The Effect of Discovery Learning Model on Students' Ability in Writing Narrative Text By Using Youtube Media at X[th] Class Students

Luppy Pohan[1], Heni Subagiharti[2]
[1,2]Pendidikan Bahasa Inggris, Universitas Asahan
e-mail:luppyxpohan@gmail.com

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 SMKN 1 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 SMKN 1 Tanjungbalai, consist of 4 classes. They were two Perikanan classes and two Pelayaran classes. The research sample were two groups, which were X Perikanan 1 as experimental class used the discovery learning model and X Pelayaran 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 by Using YouTube Media.

Key words: Discovery Learning Model, Writing, Narrative Text.

INTRODUCTION

Education plays a part crucial in a development nation. High-quality human resources can be produced through education. The foundation, role, and goal of national education are outlined in the national education system. Liveliness, creativity, skills, learning objectives, and innovative thinking are all part of the learning process. skills of students in line with the national education system, which is still undergoing developments today. The government has made a number of attempts to address issues in education, such as low activity, proficiency, creativity,

learning outcomes, and the ability to think creatively. The foundation of these efforts is traditional learning or the teacher centre. Learning encompasses all aspects of life events that directly impact the learning process, rather than being restricted to lectures alone. The fourth industrial revolution is an era that. (Kasim & Sarah Fitriani, 2024)

Writing involves generating ideas, organizing them, and figuring out the point the writer wishes to make (Sukma Taufikurohman, 2018). Writing is a constructive activity that generates thoughts, ideas, and feelings, according to Aneros (2020). Furthermore, one of the most important abilities for a successful education is writing. Writing is one of the core abilities that students studying English need to grasp.(Fransiska & Hertiki, 2023)

Based on the results of observation and initial interview with students who are studying Class X English learning at SMKN 1 Tanjung Balai 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.

students need to be taught appropriate learning to solve the problems above One of the learning models that can be the models in learning narrative text. implemented is discovery learning one. 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 1S called the cognitive process, while discovery itself is the mental process of assimilating concepts and principles in the mind.

(Anggraini, 2020) says, Students that participate in discovery learning become more self-reliant thinkers. They have to go through everything on their own and respond to the question based on their experiences. Because they will be learning by doing together, this approach can also help them with their language and vocabulary. The purpose of this paper is to explore the discovery learning strategy for teaching writing skills because it is a crucial component of teaching English. English text comes in a variety of formats. One of the texts that student's study in the seventh grade is a narrative text.

(Lestari et al., 2019) says, in discovery learning, the learner becomes an active participant in his education by having to independently uncover the main substance of what has to be learnt rather than having it provided to him. based to the aforementioned expert definitions, exploration learning depends more on students' inventiveness while assimilating information from texts or the learning process. Discovery learning is a technique that helps active learners learn more effectively by helping them explore and research themselves. The outcome is something that students will remember for a long time.

METHOD

The researcher used an experimental method with a quantitative approach, involving two sample groups: the Experimental Group and the Control Group. The study examines two variables: the Discovery Learning model as the independent variable, Narrative text as the dependent variable and YouTube as media electronic. The design emphasizes treatment and outcomes. Data were gathered through pre-tests and post-tests to assess whether the Discovery Learning model, Ability Writing Narrative text. A simple random sampling technique was used for sampling.

The samples for this study were taken from classes X 1 and X, 2 with students from X 3 acting as the experimental group and students from X 4 serving as the control group.

Table 1 Two Groups Pre-test Post-test

Class	Pre-Test	Independent Variable	Post Test
E	Y1	X	Y2
C	Y1	X	Y2

Note:

X : Using Conventional way

Y : Using Discovery Learning Model and YouTube Media Application

The data collection activities will be conducted through several steps. First, fulfilling some formal administrative procedures including getting the school principal's permission to collect data, that will do by doing observation in the school classrooms. As soon as after the permission is give, this research does the observation.

1.   Pre-test

Before giving the treatment, a pre-test is conducted for the sample. Both the experimental group and the control group are given the pre-test. The test is administered to each group, and their performance is evaluated through assigned grades.

