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THE EFFECT OF DISCOVERY LEARNING MODEL ON STUDENTS' ABILITY IN WRITING NARRATIVE TEXT USING YOUTUBE AT GRADE X SMK N 6 TANJUNGBALAI

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Abstract

This research aims to determine whether there is an effect of the Discovery Learning model on students' ability in writing narrative text at grade X SMK N 6 Tanjungbalai. This research is experimental research. Data collection techniques using observation, tests and documentation. The sample is divided into two groups, the experimental group and control group. There are two variables and two groups in this this research. This design is concerned with treatment and outcomes. The data will be collected from the pre-test and post-test to determine the ineffectiveness of the Discovery Learning Model in teaching writing. The population in this research was all of X classes in SMK N 6 Tanjungbalai, consist of 4 classes. They were two marketing classes and two farmasi classes. The research sample were two groups, which were X Farmasi 1 as experimental class used the discovery learning model and X Farmasi 2 as control group used conventional model. After the learning is completed, a post test is obtained After the learning process was complete, the average results of each group's post-tests are different. The average of the experimental group was 68.34 and the average of the post test results of the conventional group was 59.09. The result of the analysis showed that t-test is higher that t-table (6,92 > 2,00) at the level of significance 0,05 with the degree of freedom 68. It means that Ha is accepted and Ho is rejected. There is a significant the influence of Discovery Learning Model on students' ability in writing narrative text using YouTube.

Keywords: Discovery Learning Model, Writing, Narrative Text.

INTRODUCTION

English is one of the subjects that must be studied in the 2013 curriculum. In learning English, four skills must be mastered by students following the applicable syllabus and curriculum. These four skills are listening, speaking, reading and writing (Situmorang and Manurung, 2020). These four basic English skills are all interconnected and students must master them to be fluent English. In education, writing skill has a very big influence on learning English.

Djuharie states that (2005. 120) writing is a skill that can be developed and trained. Then states that Ebo (2005:1) writing can be done by everyone by being coacched and drilled. Similarly what Pranoto (2004; 9) said that writing means putting thoughts into written form or telling something to other people through writing. Writing can also be interpreted as an expression or expression of feelings expressed in written form. In other word, through the writing process we can communicate indirectly. The hope of this research is that students are able to write narrative text grammatically and correctly, Students are able to determine the text structure and linguistic elements of narrative text, students are able to reassemble narrative text by paying attention to the text structure and linguistic elements of narrative text, and students are able to retell narrative text by paying attention to text structure and linguistic elements of narrative text.

Based on the results of observation and initial interview with students who are studying grade X English learning at SMKN 6 Tanjungbalai said that students have many problems in writing now. Students have difficulty writing correctly, especially in writing narrative text. When researcher conducted observations in the classroom, teacher assigned students to memorize several words written by the teacher on the blackboard and at the next meeting the teacher tested several students to pronounce the words and stated the meaning. Students found difficult to start writing. They were confused about expressing their ideas in written form. Students have difficulty in arranging sentence by sentence in grammatically. Then, they were so bored and monotonous in studying.

The factors that cause difficulties in learning to write at the beginning are: internal factors of students including ability weak fine motor skills, weak visual memory abilities, low interest and motivation to learn and students' study habits both in class and at home. Meanwhile, students' external factors include lack of parental attention towards students, unsupportive home atmosphere, conditions surrounding environment, the influence of learning media and the influence of learning models (Durrotunnisa & Nur, 2020).

To solve the problems above, students need to be taught appropriate learning models in learning narrative text. One of the learning models that can be implemented is discovery learning model. The discovery learning model is the right model to make students understand more about narrative text. Discovery is carried out through observation, classification, measurement, prediction, determination and inference. The above process is called the cognitive process, while discovery itself is the mental process of assimilating concepts and principles in the mind.

METHOD

The research is experimental research with quantitative approach. The data collection techniques used observation, tests, and documentations. This study employed an experimental approach with a quantitative approach. The sample is divided into two groups, the experimental group and control group. There are two variables and two groups in this this research. This design is concerned with treatment and outcomes. The data will be collected from the pre-test and post-test to determine the ineffectiveness of the Discovery Learning Model in teaching writing. The following is the research design:

Table 1. Two Groups Pre-test and Post-test Design

Group	Pretest	Independent Variable	Post Test
E	Y1	X	Y2
C	Y1	-	Y2

Notes:

E   : Experimental Group

C   : Control Group

Y1   : Pre-Test

Y2   : Post-Test

X   : Treatment

The data of the research will be gathered from the students' grades and quantitatively analysed. Statistical analysis refers to quantitative analysis is done performed using a statistical formula. The purpose of this function is to determine the significant differences between students who are taught using the Discovery Learning Method and those who are not. The degree of freedom

(df) of the test is compared to the significance of the sum, the t-test and the t-table, the t-test was as follows (Sugiyono, 2011:138).

RESULTS AND DISCUSSION

The research data was collected in order to determine whether the discovery learning model had a significant impact on students' ability to write narrative text. The data consists of the outcomes of the discovery learning model and conventional model. The research was carried out at SMK Negeri 6 Tanjungbalai, grade X. The sample consisted of X Farmasi 1 (35 students) as experimental group and X Farmasi 2 (35 students) as control group.

