

**DISCOVERY LEARNING AS A METHOD TO TEACH DESCRIPTIVE TEXT IN
BUILDING STUDENTS' CHARACTER: A CASE OF SEVENTH GRADE
STUDENTS OF SMP N 3 ULUJAMI**

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ABSTRACT

Discovery learning is a method which recommended in 2013 curriculum. This method allows the students to seek the information and construct their knowledge by doing some activities. Since 2013, Indonesia conducted new curriculum. There are three recommended methods in this curriculum including Discovery learning. Discovery learning is the suitable method in 21th century. The students must be active learners. This method not only make the students academic enhanced but also this method can make the students have a good attitude by doing all the process of using this method in teaching and learning process. The students was very enthusiastic learning using discovery learning. Learning using Discovery learning continuously could help the students in building their character.

Key words: discovery learning, character building, 2013 curriculum.

INTRODUCTION

In 2013, the government launched the newest curriculum. The name of the newest curriculum in Indonesia is 2013 curriculum. The minister of education, Muhammad Nuh (2013: iii) said that "2013 Curriculum designed to meet a model of learning in the 21st century". Inside this curriculum there is a shift in the learning of the students were told to be learners who find out from a variety of learning resources beyond the limits of teachers and educational units". This curriculum wants to make the students not only smart in lesson, but also smart in their emotion, social, and spiritual. There is

the integration of the character values in the learning process. The approach and strategy that used in this curriculum give the students opportunity to construct new knowledge based on their experience in learning process. The curriculum was able to close the student on the society. Sholeh (2013; 113) states that curriculum 2013 became one of the solutions to face the changing times which will give priority to the competence of a synergy with character values. Curriculum 2013 continued the development of the competence-based curriculum 2004 (KBK 2004).

To achieve these competences, the teacher must use effective teaching. In this learning the teacher not only gives the information but also must lead and stimulate the students to be active in learning process. The teacher also encourages the students to give their idea or just ask the question. It is not easy for the teacher to encourage the students especially for English teacher.

In curriculum 2013, the learning focuses on students. It uses the theory of constructivism. Castronova on his journal *“Discovery learning for the 21st Century: What is it and how does it compare to traditional learning in effectiveness in the 21st Century?”* states “Business are becoming more interested in employees with the ability to solve problems”. It is mean that the students must have the skill to solve the problems. By using the scientific learning the teacher can lead the students to solve the problem that they face on their environment. To solve the problem students must have not only a good competence but also they must have a good attitude like curiosity, discipline, care, etc.

One of the methods that recommended in 2013 curriculum is discovery learning. As we know that, today there is a change of paradigm from

“teaching” to “learning”. In the learning paradigm, the students become the centre of teaching and learning process.

Balm (2008:2) states:

Today, it is believed that methods in accordance with the constructivist approach in which the students learn more effectively by constructing their own knowledge, should be used. One of these methods is discovery learning.

Castronova on his journal *“Discovery learning for the 21st Century: What is it and how does it compare to traditional learning in effectiveness in the 21st Century?”* Writes:

Traditional teaching and learning methods do not seem to be able to create the employee businesses look for today. It may be that there are other approaches to learning that would have greater success. Discovery learning seems to be a promising approach for a number of reasons.

From that issue, the writer wants to use discovery learning to building students’ character because not only the knowledge but also attitude of the students must be created in learning process.

The writer chose to teach descriptive text because the students will search the information from the environment. The writer hopes that they will have the character like curiosity, care, honest, etc when they are in learning process. They will get the information by doing interview, research, and observation. Not only get the material but they also will learn how to work in a group, make conclusion, write information in the text, and how to speak in front of the class to share the information.

RELATED THEORIES

Discovery Learning

Discovery learning is the method that when the teacher does not give the final material and student must organize their own material with stimulus given by the teacher. The teacher as guide in the process of learning and the teacher offer the students occasion to be active students.

According to Balm (2008:2) "Discovery learning is a method that encourages students to arrive at a conclusion based upon their own activities and observations." It means that students become problem solver who collecting, comparing, analyzing the information, and make a conclusion of it.

From the phenomena, the teacher must lead the students not only mastered in material they also must have a good attitude. The problem are 1) to know the students achievement in writing descriptive text and students attitude who were taught using and without using Discovery learning 2) is there any significant difference of students achievement and students attitude between the students who were taught using and without using discovery learning.

