Discovery Learning Method On Students' Writing Narrative Text Ability

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Abstract This study aims to analyze the effect of the discovery learning method on the ability of students to write narrative texts. This type of research is an experimental study with a pre- experimental design. This study was conducted in one class only, by conducting a pre-test and post-test to measure students' writing skills before and after the application of the discovery learning method. The results showed a significant increase in students' average scores, where the average pre-test score was 42.46 and the average post-test reached 57.54. Analysis using the t-test showed that there was a significant difference between the two tests, proving that the discovery learning method is effective in improving students' narrative writing skills. This study is expected to contribute to the development of more innovative learning strategies in the context of modern education.

Keywords: Discovery Learning Method; Writing; Narrative Text;

Abstrak Penelitian ini bertujuan untuk menganalisis pengaruh metode discovery learning terhadap kemampuan menulis teks naratif siswa.Jenis penelitian ini adalah penelitian eksperimen dengan desain pre-experimental. Penelitian ini dilakukan dalam satu kels saja, dengan mengadakan pre-test dan post-test untuk mengukur kemampuan menulis siswa sebelum dan setelah penerapan metode discovery learning. Hasil penelitian menunjukkan peningkatan signifikan pada skor rata-rata siswa, di mana skor pre-test rata-rata adalah 42,46 dan post-test rata-rata mencapai 57,54. Analisis menggunakan t-test menunjukkan bahwa ada perbedaan yang signifikan antara kedua tes, membuktikan bahwa metode discovery learning efektif dalam meningkatkan keterampilan menulis naratif siswa. Penelitian ini diharapkan dapat memberikan kontribusi pada pengembangan strategi pembelajaran yang lebih inovatif dalam konteks pendidikan modern.

Kata Kunci: Metode *Discovery Learning*; Menulis; Teks Narrative;

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INTRODUCTION

Education has an important role in shaping the character and skills of students, because with education students can more easily get better learning. especially in language mastery and writing skills. With language and writing skills students can develop ideas, thoughts and creativity, as (Fatiani and Rahman 2021) said writing skills are very important and very difficult, therefore writing requires a broad vocabulary so that it can improve learning and not only in an academic context, but also in everyday life. In writing, students can convey their ideas, information and events. So students can convey their ideas by writing well so that they can convey the event to the public indirectly. As (Hafidz 2018) Writing skill guides us to reach the goals of the effective in writing skill. Effective writing abilities, such as the use of appropriate syntax and a clear structure, enable us to communicate concepts and messages more precisely and clearly. As a result, we can accomplish a number of objectives, including informing, convincing, or amusing readers. These abilities also aid in the development of new ideas, the organization of our thoughts, and the creative process, all of which produce excellent writing that the reader can understand.

However, learning to write is very difficult to learn. As (Lihawa et al. 2019) said learning to write is very difficult for students to learn. And (Manao et.al 2024) On the other hand, some students still difficult to develop their creativity and knowledge in organizing the event of writing. Teacher must understand the condition of students especially in writing, teachers must create interesting learning, so that, the learning can be accepted by the students well and easy to learn, therefore in writing there are many texts to be learned. In writing so many purposes according (Purba 2018) there are purpose in writing: 1. Improve students learning by encouraging student's exploration. 2. Help students develop creative abilities to communicate a scientific information with a variety of different audiences. 3. The teacher can assess how well the students understands the learning. So, writing can from effective education and can increase student's exploration, and students can develop creatively in conveying information to others. In writing there are procedures (Petersen et al. 2020) prewriting, writing the first

draft, revising, editing and proofreading, publishing. However, there is a text that makes learning more interesting. One of the texts that is often used to convey events is narrative text.

Narrative text is very interesting text to read. As (Purba 2018) said the narrative text is a very interesting text, and there are a lot of life lessons in the story. Because narrative texts contain many values or morals that can be applied to everyday life, and often the stories in narrative texts depict experiences that are relevant to life. Narrative text, in particular, is one form of writing that can develop students' imagination and creativity. Narrative text there are characteristics (Sinaga 2020) orientation, evaluation, complication, resolution, re-orientation. Then in narrative text there are several characteristics (Herdiawan 2021) there is the a series event, and there is two event and the last there is not moving the event into the text. Therefore, themes from rich sources, and provide moral values that can be taken from the story in order to get good feedback to students.

