

THE IMPLEMENTATION OF DISCOVERY LEARNING METHOD IN TEACHING WRITING NARRATIVE TEXT

Cikitha Riski Avionitha¹⁾, Meiga Ratih Tirtanawati²⁾, Yuniarta Ita Purnama³⁾

¹Faculty of Languages and Arts Education, IKIP PGRI Bojonegoro

email: cikithaavionitha@gmail.com

²Faculty of Languages and Arts Education, IKIP PGRI Bojonegoro

email: meigaratihirtanawati@gmail.com

³Faculty of Languages and Arts Education, IKIP PGRI Bojonegoro

email: yuniarta_ita@ikipgribojonegoro.ac.id

Abstract

This study was aimed to know the implementation of discovery learning method in teaching writing narrative text for the first graders of SMK Al Mustawa Randublatung. This study was carried out on April 30, 2021 to May 5, 2021. This research is categorized as a type of qualitative research using a descriptive approach. The participants of this study were students in the first grade of SMK Al Mustawa Randublatung amounting to 13 students with details of 9 female students and 4 male students. Then, in collecting data the researcher used unstructured interviews, class observations and documents. Next, the researcher analyzed the data by using a reduction technique. Then, the researcher used a triangulation to test the validity of the data. The results that can be concluded from this research are first, the implementation of discovery learning methods can be categorized as good to apply. This is evidenced by the enthusiasm of the students in finding any things that exist in the narrative text. Second, the use of this method can have a positive impact on students because it is easier for them to remember important things longer. Third, students become more active in thinking, discussing, and expressing opinions. Fourth, due to this discovery, it is easier for students to write stories in a sequenced and structured way.

Keyword: discovery learning method, narrative text, writing

Abstrak

Penelitian ini bertujuan untuk mengetahui penerapan metode pembelajaran penemuan dalam pembelajaran menulis teks naratif pada siswa kelas satu SMK Al Mustawa Randublatung. Penelitian ini dilaksanakan pada tanggal 30 April 2021 sampai dengan 5 Mei 2021. Penelitian ini termasuk jenis penelitian kualitatif dengan menggunakan pendekatan deskriptif. Partisipan penelitian ini adalah siswa kelas satu SMK Al Mustawa Randublatung yang berjumlah 13 siswa dengan rincian 9 siswa perempuan dan 4 siswa laki-laki. Kemudian dalam mengumpulkan data peneliti menggunakan wawancara tidak terstruktur, observasi kelas, dan dokumen. Selanjutnya, peneliti menganalisis data dengan menggunakan teknik reduksi. Kemudian peneliti menggunakan triangulasi untuk menguji keabsahan data. Hasil yang dapat disimpulkan dari penelitian ini adalah pertama, penerapan metode pembelajaran penemuan dapat dikategorikan baik untuk diterapkan. Hal ini dibuktikan dengan antusiasme siswa dalam menemukan hal-hal yang ada dalam teks narrative. Kedua, penggunaan metode ini dapat memberikan dampak positif bagi siswa karena lebih mudah mengingat hal-hal penting lebih lama. Ketiga, siswa menjadi lebih aktif dalam berpikir, berdiskusi, dan mengemukakan pendapat. Keempat, karena penemuan ini, siswa lebih mudah menulis cerita secara berurutan dan terstruktur.

Kata kunci: metode pembelajaran discovery, teks naratif, menulis

INTRODUCTION

English is a global language, so for those who want to be one step ahead of people in general, they need to even master English (Pattymahu, 2012). In Indonesia, English is learned as a foreign language which makes it difficult to learn. Therefore, someone who has mastered English will be considered cool by others. Especially if someone is already fluent in speaking. Even when you want to work, there are several agencies that require prospective employees to speak English. Therefore, English lesson began to be studied from elementary school, junior high school, senior high school to college. There are also those who are willing to take English lessons so that they can help accelerate understanding of English.