According to Matson (2006) in A.G Balm's journal entitled "The Effects of Discovery Learning on Students' Success and Inquiry Learning Skills", inquiry and discovery based science teaching is the process of inquiring the nature and structure of the universe. The teacher just gives the stimulus and the students try to find the conclusion by doing some activities like observation, gather the information, interview, etc.

According to Westwood (2008:29) discovery learning has advantages and disadvantages. The advantages of guide discovery learning are:

- a. Students are actively involved in the process of learning and the topics are usually intrinsically motivating.
- b. The activities used in discovery contexts are often more meaningful than the typical classroom exercises and textbook study.
- c. Students acquire investigative and reflective skills that can be generalized and applied in other contexts.
- d. New skills and strategies are learned in context.
- e. The approach builds on students' prior knowledge and experience.
- f. Independence in learning is encouraged.
- g. It claimed (but not proved conclusively) that students are more likely to remember concepts and information if they discover them on their own.
- h. Group working skills are enhanced.

RESEARCH METHOD

The writer used the descriptive quantitative research to find out the student' achievements and students' character that taught using discovery learning and without using discovery learning in teaching "descriptive text"

Disadvantages of discovery learning methods are:

- a. Discovery can be a very time-consuming method.
- b. Discovery method often requires a resource-rich learning environment.
- c. The effectiveness depends on learners skills.
- d. Although students become actively involved, they may still not understand or recognize the underlying concept.
- e. Students often have difficulty forming opinions, making predictions, or drawing conclusion.
- f. Teachers are not necessarily good at creating and managing discovery learning.
- g. Teacher may not monitor activities effectively.

based on curriculum 2013. Then, the writer used experimental method. The writer chose true experimental design with pre-test and post-test.

The population in this research was seven grade students of SMP N 3 Ulujami. There were eight classes (VIII A-VIII H). Each class consisted of 40 students. Therefore, the total number of the population was 320 students.

In this research, the writer chose two group that called experimental group and control group. Each group consisted of 40 students. The class selected by using random sampling technique.

RESEARCH FINDING

After all the tests were executed, the writer compared the data from pre-test and post-test by t-test formula. Then, the writer looked the significant differences between them. Here the diagram of the average scores.

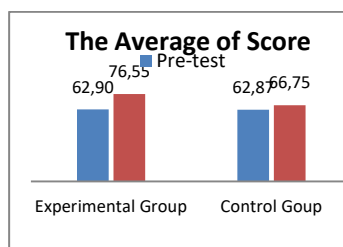


Diagram 4.1

Based on the diagram, there is the significant difference between control group and experimental group post-test score. To find out the difference of students' achievement in writing descriptive text that were taught by using discovery learning and without using discovery learning based on 2013 curriculum, the writer ensures it by calculating all of the data.

In 2013 curriculum, the researcher not only gives score in knowledge, but the researcher also gives score for students' attitude. Here the result of the students' attitude score based on 2013 curriculum in experimental group. The maximum score for each item is 5 and the minimum score for each item is 1.

After all the score were collected, the writer compared the data from control group and experimental group. Then, the writer looked the significant differences between them. Here the table of attitude scores both groups.

Table 4.9

Distribution Statistic of Attitude Sore

GROUP	N	MIN	MA	TOTA	MEA
			X	L	N
<i>CONTROL</i>	4	7	17	460	11.5
	0				
<i>EXPERIMENT</i>	4	12	18	615	15.37
<i>AL</i>	0				5

From the result, it could be concluded that there is significant difference between students' attitude who were taught by using and without using discovery learning as a method in 2013 curriculum.

Questionnaire was given after conducting the post-test in the last activity of the research. It was conducted in purpose to get additional information based on the students' needs and interest after the treatment had been applied. In conducting the questionnaire, the writer used closed questionnaire which is can be seen in appendix. The result of the questionnaire can be seen in the following table.

