The Influence Of Discovery Learning Method And Video On Students’ Writing Skill

Musdizal, Rudi Hartono

Abstract: The purpose of this research was to find out any significant improvement in students’ writing skill after they are taught by using the Discovery Learning Method combined with Video on Students’ Writing Skill of Recount Text at the tenth Grade of MAN 1 Sungai Penuh. The design of this research was quasi experiment research. Besides, the population of this research was the tenth grade of MAN 1 Sungai Penuh. Then, the sample of this research was 41 students that consisted of two classes. There were class MIA1 as experiment class and MIA2 as control class. Moreover, the sample of this research used cluster random sampling. The result of the research, it was gotten t-count 17.24 t-table 1.6838 at the freedom of 40 an level significant 0.05. The value of t-count was higher than t-table. It showed the hypothesis H_1 that stated there was significant effect of Discovery Learning Method Combined with Video on students’ writing skill of recount text at the eleventh grade of MAN 1 Sungai Penuh was accepted. Therefore, the research suggested for English teacher to use Discovery Learning Method combine with Video on teaching writing, especially of teaching writing recount text.

Index Terms: Discovery Learning Method, Media of Video, Recount Text, Writing Skill.

1. INTRODUCTION
Writing is one of the four basic skills that are very important to be taught to the students in the teaching and learning process. According to Richards and Schmidt in Ayu (2016) “writing is expressing idea, concept, feeling, opinion and experience e in a certain place, time and situation in written form”. In writing, people can show their ideas through composition such as textbooks, novels, newspaper, magazines, and so forth. According to Dantes in Ariyanti (2016) “writing becomes one of the most important aspects of the language skills because the students are helped to expand the other language skill through the teaching of writing skill by the teacher”. Specifically, based on the curriculum of senior high school writing skill is one of competence that have to achieve in the teaching-learning process. In writing there were functional text that have to be learn in the tenth grade of senior high school, they was the recount and narrative text. The standard competency in the syllabus of senior high school was students had to understand and express the meaning in the functional text and simple short paragraph in the form of the recount and narrative text to interact with the surrounding environment. Writing skill is very important because by writing teacher took students score and writing is the goal of English learning in the tenth grade senior high school. Based on the syllabus in senior high school at the first semester, the students had the mastery that 4 basic skills in English teaching but at the end of material they will focus on writing skill and the other skills as introduction skills.

However, writing is not an easy skill for English as foreign language students such as Indonesian students. According to Westwood (2008) “writing is one of the most difficult skill that learners are expected to acquire, requiring, the mastery of a variety of linguistic, cognitive and socio-culture competencies”. Moreover, Ariyanti (2016) stated that “writing is a quite difficult skill for Indonesian students because between Bahasa and English there is some difference such as structural and grammatical term and style”. Listening and speaking are regards as a productive skill, Learning productive skills is more difficult than receptive skill, especially in writing skill because writing is a complex activity that it requires the ability to write good sentences and organize logically into a paragraph. In conclusion, writing was not an easy skill because there were some differences between Bahasa and English such English language structure like grammar, vocabulary, meaning sentence connection, sentence structure, sentence sequence, and writing is a complex activity that requires the ability write good sentences and organize logically into a paragraph. Specifically, based on the preliminary observation at MAN 1 Sungai Penuh, the researcher found that the students had low skill in writing; they got confused in structure, grammar and lack of vocabulary. Additionally, the researcher had conducted an interview with the English teacher of Man 1 Sungai Penuh, the English teacher explained that the students still had problem in writing skill, most of them lack vocabulary that made them got difficulties to transfer their idea in written form, and then the students got difficulties in grammar, and difficulties how to organize the sentence well into paragraphs. Consequently, the students got a low score in writing text. Then, the researcher had conducted the interview with some students got difficulties and bored in learning writing because students did not know the strategy and method how to write a good paragraph. To cover all the problems above, it is very important for the English Teachers to be able to find a solution to solve all problems on students’ writing skill. According to Sokolik in Nunan (2005) “the true strategy, method, and technique in writing are students will know the reason of writing, they will give the opportunities to write, the researcher will give the feedback and it will help the students in drafting and revising the text”. Furthermore, one of them was using appropriate teaching writing method during teaching and learning process. Jack C. Richards and Schmidt (2010) “The method is a way of teaching a language which is based on systematic principles and procedures”. One of teaching method which is suitable for writing was discovery learning method. According to Peter Thorsett (2002) “Discovery learning method is a learning situation in which the principal content of what is to be learned is not given but must be independently discovered by students”. In this method, the teacher was not only the manager in the class but, moreover the teacher act as mentor and facilitator who directed the students in building their own
knowledge by giving the problem to be solved through scientific steps. Using discovery learning students easier to find information because before students tried to find information, the teacher asked the question to students about information students should look for a video. It's mean the students know the reason why they write and the students will more active in writing to get information and concluded to be completely written. Moreover, to support discovery learning method, media was very useful to facilities students to find information. One of the media that can apply by the lecturer to improve students writing skill is Video. Video noticed as one of good media that will increase the comprehension toward their students’ progress. According to Hook and William (1982) "video is a media of literature, it can be used as a magnetism tool of student’s attention”. Video can strengthen discovery learning because from the video the students had enjoy and easy to answer the questions. As discuss above, the students’ problems ware students bored in the class, difficult organizing idea, lack of vocabulary, and inappropriate of grammar. Therefore, by using video students was more interested and enjoyed in teaching writing and they was more focused on finding the main ideas contained in the video to be organized into a paragraph. Video also helped the students to add new vocabulary and remember it for longer times because they did not just saw the world but they also listen and saw the action took with that vocabulary and they know how to arrange and choose words correctly becomes good paragraph with the right grammar.

