THE EFFECT OF DISCOVERY LEARNING MODEL TOWARD STUDENTS' ABILITY IN WRITING RECOUNT TEXT

SKRIPSI

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CHAPTER I

INTRODUCTION

A. The Background of the Study

English is one of international languages that being one of the important subjects in every schools in Indonesia. Language was the important part of human beings. Language approach integrates the four languages skills of listening, reading, speaking and writing. Writing is one of the basic language skills that should be mastered by students. Writing had function means to conveying ideas, feeling and intention to other people. It was very important skill on daily life.

In fact, most of the students' did not like doing this activity and they always tried to avoid it. Before writing activity, they appeared some assumption in their mind that they would make many mistakes, a specially in grammar and vocabulary mastery. Therefore, they would produce bad writing. In short, many students' get trouble in writing and some of them are even frustrated when they had to do it. A teacher as instructor (Hamaalik, 2001: 123). It means that teacher plays the important role in structuring the type of environment that was promoted effective oral language development for the students. And the teacher as the principal agency for implementating educational program in teaching. A teacher supposed to be professional person and as a motivator for the students in the class. Therefore, a professional teacher with a consideration about his duty is

needed to make the students can write English well. Because most of students in Indonesia can not write English well.

They are many strategies, models and methods in writing recount text, one of them is discovery learning model. Discovery Learning is a technique of inquiry base learning and is considered a constructivist based approach to education.According to Borthick & Jones (2000: 181) "In discovery learning, participants learn to recognize a problem, characterize what a solution would look like, search for relevant information, develop a solution strategy, and execute the chosen strategy. In collaborative discovery learning, participants, immersed in a community of practice, solve problems together." In applying of discovery learning model teachers act as mentors by providing opportunities for students to learn actively, the opinion of the teacher should be able to guide and direct the learning activities of students in accordance with the purpose.

In reality, students' ability in writing is relatively low. Based on researcher experiences in SMP Nusantara Tebing Tinggi, students' ability of such skill was quite low, especially in writing Recount Text. Students often failed in writing because they faced some difficulties such as they have less of vocabulary, they have less grammar. They did not give much attention and enthusiasm on writing especially in writing Recount Text.

Therefore, based on the explanation above the researcher would like to conduct research about "The effect of Discovery learning model toward students' ability in writing recount text". Hopefully it can improve the students' writing especially in writing Recount text.

B. The Identification of the Problem

Based on the explanation above, the problem of this research are identified as the following.

1. The studentshave difficulties in writing recount text
2. The students ability in writing is still low
3. The students have less vocabulary
4. The students have less grammar

C. The Scope and Limitation

Based on the identification of study, the writer limit the study effect of discovery learning model towards students' abilityin writing recount text. Here researcher focuses on the effect of discovery learning model towards student ability in writing recount text at SMP Nusantara TebingTinggi.

D. The Formulation of the Problem

The problem of the study will be formulated as the following.

1. What are the students' difficulties in writing recount text ?
2. Is there any effect of discovery learning model on students' ability in writing recount text?

E. The Objectives of the Study

The objective of this study as following:

1. To find out the students' difficulties in writing recount text.

2. To find out whether there is anyeffect of discovery learning model on students' ability in writing recount text.

F. The Significant of the Study

1. In theoretical :

   The result of this study will be expected to find out the strategy the students' ability in writing recount text.

2. In practical :

   a. For teacher

      For the teachers, this research will give contribution how to writing recount text using discovery learning.

   b. For students

      The students', they will know and understand how to writing recount text using discovery learning.

   c. For reseacher, to add knowledge about writing recount text.

      For reader, to get knowledge about in writing recount text.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

To conducted a research, there some theories will be needed to explain some concept and term to be applied in the rsearch. The teoretical elaboration on the concept and terms used would be presented in the following part.

1. Description of Effect

Effect in this research means as any ability improvement after learning something. Slamento (1995:15) states that improvement in learning is certain proof of success or ability of a student in doing their learning activity which based on their level of class.

Effect of teaching in language relate to the changes of getting something into our cognitive system. The final result of effect in teaching is the improvement of ability. The ability is the result of learning process that involves teachers and students which is reflected from the knowledge have been mastered by students.

Based on the definition above, the researcher concludes that the effect is the influence or impression that can change a condition from bad into good and be better after doing something.

