

TEACHING WRITING USING DISCOVERY LEARNING

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Abstract

The objective of this research is to investigate the students' difficulties in writing using discovery learning. Descriptive qualitative research design was employed in this research. The subject of this research was the eighth-grade students of MTs. Az-Zahra Batujajar in the academic year 2020/2021. The data of this research was obtained from the questionnaire and test. The instrument consists of 5 statements that indicate aspects of writing there were organization, content, grammar, mechanism, and vocabulary. The result of this research is that most of the students have difficulty in grammar. Based on data the questionnaire 90% of students stated difficulties in the grammar aspect, and supported by data from the test that the lowest average score of students in the grammar aspect is 71. It can be concluded that the highest difficulty of students when writing recount text is grammar.

Keywords: Difficulties; Writing; Discovery Learning

INTRODUCTION

Writing as a basic skill of education in English in schools cannot be separated, students learn to express ideas directly or write effectively. In language learning, writing is very important, especially in this era of globalization (Yusuf & Hasanudin, 2020). In writing, students are able to successfully express or put their ideas on paper as a product so that it can be read and understood in written form (Fadhila & Fatimah, 2020). The final product of the writing process viewed based on a list of criteria including content, organization, use of vocabulary, use of grammar, and mechanical considerations such as spelling and punctuation (Brown 2001 in Zahra, Sutiono, Mu'in, & Febrianti, 2020).

In addition, five aspects of writing namely: (a) grammar; it is an element of writing which deals with a set of rules to help a writer construct sentences that make sense and acceptable in English; (b) vocabulary; it is a list of words and their meanings; (c) mechanics; it deals with the convention in writing, which is related to punctuation, spelling, and capitalization; (d) fluency; it refers to the ease and the style of the composition; (e) form (organization); it is the logical sequence and cohesion to make unified contribution to the whole paragraph (Huges 1996 : 91 in Ningtyas, 2018). It is usually called generic structure. There are five indicators of writing, including: (1) Language Mechanics, (2) Language Use, (3) Content, (4) Vocabulary, and (5) Organization. The language mechanics include spelling, capitalization, and punctuation. Grammar is included in Language Use. Vocabulary also includes word choice and style. In this study, all of indicators is used.

However, there is always a problem when we want to write, one of which is to put ideas into writing. Based on the previous explanation, writing is an ability that must be achieved by students, because writing can support other skills. It expresses the feelings or what the writer wants to convey in a statement or paragraph that can be consumed by the reader (Aslimah & Nikmah, 2018). To overcome this difficulty, teachers need effective approach in teaching writing. Discovery learning can be a solution to these problems.

This research uses the discovery learning approach. Discovery learning is a type of teaching

that refers to students getting things on their own, looking for problems, and being able to ask questions that students do not understand. Discovery learning requires mental processes of discovery including observing, measuring, classifying, guessing, explaining, and making decisions (Efrini, 2016). In addition, the school schedule they have, there are many activities to share so that when learning English in class, they get bored and look or even just nod at what the teacher says. (Sobari & Hunussalam, 2019).

METHOD

The method used in this research is the descriptive qualitative method, this is called fact finding which is done by interpreting written data in the form of written works correctly. Qualitative research in this description identified the student in writing skill through recount text material and written based on qualitative data. In this research the researcher chose the eight grade students of MTs A-Zahra in the academic year 2020/202, the students consist of 30 students as participants of this research. Questionnaire analysis is involved as the research instrument and source of data of this research.

RESULTS AND DISCUSSION

Results

The results of the questionnaire revealed that there were several difficulties faced by students in several aspects of writing as shown in the table below:

Table 2. Data analysis of questionnaire

No	Statement	Yes	No
1	Expressing ideas	46,67%	53,33%
2	Finding content ideas	33,33%	66,67%
3	Grammar	90%	30%
4	Spelling or arranging sentences	40%	60%
5	Lack of vocabulary	33,33%	66,67%

In the analytical scoring profile (Jacob 1981 in Ambarsari, 2017), five slightly different categories are given the point values as follows:

1. Organization = 20
2. Content = 30
3. Grammar = 25
4. Mechanics = 5
5. Vocabulary = 20

The results of the test are based on the difficulties faced by students in several aspects of writing as shown in the table below:

Table 2. Data analysis of test.

No	Name	O	C	G	M	V
1	Student 1	75	83,3	60	80	75
2	Student 2	75	73,3	60	80	85
3	Student 3	100	90	80	100	90
4	Student 4	100	86,7	72	80	90
5	Student 5	90	86,7	60	80	85

6	Student 6	90	90	64	80	90
7	Student 7	95	90	76	80	95
8	Student 8	90	86,7	76	80	90
9	Student 9	95	83,3	80	80	85
10	Student 10	85	70	64	80	85
11	Student 11	90	83,3	68	80	95
12	Student 12	90	83,3	64	80	90
13	Student 13	95	83,3	64	80	90
14	Student 14	95	86,7	76	80	95
15	Student 15	85	70	64	80	90
16	Student 16	90	83,3	76	80	95
17	Student 17	90	86,7	72	80	95
18	Student 18	90	83,3	68	80	90
19	Student 19	85	73,35	64	80	85
20	Student 20	90	90	76	80	95
21	Student 21	85	73,3	68	80	90
22	Student 22	95	93,3	80	80	90
23	Student 23	90	90	76	80	95
24	Student 24	90	86,7	68	80	85
25	Student 25	95	90	76	80	95
26	Student 26	80	73,3	60	60	85
27	Student 27	95	93,3	84	80	95
28	Student 28	90	86,7	80	80	90
29	Student 29	85	73,3	76	80	90
30	Student 30	90	86,7	76	80	90
	Average	89,7	83,7	71	80	89

Discussion

The data from questionnaire revealed that there are five aspects of difficulties faced by students. The first statement related to the result of questionnaire, almost a half of students (46,67%) had difficulty in expressing ideas. It is supported by the data from test (89,7%) the average of the test results on the organization aspect 89,7. The second statement of questionnaire shows that related to finding content ideas approximately one-third of respondents (33,33%) had difficulty finding content ideas. It is in line with the data from test that the average score of students writing results on the content aspect was 83,7. The third statement of questionnaire revealed that most of students (90%) had difficulty using grammar when writing. It is supported by the data from test that the average score of the test results on the grammar aspect was 71. The fourth statement of questionnaire shows that related to difficulty spelling or arranging sentences when writing using discovery learning that almost a half of students (40%) got difficulty in spelling or arranging sentences. It is supported by the data from the test that the average of the test results on the mechanism aspect was 80. The last statement of questionnaire shows that related to lack of vocabulary aspect few students (33,33%) got difficulty deal with lack vocabulary in writing using discovery learning. It is supported by the data from the test that the average score of the test results on the vocabulary aspect was 89

CONCLUSION

Based on the data from questionnaire and test, it can be concluded that from the five aspects

of writing, most of the students got difficulties in applying grammar. Most of students (63,33%) have difficulty in writing using discovery learning because of grammar. It is supported by the data from test. The data from test revealed that the average score of the test results on the grammar aspect was 71. The results of other difficulties such as organization, content, mechanism, and vocabulary are not too many students who find it difficult compared to grammatical difficulties. In other words, the aspects of grammar mastered by students are still low.

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