ANALYSIS OF STUDENT'S NEEDS IN WRITING AN ENGLISH DAILY ACTIVITY FOR THE FIRST YEAR STUDENTS OF SMP KARTIKA XX-2 MAKASSAR

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Abstrak

Penelitian ini fokus pada seberapa besar pengaruh penggunaan metode discovery learning untuk mengembangkan kemampuan menulis siswa (kegiatan sehari-hari) pada siswakelas VII SMP Kartika Wirabuana XX-2 Makassar. Tujuan masalah dalam penelitian ini ialah untuk melihat dampak penggunaan metode discovery learning mengenai kemampuan menulis (kegiatan sehari-hari) siswa kelas VII SMP Kartika Wirabuana XX-2 Makassar. Penelitian ini merupakan penelitian kuantitatif Populasi dalam penelitian ini ialah semua siswa kelas VII SMP Kartika Wirabuana XX-2 Makassar yang berjumlah 68 orang. Sampel dalam penelitian ini adalah siswa kelas VII A berjumlah 12 orang dan kelas VII B berjumlah 11 orang. Instrumen yang diterapkan dalam penelitian ini berupa test. Tujuan penelitian ini adalah untuk mengetahui sebarapa besar pengaruh penerapan metode discovery learning untuk meningkatkan kemampuan menulis siswa kelas VII SMP Kartika Wirabuana XX-2 Makassar. Hasil penelitian melalui analisis deskriptif menunjukan nilai rata-rata kemampuan menulis siswa dengan penerapan metode discovery learning pada pre-test ialah sebesar 51,48 sedangkan pada post-test sebesar 78,70. Setelah penerapan metode discovery learning Nilai dariAsymp. Sig. (2-tailed) sebesar 0,025<0,05 maka dapat dikatakan bahwa data penelitian distribusi normal. Dari penelitian ini terlihat selisih yang cukup signifikan terhadap siswa antara sebelum dan setelah penerapan metode discovery learning.

Kata Kunci: *Kemampuan Menulis, Metode Discovery Learning*

Abstract

This research focuses on how far discovery learning method improves writing ability (daily activity) students of class VII SMP Kartika Wirabuana XX-2 Makassar. The objective of the research is to discover the effect of discovery learning method in improving writing ability (daily activity) students of class VII SMP Kartika Wirabuana XX-2 Makassar. This research is quantitative research. The population in this study was all students of class VII of Kartika Wirabuana XX-2 Makassar Junior High School which amounts to 68 people. The sample in this study was class VII A students of 12 people and class VII B amounting to 11 people. The

instrument used in this study was a test. The purpose of this study is to find out how much influence the application of discovery learning methods to improve the writing skills of students of class VII junior high school Kartika Wirabuana XX-2 Makassar. The results of showed that the average score of students' writing ability with the application of the discovery learning smethod in the pre-test was 51.48 while in the post-test it was 78.70. After the application of the Discovery Learning Value method from Asymp. Sig. (2-tailed) of 0.025 < 0.05 then it can be said that the distribution research data is normal. From this study there is a significant difference in students between before and after the application of discovery learning methods.

Keywords: Writing Ability, Discovery Learning Method

INTRODUCTION

According to the KBBI (2001), writing is an activity of expressing the feelings that a person experiences in written language. A person often has the desire to write but sometimes has difficulty expressing the thoughts. Writing cannot be mastered by theory alone but is done through practicing so as to produce good writing. According to D 'Angelo in Tarigan (1986), writing an essential in education to make it easier for students to think critically. It also makes it easier for a person to feel, enjoy, deepen his or her perceptive powers to solve problems that are facing him (Nurgiantoro, 2001; Teana, A., Muhajir., Sulaiman, R. 2023). Writing is more difficult forgiveness than the other three skills of listening, speaking, and reading. Such difficulties can be affected by internal and external factors. Hermawan, at al. (2004) explain the factors most associated with writing learning that aims to improve the student's skills-the teacher and the student's study motivation. Inevitably, teachers play a vital role in the success of learning. A teacher must realize that the importance of writing exercises is one of the efforts to improve the students' abilities.

Based on researchers experience when doing internship in SMP Kartika Wirabuana XX-2 Makassar especially students of class VII researchers saw many students have difficult in writing a simple sentence. Based on a gradable problem over any effort that can be made is by using interesting learning methods and helping students understand the lesson materials and improving students' ability to solve problems on the material they are learning. One possible method of learning is the *discovery learning method*. The *discovery learning method* is one of the alternatives that will be developed for writing lessons. The *discovery learning method* is more conducive to developing ways that students learn become more active, self-reliant, better understanding, and students can also analayzed the knowledge they acquired.

