The Effect of Discovery Learning Method on Students' Ability in Writing Recount Text1

by Susanto Susanto

Article

The Effect of Discovery Learning Method on Students' Ability in Writing Recount Text[1]

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ABSTRACT: The discovery learning method is one of methods suggested in the Curriculum 2013. This method requires the students to participate in making decisions and the students as problems solver. The discovery learning method is expected to be contributive to develop students' creative thinking such as in writing ability. Applying the discovery learning method is intended to improve the students' writing recount text by mastering the generic structure, language features, and social function. Therefore, the study was directed to verify whether discovery learning method is effective to improve the students writing recount text. The researach aims to find significance difference difference scores on writing recount text of the students taught by using discovery learning method and those taught by using conventional method. This quasi experimental design was analyzed by using independent sample t-test. The reseasrch findings showed that there was significance difference score on writing recount text of the students taught by using discovery learning method and those taught by using conventional method. The discovery learning method was effective use to improve the students' ability in writing recount text.

Key words: Discovery Learning, Writing, Recount text

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[1] O.C. Kaligis & Associates, *Narkoba dan Peradilannya di Indonesia, Reformasi Hukum Pidana Melalui Perundang dan Peradilan* (Bandung: Alumni, 2002), h. 260.

INTRODUCTION

The discovery learning method concept is expected to create students center. The teachers act as facilitator to help students understand what they are learning based on relate previous and new knowledge. [2] The discovery learning method requires the student to participate in making decisions about what, how, when, somethiing has to be learned, and even plays a major role in making such decisions. In this case, the students are as the problem solvers because the model is going to be students-centered. The students must experience anything by themselves and answer the question by what they get in experience phase.

The discovery learning method is a method which emphasizes students' active engagement with the teacher as facilitator who required to assist students in learning activities to understand new information by utilizing information students already have. [3] Discovery learning method is expected to develop students creative thinking such us in writing ability. In writing ability, creativity is important to produce a good, acceptable, and understandable writings. Creativity itself is the ability of someone in creating new idea which can be seen from fluency, flexible, and originality of thinking by previous knowledge or skills to a new situation. In this case, creativity is needed when students write a recount text.

Recount is a text which the purpose is to reconstruct experiences by retelling in original sequence. [4] Being able to make a recount text means that we should master the recount text's generic structure, language features and also social function. Therefore, the tense used in recount text is the past tense because it is used to indicate past event. Apart from that, another feature of recount text is the focus on people or events, using action verbs, adverbs and adverbial phrases.

There are several previous studies related to this research. Research by Fahmi, et al., Discovery Learning Method for Training Critical Thinking Skills of Students. [5] The research showed that teaching learning activity are delivered without understanding the meaning and essence because teacher only delivered the materials then students copy and memorize the materials. The result of this library research, discovery learning method is able to train student's critical thinking skills in the way of built understanding form. The other previous studies by Retika Wista, the Discovery Learning in Teaching Writing Skill in Junior High School stated that the discovery learning method improved students' writing skill and made students more active. [6] Based on the result of these two studies, it can be concluded that the discovery learning method is able to train the students' critical thinking and improve the students' writing skill. Another previous study by Novriana indicated that the application of discovery learning method was proven more effetive to increase the students' writing ability. [7] Furthemore, applying the dicovery learning method encourages the students to be creative to write in order the students are expected to reconstruct text creatively. Besides, through applying discovery method the students are expected to be no longer dependent on their teacher in receiving

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[2] Limala Ratni Sri Kharismawati and others, *HOTS-Oriented Module: Discovery Learning*, 1st edn (Jakarta: SEAMEO QITEP in Language, 2020), p. 17.

[3] Kharismawati and others.

[4] Ken Hyland, *Second Language Writing*, *TESOL Quarterly* (New York: Cambridge University Press, 2002), XXXVI, p. 20

[5] Fahmi and others, 'Discovery Learning Method for Training Critical Thinking Skills of Students', *European Journal of Education Studies*, 6.3 (2019), 342–51 (p. 342) <https://doi.org/10.5281/zenodo.3345924>.

