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**THE EFFECT OF DISCOVERY LEARNING TO THE STUDENTS' WRITING ABILITY  
AT THE EIGHTH GRADE OF SMP N 1 Grogol ACADEMIC YEAR 2015/2016**

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Approved by the advisors to be proposed to  
The English Department Examination Committee of  
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Kediri, August 20<sup>th</sup>, 2015

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## THE EFFECT OF DISCOVERY LEARNING TO THE STUDENTS' WRITING ABILITY AT THE EIGHTH GRADE OF SMP N 1 GROGOL ACADEMIC YEAR 2015/2016

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### ABSTRACT

**Melin Susanti : The Effect of Discovery Learning To The Students' Writingability At The Eighth Grade Of Smp N 1 Grogol Academic Year 2015/2016**

Writing is the process of expressing ideas by create or producted a written form to communicate with the readers. Writing has been considered as an important skill in learning a language. However, writing also known as a difficult skill for the learners of language. The students were difficult to explore their ideas and they have limited vocabularies. It was caused their difficulties in writing.

In order to solve the students' problem, the researcher offers a solution to teach writing by using Discovery Learning method. The purposes of this research were (1) to know the students' writing ability before and after being taught by using discovery learning, (2) to find the effect of using discovery learning in teaching writing at the tenth grade students of smpn 1 grogol kediri academic year 2015/2016.

The research technique of this study was experimental research. The population of the research was tenth grade students of SMPN 1 Grogol and the sample was 8-G which consist of 36 students. In collected the data, the researcher used pre-test, treatments, and post-test by writing in form of essay.

The result of the research shows that the total score of post-test (2642) was higher than pre-test (2488). It means that the students' score increased. Furthermore, from calculation of t-table and t-test, it can be seen that t-test was 2,880, so that the t-table was 2,704 at the level of significance of 1% and 2,021 at the level of significance of 5%. Therefore, the Null Hypothesis (Ho) was rejected and the Alternative Hypothesis (Ha) was accepted.

From the result the researcher concluded that discovery learning gave significant effect to the student's writing ability. After being taught by using Discovery Learning, the students became more easier in develop their ideas. It can be seen from their written test which the contents, structure, and their vocabularies were better than their pre-test.

Based on the result of this research, researcher suggested that the teacher should be able to choose the best way when taught the students by Discovery Learning method, especially in step of Discovery Learning, the teacher must did easy way when implementated step of Discovery Learning, so the students will be interest to understanding the material and follow the teaching learning process.

**Key Terms:** Writing, Writing ability, Discovery Learning.

## I. INTRODUCTION

Writing is the process of expressing ideas until produce the product of writing. Through writing, students also can transfer information and knowledge to the readers, so it can be communicated between the writer and the readers. This also supported by Linse and Nunan (2005: 98) who said, “ writing is combination of process and product, the process refers to the act and gathering ideas and working with them until they are presented in a manner that is polished and comprehensible to readers”. It means that writing is the combination of process and product to get the ideas and present it until readable text. Moreover, Jain and Patel (2008:125) said, “ Writing is an essential features of learning a language because it provides a very good means to increase the vocabulary, spelling, and sentence pattern”. It means that writing is an important to be learned by the students who learn language, because it the mixed of vocabulary, spelling, and sentence pattern.

Writing is the most important skill than others. This supported by Lado (1969: 249) “Writing is the most important skill in learning language beside listening, reading and speaking. It means that writing is important in human life”. It means that beside other skills in English, writing is the most important.

As the important skill in English, writing famous as the difficult skill for the students who learn language. According to Richard & Willy (2002:303) state, “Writing is the most difficult skill for second language learners to master”. It means that the difficulty of writing increased especially for the students in second language learners. Added by Bryne (1988:4) state, “Writing is difficult activity for most people, both in the mother tongue

and in a foreign language”. It means that in our native language writing is difficult, moreover in other language . And supported by Brown (2004:218) states that before writing the writer must be understand the difficulty of learning to write well in any language. It can conclude that, the difficulties of writing appear in the learners, so the learners should be fully understand how to write well in any language.

Writing ability is the ability to indicates the ability of one member of particular segment of society. According to Weigle (2002:22) state that “Writing ability is the ability to write indicates, the ability to function as a literature member of a particular segment of society or discourse community, or to use language to demonstrate one’s membership in that community”. It means that the ability in writing used to show the fuction of a particular segment and use language to show membership in that community. Beside that, writing ability is important and should be has by the students, it can improve the L2 in language education. Wigel in Hajiannejad (2002) state that “The ability to write effectively is becoming more and more important and writing instruction is assuming an increasing role in L2 language education”. It means that effectively of writig ability is more important to increase the role in second language education. The students should be know about proceess of writing. According to Langan (2010 :17) state that the process of writing consist of prewriting, writing the first draft, revising, editing and proofreading”. It means that the students should be understand about the process of writing. The process of writing consist of prewriting, writing the first draft, revising, editing and proofreading. To support the statment above Brown (2000:335) “ The process of writing

requires an entirely different set of competence". It means that beside the students know about process of writing, the process of writing should be has different competence.