2.   Treatment

The treatment was be given to both experimental and control groups. The Discovery Learning Method were be used to teach the practical course, while the traditional method was used to teach the control class.

3.   Post-test

Following the completion of the pre-test and treatment for the students, the post-test was administered. The treatment was completed in two meetings. The purpose of this test was to determine the differences in mean scores between the control and

experimental groups. It was used to see how the Discovery Learning Method affects the experimental group.

4.   Scoring Test

After giving the post-test, all the answers will be checked and score. In this case this research will make the tests. Because of this research focus on the students' writing ability, for scoring the tests, this research is based on the indicators of writing to measure the students' writing ability.

Table 2 Scoring Rubric for Narrative Text

Aspect	Criteria	Score Range
Content	Ideas are clear, relevant, and well-developed.	1–5
Organization	Information is structured logically with a clear introduction, body, and conclusion.	1–5
Vocabulary	Appropriate word choice and varied vocabulary are used effectively.	1–5
Mechanics	Proper use of spelling, punctuation, and capitalization.	1–5
Grammar	Sentences are grammatically correct, with minimal errors.	1–5

Than to get the mean of the scores from all criteria, the research used the formula as follows:

$$\text{Score} = \left(\frac{\text{Acquistion score}}{\text{Maximal score}} \right) \times 100$$

Source: Arikunto (2013

RESULTS AND DISCUSSION

The result of the students' test can be seen on the following table score.

Table 3 The Score of Pre-test and Post-test of Experimental Group

NO	INITIAL NAME	Score of Pre-test (X)	Score of Post-test (Y)	X^2	Y^2	XY
1	AVP	48	64	2304	4096	3072
2	BA	52	64	2704	6400	4160
3	CFA	52	60	2704	3600	3120

4	AH	40	60	1600	3600	2400
5	DAS	44	64	1936	4096	2816
6	DD	55	80	3025	6400	4400
7	DRH	60	70	4225	4900	4550
8	DA	60	70	3600	4900	4200
9	DI	70	80	4900	6400	5600
10	DKS	60	70	4225	5625	4875
11	EBS	50	80	4489	6400	5360
12	FS	60	80	4225	6400	5200
13	FAR	60	70	3600	5625	4500
14	HM	70	80	4900	6400	5600
15	HSR	50	70	4489	5625	5025
16	JS	60	70	4225	4900	4550
17	MA	40	65	1600	4225	2600
18	NS	45	75	2025	5625	3375
19	NM	50	85	2500	7225	4250
20	SJA	10	30	100	900	3004
21	SR	50	80	2500	6400	4000
22	SNR	30	65	900	4225	1950
23	GDF	45	90	2025	8100	4050
24	DFGD	50	70	2500	4900	3500
25	TWD	50	75	2500	5625	3750
26	RSM	40	64	1600	4096	2560
27	BFW	56	68	3136	4624	3536
28	SBA	60	72	3600	5184	4320
29	SJA	10	30	100	900	300
30	SR	50	80	2500	6400	4000
31	SR	56	68	3136	4624	3536
32	SAS	60	72	3600	5184	4320
33	SNS	44	64	1936	4096	2816
34	TR	48	60	2304	3600	2880
35	MNE	44	60	1936	3600	2640
	Total	$\sum X = 1840$	$\sum Y = 2384$	$\sum X^2 = 98368$	$\sum Y^2 = 163488$	$\sum XY = 126112$

From the data above, it shown that the highest and the lowest score in Pre-test was:
1. There were four students who got 60 score.
2. There was one student who got 50 score.
3. There were six students who got 55 score.

4. There were five students who got 50 score.
5. There were twelve students who got 40 score.

From the data above, it shown that the highest and the lowest score in Post-test was:

1. There were seventeen students who got 85 score.
2. There were seven students who got 70score.
3. There were three students who got 65 score.
4. There was one student who got 60 score.
5. There were three students who got 50 score.