2. Description of Discovery Learning

2.1 Definition of Discovery Learning

Discovery learning refers to various instructional design models that engages students in learning through discovery. Usually the pedagogical aims are threefold: (1) Promote "deep" learning, (2) Promote meta-cognitive skills (develop problem-solving skills, creativity, etc.), (3) Promote student engagement. According to van Joolingen (1999: 385): " Discovery learning is a type of learning where learners construct their own knowledge by experimenting with a domain, and inferring rules from the results of these experiments. The basic idea of this kind of learning is that because learners can design their own experiments in the domain and infer the rules of the domain themselves they are actually constructing their knowledge. Because of these constructive activities, it is assumed they will understand the domain at a higher level than when the necessary information is just presented by a teacher or an expository learning environment."

According to Borthick & Jones (2000: 181) "In discovery learning, participants learn to recognize a problem, characterize what a solution would look like, search for relevant information, develop a solution strategy, and execute the chosen strategy. In collaborative discovery learning, participants, immersed in a community of practice, solve problems together." According to Judith Conway's Educational Technology's Effect on Models of Instruction: " Jerome Bruner was influential in defining Discovery Learning. It uses Cognitive psychology as a base. Discovery learning is "an approach to instruction through

which students interact with their environment-by exploring and manipulating objects, wrestling with questions and controversies, or performing experiments" (Ormrod, 1995, p. 442) The idea is that students are more likely to remember concepts they discover on their own. Teachers have found that discovery learning is most successful when students have prerequisite knowledge and undergo some structured experiences." (Roblyer, Edwards, and Havriluk, 1997, p 68).

Discovery Learning provides students with opportunities to develop hypotheses to answer questions and can contribute to the development of a lifelong love of learning. Students propose issues or problems, gather data and observations to develop hypotheses, confirm or refine their hypotheses, and explain or prove their problems.

2.2. Theory and Models of Discovery Learning

Discovery learning can be traced back to authors like Rousseau, Pestalozzi and Dewey. In particular Dewey's emphasis on "experience" is in vogue again. Modern discovery learning approaches relate to constructivist theory and therefore Bruner is considered a father of discovery learning by many authors. E.g. in the Encyclopedia of Educational technologyone can find the following quote from Bruner ""Emphasis on discovery in learning has precisely the effect on the learner of leading him to be a constructionist, to organize what he is encountering in a manner not only designed to discover regularity and relatedness, but also to avoid the kind of information drift that fails to keep

account of the uses to which information might have to be put." "(Bruner, 1962).

Another strong influence for some kinds of discovery learning (see microworlds is Seymour Papert's constructionism. Donald Clark in his discovery learning page puts the following statement: " "You can't teach people everything they need to know. The best you can do is position them where they can find what they need to know when they need to know it." - Seymour Papert"

Discovery learning is also strongly tied to problem solving (or learning how to solve problems under a more meta-cognitive perspective): ""Learning theorists characterize learning to solve problems as discovery learning, in which participants learn to recognize a problem, characterize what a solution would look like, search for relevant information, develop a solution strategy, and execute the chosen strategy." (Borthick & Jones, 2000:181) Some authors point out that discovery learning may increase content relevance and student engagement (actually an argument that can be made for all sorts of project-oriented learning.

Discovery learning, like most constructivist instructional design models is not easy to implement, since learners need to possess a number of cognitive skills and be intrinsically motivated to learn. van Joolingen (1999:386) makes the following point:

In research on scientific discovery learning, it has been found that in order for discovery of learning to be successful, learners need to posses a number of discovery skills (De Jong & Van Joolingen, in press), including hypothesis generation, experiment design, prediction, and data analysis. In

addition, regulative skills like planning and monitoring are needed for successful discovery learning (Njoo & De Jong, 1993). Apart from being supportive for learning about the domain at hand, these skills are usually also seen as a learning goal in itself, as they are needed in a complex information society. Lack of these skills can result in ineffective discovery behavior, like designing inconclusive experiments, confirmation bias and drawing incorrect conclusions from data. In its turn, ineffective discovery behavior does not contribute to creating new knowledge in the mind of the learner. Therefore one must try to support discovery learning processes, however with the risk of disrupting the very nature process that should engage the learner in autonomous knowledge construction. Of course, there *is* a lot of disruption of this "pure model". A lot of research has pointed to out that "unguided instruction" can fail to meet precise instructional goals. Therefore, in practice, most current forms of discovery learning are guided in various ways.

