Ability to Writing Text Fable Learning Using Discovery Learning

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Abstract — **This research aims to investigate the use of methods of learning Discovery learning in the ability to write text fable story. The method of teaching is a knowledge of the ways of teaching that is used by a teacher or instruction and how to convey the subject matter to the students for each subject or field of study.** *Discovery* **done through observation, classification, measurement, prediction, and determination. The process of cognitive process, while the discovery itself is the mental process of assimilating conceps and principles in the mind (Robert B.Sund in (Malik, 2001: 219).The learning method uses a test instrument to obtain the results of the assessment of each writing skills fable story text. After the data is analyzed the obtained results with a value of 72.05 in the experimental class, while the control class result 58.2.**

Keywords— Discovery learning, writing, text fable story

I. INTRODUCTION

Finding a core part of discovery learning learning. The process is most important finding in the study. When it finds something sought, it would be embedded memory compared to others who find it. Similarly, in acquiring knowledge and learning experiences, thoughts, feelings and motor movement of students will be integrated and balanced in response to something that is gained from learning through the process of discovering.

Teaching language is not solely intended for students to master the language, but the most important is that students are able to understand the language of the text in particular fable. In the research, the theoretical framework developed some theories related to research problems and can be used as a rationale and a reference variable or subject matter contained in the study. Given the importance of this, the research will be used in a set of theories relevant to the issues and scope of the study. Therefore, the theoretical framework used is the opinion of knowledges related to the study variables.

The word media is the plural of medium is literally the center, introduction, or intermediary. In Arabic, the media is an intermediary or an introductory message from the sender of the message. Further Arsyad (2013: 3-4) elaborated on the understanding of the media that have been formulated by educational experts include:

According AECT (Association for Educational Communications and Technology). Media are all forms and channels are primarily used in the process of achieving information. Furthermore, according to Hainich, and fellow media is an intermediary that transmits information between source and receiver. Then, according to Gagne and Brigs Media is covering device that is physically used to convey the contents of teaching materials, which consist of a book, tape recorders, cassettes, video camera, video recorder, films, slides (picture frame), photographs, pictures, television, and computers.

Based on some of the definitions above it can be concluded that the learning media is a container of the message by the source or distributors want to be forwarded to the goals of the recipient of the message. That the matter was to convey the message of learning and the objectives to be achieved is the teaching and learning process. If in one other thing the media can not run as its function as a channel message is expected, then the media is not effective in the sense of not being able to communicate the message content is cooled and delivered by the source to the target to be achieved.

II. DISCUSSION

1. Understanding Writing

In Big Indonesian Dictionary (MONE, 2008: 1497) writing is to make the letters (numbers, etc.) with a pen (pencil, chalk, etc.) or give birth to thoughts or feelings (such as compose, create letter) with the inscription. Furthermore Tarin (2005: 10) states: Writing is lowered or symbols depicting a graph illustrating a language understood by someone. So that others can read the chart symbols that they understand the language and graphs. Explication something composed by using a language called the essay.

Akhadiah (2003: 41) states writing is a process, the process of writing, the process of reasoning, attributing the facts comparing and so on. Writing is a proficiency that is productive means to write it is an ability that produces writing. Writing is an activity that requires complex thinking skills. Among other capabilities required regularly

and the ability to think logically, the ability to express thoughts or ideas clearly, using language effectively.

Someone doing writing activities must have a goal or a reason why he writes. Writing is a process of moving thoughts or feelings into written form or figure to be read or understood by someone. From the above it can be concluded that writing is a process pemidahan thoughts or feelings in the form of symbols (letters or numbers), which describes a language to be read and understood by others.

Another opinion expressed by Semi (2007: 14-21), that in general, the purpose of writing is:
a.   To tell you something.
b.   For giving out instructions or directives.
c.   To explain something.
d.   To convince.
e.   To summarize.

In writing, the author is projecting something of himself into the piece of writing with a clear purpose and direction, as used within the scope of his writing theme. Writing is an activity that requires complex thinking skills. Writing a transfer thoughts or feelings into the form of language symbols. Writing is a skill language used to communicate indirectly, not face-to-face with another person.

Rewrite the content of the story is an ability to transfer thoughts or feelings that have seen or felt, into written form containing interesting and useful idea or ideas for the readers. So, write back is an activity that is to write the main ideas contained in the reading or the things that have been seen or heard. In rewriting the text fable, there are several steps that must be done so that the results of rewrite text good fable. According Suharman (2006: 57) to practice writing text back fables ever read or seen and heard can perform the following steps:
a.   Read, see or hear the fable to be written.
b.   Noting fable section by section from beginning to end. Given the sequence of the story and fable characters.
c.   Imagine a scene by scene in the fable as though engaged in it.