2. LITERATURE REVIEW

The method is a way of teaching a language which is based on systematic principles and procedures. One of teaching method which is suitable for writing is discovery learning method. According to Emily, S.B (2006) : “Discovery learning method is an active, hands-on style of learning where the student participates actively in the learning process rather than passively receiving knowledge as if he were an empty vessel to be filled by the instructor”. Discovery learning method is very useful to students answer the question. According to Daniar Sofeny (2013): Discovery learning is a when a student obtains knowledge by him/herself. Discovery learning method is a learning situation in which the principal content of what is to be learned is not given but must be independently discovery by the students. By using discovery learning, students can also think, analyze and try to solve their problem by themselves. In additionally the method that has a purpose to make independent and creative growth in studying, the students can make innovation in the teaching-learning process. By discovery learning method the students will easier to find the answer and memorizing the material in a long time. Mendikbud (2013) “On applying Discovery learning method in the classroom, there some procedures that should be implemented in the teaching and learning activities in general as follow”:

1. Stimulation (giving stimuli)
Stimulation at this stage serves to provide the condition of learning interaction that can develop and assist students in exploring material by using the questioning technique. Asking question to students can expose students to the internal conditions which encourage their exploration.
2. Problem statement (identify the problem)
The next stage is giving an opportunity to the students to identify as many agendas as possible which are relevant to lesson material, then one of them is selected and formulated in the form of the hypothesis.
3. Data collection
When the exploring is going, the teacher also gives a chance to students to collect the information as many as possible that related to prove whether is right or no, the function of this stage is to answer the question.
4. Data processing
Data processing is an activity of process data and information that has been gotten from students through interviewing and observation. Then interpreted, all the information will be processed, randomized, classified, tabulated, even if it is calculated in a certain way and interpreted on a given confidence level.
5. Verification
In this stage, all of the students do investigate accurately to prove whether the hypothesis is right or not that is decided with alternative discovery, directly coupled with data processing result.
6. Generalization
Generalization is a process of drawing the conclusion that can be a common principle and valid for all events or same problems, by attending verification result, so it is formulated principles of generalization.

Video is noticed as one of good media that will increase students’ ability. According to Hook and Williams (1982) “audio visual as a media of literature, it can be uses as a magnetism tool of students’ attention”. Moreover, jack believes that the students will assume this way of learning as learner friendly's method cause by these factors. It can represent the communicative conditions, so the students can easily get the main idea of any materials. Students can steadily see the age, sex or dress of participant. The strength of video media are to add, maintain and stimulate interest; to save time; to clarify and clear up problem of ambiguity; to reinforce the concepts you are trying to communicate in words; to be useful in convey emotive elements; to aid in memorization; to provide “proof” and make an issue ‘real’. The weakness of video is as follow:

1. Production cost for video material can be expensive.
2. Material goes out of date quickly.
3. It may require special equipment and space for viewing and listening.
4. The equipment will require regular servicing to minimize why using video media is effective.