Teaching writing is very important. The important of writing make students must be practise to write something in writing lesson, beside that the students must be aware in vocabulary, spelling, and sentence pattern. Jain and Patel(2008:125) points out:

Teaching writing may be very important for one group of students but much less important for other. The decision on how much writing to include will be made independently according to the needs of each group of students. Writing is a skill which must be taught and practised. Writing is essential features of learning a language because it provides a very good means of foxing the vocabulary, spelling, and sentence pattern.

It means that teaching writing is very important for the students, The students who want to be good in writing must practise to write something by choosing vocabulary, spelling, and sentence pattern which areapropriat.

In teaching learning process when the researcher in teaching practice at SMP N 1 Grogol, some students still get difficulties in choosing vocabulary to write the sentence. They sometimes felt bored to follow the lesson because the teacher only used handbook and blackboard when teaching writing. The teacher is taughtin the class without interesting method, so the students were not interested in learning writing. They also thought that English is difficult subject, it made them get low motivation.

The students of SMP N 1 Grogol Kediri especially at eighth grade need to use a method which give motivation to

the students in order to they can interest in writing. If the students interest to read they can write easily. In this occasion, the researcher offers discovery learning as a method in writting.

Discovery learning is the method that help the students to be active, and creative in learning process of writing. Acording Lefancois in Emetembun (1986:103), discovery learning is the learning method that encourages students to ask question and formulate their own tentative answers, and to deduce general principles from practical example or experience. From explanation above it can concluded that discovery is the method which 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. This also supported by Bruner, 1968; Kara & Ozgun-Koca, 2004; Kipnis, 2005 in Balim state that discovery learning can be called as a the active participation of the learners in the learning process. In teaching and learning process, discovery learning has some steps that make the students increase their ability in writing. According to Syah in *Kementerian Pendidikan dan Kebudayaan* 2013(2004:244) states that in the application of discovery learning in the class, there are some procedures that must be done in the teaching learning process, such as; stimulation, problem statment, data collecting, data processing, verification, generalization.

Discovery learning is used by the teacher in the classroom, this method also make the students active in learning process. According to the Ichiyama Yoko (2002) state that discovery learning is the quite beneficial method from the beginning, the students were far more positive and enthusiastic about being

involved in the process of finding regularities. Beside that, this method is also applicable for foreign language teaching. Scholars agree that this method can higher-level skill such as critical thinking, problem solving, collaboration and communication. This also believed to build a deep understanding of major concept as the students effectively involved in the

## II. METHOD

The research design that is used in this study is quantitative research. The quantitative research uses pre-experimental design. The writer concludes that there are two kinds of variables in this research is identified the Speaking Ability at the eighth grade in SMPN1 Grogol in Academic Year 2015/2016 as dependent variable and the effect of discovery learning to the students' writing ability as independent variable.

The research was conducted in SMPN 1 Grogol at the eighth grade academic year 2015/2016 and it was conducted in first semester. The researcher only used pre-test and post-test as the way for collecting the data. Pretest will be conducted before the researcher give treatments to the students and post-test will be conducted after the researcher give treatments to the students.

The population in this research was students of the eighth grade in SMP 1 Grogol academic year 2015/2016. The sample of this research is the eighth grade of SMPN 1 Grogol as the population of the research was 8-G class of SMPN 1 Grogol. It consists of 36 students, 15 males and 21 females. The researcher took the sample by using technique Discovery Learning and took one of eighth classes that

learning process. These make students better prepared for the career world that will enter one day.

Based on the explanation above the researcher is interested in doing the research entitled: "The Effect of Discovery Learning to The Students' Writing Ability at the Eighth Grade of SMP N 1 Grogol Academic Year 2014/2015".

The researcher collected the data from the subjects. It took for about a month to collect the data, and it was finished on May.

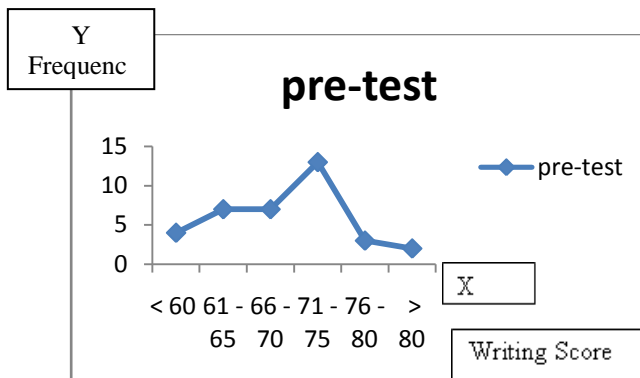
In analyzing the data, t-test was used to prove the hypothesis and to know whether this research was significant or not by looking at the results of pre-test and post-test.