[6] Retika Wista Anggraini, 'The Discovery Learning in Teaching Writing Skill in Junior High School', *Global Expert: Jurnal Bahasa Dan Sastra*, 8.2 (2020), 52–56 (p. 52) <https://doi.org/10.36982/jge.v8i2.1016>.

[7] Novriana Rahma Siagian, 'The Effect of Applying Discovery Learning Method on Students' Ability in Writing Descriptive Text at Second Grade of SMK Al-Washliyah 3 Medan' (State Islamic University of North Sumatera Medan, 2018), p. 84.

feedback. In that cases, discovery learning method is expected to help students to improve their writing.

Based on the explanation above, the researcher finds the suggestion in Novriana's research which suggested to apply discovery learning method in writing ability in different genre. In this case, it necessary to conduct this research on the basis suggestion given by the previous researcher in which in this study is directed to verify whether the discovery learning method is effective use to improve students' writing recount text. the purpose of this study is to find significance difference scores on writing recount text of the students taught by using discovery learning method and those taught by using conventional method.

Discovery Leaarning Method

Discovery learning has been known by Jerome Bruner which is learning method that requires discovery mental process such as observing, measuring, classifying, suspect, explaining, and making decisions. The discovery learning is a method which emphasizes students' active engagement with the teacher as facilitator who required to assist students in learning activities to understand new information by utilizing information students already have. As the statement above, the role of teacher as facilitator helps the students understand what they are learning.[8]

According to Svinicki discovery learning is a learning method which the purpose is to incorporate new information into an already existing network or knowledge that learner has by creating new networks or reorganizing old networks to accommodate the new information.[9] While depending on Joolingen discovery learning is a type of learning where learners construct their own knowledge by experimenting with a domain and inferring rules from the result of these experiments.[10]

The several definitions of discovery learning method above can be concluded that discovery learning method is a method to develop students' learning method actively which the students discover their knowledge about the material by constructing new knowledge so the students can remember what they found for long term memory and teacher acts as a facilitator helps the students understand what they are learning

The Characteristic of Discovery Learning Method

The discovery learning focuses on actively acquiring and understanding knowledge by utilizing the existing knowledge. Teacher also play a role in organizing the class environment which teacher should understand the characteristic of discovery learning. Referring to the Conklin statement the characteristics of the discovery learning method are:[11]

Curiosity and Uncertainty. The curiosity and uncertainty engage the students to be able to play an active role in the learning process. The aim of discovery learning is to help students develop intellectual discipline and thinking skills by giving questions and getting answer on the basis of their curiosity. Students have a chance to involve actively in teaching learning process. The teachers act as a facilitator to help students solve the problems they face. Besides, the students' involvement and contribution to learning activities can facilitate them to understand what they are learning.

Structure of Knowledge. The second characteristic of discover learning is structure of knowledge which requires teacher to understand the ability of characteristic of the students. Therefore, teacher can adjust the learning material so that students can understand the material easily. Bruner suggested that teacher may prevent various problems to students through simplification following students' thinking skill so students can easily understand.[12]

Sequencing. The discovery learning requires teacher to be able to present any topic sequentially, such as learning to use concrete object, learning to observe visual objects, learning to describe something using words or symbols. However, sequencing strategy should correspond to the learning styles of each

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[8] Kharismawati and others, p. 19.

[9] M. D. Svinicki, 'A Theoretical Foundation for Discovery Learning.', *The American Journal of Psychology*, 275.6 Pt 2 (1998), 4–7 (p. 4) <https://doi.org/10.1152/advances.1998.275.6.s4>.

[10] Wouter Van Joolingen, 'Cognitive Tools for Learning', *Cognitive Tools for Learning*, 1992, 385–

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[11] Kharismawati and others, p. 18.

[12] Kharismawati and others, p. 19.

student. if the learning is sequence, students can easily develop their thinking skill so the students can master the learning materials.