Meanwhile, there are four basic skills learned in English, including writing, speaking, listening, reading. Writing is one of the important aspects of learning English. Writing is a process of producing something. Therefore writing is included in productive abilities. There are several difficulties experienced by students, including a lack of interest in writing, limited ideas, limited vocabulary, grammar suitability, and coherence between sentences or paragraphs. Writing is the most difficult skill for second or foreign language learners to master (Richards and Renandya 2002: 303). These difficulties are the task of the teacher to provide learning methods that are more attractive and easy to understand by students so that they can help students motivation in writing.

In addition, the discovery learning method can help alleviate difficulties. Discovery learning method is a component of educational practice which includes teaching methods that promote active learning, process-oriented, self-directed, self-seeking, and reflection (Suryosubroto 2009: 178). This means that this method focuses on students, the teacher is only a facilitator. That way students can learn to be more independent and creative. Teachers can use discovery learning methods to help student more interest and enthusiasm in learning the material. That way, students

can actively put forward ideas obtained based on their own experiences and put these ideas in the form of a writing.

So far, there are several types of texts studied in English, including narrative, descriptive, procedure, recount, report, etc. The texts are not studied at the same level, but they are studied in an ongoing manner according to the level of the student. In the first graders of SMK Semester 2 learns about narrative text. Anderson and Anderson (1997: 8) said that narrative text is a piece of text which tells a story and in doing so entertains and informs the reader or listener. Narrative texts have different types such as legends, fables, myths and others. Creating a narrative text requires a suitable imagination and can entertain the reader or listener.

According to the Depdiknas (2006) stated that the generic structures of narrative text includes orientation, complication, resolution, and coda. The presence of this coda is optional, so may or may not be included. 1) the first stucture is orientation . Orientation is an introduction to the story which contains who is in the story, usually featuring the main character, then where the story takes place and when the story occurs. The orientation is always in the first paragraph. 2) after that is complication. It contains a sequence of events about the conflict that occurs in the story. Complication appear in second paragraph. 3) Next is resolution. Resolution is the discovery of a solution that is the end of the story, whether the story ends happily or sadly. 4) The last is coda. Usually after the resolution a code will be raised which is more often referred to as a moral message in the story. However, there are also those that do not appear codes after resolution.

This research is conducted in SMK Al Mustawa Randublatung for students' in the first grade of the second semester. The researcher chose the school because the researcher wants to implement the discovery learning method to help students' writing skills at the school and this school is relatively new, so it needs evaluation and innovation in teaching. Based on the results of observations with the English teacher, the researcher found that the teacher used

the traditional method and only used the handbook in teaching narrative text so that the teacher's role was very dominant in the classroom. Meanwhile, from students, the researcher found that students became passive because they only listened to explanations from their teacher so that it caused boredom and students had difficulty in producing narrative text. This difficulty is caused by the lack of learning resources so that students are difficult to get ideas. In addition, students' lack of understanding regarding the structures and language features is also a factor in the difficulty of students producing their narrative text.

Based on the problems above, the researcher focused on implementing discovery learning method to teach and help students more enthusiasm in writing narrative text. For this reason, the researcher chose the title "The Implementation of Discovery Learning Method in Teaching Writing Narrative Text For the First Graders of SMK Al Mustawa Randublatung" with the hope that this study can be useful for both teacher and students.

RESEARCH METHOD

This research uses qualitative research using a descriptive approach. Researcher chose a qualitative method because this study it requires descriptive explanation of sentences related to data that cannot be explained using numbers or statistics. According to Moleong (2011: 6) qualitative research is research that intends to master the phenomena of what research subjects feel, such as attitudes, assumptions, motivation, actions, and others, holistically, as well as with descriptive methods in the form of words and language. A special natural context using various natural methods. The purpose of this opinion is that qualitative research is used to obtain holistic information that prioritizes understanding as a whole and thoroughly. Then, it was realized by a descriptive method arranged in the form of words.