Table 4.10

The result of the questionnaire

Questionnaire	Percentage %				
	A	B	C	D	E
Item 1	35	45	20	0	0
Item 2	22.5	42.5	30	5	0
Item 3	7.5	47.5	45	0	0
Item 4	27.5	60	10	2.5	0
Item 5	15	52.5	32.5	0	0
Item 6	10	45	42.5	2.5	0
Item 7	12.5	57.5	25	5	0
Item 8	30	50	15	5	0
Item 9	25	35	25	0	0
Item 10	15	42.5	30	12.5	0
Item 11	17.5	47.5	35	0	0
Item 12	20	40	35	5	0
Item 13	12.5	47.5	35	2.5	0
Item 14	20	65	10	5	0
Item 15	40	47.5	10	2.5	0

Item 16	7.5	50	42.5	0	0
Item 17	40	55	5	0	0
Item 18	20	65	12.5	2.5	0
Item 19	17.5	47.5	32.5	2.5	0
Item 20	20	45	35	0	0

Here are the discussions of the questionnaire:

- a. Question number 1 is, whether or not the students like English. Most of the students like English, the percentage reached up to 45 %. There were 35 % students who like English very much. While 20 % students quite liked English.
- b. Question number 2 is, whether or not the students like search the information about English subject. 22.5 % of students strongly agree; 42.5 % of students agree; 30 % of students quite agree; and 5 % of the students did not like to search the information about English subject.
- c. Question number 3 is, whether or not the students try to use English in their daily conversation. 7.5 % of students strongly agree; 47.5 % of students agree; 45 % of students quite agree. From the

- result, it could be assumed that they brave to use English in daily conversation.
- d. Question number 4 is, whether or not the students brave to ask to others about English material that they do not know yet. 27.5 % of students strongly agree; 60 % of students agree; 10 % of students quite agree; and 2.5 % of students do not agree. From the result, it could be concluded that they brave to ask some question about English material.
- e. Question number 5 is, whether or not working in a group make students brave to make English conversation. 15 % of students argued that they are very brave; 52.5 % of students brave; and 32.5 argued that they are undecided.
- f. Question number 6 is, whether or not the students can over their opinion in a group. 10 % of the students strongly agree with the statement; 45 % of students can over their opinion; 42.5 % of students choose undecided; and 2.5 % of students cannot over their opinion in a group.
- g. Question number 7 is, whether or not the students more understand about English material if they work in a group. 12.5 % of students strongly agree with the statement; 57.5 % of students agree; 25 % students undecided; and 5 % of students do not agree. From the result, it could be concluded that student more understand about English material if they work in a group.
- h. Question number 8 is, whether or not the students help each other when they face the problem in learning English. 30 % of students strongly agree with the statement; 50 % of students agree; 15 % of students' undecided; and 5 % of students do not agree. The result indicated that students help each other when they face the problem in learning English. It means that they are care with others.
- i. Question number 9 is, whether or not Discovery

learning can motivate the students to search the information about English material. 25 % of students very agree with the statement; 35 % of students agree; and 25 % of students undecided. It could be concluded that discovery learning can motivate the students to search the information about English material.

- j. Question number 10 is, whether or not the students found the difficulties in learning English using Discovery learning as a method. 15 % of students strongly agree; 42.5 % of students agree; 30 % of students' undecided; and 12.5 % do not agree.
- k. Question number 11 is, whether or not the students like learning English using Discovery Learning. 17.5 % of students strongly agree; 47.5 % of students agree; and 35 % of students undecided.
- l. Question number 12 is, whether or not the students like to do observation in their daily life. 20 % of students strongly agree; 40 % of

students agree; 35 % of students' undecided; and 5 % of students do not agree. From the result, it could be concluded that the students like to do the observation.

- m. Question number 13 is, whether or not the students became active students when they are learning using discovery learning. 12.5 % of students strongly agree; 47.5 % of students agree; 35 % of students undecided; 2.5 % of students do not agree. The result indicated that students became active students when they are learning English using Discovery learning.
- n. Question number 14 is, whether or not the students can work in a group to find the information. 20 % of students strongly agree; 65 % of students agree; 10 % of students' undecided; and 5 % of students do not agree. From the result, it could be assumed that the students can work in a group.
- o. Question number 15 is, whether or not the students pay attention to teacher's instructions. 40 % of students

really pay attention to the teacher; 47.5 % of students pay attention; 10 % of students quite pay attention; and 2.5 % of students do not pay attention.

- p. Question number 16 is, whether or not the students can add together the informations become descriptive text. 7.5 % of students strongly agree; 50 % of students can add together the information; and 42.5 % of students choose undecided.
- q. Question number 17 is, whether or not the students like discussion with their friends in a group. 40 % of students very like; 55 % of students like; and 5 % of students quite like. The result indicated that students like discussion.
- r. Question number 18, whether or not discovery learning is very useful for the students in learning process. 20 % of students strongly agree; 65 % of students agree; 12.5 % of students quite agree; and 2.5 % of students do not agree.
- From the result, it could be

concluded that discovery learning is useful for the students.