Motivation. The learning process will be successful if the students have motivation. Therefore, teacher need to foster students' learning motivation such as giving rewards and feedback. Teacher requires to pay attention to the frequency of providing rewards and feedback to increase students' learning motivation and their active role in the learning process. In this case, teachers are required to be more creative

The Stage of Discovery Learning Method

There are discovery learning stages formulated by the Ministry of Education and Culture of Republic Indonesia:[13]

Stimulation. The stimulation can be done by showing students some related video or audio-visual media or by asking students some various graded questions in order to develop the student's thinking skill. Asking such questions to the students is an excellent way to cultivate student curiosity. As the example above, by using video or text book related to the material help the students to think more about the material which is students try to connect between the student's knowledge and the material. using innovative computer technologies can stimulate student's attention which supports the interest of students because visual material is perceived easier and can be memorized better.[14]

Problem Statement. The studentstudents are expected to have an awareness of the problem they face and find the solution of the problem. In this case, students are required to have sensitivity in utilizing their knowledge. The students' thinking skill as a significant role in this stage. The role of the teacher is giving the students chance to identify questions depend on the video or text which is given by the teacher. The students are expected to give feedback about the stimulation whether the students give the answer of teacher's question or ask back to the teacher. If the students face difficulties to

find and formulate the problem, teacher should assist.

Data Collection. After formulating the problem, students should collect the data in order to solve the problem. When the exploring is going, teacher also gives a chance to students to collect information as many as possible which related to the material to prove whether the hypothesis is right or false. In this activity, teacher should facilitate students to collect the required data or information by providing any information concerning various data source.

Data Process. The students analyze the data which students have collected. The process of data analysis in the classroom learning, can be done through coding, content analysis, and looking for correlation between related data. Based on the result of data analysis, students compile statements in the form of temporary answer for the problem students have to solve. In addition, teacher requires to provide feedback for students so students know whether or not the students have conducted the data analysis process correctly.

Verification. Students should verify the data after analyzing the data and drawing possible solutions by comparing the results of the data analysis to other groups' findings, any related books, articles, dictionaries, or the teacher. In this stage, teacher have an essential role in guiding students to determine whether or not the result of the data analysis is valid.

Generalization. The last stage of discovery learning method is to conclude the forms of answers or solutions for the problems formulated earlier. In this stage, students are expected to be able to conclude independently. If the students find any difficulties, teacher should guide to draw appropriate conclusion for the problems formulate.
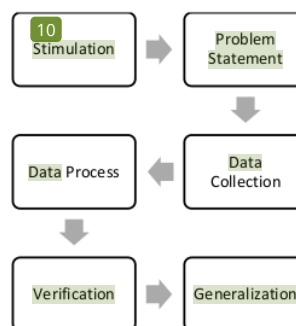
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[13] Kharismawati and others, p. 21.
[14] Hadaichuk Nataliia and others, 'Stimulation of Students' Cognitive Activities in the Process of Foreign Language Learning', *World Science*, 3.3(55) (2020), 6–10 (p. 9) <https://doi.org/10.31435/rsglobal_ws/31032 020/6984>.

Figure 1. Stage of Discovery Learning Method

Recount Text

Recount is a text which the purpose is to reconstruct experiences by retelling in original sequence. [15] Besides, Depending on Knapp, recount text belongs to the genre of narrating or narrative which the process of sequencing people and events in time and space by recounting and retelling. According to Knapp, recounts have three main part or structures, orientation, sequencing of events, and resolution.[16]

Belonging to the statement of Mandell and Laurie recount text is kind of narration which tells a story. Besides, recount text has a social function to retell events for the purpose of informing and entertaining. The recount text has three main parts of structures, begin with[17] a topic sentence that tells readers the point of the paragraph. Afterwards, events which presented in a definite time order that tell the story. The end of the narrative of recount text ends with a concluding statement that sums up the main idea stated in the topic sentence. In conclusion, recount text is a text belongs to narrative which tell a series of events in the past and has three main structure which are orientations, sequencing of events, and reorientation

Generic Structure of Recount Text

Knapp states that the structures of recount text consist of three parts, there are:[18]

Orientation. Give information about characters set up in a particular time and place. There are different ways of orientation such as tells characters, time, place, who, what, where, when, and so on. In simple recounts the orientation stage need only be a sentence.

Sequence of Events. Sets up a sequence of events in time and circumstance. The stage tells about what the activities that the students as the writers have done and the chronological of events.

Reorientation. The end of recount text or conclusion is optional but normally provides some interpretation or concluding statement by the writer of what has happened.