2.3. Models of Discovery Learning

      a. Collaborative discovery learning

      b. Discovery learning with microworlds

      c. Experiental learning (to some extent)

      d. Guided discovery learning

      e. Incidental learning

      f. Learning by exploring (exploratory learning)

      g. Simulation-based learning

h. Case-based learning

i. Problem-based learning

j. Inquiry-Based Learning

2.4. Advantages and Disavantages Of Discovery Learning

a. Advantages

The discovery learning literature often claims the following advantages:

1) Supports active engagement of the learner in the learning process

2) Fosters curiosity

3) Enables the development of life long learning skills

4) Personalizes the learning experience

5) Highly motivating as it allows individuals the opportunity to experiment and discover something for themselves

6) Builds on learner's prior knowledge and understanding

7) Develops a sense of independence and autonomy

8) Make them responsible for their own mistakes and results

9) Learning as most adults learn on the job and in real life situations

10) A reason to record their procedure and discoveries - such as not repeating mistakes, a way to analyze what happened, and a way to record a victorious discovery

11) Develops problem solving and creative skills

12) Finds new and interesting avenues of information and learning - such as gravy made with too much cornstarch can become a molding medium

These sorts of arguments can be regrouped in two broad categories

1. Development of meta cognitive skills (including some higher level cognitive strategies) useful in lifelong learning.

2. Motivation

b. Disadvantages

Most researchers would argue that pure discovery learning as a general and global teaching strategy for beginning and intermediary learners doesn't work. The debate on how much guiding is needed is somewhat open. See Kirschner et al. (2006) for a good overview (or Mayer, 2004; Feldon) and also Merrill's first principles of instruction model that does promote unguided problem-based learning at the *final stages* of an instructional design. Typical criticisms are:

1. (Sometimes huge) cognitive overload, potential to confuse the learner if no initial framework is available, etc.

2. Measurable performance (compared to hard-core instructional designs) is worse for most learning situations.

3. Creations of misconceptions ("knowing less after instruction")

4. Weak students have a tendency to "fly under the radar" (Aleven et al. 2003) and teacher's fail to detect situations needing strong remediation or scaffolding.

5. Some studies admit that strong students can benefit from weak treatments and others conclude that there is no difference, but more

importantly they also conclude that weak students benefit strongly from strong treatments.

Schneider thinks that despite very strong arguments (Kirschner et al., 2006) in disfavor of even guided discovery learning models like problem-based learning, the debate is still open. Most really serious studies concerned high-school science teaching. Now, science is very hard and indeed puts a very heavy load on short-term memory. In addition, in order to solve even moderatly complex problems a person must engage many schemas. If nothing is available in long term memory, the learner is stuck.

As an example, DSchneider (from his own experience) doesn't believe that object-oriented programming could be taught by a discovery approach. Making web pages on the other hand could. Students can incrementally work on their own projet and integrate independent concepts like HTML, CSS, Ergonomics, Style, Color etc. on their own pace. A project-oriented approach to web page making probably also would be less effective than a strategy like direct instruction. On the positive side, students engaged in discovery with some scaffolding and monitoring provided by the teacher will learn to find resources, to *read* technical texts found on the Internet, to adapt a solution to their skill level (learn something about the economics), to decompose a problem, etc. I.e. they learn some skill that are probably transferrable to similar autonmous learning situation (e.g. learning SVG on their own).

2.5. Strategies in Learning Discovery Models

Inthemodel ofthe present invention, the teacher canusethatdiscoverystrategiesinductive, deductiveor both.

1. **InductiveStrategy**

   This strategy consists of two parts, namely the data or specific examples and parts of generalization (conclusion). Data or specific examples can not be used as evidence, just the way to a conclusion. Conclusions (invention) using inductive strategy is always the risk, whether it is true or not conclusions. Hence the conclusion that found with inductive strategy should always mengguankan word "perhaps" or "maybe".