The data above indicated that students' scores in the pre-test were lower than in the post-test for the control class. The average score in the pre-test was 39,4, and after receiving the material through conventional learning, the average score in the post-test increased to 68,5, showing a 29,1% improvement.

Table 4 The Score of Pre-test and Post-test of Control Group

NO	INITIAL NAME	Score of Pre-test (X)	Score of Post-test (Y)	X²	Y²	XY
1	AD	65	85	4225	7225	5525
2	AI	35	60	1225	3600	2100
3	ASA	25	70	625	4900	1750
4	AH	40	60	1600	3600	2400
5	AN	65	55	4225	3025	3575
6	DD	55	80	3025	6400	4400
7	DN	30	85	900	7225	2550
8	EH	25	30	625	900	750
9	EZP	45	70	2025	4900	3150
10	FM	25	65	625	4225	1625
11	FAJ	30	65	900	4225	1950
12	GG	25	65	625	4225	1625
13	HA	35	75	1225	5625	2625
14	IS	50	75	2500	5625	3750
15	LF	40	75	1600	5625	3000
16	LR	55	55	3025	3025	3025
17	MA	40	65	1600	4225	2600
18	NS	45	75	2025	5625	3375
19	NM	60	64	1936	3600	3840
20	MAI	60	70	3600	4900	4200
21	MAN	70	80	4900	4900	4900
22	MFH	70	80	4900	5625	5250

23	MFA	60	70	4335	4900	4550
24	NN	60	70	4489	5625	5025
25	NA	70	70	4900	4900	4900
26	NR	60	70	4489	5625	5025
27	RSA	50	80	4356	4900	4620
28	SAA	60	70	4225	4900	4550
29	SA	50	70	4489	4900	4690
30	RSM	40	64	1600	4096	2560
31	BFW	56	68	3136	4624	3536
32	SBA	60	72	3600	5184	4320
33	BFQ	44	64	1936	4096	2816
34	TVR	48	52	2304	2704	2496
35	BFD	40	48	1600	2304	1920
	Total	$\sum X = 1792$	$\sum Y = 2052$	$\sum X^2 = 93760$	$\sum Y^2 = 122224$	$\sum XY = 106768$

From the data above, it shown that the highest and lowest score in Pre-test was:

1. There was one student who scored 70
2. There was one student who scored 65
3. There was one student who scored 60.
4. There were four students who scored 55.
5. There were two students who scored 50.
6. There were five students who scored 45.
7. There were four students who scored 40.
8. There were ten students who scored 35.

From the data above, it shows that the highest and lowest scores in the post-test was :

1. There were three students who got 90 score.
2. There were five students who got 85 score.
3. There were eight students who got 80 score.
4. There were eleven students who got 75 score.
5. There were two students who got 70 score.
6. There were two students who got 65 score.
7. There were two students who got 60 score.

The data above revealed that students' scores in the pre-test were lower than in the post-test for the experimental class. The average score in the pre-test was 44,1, and after receiving the material through the Discovery Learning model, the average score in the post-test increased to 83,3, showing a 39,2% improvement.

CONCLUSION

This research employs quantitative methods with random sampling techniques to determine the sample, which consists of X Class students from SMKN 1 Tanjungbalai for the 2024/2025 academic year. Data were collected in three stages: pre-test, treatment, and post-test. The instrument used was a reading comprehension test, aimed at evaluating students' understanding of narrative texts. The Discovery Learning Model, Narrative text, YouTube media was used to enhance students. One of the key reasons for its effectiveness is that this model encourages students to acquire new information before solving related problems, thus making them more active in the learning process.

Based on the data analysis in the previous chapter, the findings show that the alternative hypothesis (Ha) is supported, while the null hypothesis (Ho) is rejected. This indicates that the implementation of the Discovery Learning Model significantly improves students' writing in narrative texts. Therefore, students' prior knowledge plays an essential role in enhancing their reading abilities. By utilizing the Discovery Learning Model, students were more engaged and placed in a different learning environment, which increased their motivation to learn English, especially in YouTube media. As a result, students became more focused during the learning process and achieved better outcomes.

