



THE IMPLEMENTATION OF TEACHING WRITING USING DISCOVERY LEARNING TO THE EIGHTH GRADE STUDENTS AT SMPN 1 GROGOL IN ACADEMIC YEAR 2014/2015

THESIS

Presented as a Partial Fulfillment of the Requirement to Obtain
the Sarjana Degree of Education of English Department
Faculty of Teacher Training and Education
University of Nusantara PGRI Kediri



By:
ELI KRISNAWATI
NPM 11.1.01.08.0064

**ENGLISH DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF NUSANTARA PGRI KEDIRI
2015**



APPROVAL PAGE

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Approved by the advisors to be proposed to
The English Department Examination Committee of
University of Nusantara PGRI Kediri

Kediri, August 22nd, 2015

The Advisors,

Advisor I

YUNIK SUSANTI, M.Pd
NIDN.0718017801

Advisor II

Drs. SUGIANTO, M.Pd
NIDN.



APPROVAL SHEET

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Board of Examiners,

Chairman : Drs. SETYA ADI SANCAYA, M.Pd.

First Examiner : YUNIK SUSANTI, M.Pd.

Second Examiner : Drs. SUGIANTO, M.Pd.

The Dean of the Faculty of Teacher
Training and Education
University of Nusantara PGRI Kediri



Dr. H. Sri Panca Setyawati, M.Pd
NIDN: 0716046202



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Eli Krisnawati

NPM 11.1.01.08.0064

Faculty of Teacher Training and Education - English Education Department

YunikSusanti, M.Pd and Drs. Sugianto, M.Pd

UNIVERSITY OF NUSANTARA PGRI KEDIRI

ABSTRACT

The research design applied in this research is qualitative and the technique of this research is case study. The subject of this research is VIII-D class and the English teacher of SMPN 1 Grogol. To get the data, the researcher used three instruments. They are observation, interview and documentation. The researcher observe the implementation of discovery learning in teaching writing while the researcher took the video record as documentation and also the researcher interview to gain the data toward the students and English teacher.

Based on the result of this research, 1) there were six roles of discovery learning that implemented by the teacher. They were pre-teaching, depending on the class, distributes copies of the task, address the necessary vocabulary, provide students time to work and producing the final copy. Besides, the result also shows that 2) Discovery Learning has some advantages toward students. The advantages are Discovery Learning made students easy to understand the material, and Discovery Learning increases students' motivation.

As the result, the researcher conclude that in teaching learning process the teacher implemented the discovery learning did not perfect, there were some steps that did not apply. The teacher did not teach the students based on process of teaching writing using discovery learning. The teacher should complete the steps of the implementation of discovery learning in teaching writing. In the process of teaching writing using discovery learning the teacher must do all step well so that students are able to write their idea with good grammar in writing. If the teacher do all steps well and complete, students will be easier to understand and make the recount text correctly.

Keywords: Writing, Teaching Writing, Discovery Learning



I. INTRODUCTION

Writing is one of the language skills, beside listening, speaking, and reading that must be mastered by English learners. They have to express their thoughts in writing to develop their ideas, and make readers interested when their writing is read. Through writing, they can also transfer information and knowledge to others. In other words, writing can be said as a mean of communication between the writer and the reader. Harsyaf (2009:3) also said that writing is transforming thoughts into language, it means that we need to think about the content of our writing first and then arrange the idea using appropriate language (e.g. grammar and vocabulary). Writing is the practice of the language they have learned, and in writing develop the students' ability as writer. So, people have their own purpose to write, they can learn to write by trying to write something and to develop their writing ability.

Moreover, Hyland (2003:4) points out :

Writing is the skill to express ideas, thoughts, and feelings. In writing ability, there are some criteria of good writing. Good writing is how students can selecting topics, outlining, generating and developing their ideas. Accuracy and clear exposition are considered the main criteria of good writing, while the actual communicative content, the

meaning, is left to be dealt with later. It means that beside selecting topics, outlining, generating and developing ideas, accuracy and clear exposition are criteria of good writing. Someone is called able to write if she or he can express their ideas. Here, students should know and understand about selecting topics, outlining, generating or developing ideas.

Basically, writing as one of the skills that have to be mastered by the students to be taught. As Brown (2000:335) states, "The process of writing requires an entirely different set of competence". Therefore, the written products are often the result of thinking, drafting, and revising procedures that requires specialized skills, skills that not every writer develops naturally. It means that writing is not a simple task. It needs the process of building the idea and constructing a text.

There are various different genres in writing, such as recount, spoof, reports, narrative, anecdote and others (Pardiyono, 2007:14) in Dodi. This different genre types are competence of mastering genre, understanding and producing some pieces texts. Among different kinds of texts, writing is one of the writing forms that students feel difficult of doing it. Students find difficulties in expressing their ideas,



and sometimes get trouble when they jot down their ideas. Therefore, it needs teacher's skills in teaching, in order that students can improve their skills in writing. Thus, a researcher is interested in observing and building a method of teaching writing.