2. **Deductive Strategy**

   The main characteristic of mathematics is deductive reasoning, that the truth of a statement obtained as a result of the previous logical truth, so the connection between the statement in mathematics is consistent. Means the deductive discovery strategy, the students explained the concepts and principles of certain materials to support the acquisition of mathematical knowledge are not familiar and teachers tend to ask a sequence of questions to guide students' thinking toward the conclusion that the goal of learning. For example, the following dialogue was troubleshoot system of equations by using the coefficient determinant of two parallel lines with deductive discovery in which teachers use questions to guide students toward a particular conclusion.

2.6. The Implementation of Discovery in Learning

a. Preparation phase

1. Set goals

2. Select materials

3. Set topics that will be studied

4. Set material, such as example in teaching

5. Set up a simple lesson topics to the complex

6. Evaluation from result of studied

b. Procedure Strategy Discovery Learning

In this implementation, any some procedure you must doing in teaching learning, they are :

1. Stimulation

2. Problem Statement

3. Data Collection

4. Data Processing

5. Verification

6. Generalization

3. Description of Writing

3.1. Writing

Carrol, Wilson, and Forlini (2003: 3) said that "Writing is one of the most powerful communication tolls we will use today and for the rest of our life. We will use it to share our thoughts and ideas with others and even to

communicate with ourselves". Writing is a form of manifestation of linguistic competence that is expressed in the form the use of writeen language, other than in the form of oral language. In addition to the use of language activity in the form of speaking and reading, the activity of writing is one of the manisfestation of the use of language as a communication media. The use of English as a foreign language, such as the Indonesian people, will always find that the writing is not easy as speaking, although both are considered a form of active manisfestation of language (encoding).

Ken Hyland (2002: 7) stated that "Writing is disembodied". It is removed from contextual and the personal experience of the writer becouse meaning can be encoded in text and recovered by anyone with the night decoding skills.

Writing is the fore treated like an object and its rules imposed on passive user. This view of writing I alive and kicking in much teaching of bussiness writing and, indeed is implicit in some notion of learning in westrn education system. Cadric Cullingford (1995: 60) asserted that writing is an instrument to help thought as well as being the final form of that thought. When pupil stars to see that they can write more than one draft and that their first draft does not have to be perfect, they begin to understand two things. First, they understand the utility of writing, that it can help them. Secondly, they realized that even if the final product isn't perfect, they have improved what they are doing by thinking about it.

Harris (1968: 68) stated that "Writing process is a sophisticated skill combining five general components: contents, organization, grammar,

vocabulary and mechanics". Heaton (1998: 135) stated that "Writing is the ability to use structure. Writing refers to the skill of using graphic symbols which have to be arranged to certain convention". It means writing is the act of skill in forming graphic symbol and combining a number a of drivers elements. It also one's ability in using grammar to express one's ideas in the form of written communications. In other words it can be said that writing is expressing ideas, feeling and desires through graphic symbol. Daniel J. Moran (2004) stated that "Traditionally, instruction in the proceed of writing and instruction in grammar and punctuation proceed as two separate activities". Becouse the writing activity is a management nightmare, however, teacher tend to make few writing assignments. When students do write original compositions, teacher ,may cover the papers in jumble of red. Since they generally do not return the correction until many days later, writers may not learn how well they have done until it is too late to matter. In some programs, students learn to use copy editing marks: with the teacher guidance, the edit writing and apply the change in their rewrites. But, even those students do not write or edit their own work themselves nearly often enough those students do not write or edit own work themselves nearly often enough to learn how to writive. Effectively.

3.2. The Process of Writing

According to Joyce Armstrong Carrol, Edward E. Wilson and Gary Forlini (2001: 15) these are the stages of writing process:

a. Prewriting is a freely exploring topics, choosing a topic, and beginning to gather an organinize details before you write.

b. Drafting is getting your ideas down on paper in roughly the format you intend

c. Revising is correcting any major errors and improving the writings form and content

d. Editing and proopfreading is polishing the writing and fixing errors in grammar, spelling and mechanics

e. Publishing and presenting is sharing your writing

3.3. The Rule a Good Writing

Siagian (2008: 11) says that to "write a good writing in that writing must have grammar ang paragraph and accuracy". And Joyce (2001:32) states "if someone wants to write , he should pay these supporting detail, coherence, main idea topic sentence, unity and coherence.to write good writing there are some rules,especially in writing past exprience, they are grammar and paragraph where supporting detail, coherence, main idea topicsentence, unity and coherence, are include in part of pragraph.