So teaching students to write must use good methods in teaching. However that students in learning to write can easily understand the lesson, and easily get good ideas, not only that students also do not feel bored in learning.so many method can teaching writing such as Direct Method, Collaborative Method, act , but in this research using discovery learning method is one of the learning methods to improve students' abilities in any subject as (Avionitha et al. 2018) said discovery learning method can improve students' writing in writing, because in this method students play an active role in the learning. And As (Yadi and Nirwana 2023) Discovery learning is a type of learning that encourages students to investigate on their own, using their intuition, creativity and intuition to discover and build on their past knowledge and experiences, as well as seeking new information to discover truths, correlations and new facts ,So an effective learning method is the key to improving students' writing skills. Then (Tyasmaning 2022) Learning methods are methods or tactics used in teaching and learning activities in the classroom that are applied by educators so that the predetermined learning objectives can be achieved properly. There are qualities of discovery learning method such as 1) Learning is active,

requiring students to engage in practical activities and problem-solving exercises rather than merely receiving information. 2) Discovery learning encourages mastery and application by placing more emphasis on the process than on the final output. 3) The lessons learned through failure in this instructional paradigm motivate the student to keep looking for answers. 4) Feedback is a crucial component of the learning process, and students can achieve deeper understandings through collaboration and debate. 5) Discovery learning encourages individual interests and satisfies people's innate curiosity (Musdizal 2020).

One method that is considered effective is discovery learning. Because this method emphasizes student-centered learning, where they actively discover knowledge and skills through direct experience. By applying the discovery learning method, students are expected to be able to better understand the structure and rules of writing narrative texts, and be able to express their ideas more creatively and independently.

So this research aims to examine the influence of the discovery learning method on students' ability to write narrative texts. By using this method students were become more active in learning and easily get ideas in learning to write. As (Ilmu 2016) Discovery Learning is a learning method that encourages students to ask questions and formulate their own tentative answers, and to deduce general principles from practical examples or experiences. By focusing on this theme, it is hoped that students will not only learn to write. Through this research, it was expected to provide new insights into effective learning strategies in improving students' writing skills, as well as fostering their interest in subject matter based on religious texts. Thus, the results of this study are expected to be a contribution to the development of more innovative and relevant learning methods in the era of modern education.

METHOD

This research was carried out at SMA Negeri 1 Ulu Barumun at grade X. It is located on JL.Sibuhuan-sosopan Km.6 Desa Matondang, North Sumatra 22763. This research started in April 2025 and finish. However, this research is

quantitative research, with a pre experimental design in which one group pre-test and post-test are designed (Sugiyono 2013). One class was involved in the research. In this research, all of students of SMA Negeri 1 Ulu Barumun Kabupaten Padang Lawas at grade X were used as the population. The population used in this research was all of the students at X class of SMA Negeri 1 Ulu Barumun Kabupaten Padang Lawas. They consist of 6 classes.

The instrument in this research was essay test. The test was essay, where the students asked to write the narrative text base on the given theme. This research used random sampling technique. According (Bagus Sumargo, Budyanra, Stat 2024) Random sampling is a sampling method that involves several stages or levels of sampling. In this research the researcher used random sampling because the population there are six class in SMA Negeri 1 Ulu Barumun in academic year 2024/2025 Researchers used essay tests to collect data. These tests were designed to assess students' ability to write narratives and use narrative texts as source material. To ensure the quality of the tool, researchers validated the tests by reviewing the material with the help of an English teacher. This ensured that the questions were relevant to the metrics in the curriculum. In addition, inter-rater reliability was applied, which helped teachers ensure that the assessment process was consistent.

RESULT AND DISCUSSION

The Students' Writing Narrative Text Before Using Discovery Learning Method

In the pre-test, the researcher calculated the results that students had obtained in answering questions (tests). The researcher gave students an essay test on "rewriting narrative texts with the students' own language."After getting the pre-test students' scores on the pre-test, the researcher arranged them from low scores to high scores in the form of interval classes, in the form of interval classes. Then, the researcher calculated it using a formula based on the statistical formula get the mean (average), median, mode, range, interval, variance, and standard deviation values. The pre-test value can be seen in the following table:

Table I The Score in Pre-Test

No	Description	Results
1.	Total Score	1104
2.	Highest score	58
3.	Lowest score	30
4.	Mean	42.4615
5.	Median	40.0000
6.	Modus	35
7.	Range	32.00
8.	Interval	26
9.	Variants	98.898
10.	Standard Deviation	9.94477

Based on table 1, it may be concluded that data got from pre test can be described as; the lowest score was 30. On the other hand, the high score was 58, mean was 42.4615 and median from the score was 40.0000. Besides, modus from the score in pretest was 35 then, standard deviation was 9.94477. Then, the calculation of the frequency distribution of the students' score as follow:

Table 2. Frequency Distribution of Student Scores Pre-Test

No	Interval	Midpoint	Frequency	Percentages
1.	30- 34	31.5	5	19.2%
2.	35- 40	37.5	9	34.6 %
3.	41- 46	43.5	4	15.5%
4.	47- 52	49.5	4	15.5%
5.	53- 58	55.5	4	15.3%
6.	**Total**		**26**	**99.7 %**

