

THE USE OF DISCOVERY METHOD TO IMPROVE STUDENTS' WRITING ON DESCRIPTIVE TEXT AT THE 10th GRADE OF SMAN 1 SUNGGUMINASA (Pre-Experimental Research)

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ABSTRACT

The main point of this research was The Use of Discovery Method to Improve Students' Writing on Descriptive Text (Pre-Experimental Research at the Tenth Grade of SMAN 1 Sungguminasa). The objective of the research was to find out whether using Discovery Method was able to improve the ability of the students' of SMAN 1 Sungguminasa to write descriptive text. This research employed Pre-Experimental design that applied Discovery Method to taught writing descriptive text. The study had been done for eight meetings that were designed; first meeting was for pre-test, 6 meetings for treatment, and the last meeting for post-test. The population was tenth grade students of SMAN 1 Sungguminasa in academic year 2016/2017. Total number of population was 25 students and class X MIA 4 was taken as sample by using purposive sampling technique. As the Quantitative method the writer analyzed the data by using t-test. The result showed that there were significance difference on the students' writing descriptive text in term of content and organization taught with Discovery Method. The students' mean score of content was 48.8 in pre-test to be 79.6 in post-test. Then, the students' mean score of organization was 38 in pre-test to be 58.8 in post-test. The study concluded that teaching writing by using Discovery Method increased the students' ability to write descriptive text at the Tenth grade of SMAN 1 Sungguminasa.

Keywords : Writing Descriptive Text, Discovery Method, Experimental Research

INTRODUCTION

Language is a system of communication consisting of sounds, words, and grammar, or the system of communication used by people in a particular country or type of work. In the globalization era, English language as an important especially in international communication to development of education, economy, and politic. Many people spend time to study English language to use as a international communication.

As social beings, people need communication to each other. Communication is one of the most important tools to get information. There are so many ways to communicate, language is one of them. International world knows as English as the global language. In era globalization, English language the most important for everyone.

Government supposed to make standard about English in Indonesia. The teacher is not teaching about English but student knows how they can produce English well and culture about English. As we know, English consist of four skills, reading, writing, listening, and speaking. Writing is a medium of human communication that represents language and emotion through the inscription or recording of signs and symbols.

Writing is also one media of communication. According to Byrne (1980:24) writing is a primary means of recording speech, even though it must be acknowledged as a secondary medium of communication, so that the writer can conclude that writing is very important as one media of communication, that can help us to have a good socialization, can express our idea, feeling, and our opinion so that we can have a good interaction with our society.

Writing is a difficult subject because they must pay attention to many things (idea, concept, vocabulary and grammar). There are some types of English writing text and one of them is descriptive text. Descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a place and animals, or thing.

The researcher was interested to analyze writing skill in this research and used an experimental research. When conducting Magang 3, The researcher got information that many students feel difficult to study English language especially in writing text. As we know, writing is basic language skill to become the complex skill and writing is a productive skill that involves the way to organize the ideas. One of the expert said that writing is vital component of comprehensive synergy of literacy. That is the reason to research writing skill, the researcher believe that there are many ways make students to express the ideas in written form. The researcher decided used Discovery Method. Discovery Method was suitable method with their student ability, the researcher just took these the best way to improve students writing ability used Discovery Method to make students interest and give more motivation.

Based on the explanation, the researcher was interested to conduct a research "The Use of Discovery Method to Improve Students' Writing Descriptive Text at the Tenth Grade Student in Senior High School". The researcher hoped that this research gives motivation and contribution in developing writing skill. Based on the problems stated in the background, the research question is formulated as follows:

1. Does the use of Discovery Method improve students' writing on descriptive text in term of content at the tenth grade students in senior high school?
2. Does the use of Discovery Method improve students' writing on descriptive text in term of organization at the tenth grade students in senior high school?