3.4. Types of Writing

Joyce (2001:14) states "there are many types of writing". The various types can be group into modes, a word that refers to the central purpose of a piece of writing.

Table 3.1

The Models of Writing

No	Models of Writing
1	Narration
2	Description
3	Persuasion
4	Exposition
5	Research
6	Response to literature
7	Assignment
8	Workplace

Description involves putting into word how something looks or appears or the way something acts. Description focuses on detail, especially details that reveal the essence of what is being described. Often you will be asked to describe something that you are very familiar with (you house, a person close to you, your favorite place) or something very new to you (a painting for an art class, a character in a work of literature, a piece of new machinery used in your field of study).

Writing can also be dividing into two broader categories: reflexive and extensive. Based on the source of inspiration and audience for a piece of writing: when write reflexively what to write, what format to use, and whether to share your writing with other. Reflexive writing such as a journal entry, a personal essay, or a list is writing you do for yourself. Extensive writing which focuses

on topic outside of your imigation and experience is writing that you do for other. Based on the explanation above writing past Exprience is including in reflexive writing.

4. Description Paragraphs

4.1. Paragraph

Regina L Smalley and Marry K. Reutter (1986: 3) asserted that a paragraph is a group of sentences that developes one main idea: in other words, a paragraph develops a topic. Paragraph provide organization and focus to a piece of writing, breaking information into manageable chunks for readers.

4.2. Topic Paragraph

Smalley Regina L and Mary K Ruetter (1986:3) stated that to begin a paragraph may be defined a group of sentences that develops one main ideas in other word, a paragraph develops a topic. A topic basically the subject of the paragraph, it is what the paraghraph's about.

4.3.Controlling Idea

Smalley Regina L and Mary K Ruetter (1986:3) stated that a controlling idea is an ides or attitude the topic paragraph and its controls all sentences in the paragraph. It means all sentences in the paragraph should be relevant to a controlling idea.

4.4. Topic sentence

Smalley Regina L and Mary K Ruetter (1986:3) stated that " A topic sentence is a sentence that has particular function to introduce the topic paragraph and the controlling idea about the topic paragraph".

4.5. Supporting Sentence

Smalley Regina L and Mary K Ruetter (1986:3) stated that "Supporting sentences is a number of sentences used to back up, clarify, illustrate, explain or prove the point about the topic sentence". Most of we use factual detail to support our point. Such detail may be facts from resource material, such as magazine, journal, books.

4.6. Conclusion sentence

Smalley Regina L and Mary K Ruetter (1986:3) stated that "Summarized the main idea in the paragraph is called the concluding sentence". Not all paragraphs have concluding sentences, but they are useful for ending the development of the supports smoothly.

4.7. Unity

Smalley Regina L and Mary K Ruetter (1986:3) stated that "Unity is paragraph in which all sentence should relate the subject number 1-7 and conclusion to a topic paragraph and controlling idea in the topic sentence".

4.8. Coherence

Smalley Regina L and Mary K Ruetter (1986:3) stated that " A coherence paragraph contains paragraph contains that are logically arranged and flow smoothly". Coherence is an important quality of writing. A well

construction paragraph contains sentences that are logically arranged and flow smoothly.

5. Description Ability

Richard (1998: 221) says "Ability derived from "able" which means quality of being able to do something, physical, mentally, legally, morally, financially, etc, from the discussion above "Ability" can be defined that a person has an ability to do something, it is mean that someone can do that right now, and this research, the ability is refered to the capability in how to make the past exprience. Ability in Indonesia language ia also called "kemampuan" this term means as the original knowledge owned by the individual person unconsiously, silently, intrisically, and newest.

Ability is one's capacity of doing something and that making a certain physical or mental responce. The term " ability in this study is the power of the students to understand the materials given by the teacher in the classroom". The ability of the students in learning can be seen from the result of learning it self after the students learn about the material, of course there is a change in behavior and knowledge.

The students' ability is related ton the students. The ability is the result of process which involves teachers with students which is reflected from the knowledge the students' have. Ability which is achieved by the students then it is realized in the form of the score, so that it will be acknowledge by the certain

position of the students in the classroom because the score they reflected their ability in learning process.