After that, the researcher made it into a percentage to see the dominant value obtained by the students. The students' scores in the class interval between 29- 34 were 5 students (19.2%),the class interval between 35- 40 were 9 students (34.6%), the class interval between 41- 46 were 4 students (15.5%), interval class between 47- 52 as many as 4 students (15.5%), interval class between 53- 58 as many as 4 students (15.3%). Then, the calculation of the frequency distribution student scores on the pre-test can be entered into

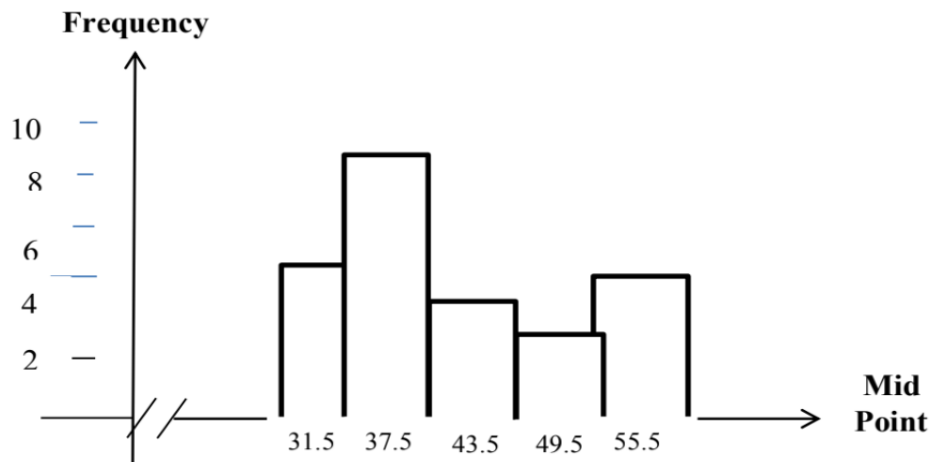the frequency distribution table as follows:

Figure 1. Data Description of Pre- test

In the figure 1, it can be seen the comparison between the highest score and the lowest score. From the histogram of the students' score of pre test in shown that the highest in middle point 58 was 4 students.

The Students' Writing Narrative Text After Using Discovery Learning Method

In post test, the researcher calculated the results that the students had obtained in answering the questions (test). The researcher gave them a test on "rewrite the story". After getting the post test students' scores on the pretest, the researcher found the total score. Then, the researcher arranged it from low to high scores in the form of interval classes. in the form of interval classes. Then, the researcher calculated it using the formula Statistical formula. The researcher calculated it to get the average value (mean), median, mode, range, interval, variance and standard deviation. The post-test value can be seen in the following table:

Table 3 The Score of post test

No	Description	Results
1.	Total Score	1496
2.	Highest score	86
3.	Lowest score	33
4.	Mean	57.5385
5.	Median	53.0000

No	Description	Results
6.	Modus	53
7.	Range	58.00
8.	Interval	26
9.	Variants	321.858
10.	Standard Deviation	17.94041

After getting the results of the mean, median and mode, the researcher moved on to the next step, which was to determine the midpoint of all intervals. After that, the researcher made it in the form of a percentage to see the dominant value obtained by the students. The value of students in the interval class between 35.00 - 43.00 was 6 students (23,0%), the interval class between 44.00 - 52.00 was 4 students (15,3%), the interval class between 53.00 - 61.00 was 9 students (34,6%), the interval class between 62.00 - 70.00 was 3 students (11.5%), the interval class between 71.00 - 79.00 was 2 students (7.6%), the interval class between 80.00 - 86.00 was 2 students (7.6%). The frequency distribution in post test scores on the pre- test can be entered into a frequency distribution table as follows:

Table 4 Frequency Distribution of Students' Scores Post-Test

No	Interval	Midpoint	Frequency	Percentages
1.	35.00 - 43.00	39	6	23.0%
2.	44.00 - 52.00	48	4	15.3%
3.	53.00 - 61.00	57	9	34.6%
4.	62.00 - 70.00	66	3	11.5%
5.	71.00 - 79.00	75	2	7.6%
6.	80.00 - 86.00	86	2	7.6%
	Total		26	99.6%