LITERATURE REVIEW

Prawerti (2014) to find out whether: Discovery Learning Method is more effective than Direct Method to teach writing to the tenth grade one of school in Trenggalek in the Academic Year of 2014/2015; the students who have high creativity have better writing skill than those who have lower creativity of the tenth grade of that school.

Oktavianti (2015) the result of this researcher reveals that TBLT method can improve their writing's ability in descriptive text. The students' responses show that they were interested to learn writing subject because they felt easier to write and enjoy the process of writing using TBLT.

Bohney (2016) the results of the data analysis indicate that use of run on sentences, especially early in an essay, detrimentally affects the read ability of student written work; discovery learning activities improve student understanding, application, and transfer of skill; and while students believe they understand more than their written work indicates, the results provide teachers direction for further instruction.

Based on previous related research finding, there were similarities this research. Writing descriptive text is relevance with this research and using discovery learning as the method it is same with the method in this research. The differences of this research are from the students' creativity and that using different method, that method is text through task based language teaching (TBLT), discovery learning pedagogy, and using the teacher as the sample of research also using classroom action research (CAR), and descriptive research.

Discovery Method

A basic concept of discovery learning is that teachers should facilitate instruction that allows students to discover pre-determined outcomes according to the level of learning required by the curriculum standards.

Steps of Discovery Method by Syah in Abidin (2014: 177):

- a. Stimulation
- b. Problem statement
- c. Data collection
- d. Data processing
- e. Verification
- f. Generalization

METHODS

The type of the research was pre-experimental design. The kind of pre-experimental design of this research is one group pre-test and post-test. This design involves one group which is pre-tested (O1), exposed to a treatment (X), and post-test (O2).

Research Instrument

The instrument of this research used a writing test, included that descriptive text work sheet. Harris (1969:71) states: “there are two basic kinds of test instrument used to measure the four language skills of the students, i.e. the objective test and essay test”. And the researcher decided to use essay test in the form of composition given to the objects of the research.

The data collected through quantitative analysis. The researcher used a procedure as follows:

1. Scoring the result of the students’ test classified as follows:

The researcher corrected the students writing based on the analogies scale for writing.

- a. Content

Table 1. Criteria of Content

Score	Classification	Criteria
50	Excellent	<ul style="list-style-type: none"> ▪ Meaning is conveyed effectively ▪ Show a clear understanding of writing topic and main idea
40	Very Good	<ul style="list-style-type: none"> ▪ Meaning is conveyed but breaks down at items ▪ Show a good understanding of writing topic and main idea
30	Good	<ul style="list-style-type: none"> ▪ Meaning is frequently clear unclear ▪ Show some understanding of writing topic and main idea, less development
20	Poor	<ul style="list-style-type: none"> ▪ Meaning is unclear ▪ Show little evidence of discourse understanding
10	Very Poor	<ul style="list-style-type: none"> ▪ No complete sentence are written ▪ No evidence of concept of writing

(Harmer, 2008)

- b. Organization

Table 2. Criteria of Organization

Score	Classification	Criteria
50	Excellent	<ul style="list-style-type: none"> ▪ Organization is appropriate to write assignment and contains clear introduction, development of idea and conclusion ▪ Transition from one idea to another idea is smooth and provides rider with clear understanding the topic is changing
40	Very Good	<ul style="list-style-type: none"> ▪ Events are organization logically, but some part of the sample may not be fully developed ▪ Some transition of idea evidence
30	Good	<ul style="list-style-type: none"> ▪ Organization may be extremely simple or there may be evidence of disorganization ▪ There are few transitional markers or repetitive

transitional markers		
20	Poor	<ul style="list-style-type: none"> ▪ Sample is compared if only a few disjoined sentence ▪ No transitional marker
10	Very Poor	<ul style="list-style-type: none"> ▪ No complete sentence are written ▪ No evidence of concept of writing

(Harmer, 2008)

2. To score the students' answer of test, the researcher used formula.

$$Scoring = \frac{Correctanswer\ score}{Maximum\ score} \times 100$$

(Sudjana :2008)