Lyle M.Spencer (2010: 129) says" the ability as the prominent characteristics of an individual are related to effective or superior perfomancein a job or situation". Based on tis statement it can be concluded that we can see how much individual students' ability in explaining about the past exprience based on their exprience and their thingking, the directly we can see which the character of the students who are entered in the level of high, medium, and low.

Ability is related to the effort something into our cognitive system. The ability is the result of learning process which involves teacherts with students which is reflectedfrom the knowledge to the students has. The ability in which achieved by the students, they are realize in the form of score so that it will be acknowledge the certain position of a students in the class because the score they have reflect their ability in the learning process. Furthermore, the ability is certain proof of success or the ability ofa student i doing their learning activities which based on their level of class.

Hasan (1995: 64) say that "in human basic potential there are three factors that can make the students ability in increasing more". They are:

a. The original ability (natural ability)

b. Thinking ability

c. Ability derived from willingness

6. Description Recount Text

6.1. Definition of Recount

According to Hyland (2004: 29), recount text is a kind of genre that has socialfunction to retell event for the purpose of informing of entertaining. The tense that used in recount text is past tense. Social purpose of recount is to reconstruct past experiences by retelling events in original sequence. We can look at the simple of recount in personal letters,police report, insurance claims, and incident reports.

6.2. Generic Concepts of Recount

There are three generic structure of recount. They are :

   a. Orientation : Provides the setting and produces participants. It provides information about "who", "where",and when".

   b. Recod of Events : tell what happend, presented event in temporal sequence. It is usually recounted in chronological order. Personal comments and/or evaluative remarks, which are interspersed through out the record of events.

   c. Re-Orientation-Optinal-Closure of events. It is rounds off the sequence of events

6.3. Grammatical Features of Recount

The common grammatical features of recount text are:

   a. Use of nouns and pronouns to identify people, animals, things involved

b. Use of actions verbs to refer to evengts

c. Use of past tense to locate events in relation to speaker's or writer's time

d. Use of conjunctions and time connectives to sequence of events

e. Use of adverb and adverbial phrase to indicate place and time

f. Use of adjective to describe nouns.

6.4. Types of Recount

There are types of recount:

a. Personal recount: retelling of an activity that the writer or speaker has been personally involved in (e.g. oral anecdote, diary entry).

b. Factual recount: recording the particulars of an accident (e.g. report of a science experiment, police report, news report, historical account).

c. Imaginative recount: taking on a imaginary role and giving details of events (e.g. a day in the life of a roman slave; how I invented).

Here the example of recount text:

6.5. Example Recount Text

My Holiday

Orientation - On Friday we went to the Blue Mountains. We stayed at David and Della's house. It has a big garden with lots of colourful flowers and a tennis court.

Event - On Saturday we saw the three Sisters and went on the scenic Railway. It was scary. The, Mummy and I went shopping with Della. We went to some antique shops and I tried on some old hats.

Reorientation – In the afternoon we went home.

B. Conceptual Framework

The students' ability is very important to purpose the aim of education, the term in this grammar is the power of the students to understand the material that is given by the teacher in classroom. The ability of the students to learn about the materials especially in learning Recount text by using Discovery learning model and ofcourse there must in behaviour and knowledge from do not know from know it.

Writing is a process of transfering ideas into symbols suchas letters, words, phrases, sentences and paragraph. Involving certain rules of grammar, spelling, and other elements in the language. Writing is very crucial human's life. People write through out their life. Recount text is kind of writing describes certain object using details. A researcher should be using Discovery learning in teaching Recount text.

This research focuseed on the effect of applying Discovery learning model in writing Recount text. Discovery learning is strongly tied to problem solving (or learning how to solve problems under a more meta-cognitive perspective).

The goal of writing is to expres ideas or thought, so the students should be able to express their ideas or thoughts in writing form. So, that is why this study using Discovery learning model in writing recount text because by using Discovery learning the students will be easy to express, generate, and organize their ideas or thoughts and the students result in writing Recount text more systematically and structurally.

C. Hypothesis

The hypothesis of the study was as follow :

Ha : Students' ability in teaching Recount text using Discovery learning   model.