In order to get description of the data clearly and completely, it had been presented in the histogram below:
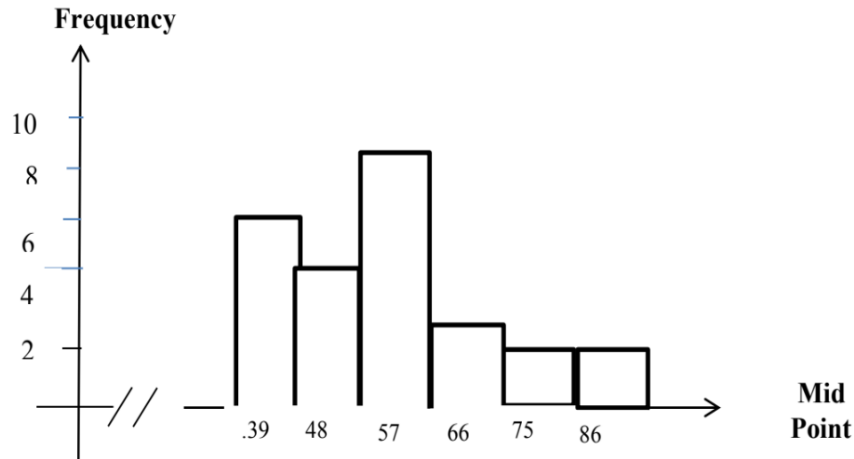
Figure 2 Histogram of students writing narrative text in post test

In the figure 1, it can be seen the comparison between the highest score and the lowest score. From the histogram of the students' score of pre test in shown that the highest in middle point 58 was 4 students.

The results of this study found that the discovery learning method had a significant influence on class X students. This research was conducted to find out effect of Discovery Learning Method (DLM) methodology on writing narrative text among EFL students. In this research, the researcher chose the technique of collecting the data in this research by giving test, (pre-test and post- test) to the students. The writing narrative text test consisted of 1 item for pre- test and 1 item for post-test. The option of essay test the test conducted to measure students' writing narrative text.

This hypothesis shows a significant influence in writing narrative texts for class X students of SMA Negeri 1 Ulu Barumun. The results of calculation using independent sample t-test, it was found that tcount > ttable or 7.673>1.708 Based on the test criteria, H*a* (alternative hypothesis) is accepted because tcount > ttable. Thus, there was significant effect of Discovery Learning method (DLM) methodology on writing of narrative text of the tenth grade students at SMA Negei 1 Ulu Barumun Kabupaten Padang Lawas.

This means that the discovery learning method is very helpful for students' learning in writing narrative texts. Thus, the discovery learning method can improve writing

learning. As (Mustika and Gani 2019) research the result of this research is that the students writing using discovery learning method succeed. The purpose of research was to evaluate the observation report writing skills of seventh grade students at SMP Negeri 5 Kerinci. With a 2x2 factorial experimental design, this study used a quantitative approach. This allowed researchers to investigate the effect of two variables discovery learning method and learning motivation on writing skills.

Also Aini et.al (2020) research, the result of her research said the effect of discovery learning method on students writing narrative text effectively used to teach writing narrative texts it means that the discovery learning method is successful or shows good results in helping students understand and master the skills of writing narrative texts. In this study, pre- test results also showed an average student score of 42.46, indicating difficulty in organizing ideas and conveying messages effectively. This reflects the challenges students face in writing skills, especially in the context of narrative texts. After implementing the discovery learning method, the average post-test score increased to 57.54. This improvement indicates that students are better able to write narrative texts, paying attention to structure, storyline, and appropriate vocabulary usage. This demonstrates that the discovery learning method is effective in improving students' writing skills. Researchers also presented a similar case study. Research conducted (Musdizal 2020) with the title of "The Influence Of Discovery Learning Method And Video On Students' Writing Skill," The Influence Of Discovery Learning Method And Video On Students' Writing Skill, there is a significant effect, where the results of the research that has been carried out are t count is 17.24 while t table is 1.6838, this shows that there is a significant effect on the discovery learning method on writing.

So it can be said that the discovery learning method can improve writing learning. Then in this study there is the normality test using the Kolmogorov-Smirnov test showed that the pre-test and post-test data were normally distributed, with a significance value of less than 0.05. This allowed the researcher to use a t-test to compare the differences between the pre-test and post-test. The t- test results showed a calculated t-value of 7.886, which was greater than the t-table, so H0 was rejected and H1 was accepted. As stated in

Ratnasari (2019) that if the calculated T is greater than the T-table, it means that H0 is rejected and Ha is accepted. This confirms the significant influence of the discovery learning method on students' narrative text writing skills. The significant improvement in students' writing skills demonstrates that the discovery learning method not only improves technical writing skills but also encourages students to be more creative and critical in their writing. This is important because writing is a crucial skill in education and everyday life.

CONCLUSION

Based on the result of the research and calculation of the data that had described, the researcher got the conclusions are: There is the significant effect discovery learning method on writing narrative text at grade X students of SMA Negeri 1 Ulu Baruun Kabupaten Padang Lawas . The result found that $tcount > ttable$ (7.673>1.708). It means Ha is accepted and H_0 is rejected.

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