## III. FINDINGS AND DISCUSSION

Based on the result showed about the process of pre-test, treatment, and post-test which had been applied on the eighth grade students of SMPN 1 Grogol.

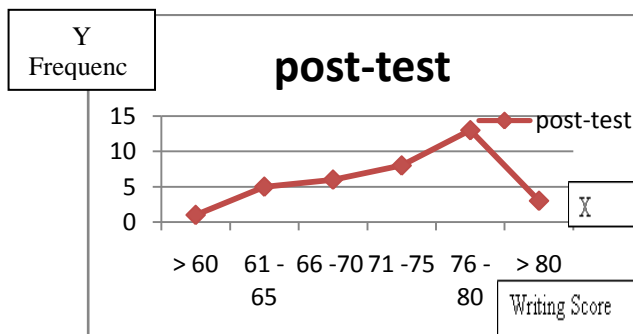
The Description of Students' Writing Ability before Being Taught Using Discovery Learning Method, students felt that writing was difficult and the technique that teacher used was bored. They need to explore their idea by their self and the teacher did not gave the answer automatically, so they did not have enough time to finish other activity in the treatment, because they still felt difficult to did the worksheet. Beside that, the students did not active to ask when they have problems in understanding the sentence.. Another problem is that the students had poor grammar and vocabulary and most of learning materials of SMPN 1 Grogol were only taken from textbook. The researcher also provides the result of pre-test by using frequency diagram.

### Frequency of Pre-test



From the diagram above it can be seen that there are 2 students got score >80, it is the highest score. Unfortunately, the lowest score of pre-test is <60 and there are 4 students who got the scores. It can be concluded that mostly the students had a difficulty in writing ability.

### Frequency of Post-test



From the diagram above, it can be seen that there increasing scores from the student after being taught using discovery learning. There are 2 students got score <60, 7 students got score 61-65, 7 students got score 66-70, 71-75 student got score 13, 76-80 students got score 3, >80 students got score 2. It can be concluded that the diagram frequency above show the post-test score is better than pre-test score.

### The Result of Data Analysis

Df (N-1)	T-test	T-table (1%)	T-table (5%)	Significance	Ho
35	2,404	2,704	2,021	Significant	Rejected

From the result of the data analysis above, the researcher found that t-test was 2,404 at the degree of freedom of 36, t-table was 2,704 at the level of significance of 5%. In other words, the result of this research showed that t-test > t-table 5% .So, it means that t-test was significant. And the Null Hypothesis (Ho) was rejected and the Alternative Hypothesis (Ha) was accepted.

### IV. CONCLUSION AND SUGGESTION

The conclusion is about the result of the research and the limitation of the research. Based on the data analysis during the research concludes that before the students taught by using discovery learning, their writing ability was low. But after taught by using discovery learning the students' writing ability was increased. Discovery learning gave significant effect to the student's writing ability, it can be seen from the table of differences level of significant from t-table and t-score. The alternative hypothesis (Ha) is accepted. It means that there is significant difference or effect of study before and after the students being taught using discovery learning.

The progress happened after the researcher gave the treatment twice. In order to the students can understand the invitation card, the researcher gave some step to taught the material using discovery learning method. In the first treatment, the researcher found that the students did not interest when the researcher gave the explanation about the step that contained in discovery

learning. They felt the step (stimulation, problem statement, data collection, data processing, verification, generalization) was still difficult to do. They need to explore their idea by their self and the teacher did not give the answer automatically, so that they did not have enough time to finish other activity in the treatment, because they still felt difficult to do the worksheet. Besides that, the students did not actively ask when they have problems in understanding the sentence.

Finally, the suggestions in the effect of discovery learning to the students' writing ability at the eighth grade of SMPN 1 Grogol. The teachers must use a creative way to explain the material and do the step that contained in discovery learning in teaching writing, but they should manage the time so that they did not need long time to do all of the task. Furthermore, the teacher should be active as a facilitator for the students in order for the students more active to ask if they have some problems in teaching learning process.

For the students, they should be actively asked by the teacher if they do not understand with the material especially in writing class. Therefore, they can understand about the sentence that appeared in the worksheet and can write the invitation card and greeting card easily. Then, the other researchers are expected to conduct the better research about discovery learning. Hopefully, the further researcher can improve the research by learning from the limitation of this research.

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