Began to rewrite the contents of the fable with regard to the order and using Indonesian is good and right.

2.   Benefits of Writing

Many benefits can be gained from writing activities, as stated by Komaidi (2011: 9) the following:
a.   If you want to write certainly generate curiosity and train the sensitivity to see the reality around. Sensitivity to see a reality in an environment that is often not owned by someone who is not a writer.
b.   With writing activities encourage someone to seek references aimed at gaining insight and knowledge about what to write.
c.   With writing activities, a person trained to develop ideas and arguments in a systematic and logical. With the regularity of helping someone to express their opinions or thoughts to others appropriately.
d.   By writing, psychologically will reduce the level of tension and stress.

With writing, the pen can be loaded by the mass media or published by a publisher, someone will get inner satisfaction because the writing is considered beneficial for others.

3.   Instructional Media

a.   Learning Media Type

There are several types of media that are commonly used in the teaching process:
1)   Graphic media such as images, photographs, posters, charts, or diagrams, comics, and others. Graphic media also often referred to media that resembles the length times the width.
2)   Three-dimensional media, namely in the form of models, such as the cross-section models, models stacking and others.
3)   Media projections such as slides, films, the use OHP, and others.

According lastin, et al (in Arsyad, 2013: 81) classifies media into five groups, namely:
1)   Human-based media, such as teachers, instructors, tutors, role plays, group activities.
2)   Print-based media, such as textbooks, exercise books, and others.
3)   Visual-based media, such as books working shape tools, charts, maps, drawings and transparencies.
4)   Audiovisual media, such as videos, movies, VCD, and televisions.
5)   Computer-based media, such as computer-assisted teaching.

b.   Usefulness Media

The usefulness of instructional media as follows:
1)   Clarify the presentation of the message in order not to be verbalistis (in the form of words written or spoken sheer).
2)   Overcoming the limitations of space, time, and power of the senses.
3)   In using the appropriate media and varied learning can overcome the passive nature of the learners.
     In this case the learning media is useful for:
     a)   Stimulating learning.
     b)   Improving the more direct interaction between students with the environment and reality.
     c)   Allow students to learn on their own according to their ability and interest.
4)   As an inducement interest in learning and may lead to the perception of the same.

With the usefulness of the media, where the media is indispensable in the process of learning to overcome various obstacles such as limited space and time and the power of the senses. Not only that, even the passive attitude of the students can also be resolved as well as the delivery of learning not only in the forms of the written word alone.

c. Selection of Instructional Media

Each instructional media has the ability of each, it is expected to teachers in order to determine the selection of the needs at the time of a meeting time. It is intended for the use of media does not occur barrier teaching and learning process that will be implemented in the classroom. Expectations are great of course that the media into a tool that can speed up or facilitate the achievement of learning objectives. According Djamar (2006: 45), in selecting media for the sake of teaching should pay attention to the following criteria:

1) The accuracy with teaching purposes.
2) Support for the content of the lesson material.
3) Ease of obtaining media.
4) Teachers' skills in using it.
5) Available time to use it.

Selecting the media for education and instruction must be in accordance with the students' level of thinking, so that the meaning contained in it can be understood students. This is in line also with those expressed by Samsudin (2008: 58) criteria that should be considered in selecting the media, among others:

1) In accordance with the objectives to be achieved.
2) Appropriate to support the learning content that is factual, concept, prinsif, or generalization.
3) Practical, flexible and survive.
4) Skilled teachers to use it.
5) Text grouping target.

Based on the above criteria the media selection, teachers can more easily use the media deemed appropriate to help facilitate his duties as a teacher. The presence of media in the teaching process should not be imposed so that complicates the task of the teacher, but it should be the opposite, that is easier to explain the teaching material. Therefore, the media is not a requirement but as a supplement if it is deemed necessary to enhance the quality of teaching and learning.

4. Without Using Media

Without the use of the media is one way of learning that emphasizes the student's ability to use their imagination and creativity do the learning delivered by a teacher. Teachers play an important role in learning that the teacher presents learning through verbal narrative or explanation directly to the students. Without the use of media can be interpreted also with the lecture method, the method of application and narrative discourse that is spoken by teachers and students to listen to the material being taught by the teacher. So it can be interpreted without the same media with the lecture method because both rely on the narrative as the key.