- s. Question number 19 is, whether or not discovery learning is not boring. 17.5 % of students strongly agree; 47.5 % of students agree; 32.5 % of students quite agree; and 2.5 % of students do not agree. The result indicated that students enjoy the learning process using discovery learning as a method.
- t. Question number 20 is, whether or not the students like learning English using Discovery Learning. 20 % of students strongly agree; 45 % of students agree; and 35 % of students quite agree.

From the analysis of the questionnaire above, the writer can conclude that by Discovery learning, the students can make a good improvement and positive progress in writing Descriptive text and in their attitude. Moreover, they felt more interested to learn Descriptive text with interesting discovery learning.

FINDINGS

In experimental group, the researcher also gave the students pre-test and post-test. Pre-test was given to the students before being taught using Discovery Learning as a method. Post-test was given to the students in experimental group after being taught using Discovery learning as a method. Based on the research finding above, the mean score of the students' achievement in writing descriptive text who were taught by using Discovery learning as a method was 76.55. While the mean score of post-test in control group was 66.75. It means that the students' achievement in experimental group was good.

The result of the t-test was 6.629, and the t-table was 1.99. Based on the computation above, it could be seen that $t\text{-value} > t\text{-table}$. It means that there was significant difference of the students' achievement in writing descriptive text who were taught by using and without using Discovery learning as a method.

The working hypothesis (H_a) that "there is significant difference of the students' achievement in writing descriptive text who were taught by using and without using Discovery learning as a method" was accepted. It means that the students' achievement in experimental group better than students' achievement in control group. It can be

described that Discovery learning that had been used to teach Descriptive text to the seven grade students of SMP N 3 Ulujami can enhance their writing descriptive text ability.

According to Bruner (1961) learning happens by discovery, which prioritizes reflection, thinking, experimenting, and exploring. People who use self discovery in learning turn out to be more self confident (Bruner: 1961; Balım2009:2). Therefore, the researcher used discovery learning to building the students' character.

From the result of class observation, attitude scoring, and questionnaire, the students' who were taught using discovery learning have more self confidence than students who were taught without using discovery learning. It can be know from the mean score of students' attitude score in Control group was 11.5 and students' attitude score in experimental group was 15.375 with the maximum score is 20. 60 % of the students in experimental group brave to ask question about the topic. Although the students have difficulties in learning using discovery learning, they tried to help each other in group. They also states that they can work easily in group when they are searching the information, but some of them still

confuse to add together the information. Therefore it can be covered by the researcher when they make a conclusion. The researcher helped them to make a good conclusion about the material.

At the time of the learning process students showed attitude matter which is very good. It can be seen from the result of the questionnaire, there are 40 % of the students really pay attention to the researcher, 47.5 % of the students pay attention, and just 2.5 % of the students not pay attention to the researcher when they are learning in class. It also supported by the result of the questionnaire which there are 20 % of the students strongly agree and 65 % of the students agree that discovery learning is very useful for the students in learning process.

According to this value, there is a significant difference between the control and experimental groups, which are prepared consistently with the discovery learning method, and have positive effects upon the success of students. Not only have good achievement in academic, but also they have a good attitude after learning using discovery learning. Therefore, this method will be more useful in build the students' attitude if the teacher can apply it continuously.

Based on findings and discussions in chapter IV, there are four conclusions presented as follow: Students' achievement in writing Descriptive text who were taught without using discovery learning was low. It is provided by mean score of students' post-test was 66.75. Students' achievement in writing Descriptive text who were taught using discovery learning was good. It is proved by mean score of students' post-test was 76.55. The writer concluded that Discovery learning can build the students' attitude when they are learning. It is proved in the result of the observation and questionnaire. From the result, it could be concluded that students' attitude in experimental group is better than students' attitude in control group. The mean of students' attitude score in experimental group was 15.375, and the mean score of students' attitude score in control group was 11.5. There is significant difference on students' achievement in writing descriptive text who were taught using and without using Discovery learning as a method. It is proved by t-test showed $3.406 > t\text{-table } (1.99)$. There is significant difference on students' attitude who were taught using and without using discovery learning. In experimental class, the students' attitude was change. It proved by the result of the questionnaire, observation and attitude scoring. The mean of students' attitude score in experimental group was

15.375, and the mean score of students' attitude score in control group was 11.5.

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