material is about preference utterance. After the students created a dialogue, they were asked to present it in front of class in pairs. The researcher gave the students treatments twice. The first treatment, the writer explains about meaning of preference utterance and the formula of preference utterance. The students were asked to make a hypothesis about a question that was given by the researcher. After they made a hypothesis, the researcher asked them to collect relevant data by interview 10 of their classmates. After that, they were asked to process their relevant data correctly. Furthermore, researcher asked them to verify the truth or fault of processing data and hypothesis individually. Next, they made a conclusion about the result of verification and presented it in front of class. The second treatment is same with first treatment, but the researcher gave difference pictures in second treatment. In Posttest the topic of the test was the same with the pre test, and the form was almost the same. The researcher asked to

the students to make a conclusion about the result of verification and presented it in front of class. After they presented their conclusion, the researcher collected the data. Then the researcher collected total data and made a conclusion about it. The purpose of the post test is to know the students' speaking ability after being given some treatments. The technique of data analysis used by the writer is t-test non independent. This technique was used to prove the

hypothesis based on the writer said in previous chapter. From this process, the writer will know whether this research is significant or not by looking at the result of pre test and post test.

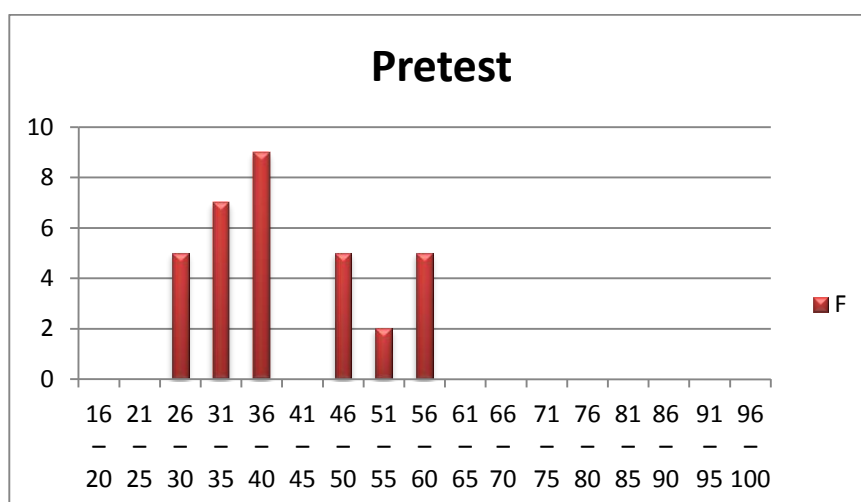Based on Arikunto (2006:306), the formula of t-test dependent sample is:

$$t = \frac{Md}{\sqrt{\frac{\sum X^2 d}{N(N-1)}}}$$

## III.    FINDING AND CONCLUSION

### A. FINDING

The researcher only asked students to present their dialogue and then took score. It was used to measure students' speaking ability

before being taught using discovery learning. The total of pre-test score is 1366.
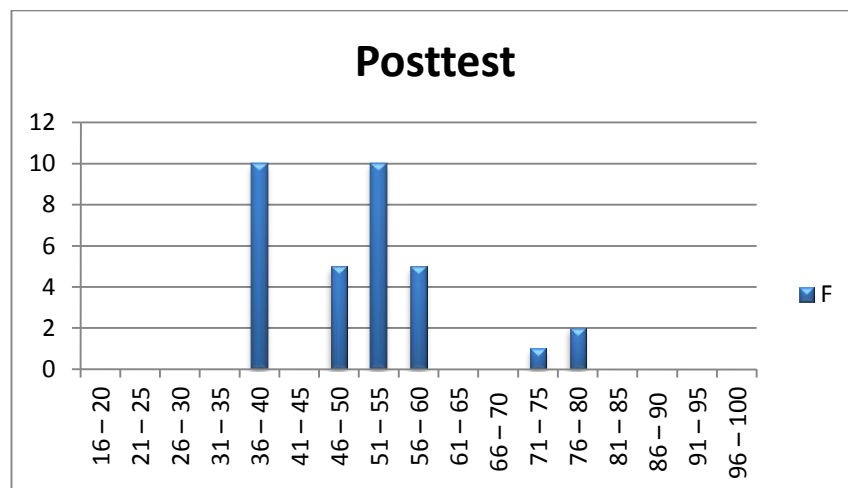


**Pretest**

From the diagram frequency of pretest above, it can be seen that there are 5 students got score (26-30), 7 students got score (31-35), 9 students got score ( 36-40), 5 students got score (46-50), 2 student got score (51-55), 5 students got score (56-60), and there is no students who got score (76-100). There were so many students who get low score. The total of pretest was 1366. The total of sample was 33. Mean could be counted from the total score was divided by the number of sample. So, the mean of pre-test was 41.39.

Post test was held after two times of treatment given to students. It was used to measure the speaking ability after being taught using discovery learning. The total of post-test is 1689.



From the diagram frequency of post-test above, it can be seen that there was increasing scores from the students after being taught using discovery learning. There were 10 students got score (36-40), 5 students got score (46-50), 10 students got score (51-55), 5 students got score (56-60), 1 student got score (71-75) and 2

students got score (76-80). From the diagram above, it can be concluded that the result of post-test better than pre-test. The total score of post-test is 1689. The sample was 33. The mean of post-test can be counted from the total score divided by the number of sample. So, the mean score of post-test was 51.18. It means that the mean of post-test score is higher than the mean of pre-test. The result of t-test was 9,2 and the degree of freedom was 32.

| db | t-score | 1% | 5% | Alternative Hypothesis (Ha) | Null Hypothesis (Ho) |
|----|---------|------|------|------|------|
| 32 | 9,2 | 2,750 | 2,042 | Accepted | Rejected |

### B. CONCLUSION

From the result of this research, the researcher concluded that t-score was 9,2 while t-table in the degree of freedom of 32 was 2,042 at the level of significance 5% and 2,750 at the level of 1%. It can be concluded that t-observed was higher than t-table at the level significance of 5% and 1%. So, the Alternative Hypothesis (Ha) was accepted and the Null Hypothesis (Ho) was rejected. It means that there was significance effect of discovery learning on the students' speaking ability of the tenth grade at SMKN 2 Kediri academic year 2014/2015. It can be concluded that using discovery learning should be applying in teaching speaking, because it gives more opportunities to students to speak up and practice their speaking ability in English.

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