Grammatical Features

Narrating typically uses action verb and temporal connectives when sequencing people and events in time and space. Recount text as example product of narrative recounts, typically written in the past tense unless quoting a direct speech. The simple past tense indicates an activity or situation which began and ended at a particular time in the past.[19]

The Language Features or Characteristic of Recount Text

The social function of recount text based on Hartonoi s to retell events for the purpose of informing or entertaining. [20] The language features of recount text according to Knapp are:[21]

Using Simple Past Tense. Simple past tense is used in recount text in order to retell about story or activity or event which began and ended at a particular time in the past

Typically Using Action Verbs. Action verb is used to show the action and information of events that occur in the story. Example: went, saw, heard, got, etc.

Using Chronological Connection or Connector of Sequence. Recount text retell an event in the past chronologically in order to make the readers understand about the chronological of the events. Example of connector of sequence: first, then, after that, next, finally

Introducing Personal Participant. The subject of a recount text tends to focus on individual participants which is the person that have done the activity. The participants used in recount text such as: I, she, he, person's name, my group, etc.

Kind of Recount Text

Recount text is classified into three, there are personal recount, factual recount, and imaginative recount.

Personal Recount Text. A personal recount is recount where the writer is recounting or retelling the personal event involved directly.

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[15] Hyland, XXX5, p. 20.

[16] Peter Knapp and Megan Watkins, *Genre, Text, Grammar Technologies for Teaching and Assessing Writing*, 1st edn (Australia: UNSW Press book, 2005), p. 221.

[17] Kirszner Laurie G. and Stephen R. Mandell, *Writing First, Readings Practice in Context*, Fourth Edi (New York: Bedford/St. Martin's, 2009), p. 60.

[18] Knapp and Watkins, p. 223.

[19] Betty Schampfer Azar, 'Understanding and Using English Grammar.Pdf' (New York: Longman, 1998), p. 27.

[20] R. Hartono, *Genre-Based Writing* (Semarang: Semarang State University, 2005), p. 6 <https://doi.org/10.4324/9781315086323-1>.

[21] Knapp and Watkins, p. 221.

The writer is actively involved in the activity of the event. The purpose of personal recount is to inform and to entertain the reader

Factual Recount. A factual recount is a list of record of a certain event which used to retell the particular event or incident such as report incident, eyewitness, and newspaper report. The purpose of factual recount is to inform the reader about what was going in the past

Imaginative Recount. An imaginative recount retells an imaginative story through the eye of a fiction character. The event happened in the text do not occur in real life which is the writer imagine the whole story in order to entertain

METHODS

This research used quantitative approach by using quasi experimental design with two group pretest and posttest. The population of this research are all the eighth grade students at SMPN 3 Kedungwaru Tulungagung in academic years 2020/2021. The purposive sampling technique was used to determine sample with particular consideration. The sample of the research are 8E1 as experimental group consisted 16 students and 8E2 as the control group consisted 16 students. The reason of the researcher chose those class as the sample is that both 8E1 and 8E2 have the same level of knowledge in learning English. The research instrument was test.

The data was collected by administring pretest and posttest. The pretest was administered for experimental and control group before the treatment while the post test was given after the treatment applied in each group. The experimental treatment was taught writing recount text by using discovery learning method (8E1), while control group (8E2) was taught writing recount text by using conventional method. The pretest and posttest was in the form of writing which the students asked to make a personal recount text with certain topic. The score of pretest anf posttest was determined by using writing analytical scoring rubrics based on the five aspects in writing recount text which are content, language use, organization, vocabulary, and mechanic. The data was analyzed by using independent sample t-test to compare the posttest means of two independent groups.

Hypothesis Testing

The research was intended to identify if there is any significance difference scores in the use of discovery learning method on students' writing recount text. There are two hypothesis formulated in this study.

H0 (Null Hypothesis): There is no signifance difference scores on writing recount text of the students taught by using discovery learning method and those taught by using conventional method in the eighth grade at SMP Negeri 3 Kedungwaru Tulungagung.

Ha (Alternative Hypothesis): There is signifance difference scores on writing recount text of the students taught by using discovery learning method and those taught by using conventional method in the eighth grade at SMP Negeri 3 Kedungwaru Tulungagung

RESULTS

The result of the descriptive statistic pretest and posttest of the experimental group shown the sum of the data pretest was 999 and the sum of the data posttest was 1269. Meanwhile, the mean of the pretest score was 62,44 and the mean of the posttest score was 79,31. The result can be concluded that the difference sum score between pretest and posttest was 270 and the difference of mean score was 16,87.