Table 2. The Score of Pre-test and Post-test of Experimental Group

No	Students' initial	Scores of Pre-test X	Scores of post-test Y	X2	Y2	XY
1	AVP	48	64	2304	4096	3072
2	A	52	64	2704	4096	3328
3	AA	52	80	2704	6400	4160
4	CRS	52	60	2704	3600	3120
5	DAS	44	64	1936	4096	2816
6	DA	64	72	4096	5184	4608
7	DFN	56	68	3136	4624	3808
8	DVD	64	72	4096	5184	4608
9	FRA	52	72	2704	5184	3744
10	GS	60	68	3600	4624	4080
11	IBS	44	64	1936	4096	2816
12	IAS	64	72	4096	5184	4608
13	KBP	56	72	3136	5184	4032
14	KND	48	60	2304	3600	2880
15	LS	48	72	2304	5184	3456

16	MRA	52	72	2704	5184	3744
17	MNF	52	72	2704	5184	3744
18	MAF	64	84	4096	7056	5376
19	MDD	48	60	2304	3600	2880
20	MM	52	64	2704	4096	3328
21	MYA	60	72	3600	5184	4320
22	MR	60	68	3600	4624	4080
3	NAP	48	60	2304	3600	2880
24	NN	48	68	2304	4624	3264
25	N	60	72	3600	5184	4320
26	NU	44	68	1936	4624	2992
27	NS	60	72	3600	5184	4320
28	ND	44	72	1936	5184	3168
29	R	52	68	2704	4624	3536
30	RM	40	64	1600	4096	2560
31	SR	56	68	3136	4624	3808
32	SAS	60	72	3600	5184	4320
33	SNS	44	64	1936	4096	2816
34	TR	48	60	2304	3600	2880
35	U	44	60	1936	3600	2640
	TOTAL	$\sum X$ = 1840	$\sum Y$ = 2384	$\sum X2$ = 98368	$\sum Y2$ = 163488	$\sum XY$ = 126112

From the data above, it showed that students' score in pre-test was lower than post-test. The mean of students' score in pre-test was 52,6. After giving treatment of Discovery Learning Model, it was increased 15,54 % and the score mean being 68,1 in post-test.

Table 3. The Score of Pre-test and Post-test of Control Group

No	Students' intial	Scores of Pre-test (X)	Scores of Post-test (Y)	X2	Y2	XY
1	AA	60	68	3600	4624	4080
2	AM	60	68	3600	4624	4080
3	A	52	60	2704	3600	3120
4	BL	56	60	3136	3600	3360
5	CA	52	60	2704	3600	3120
6	CRU	52	60	2704	3600	3120
7	DR	44	48	1936	2304	2112
8	EP	40	44	1600	1936	1760
9	HN	48	56	2304	3136	2688
10	IA	44	60	1936	3600	2640
11	M	48	52	2304	2704	2496
12	MP	52	60	2704	3600	3120
13	MS	48	60	2304	3600	2880
14	N	44	60	1936	3600	2640
15	NTA	52	60	2704	3600	3120
16	NN	44	64	1936	4096	2816
17	NK	52	60	2704	3600	3120
18	NH	60	68	3600	4624	4080
19	NM	60	64	3600	4096	3840
20	PDA	44	52	1936	2704	2288
21	PL	44	56	1936	3136	2464
22	PN	56	64	3136	4096	3584

23	RSR	48	52	2304	2704	2496
24	SY	44	52	1936	2704	2288
25	SR	48	52	2304	2704	2496
26	SAA	48	56	2304	3136	2688
27	SM	68	72	4624	5184	4896
28	SAU	48	52	2304	2704	2496
29	SA	64	72	4096	5184	4608
30	S	44	48	1936	2304	2112
31	TN	68	72	4624	5184	4896
32	WH	64	68	4096	4624	4352
33	YZ	48	52	2304	2704	2496
34	YO	48	52	2304	2704	2496
35	ZN	40	48	1600	2304	1920
	TOTAL	$\sum X$ = 1792	$\sum Y$ = 2052	$\sum X2$ = 93760	$\sum Y2$ = 122224	$\sum XY$ = 106768

From the data above, it showed that students' score in pre-test was lower than post-test. The mean of students 'score in pre-test was 51,2. After giving treatment by using conventional way, it just increased 7,42 % and the score mean was being 58,6 in post-test

From the data result above of the test as presented the test calculation is applied to figure out whether the use of Discovery Learning Model has significant effect in writing narrative text at grade X of SMK Negeri 6 Tanjungbalai.

Testing hypothesis is the basic criteria for drawing the mathematical predictions about the situation. It basically concentrates on concluding particular result about a particular situation.

For his purpose, this research formulated hypothesis about a particular situation and then apply various statically testing techniques like pre-test or post- test to the test hypothesis.

The basic of testing the hypothesis was Ha. Ha was accepted if T-test

> T- table and Ho was accepted if T-test for the degree of freedom (df) 68 at level of significance 0,05 where the T-critical value is = 2,00

The result of computing the T-test showed that T-test is higher than T-table or it can be T-test > T-table (0,05) with df 68 or 6,92 > 2,00(0,05) with df 68.

So, the researcher had been successful, Ha is accepted and it was revealed that hypothesis using Discovery Learning Model in writing narrative text was effective because writing narrative text using Discovery Learning Model gets higher score than without Discovery Learning Model.

CONCLUSION

From the data obtained it is seen the result of the students' ability on writing narrative text using Discovery Learning Model is higher than using conventional model at the grade X of SMK N 6 Tanjungbalai. Discovery Learning Model is significant to be used in influence on the students 'ability in writing narrative text. The result of the analysis showed that t-test is higher that t-table (6,92 > 2,00) at the level of significance 0,05 with the degree of freedom 58. It means that Ha is accapted and Ho is rejected. There is a significant the influence of Discovery Learning Model on students' ability in writing narrative text.

After analyzing the data, the writer concluded that:

1. Using the Discovery Learning Model, students can write a narrative text.

2. Students are able to begin their composition and know exactly what they want to write.
3. The students can easily rearrange the paragraph's position

THANK-YOU NOTE

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