METHOD

This research was quantitative research. The researcher used experimental research composed of the pretest-posttest control design groups. The students were divided into two groups was pretest for the experimental group, and then at the end of the research both were given posttest to find out if there was an improvement in the classroom. The type of instruments used in this research is test. The population in this study is all students of class VII of SMP Kartika Wirabuana XX-2 Makassar which amounts to 68 people. The sample was class VII A students totaling 12 people and class VII B totaling 11 people. The instrument used in this study

is also a test. The form of the test used is an objective test that is by providing a blurb test (free essay).

The scores of students obtained from pre-test and post-test were calculated based on assessment using formula by Arikunto (2009) and using IBM SPSS STATISTICS 22 / SPSS VER.22.

FINDINGS

Table 1. Descriptive Statistics, Pre-test and Post-test Result

	N	Minimum	Maximum	Sum	Mean
PRE_TEST	23	40	60	1184	51.48
POST_TEST	23	69	89	1810	78.70
Valid N (listwise)	23				

By looking at the descriptive statistics table above, it can be concluded that the writing ability (Variable X) of students in grades VII A and VII B has improved after the application of discovery learning methods.

Table 2. Normality Test

		Unstandardized Predicted Value
N		23
Normal Parameters[a,b]	Mean	78.6956522
	Std. Deviation	4.86471032
Most Extreme	Absolute	.194
Differences	Positive	.170
	Negative	-.194
Test Statistic		.194
Asymp. Sig. (2-tailed)		.025[c]

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.

Based on the table above the values of Asymp. Sig. (2-tailed) of 0.025 <0.05 then it can be said that the research data is distributed normally.

Table 3. Linearity Test

			Sum of Squares	df	Mean Square	F	Sig.
PRE_TEST * POST_TEST	Between Groups	(Combined	888.906	9	98.767	3.156	.030
		Linearity	806.114	1	806.114	25.759	.000
		Deviation from Linearity	82.792	8	10.349	.331	.939
	Within Groups		406.833	13	31.295		
	Total		1295.739	22			

Based on the results of data processing in the Anova table above the Linearity deviation value of 0.939>0.05which shows that there is a linear relationship between variable X and variable Y.

Table 4. Koefisien DeterminationTest

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.789[a]	.622	.604	3.881

Based on data processing above R square value 0,622 it could be said that the variable X impact on variable Y was 62% while the rest of 38% was influenced by other factors that were not in research.

Table 5. Koefisien DeterminationTest

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	46.064	5.608		8.214	.000
	PRE_TEST	.634	.108	.789	5.880	.000

Explanation:

Give a hypothesis first if you want to use the t test (column t) which uses a significance value of 0.05or 5%.

If t count < t table then H0 is accepted. Then on the contrary if t count > t table then H0 is rejected or H1 is accepted.

How to find t count is by looking at column t in the table above

Constant (a) = 46.064, regression coefficient (b) = 0.634 and t count 0.789

How to find t table that is

(df)= n-k-1 = 23-1-1 = 21

The results from the df were typed inside. Excel with format = TINV (5%;21)

TINV (5%;21) = table

Table 6. Correlation Test

Correlations

		PRE_TEST	POST_TEST
PRE_TEST	Pearson Correlation	1	.789[**]
	Sig. (2-tailed)		.000
	N	23	23
POST_TEST	Pearson Correlation	.789[**]	1
	Sig. (2-tailed)	.000	
	N	23	23

In the Correlation table above it can be concluded that the correlation between verbal condemnation and learning motivation produces a number of 0.789 and greater than 0.05. Symbol * in the correlation number indicates that the higher the variable X, the higher the variable Y and vice versa.

DISCUSSIONS

Based on the research already done, the results obtained before and after the application of the discovery learning method to student writing ability have undergone significant changes. This improvement occurs because in the learning process the discovery learning method is more centered on students and guides students to find ideas on the topics being studied. Research conducted by descriptive analysis shows the average value of students' writing ability through the application of the discovery learning method on pre-test is 51.48 while the post-test is 78.70. From this study there is a significant difference between students before and after the application of the discovery learning method.

This improvement is due to the learning process that the application of the discovery learning method involves the full range of students' ability that is the primary requirement for implementation. According to Richard in Roestiyah N.K (2012: 20) the discovery learning model is a way of teaching that involves learners in the process of mental activity through exchange of opinions, discussions, reading and trying on their own so that students can learn to be self-reliant by finding them themselves. Learning by engaging students in a greater active role helps students experience and discover their own knowledge as a pure entity in the educational process that provides an experience that transforms behavior and can maximize the potential of students. Based on research, it may be concluded that students' learning results with better discovery learning methods.

CONCLUSION

Research shows an average of 51,48 students pre-test scores, in the post-test of 78,70 in treatment through the application of the discovery learning method. In this research there is a significant difference between students before and after the application if discovery learning, it is thus concluded that it was to be successful.

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