CHAPTER III

METHODE OF RESEARCH

A. Location

This research will be conducted at VIII grade of SMP Nusantara Tebing Tinggi,Jl.Pasar 3 Paya lombang at Academic Year 2016/2017. The reason of choosen this school was get this school was accessible in term of time, fund and the amount of students that was suitable to be the sample for this research.

B. Population and Sample

According to Arikunto (2006: 130) "population is a set (of collection) of all element processing one or more attributes of interest". The population of this research is the eleventh grade student year of academic 2016/ 2017 of SMP Nusantara Tebing Tinggi which consisted two classes. There are only one paralell class: VIII which consist of 35 students. the number of population is 35 students. Arikunto (2006: 131) said that "if the population of the research are less than 100. It is better to include all of them as the sample. However, if the more than 100 they are taken out 10-15% and 20-25%. Because the sample is is less than 100, so the reseacher took all population as the sample of the reseacher. Can be seen in table 3.1

Table 3.1

Population And Sample In SMP Nusantara Tebing Tinggi

No	Class	Population	Sample
1	VIII-A	25	25
2	VIII-B	25	25
Total		**50**	**50**

C. Research Design

Experimental research willuse as a research design, which consist of pre-test, treatment, and post-test in order to know the effect of discovery learning model toward students' ability in writing recount text. In conducting the experimental research, the sample divided into 2 groups, theywere experimental group and control group. The experimental group taught discovery learning model and the control group taught by using conventional method. The design of this research can be seen as follows :

Table 3.2 Research Design

Group	Class	Pre-test	Treatment	Post-test
Experimental	VIII-A	✓	✓	✓
Control	VIII-B	✓	-	✓

X **:** The experimental group, where the sample was taught by using Discovery learning model.

Y **:** The control group, where the sample was taught without using Conventional method.

D. Instrument of the Research

The instrument for collecting the data of this research is writing test. In this, students are write an recount text based on topic given. The test isgive a score which is focus to testing the students ability in writing recount text. The procedure of the test :

This part is defined into three steeps, namely pre-test, treatment, and post-test.

1. Pre-test

Pre-test is the test which is give before treatment process began. The test is aim to find out the students writing skill of both groups. The procedure in administrating the test as follows :

a. The test and answer sheets are distribute to the students.

b. The students are ask to answer the test based on direction in the answer sheet.

c. The students are ask to development the topic into a text that is recount text.

2. Treatment

The treatment will give to the experimental group. In experimental group, the students are taught by Discovery learning model. In control group is not treatment for control group the students are taught without free writing model but use conventional model.

3. Post-test

The post-test is administrate after the treatment. The post-test is conduct to measure the competence of the students, then find out the difference in mean score of both experimental group and control group. It also use to find out the students ability in writing recount text after the treatment.

Table 3.3

Procedure of Research In Experimental Group

No	Teachers' Activity	Students' Activity
1.	The teacher give pre-test, the teacher ask to write recount text with relevant object.	The students will do the test, the students write Recount text and choose one of the topics "MY HOLIDAY".
2.	The teacher give treatment : 1. The teacher explained what is the Recount text 2. The teacher explained Generic	The students listen and give attention. The teacher watch, give attention and comprehend

No	Teachers' Activity	Students' Activity
	Structure from Recount text	to teacher explain.
	3. The teacher explained Recount text using Discovery learning model	
	4. The teacher give an example Recount text.	
3.	The teacher gave post-test. Teacher ask the students about generic structure from Recount text	The students do the test, the students will write Recount text about "MY HOLIDAY"
4.	The teacher collect the students answer sheet.	The students collected their answer sheet.

Table 3.4

Procedure of Research In Control Group

No	Teachers' Activity	Students' Activity
1.	The teacher give pre-test, the teacher ask to define recount text	The students' do the test, the students write define Recount text
2.	The teacher give pre-test, teacher ask to the students to write recount text by using topic "MY HOLIDAY" the teacher and the students were discussed the example	The students do the test, students write Recount text with the topic "MY HOLIDAY"

3.	The teacher collect the students' answer sheet.	The students collect their answer sheet.

E. Technique For Collecting the Data

1. Give the test in form of writing test based on the topic given to students'

2. Ask the students' about Generic structure from Recount text.

3. Ask the students to determine generic structure.

4. After the students finish, collect all the answer sheets.

Giving the score to the students' answer, based on the scoring writing, according Heaton (1998:146) states that there are five scoring components scales namely content, organization, vocabulary, language usage, and mechanism. This statement to know the students' ability in writing Recount text by applying Discovery learning model.

a. Content

The score of content depends on students' ability in writing ideas, and information and form of logical sentence.