To conclude, in doing discovery learning method combined with video in order to improve students writing skill of recount text, this research only concerned with students’ writing skill in writing form. Recount is a text which retells events or experiences in the past time. Its purpose either to inform or to entertain the audience. It also have generic structure, there are orientation, event and re orientation and also use language features the most specific one is use past tense. Recount text is a kind of the text that had to be learnt by students in junior high school level based on syllabus curriculum 2013. According Knapp and Watkins (2007) “Recount text is kind of text retelling of an incident, action or events that have occurred in the past”. Besides, Recount text has its own social function. The social function of this text is a retelling of the events, action that have only informational or entertainment only to the reader or listener. In writing recount text, it has a generic structure and language features. The generic structure of recount, it are orientation, event and
orientation. The language features of recount is using past tense, temporal sequence, using action verb and using linking verb. Based on the explanation above, it can be conclude that recount is a text which retells events or experiences in the past. It purpose is either to inform or to entertain the audience. a. Orientation, A good orientation will give all the necessary background information to enable the audience to make sense of the text. It contain of who were involved in the story. b. Events, In series of event the writer will explain the events of chronologically or sequence. It has be clearly to make the audience can understand of the topic. c. Re-orientation is optional session. It is a conclusion the recount by summarizing outcomes or results, evaluating the importance topic or offering personal comment or opinion.

3 RESEARCH METHOD
This research was quasi-experimental research. According to John W. Creswell (2000) “experiment design was to test the impact of a treatment (an intervention) on an outcome, controlling for all other factors that might influence those outcomes. Furthermore, the population in this research was the tenth grade students. They were 193 students who are distributed into nine classes. From those nine classes, class X MIA 1 and X MIA 2 were selected as the sample of the research by using cluster random sampling technique. The result is class X MIA 1 as experiment class consist 21 students and X MIA 2 as control class consists 20 students. In order to collect the data, the instrument which used in this research was test. The test was pre-test and post-test. The purpose of giving a pre-test was to know the students’ writing skill in recount text before this research and the purpose of giving post-test was to know the students’ writing skill after the treatment. After giving post-test, the result of test will correction by the 3 raters and the researcher also to be a rater. Besides, to find out the validity the researcher was used content validity. Then to find out the reliability of students’ writing skill the researcher was used inter-rater reliability. Meanwhile, it was used the Fleiss’ Kappa formula to get the coefficients of reliability inter-rater of the test. Fleiss’ Kappa is a statically measure of inter-rater reliability where it works for assessing the agreement more than two raters. The data analyzed by using statistical. Before testing the hypothesis, the data should be analyzed by using pre-requisite analysis that is test normality and homogeneity. The test of homogeneity used Shapiro-Wilk test and the homogeneity testing by Variance test (F-test). While the test of hypothesis was done by using t-test.

4 RESULT
Hypothesis
From the calculation of t-test it was showed $t_{count} > t_{table}$. It means that $H_1$ that stated There was significant effect of using Discovery Learning Method Combined With Video on the students writing skill of Recount text at the tenth grade of MAN 1 Sungai Penuh was accepted and $H_0$ that stated There is no significant effect of using Discovery learning Method Combined With Video on the students writing skill of Recount Text at the tenth grade of MAN 1 Sungai Penuh2019 was rejected. For more detailed could be seen as table below:

<table>
<thead>
<tr>
<th>Mean</th>
<th>Differen ce of Mean</th>
<th>$t_{count}$</th>
<th>DF</th>
<th>$t_{table}$</th>
<th>Hypothesi s</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-test experiment class</td>
<td>Post-test of experiment class</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>42,29</td>
<td>91,24</td>
<td>48,95</td>
<td>17,24</td>
<td>40</td>
<td>1,68</td>
</tr>
</tbody>
</table>