This study is conducted on the students in the first grade SMK Al-Mustawa Randublatung in the second

semester, amounting to 13 students with details of 9 female students and 4 male students. In this research, the researcher chose three types of data collection techniques. The first is unstructured interview. the interview process in which the researcher is directly involved with the interviewed respondent without arranging the questions first. With this type of interview, researcher can ask questions freely, casually, and can be done many times. The researcher chose unstructured interview because the researcher wants to know deeper related to students' knowledge. Then, observation. Based on Zainal Arifin in the book (Kristanto, 2018) reveals that observation is a process that is preceded by observations and then notes that are systematic, logical, objective, and rational towards various kinds of phenomena in actual situations or artificial situations is called observation. Researcher also chose observation because the researcher interacted directly in the field with the respondents. The last is document. Apart from observations, documents are also information that can be obtained as facts for data collection. The researcher used a document in the form of the respondent's own writing which was sent in Microsoft Word.

RESULTS AND DISCUSSION

Results

The findings of this study are in the form of a description of the data collected through unstructured interviews, class observations with a total of 13 students and documents. Unstructured interviews and observations were carried out on the same day. The use of unstructured interviews and observations were used to answer the first problem statement, namely to find out the implementation of discovery learning method in teaching writing narrative text for the first graders of SMK Al Mustawa Randublatung.

Then for documents, the researcher gave one week to create and collect narrative texts with the theme of legends,

myths, or folklore that developed in the surrounding area. The use of documents is to find out the result of the implementation of discovery learning method in teaching writing narrative text for the first graders of SMK Al Mustawa Randublatung.

This unstructured interview was conducted in general aimed at all students. This activity was carried out by the researcher giving several questions related to the generic structures and language features used in the narrative texts that had been given to students. The text is entitled "The Legend of Bali Strait" as the first narrative text and "Aji Saka and Dewata Cengkar" as the second narrative text.

A total of 3 students out of a total of 13 students found that in the first paragraph of the texts "The Legend of Bali Strait" and "Aji Saka and Dewata Cengkar" contains information in the form of character introduction, place of occurrence, and time.

Furthermore, as many as 3 students out of a total of 13 students found that the next paragraph in text 1 contains problems. These problems begin to appear in paragraphs 2 to 4. In addition, in text 2 as many as 3 students also began to find conflicts in the second paragraph.

After that, the other 2 students said that the last paragraph found the end of the story in text 1 and text 2. The last question given by the researcher is related to the language features used in the two texts. All students or a total of 13 students said that the two texts given used the simple past tense, there were adverbs of time and place, there were prepositions, and there was the use of direct sentences.

Based on the observations, the researcher found that the students really tried to understand the two texts given. 100% of students or as many as 13 students were thorough enough to identify the structures and language features used in narrative texts. This is evidenced by their active opinion and answering questions from the teacher and concluding together regarding what was found to be used as a guide in writing narrative texts.

Next, they began to produce narrative texts on the topic of legends,

myths, or folklore that developed in the surrounding area. Students make narrative texts using guidelines obtained from conclusions that have been made together with researchers based on what they have found previously.

The last data collection is in the form of documents. The document used to know the result of writing narrative texts from students who work in groups. Researcher gave time for a week starting from April 30 to May 5, 2021 to create and collect the narrative texts they made.

Based on the narrative texts that have been done and collected, the researcher found that students actually used the guidelines for writing narrative texts that had been concluded together. In addition, the researcher also checked the level of plagiarism to ensure that the narrative text made was truly original and not copied from the internet. Researcher checked the level of plagiarism using <https://www.plagiarismchecker.co/> and as many as 5 texts collected from a total of 6 texts showed that 100% unique which means 0% plagiarism. This indicates that students actually make it themselves. Then as many as 1 text out of a total of 6 texts showed plagiarism of 17%.

Discussion

Writing is one of the important aspects in learning English. Writing is still a problem for people, especially students. So, every teacher needs to have mastery of a method that can arouse students' enthusiasm in writing English. According to research that has been conducted at SMK Al Mustawa Randublatung, it is concluded that the application of discovery learning methods can be used to solve student problems related to understanding narrative texts and students' writing skills.