Based on the descriptive statistic pretest and posttest of the control group, the result shown the sum of the data pretest was 918 and the sum of the data posttest was 1082. Meanwhile, the mean of the pretest score was 57,38 and the mean of the posttest score was 67,63. The result can be concluded that the difference sum score between pretest and posttest was 164 and the difference of mean score was 10,25.

According to the hypothesis testing rule, if the significance value is less than or equal to 0,05, the null hypothesis (Ho) is rejected and alternative hypothesis (Ha) is accepted. Meanwhile, if the significance value is more than 0,05, the alternative hypothesis (Ha) is rejected and null hypothesis (Ho) is accepted. The result of significance value (Sig-2 tailed) was 0,004, less than 0,005 (0,004<0,05) which means that the Ho was rejected and Ha was accepted.

Table 1. of the result of independent sample t-test showed the significance value (Sig-2 tailed) was 0,004. According to the independent sample t-test result above, it can be interpreted that there was significance difference score on writing recount text of the students taught by using discovery learning method and those

taught by using conventional method of the eighth grade at SMP Negeri 3 Kedungwaru Tulungagung. That is why the Ho saying that there is no significance difference scores on writing recount text of the students taught by using discovery learning method and those taught by using conventional method in the eighth grade at SMP Negeri 3 Kedungawaru Tulungagung was rejected.

Meanwhile, Ha say that there is significance difference scores on writing recount text of the students taught by using discovery learning method and those taught by using conventional method in the eighth grade at SMP Negeri 3 Kedungawaru Tulungagung was accepted. Hence, the discovery learning method was effective use to improve the students' ability in writing recount text.

Table 1. The result of independent sample t-test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Students' Score in Writing Recount text	Equal variances assumed	2.301	.140	3.117	30	.004	11.688	3.750	4.029	19.346
	Equal variances not assumed			3.117	28.594	.004	11.688	3.750	4.013	19.362

DISCUSSION AND CONCLUSION

The students of those taught by using discovery learning method had more improvement than the students of those taught by using conventional method. The result can be seen from the mean score of pretest experimental was 62,44 and the posttest was 79,31. The difference mean score of experimental group was 16,87. Meanwhile, the mean score of pretest control was 57,38 and the mean of the posttest score was 67,63. The difference mean score of the students of those taught by using conventional method was 10,25. Based on the gained score between experimental and control group, there was significance difference, the gained score of experimental group was higher than control class.

According to the explanation above, the experimental group had better ability in writing recount text than control group on posttest. In other word, teaching writing recount text by applying discovery learning method was better than applying conventional method. The discovery learning method was effective and was not affected by the other variable. The result of homogeneity testing on students' posttest showed that the students have the homogeneous ability on writing recount text. The output of independent sample t-test showed the result of significance value (Sig-2 tailed) was 0,004 less than 0,005 (0,004<0,05) which means that the alternative hypothesis (Ha) was accepted and null hypothesis was rejected. Furthermore, the result of hypothesis testing can be interpreted that discovery learning method affected the writing recount text. In other word. The discovery learning method was effective use to improve students' writing recount text.

In inference to the findings above, the discovery learning method was effective use to improve the students' ability in writing recount text. The stages of discovery learning method made the students more active and think creatively. The English teacher is recommended to use or to apply discovery learning method to teaching writing

Conclusion

Based on the result of the hypothesis, the conclusion can be drawn. There was significance difference score on writing recount text of the students taught by using discovery learning method and those taught by using conventional method of the eighth grade at SMP Negeri 3 Kedungwaru Tulungagung. The discovery learning method was effective use to improve the students' writing recount text. Therefore, the effect of discovery learning method on students' writing recount text is shown by the result of statistical analysis using independent sample t-test.

Based on the statistical analysis at the significance level of 0,05, the result of independent sample t-test showed that the significance value (Sig-2 tailed) was 0,004, less than 0,005 (0,004<0,05) which means that the Ho was rejected and Ha was accepted.

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Attachments

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