DISCUSSIONS
This research was a study of the effect of using Discovery Learning Method Combined with Video on Students’ Writing Skill of Recount Text at tenth grade of MAN 1 Sungai Penuh. This study was a quasi-experiment research that was used two classes. In this research, the researcher took Class MIA 1 as experiment class and class MIA 2 as control class. The purpose of this research was to find weather significant effect of using Discovery Learning Method Combine with Video on Students’ Writing Skill of Recount text at 1st Grade of MAN 1 Sungai Penuh. There were significant different between the students who were using Discovery Learning Method Combined with Video and who were not from analysis data above. Based on the calculation, the mean score pre-test in control class was 43 and the mean score of post-test in control class was 66,6. It meant, after doing teaching learning process without using Discovery Learning Method Combined With Video about writing recount text in control class the gain score was 23,6. Moreover, the mean score of pre-test in experiment class was 42,29 and the mean score of post-test in experiment class was 91,24. From the calculation, it looked that after teaching learning process about writing recount text using Discovery Learning Method Combined With Video, the gain score in experiment class was gotten 48,95. It concluded that the gain score of experiment class was higher than control class. Then, hypothesis with 5% (0,05) of level significance and the value of $t_{table}$ of the level freedom df (40). The value $t_{count}$ (17,24) was bigger than the value of t-table (1,6838). It meant that $H_1$ was accepted and $H_0$ was rejected. In other word, there was significant effect of using Discovery Learning Method Combined With Video on Students’ Writing Skill of Recount Text at the 1st Grade of MAN 1 Sungai Penuh in academic year 2018/2019. Moreover, the researcher found some previous researches that used Discovery Learning Method after conducted this research, those researches found Discovery Learning Method Combined With Video also had significant effect in learning English. Besides, it would support of the researcher’s research result in used Discovery Learning Method Combined With Video. First, Dina Amailyah Mushtoza (2014), Discovery Learning in Teaching Report Writing for Junior High School Students Based on 2013 curriculum. The study was to find out whether discovery learning model is more effective to improve students’ descriptive text writing than no discovery learning. Secondly, Ringgi Candraning Prawerti (2014), The Effectiveness of Using Discovery Learning Method in Teaching Writing Skill Viewed from The Students’ Creativity at SMAN 1 Durenan Trenggalek in the Academic Year of 2014/2015. The result of analysis shows that there is an interaction between teaching method and creativity in teaching writing. The last, Singaravelu (2012), Discovery Learning Strategies in English. The Findings to the study revealed that discovery Learning Strategies is more effective than traditional methods in learning English Grammar for the learners. It can be implemented to all other the languages learning. Therefore, the researcher assumed that the used of
Discovery Learning Method Combine with Video also gave good contribution and strategy in learning writing recount text at the tenth grade of MAN 1 Sungai Penuh 2018/2019. It proved by after conducted the research using Discovery Learning Method Combined with Video in teaching writing recount text, it was increased the writing recount text of students. It proved by the statistical data that had explained; besides from this strategy the students also got different experience in learning writing. In this research, the researcher found the students exiting to watching video and competed in answer the questions based on video. The students calmed and enjoyed while watching video. So the students had been easier to make paragraph based on video. But, some of students felt difficult to understand because the video using past tense formula.

5 CONCLUSION

Based on the finding, it can be concluded that the effect of using Discovery Learning Method Combined with Video in teaching recount text on students’ writing skill at the tenth grade of MAN 1 Sungai Penuh was effective. The success of the research can be prove by the student score of writing test of post-test of both classes, as follow was proved by the $t_{count}$ score of t-test. The t-test showed that $t_{count}$ (17.24) was higher than $t_{table}$ (1.7011). It meant that $H_0$ was accepted and $H_1$ was rejected. Since the $t_{count}$ higher than the $t_{table}$, there were significant difference in the achievement between students in class experiment who were taught using Discovery Learning Method Combined with Video and students in control class who were not. The mean score of experimental group was 91.24 and the mean score of control class was 66.6. It meant that the experiment class was better than the control class. It concluded that there is any significant effect of using Discovery Learning Method Combined with Video on students’ writing skill of recount text at the tenth grade of MAN 1 Sungai Penuh.

ACKNOWLEDGMENT

Thank you for the Allah (Praise be unto Thee the Almighty), the prophet Muhammad (May Allah bless him and give him peace), parents, family, validators and all of people who has been contributed in completing this research that can not be mentioned one by one. Without any prayers, suggestions, criticisms, supports, and helping from a lot of people the researchers can not only do the research well but also never complete it.

REFERENCES


[8] Dinas Pendidikan Indonesia, KTSP Perangkat Pembelajaran Sekolah Menengah Pertama(SMP)/Madrasah Tsawaniyah(MTS)/www.jagoanbahasaingris.com
[14] Hanafi, The Effect of Discovery Learning Method Application on Increasing Student’ Listening Outcome and Social Attitude, 2106. P.293