There are many teaching writing methods which are used by teachers at school. In fact some of the students cannot understand well and be speechless. One of ways to make students interested to the material about writing is using a certain technique. The technique that is good needs to be implemented in teaching writing. Discovery learning is a technique which can be used in writing recount text. According to (Ormrod, 1995:442 in Fauziati), discovery learning is method of teaching which is inquiry-based, that is a method of teaching that focuses on active, hands on learning opportunities for students. Thus, students are expected to draw on their own experiences and prior knowledge and interact with their environment by exploring or manipulating objects, struggling with questions of performing experiments.

Discovery learning is the method that takes place when a teacher sets up an experiment, acts as a coach, and provide clues along the way to help students come to solutions. In this way, teachers provide students with certain tools for learning a

concept, and the students make sense of the tools. Discovery learning is used mostly while students solve problem. It produces students' result which 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. The benefits of discovery learning include students having a role in their own learning and developing their creativity as they work on problems.

Based on the explanation above, the research is really important. By this research, it will be known about the teaching writing, the implementation of teaching writing by discovery learning. It will be very useful not only for the students but also for the teacher. For the student, discovery learning in teaching writing can encourage motivation and creative to the students to make a paragraph and develops their ability in writing. Based on the condition that happened at SMP N 1 Grogol, the teacher only explain about the material which is given to the students. Furthermore, they do not find the innovation in the learning activity and also they cannot develop their ability in writing. Therefore, the teachers as the facilitators should attempt to find the



solution of the problem. They should change and develop their teaching in writing, so satisfaction from teaching and learning activities can be obtained and students' motivation can be increased.

Based on the situation above, the writer is interested to conduct research entitled **“THE IMPLEMENTATION OF TEACHING WRITING USING DISCOVERY LEARNING TO THE EIGHTH GRADE STUDENTS AT SMPN 1 GROGOL IN ACADEMIC YEAR 2014/2015”**.

II. METHOD

The aim of the research is to find out the implemented of teaching writing using Discovery learning in recount text. So, the research method that used in this research was qualitative research where the research did not use any statistics analysis for the data but the writer described how the implementation teaching writing using discovery learning to the eighth grade students of SMPN 1 Grogol academic year 2014/2015.

Type of this research is case study. Case study is a qualitative research approach in which the investigator explore a bounded system (a case) or multiple bounded system (cases) over time through detailed, in depth data collection involving multiple source

information (e.g., observations, interviews, audiovisual material, and documents and reports), and reports a case description and case-based themes (Stake 1995 in Creswell)

From explanations above, the researcher chose case study as her research design because she wanted to make more focus on a certain case and prove it based on theory. The case is about implementation method used by the teacher which make her students good at writing.

In this research, the researcher observed the application of writing description and report. The researchers' rule was as the full observer. The researcher did not involve the process of teaching and learning in the class. The researcher just observed, analyze then conclude the process of teaching writing and recount text.

Research Procedure is procedures that would be done during the research to get information or data from the research in certain purpose. There are 3 procedures of the research, such as preparation, Collecting the data, and Report writing.

1. Preparation

Preparation is activity that is done by the researcher before do the research In this phase, the researcher activities were such as formulating the title of the research and arranging the research design.

2. Collecting the data
processed by analyzing and selecting the data by using discovery learning to teach recount text at the eighth grade student of SMPN 1 Grogol.
3. Report writing
 - a. Arranging the report of the research
 - b. Revising of the report
 - c. Submitting the report

III. CONCLUSION AND SUGGESTIONS

As the research result about the implementation of teaching writing using discovery learning at Eighth grade students of SMPN 1 Grogol, the researcher conclude that :

The researcher can conclude that discovery learning help the students to understand the material, beside that discovery learning can increase the students' motivation.

Finally, suggestions are given for the first, for the English teacher, it is better for the teacher to introduce and explain the goal of the material to students to make students understand and know what should they learn. The teacher should apply all the role of discovery learning to develop and get more experience especially in teaching writing.

For the students, they should pay more attention to their teacher. The students should be active and creative in enriching their knowledge in vocabulary to explore their idea in writing and also the students should learn more about the grammar so the students can arrange the sentence with good grammar and structure. It is better for the students to activate their both prior knowledge and experiences to solve the problem in discovery learning.

For the other researchers, after reading this study, the next researchers are expected to be able in adding or completing the necessary addition of the material that might make this research to be more perfect. The detail suggestion can be seen as follow: the first is observation checklist. The observation checklist is only implemented in main activity, it is resulted in the limited data can be found through this instrument. The whole activity should be added to gain the complete data. The second is students' assesment.

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