The study discusses the application of discovery learning methods in teaching writing narrative text for the first graders of SMK Al Mustawa Randublatung. There are two problem formulations answered, namely the implementation of discovery learning method and the result of implementing discovery learning method in teaching writing narrative text.

The data collection technique used by the researcher is unstructured interview, observation, and document. The use of unstructured interviews and observation is used to answer the first problem formulation and documents are used to answer the second problem formulation.

Furthermore, in conducting unstructured interviews and observations, the researchers applied the following steps. 1) Stimulation, the researcher divided the students into 6 groups. Then give two narrative texts entitled "The Legend of Bali Strait" and "Aji Saka and Dewata Cengkar". Giving this text aims to stimulate students in understanding the content of the text as a preparation for finding solutions to problems. 2) Problem statement, after the students understood the contents of the two texts, the researcher gave several questions related to the generic structures and language features used in the two texts by conducting unstructured interviews. 3) Data collecting, from the formulation of the problem, students look for and collect answers obtained from the two texts that have been given. In this step, the researcher starts the observation activity. 4) Data processing, at this stage, students process or process what they find from the two texts that have been understood. They compiled the answers that had been obtained. 5) Verification, to strengthen the answers, students verify the results they find accompanied by evidence in the form of sentences or conversations in the two narrative texts. After that, the researcher asked students to show the results by communicating their findings. 6) Generalization, after the students succeeded in proving their findings, they together with the researcher concluded what was in the narrative text to be used as a guide in writing narrative texts.

The steps applied by the researcher are intended to provide an overview of the form of narrative text. In addition, this step is also used to provoke students to find generic structures and language features. Then, the findings are used as a guide in writing narrative texts.

Next, the researcher used data collection techniques with documents to

answer the second problem formulation, namely the result of implementing discovery learning method in teaching writing narrative text for the first graders. The result of the document was in the form of narrative text made by students with the topic of legend, myth, or folklore that developed in the surrounding area, namely Blora. After the documents were collected, the researcher examined the systematics of writing texts related to the generic structures and language features used.

There are several important points generated in this invention, namely as follows. 1) Student activity can be raised by provoking students to use questions that lead to the material. This can be seen when they understand the narrative text given by the researcher then the researcher asks questions, they start to think about what is in the text and then convey it to the researcher and their classmates. 2) Based on the results of the documents made by students, the researcher found that all students with a total of 13 students used the guidelines for writing narrative texts that had been obtained from drawing conclusions in texts 1 and 2 that had been given. 3) The implementation of discovery learning methods can stimulate students' minds in finding what is in the narrative text. So that students are more active in thinking, discussing, and communicating their findings. This can be found when there is a question and answer session between the researcher and the students.

As explained in chapter 2 that the implementation of discovery learning methods has several advantages, namely students become active in learning activities so they can think to find the final result, can more easily remember what they get because they are directly involved in the process, increase student interest in learning because they feel satisfied with the discovery process that they do so that it will create a sense of wanting to make a discovery again, students become easier to transfer their knowledge to various contexts, and train students to learn more independently (Suherman et al, 2001).

CONCLUSION

Based on the research that has been done about the implementation of discovery learning method in teaching writing narrative text for the first graders of SMK Al Mustawa Randublatung, it can be concluded as follows. 1) The implementation of discovery learning method can be categorized as good to apply. This was evidenced by the enthusiasm of the students in finding any things that exist in the narrative text given by teacher. 2) The implement of this method can have a positive impact on students because it is easier for them to remember important things longer. 3) Students become more active in thinking, discussing, and expressing opinions. 4) Due to this discovery, it is easier for students to write stories in a sequenced and structured way.

On the other opinion, Yuniarta Ita Purnama (2016) stated that "Guided Discovery Learning is an influential method on students' writing ability. It is good to be applied in teaching writing". This means that the use of discovery learning method is very important in teaching writing skills. By using this method, students become more active, more critical, and more innovative. In addition, the discovery learning method is also a very fun method to apply in the classroom. This is because the stimulation from teacher can help students to be more active and open their minds. Then students can learn not only from the teacher but also from other sources.

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