No	Level	Description
1.	27-30	Very good
2.	22-26	Good
3.	17-21	Poor
4.	16-7	Very poor

b. Organization

The organization refers to the students' ability write the ideas, information in logical order, the topic and supporting sentence are clearly stated.

No	Level	Description
1.	17-20	Very good
2.	14-17	Good
3.	10-13	Poor
4.	7-9	Very poor

c. Vocabulary

Vocabulary refers to students' ability in using word or idiom to express idea logically.

No	Level	Description
1.	17-20	Very good
2.	14-17	Good
3.	10-13	Poor
4.	7-9	Very poor

d. Language Usage

Language use refers to the ability of the students in writing of the sentences simple, complex, or compound sentences correctly and logically. It also refers to the ability to use agreement in the sentence and some others words such as noun, adjectives, verbs, and time signal.

No	Level	Description
1.	20-25	Very good
2.	18-21	Good
3.	11-17	Poor
4.	5-10	Very poor

e. Mechanic

Mechanics refers to the abality of the students using words appropriatelly, using function correctly, paragraph and the text can be read correctly.

No	Level	Description
1.	5	Very good
2.	4	Good
3.	3	Poor
4.	2	Very poor

F. Technique for Analysis for the Data

The data collection was an important part in conducting a research. In collecting the data, this research used pre-test and post-test that was given to the experimental group and control group.

The procedures in administrating the test shows below:

1. Scoring the students' paper for correct answer and the wrong answer.

2. Listing their score into two tables, first for the experimental group scores and for the control group scores.

3. Calculating the total score post test in experimental group and control group.

From the data, a calculation was made to find out whether applying of DiscoveryLearning Modelcan be helpful in writing recount text or not. The data is calculated by using t-test according Arikunto (2006: 354)

1. Calculating the mean score of variable x

$$X_1 = \frac{\sum X_1}{n_x}$$

$$X_2 = \frac{\sum X_2}{n_x}$$

$$M_x = \frac{\sum x}{n_x}$$

$$\sum X^2 = \sum X^2 - \frac{(\sum x)^2}{N}$$

2. Calculating the mean score of variable y

$$Y_1 = \frac{\sum Y_1}{n_y}$$

$$Y_2 = \frac{\sum Y_2}{n_y}$$

$$M_y = \frac{\sum y}{n_y}$$

$$\sum Y^2 = \sum y^2 - \frac{(\sum Y)^2}{N_y}$$

3.
$$t = \frac{|M_x - M_y|}{\sqrt{\left[\left(\frac{\sum x^2 + \sum y^2}{N_x + N_y - 2}\right)\left(\frac{1}{N_x} + \frac{1}{N_y}\right)\right]}}$$

Where:

M : mean score of samples per group

N : the amount of sample

X : standard deviation of X_1 and X_2

Y : standard deviation of Y_1 and Y_2

A. Statistical Hypothesis

Ha : Discovery Learning Model is effective on students' writing skills.

Ho : Discovery Learning Model is not effective on students' writing skills.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the data analysis and discussion in preview chapter, there are some conclution that can be describe as follow:

1. There is significant effect of Discovery learning model. It was showed the final hypothesis was (t_0= 8.64) and the number of the t value on the t_{table} (t_{table}= 2.006). so, we found that t_0 is higher than t_s that is $8.64 > 2.006$. it means are significant effect towards the students' ability of Discovery learning model.

2. It was found that there were difficulties in writing recount text by applying Discovery learning model. Some of students only enjoyed the media were supplied but they were still lack to use dictionary.

B. Suggestions

Based on the analyzing above, it can be suggested as follows:

1) The researcher as the motivation and the knowledge to the teacher, and add information about model in teaching writing recount text to improve the quality of the teaching learning program.

2) The teacher had to be selective to 50 choice model or method in teaching writing especially in writing recount text. So the students could more active and creative in learning.

3) The reader as input for them when someday they go to field or teaching English in the class.

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