After analysing the data, it can be concluded:

1. The Discovery Learning model by using YouTube media was applied to help the students in writing of narrative text.
2. The Discovery Learning model by using YouTube media makes students pay more attention and follow the teacher's guidance in learning English.
3. The Discovery Learning model by using YouTube media makes students have higher motivation to learn English, especially in narrative text.

THANK-YOU NOTE

BIBLIOGRAPHY

Abdullah, D., Sastraatmadja, A., Lestari, N., Saputra, N., & Al Haddar, G. (2023). Implementation of YouTube as A Learning Media in The New Normal Era. *Cendikia : Media Jurnal Ilmiah Pendidikan*, *13*(3), 476–481.

Anggraini, R. W. (2020). The Discovery Learning in Teaching Writing Skill in Junior High School. *Global Expert: Jurnal Bahasa Dan Sastra*, *8*(2), 52–56. https://doi.org/10.36982/jge.v8i2.1016

Fauziah, A. S. N., Friatin, L. Y., & Surahmat, A. (2021). Teaching Media "Powtoon" to Assist Students' Writing Narrative Text. *Jadila: Journal of Development and Innovation in Language and Literature Education*, *1*(4), 416–422. https://doi.org/10.52690/jadila.v1i4.154

Fransiska, A. A., & Hertiki. (2023). Exploring Students' Perceptions of the Padlet Application as a Media to Learn Narrative Text. Journal of English for Academic and Specific Purposes. Volume 6 Number 1 Juni 2023. *Journal of English for Academic and Specific Purposes*, *6*(1), 1–9.

Kasim, U., & Sarah Fitriani, S. (2024). the Use of Youtube Videos To Improve Students' Ability in Writing Explanation Text. *Journal of English Lnguage Teachin in Indonesia*, *12*(1), 22–33. https://e-journal.stkipsiliwangi.ac.id/index.php/eltin/article/view/4089

Khoir, A., Jessenianta, A. K., & Rohmana, W. I. M. (2024). Utilizing Narrative Text as a Means of Incorporating Literature into English Language Teaching to Enhance Students' Listening and Speaking Skills. *JETLEE : Journal of English Language Teaching, Linguistics, and Literature*, *4*(1), 68–77. https://doi.org/10.47766/jetlee.v4i1.2251

Lestari, W. I., Mawaddah, U., & Kareviati, E. (2019). the Influence of Discovery Learning and Snowball Throwing Method in Improvin Writing Skills of High School Students. *PROJECT (Professional Journal of English Education)*, *2*(3), 332. https://doi.org/10.22460/project.v2i3.p332-340

MUFIDA, S. A. (2022). *Skripsi Students'Perception on Discovery Learning Method in Writing Class: an Exploratory Case Study*. https://repositori.untidar.ac.id/index.php?p=show_detail&id=11306

Muhammadiyah, U., & Utara, S. (2024). *THE ROLE OF YOUTUBE-BASED LEARNING MEDIA IN ENHANCING STUDENTS ' LEARNING CREATIVITY*. *5*(1), 211–220.

Sagita, D. (2021). The Effect of Using Youtube As a Media in English Language Learning Context Article. *Prosiding Pekan Ilmiah Mahasiswa Unis*. http://www.ejournal.unis.ac.id/index.php/PKIM/article/view/1984

الاكتساب اللّغوى 1(وعلاقته بتقدير الذات) 2(لدى أطفال الروضة المصابين. (2022) .Yukamana, H بطيف التّوحّد) 3 (وأقرانهم العاديين. ▢▢▢▢▢ ▢▢▢▢ ▢▢▢▢▢▢ ▢▢▢▢▢▢ ▢▢▢▢ ▢▢▢▢▢

52–1), 1(*10*, �□�□�□�□�□�□�□�□ �□�□�□�□�□�□�□𝐗. https://doi.org/10.21608/pshj.2022.250026

Durrotunnisa, & Nur. H. R. (2020). Jurnal basicedu. Jurnal Basicedu,. Jurnal

Basicedu, 5(5), 3(2), 524-532 https:/journal.uii.ac.id/ajie/article/view/971