3. The mean score of the students classify into seven levels as follows:

Table 3. Student's Classification

No	Classification	Score
1	Excellent	9.6-10
2	Very good	8.6-9.5
3	Good	7.6-8.5
4	Fairly good	6.6-7.5
5	Fair	5.6-6.5
6	Poor	3.6-5.5
7	Very poor	0-3.5

(Depdikbud, 2004)

4. Calculating the mean score by using the following formula:

$$X = \frac{\sum X}{N}$$

Where: X = Mean Score

$\sum X$ = Total Score

N = The number of students

(Gay, 2006:449)

5. To calculate the improvement of percentage of the students' pre-test and post-test by using formula:

$$P = \frac{X2-X1}{X1} \times 100$$

Notation: P : Rate Percentage

X1 : The mean score of pre-test

X2 : The Mean score of Post-test

(Gay, 2006: 320)

6. Finding out the significant difference between the pretest and posttest by calculating the value of the test.

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

Where:

- t = Test of significance
 \bar{D} = Different between the matcher pairs
 $\sum D$ = The sum of total score of significance
 $\sum D^2$ = The square of $\sum D$
N = Number of students

(Gay, 1981:331)

DISCUSSION

The description the analysis of the data from writing test as explanation in the previous section shows that the students' writing descriptive text in terms of content and organization. It examines the result of treatment teaching and learning process toward the effectiveness by using DiscoveryMethod as a method in develop students' writing descriptive text at the tenth grade student of SMAN 1 Sungguminasa, which is conducted with pre-test, treatment and post-test.

Students' writing descriptive text in term of content using Discovery Method

After calculating the students' score of the indicator of content in pre-test and post-test also explain the classification of students' improvement of writing descriptive text. In pre-test there were 6 (23.1%) students fairly good, 15 (57.7%) students got poor, 5 (19.2%) got very poor, and none of the students got good, got excellent, and very good. After doing treatment, the students' score classification are changed 15 (57.7%) students got excellent, 3 (11.5%) got very good, 7 (26.9%) got fairly good, and 1 (3.8%) got very poor then none of them got good, and very poor.

Students' writing descriptive text in term of organization using Discovery Method

After calculating the students' score of the indicator of organization in pre-test and post-test also explained the classification of students' improvement of writing descriptive text. that before giving treatment by using Discovery Method, in pre-test there were only 6 (24%) out of 45 students was classified into Fairly good scores, 15 (60%) out of 25 students was classified into Poor scores, and 4 (16%) out of 25 students was classified into Very poor scores.

Significance difference of T-test and T-table

The value of the t-test was greater than t-table. The score in variable of writing descriptive text was (4.7 > 1.711). It is said that the null hypothesis (Ho)

rejected and the alternative hypothesis (H_i) accepted. It means that there is a significance difference between the results of students' writing descriptive text using Discovery Method after treatment.

If the t-test value was higher than t-table at the level of significance 0.05 and degree freedom (df)=25 ($N-1=25-1$), thus the alternative hypothesis (H_i) accepted and null hypothesis (H_o) rejected. In contrary, if the value is lower than t-table at the level of significance 0.05 and the degree freedom 25, thus the alternative hypothesis rejected and null hypothesis accepted.

CONCLUSION

Based on the research findings and discussion in the previous chapter and looking at the result of this research, the researcher made conclusion as follows:

1. The improvement of the students' ability in writing descriptive text viewed is content and organization after using Discovery Method was significant. It is proofed by the improvement of the students' in term of content in writing (2.42) and completeness (2.28) and the improvement of the students' in term of organization in writing.
2. The use of Discovery Method is one of effective method in teaching and learning writing on descriptive text. It can improve students' at the tenth grade of SMAN 1 Sungguminasa writing on descriptive text in term of content and organization. It is shown by the improvement the value t-test is higher than t-table in term content 2.42 and organization $2.28 > 1.711$.

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