According to the authors the advantages without the use of media that is easier to master class teacher, can be followed by a large number of students, more economical in

terms of time, and help students to hear accurately, critical, and attentive.

According to the authors of weakness without media that learning becomes passive because students just listen, knowledge through lectures more quickly forgotten, the density of the concepts that are given may result in the student not be able to master the material taught, and without the use of the media is very difficult to know whether all the students already understand what is described or not, even when students are given the opportunity to ask and no one has asked, it does not guarantee students have understood entirely.

4. Text Story Fable

Etymologically derived from the Latin fable fabulat. Fable is a story about the lives of animals that behave like human beings. Fable including the type of fiction, not a story about real life. Fable often called the moral story because the message in the story is closely related to moral fable in everyday life are perceived in the neighborhood.

According to Big Indonesian Dictionary (MONE, 2008: 572) fable is a story that describes the nature and the human mind are the culprit played by animals (containing about moral education and character). Stories that use animals as characters to teach morals to children.

According Nurgiantoro (2005: 190) fable comes as the personification, both involving the complete characterization of character and problems of life expresses. That is, the human and the human issues expressed through the animal. Further Mursini (2010: 58) states fable (fables) is a form of traditional story featuring animals as characters. These animals can think and interact like a human communication, also with the problems of life as a human can think, logic, callous, speak, behave, behave, like a human being with the language.

According Mursini (2010: 62) in terms of time of its appearance, can be categorized into fable fable of classic and modern fable. Classic fable intended to be a story that has been there a long time ago, but it is not known when the appearance of, which inherited decline of spoken language. Modern fable intended to be a story that appeared in a relatively recently and deliberately written by a particular author as a literary expression.

In principle there is no difference between classical fables and modern fable written except that it is mentioned relatively longer and deliberately intended as a literary reading material. However, that fables are used together to provide a moral message to the reader or the audience of the story. Modern fable more contextual to the circumstances of today. It was easy to understand because the story is created on the present and the plot is well adapted to the present conditions.

Based on the definition described above can be concluded that the fable is a story that tells the life of an animal or an animal that behaves like a human being who has the character of a human being. The main character who plays on animal fable is impersonal and only known through its type, for example, they are simply known as deer, monkeys, crocodiles, tigers, elephants. In general fable short form with a simple flow that is easy to follow with the aim

of providing a moral message to the reader or the audience of the story.For papers with more than six authors: Add author names horizontally, moving to a third row if needed for more than 8 authors.

5. Text Structure Fable

As a narrative text, text fable has the structure of the text, according to Wahono (2013: 6) fable has a content structure as follows:
a. The title is the head of a framework that serves to direct the reader's mind about the contents of fable general description.
b. Introductions of introducing the perpetrators, it experienced actors, and where the events occurred.
c. Complications of conflicts that arise and the actors began to react to conflict, then the conflict increases.
d. The climax is the conflict reached its peak.
e. Completion is unresolved conflict and find a solution.
f. Mandate or moral message is the message contained in the story either explicitly or implicitly.

According Zabadi and Sutejo (2014: 7) divides the text structure fable into four, namely:
1) Orientation is contained in the initial part of the story, which serves as an identifier of the time, place and characters.
2) Complications are part of the story where terdappat problems or conflicts.
3) Resolution is part of solving problems or conflicts.
4) Koda is a moral message delivered author or a change in attitude on the figures, such as evil figures turn out to be good.

Based on the expert opinion of the above, both describe the same goal it's just the first expert opinion that the broader outlines the structure of the text fable. So it can be concluded that the structure of the text of fable has a section orientation as the initial introduction of the story, complications as early headwinds in the story, the resolution as a settlement of the existing problems in the story, and a coda as the end of the story that contains a moral message or mandate of fable or change the character of the figures.

The method used in this research is experimental method with post test only control design involves different treatment between the two groups. This method is used with the aim to determine the experimental group and the control group in the form of teaching. In the first group as the experimental class given discovery method learnign in rewriting the text fable. The second group was given a control classroom teaching writing text fable without using discovery learning.

III. RESULTS AND CONCLUSIONS

In this research used by standard deviation calculation. Determines the score, it can be seen the average score is the total value divided by the number of students, namely:

$$Rata - rata = \frac{Jumlah\ Nilai}{Jumlah\ Siswa} = \frac{2450}{34} = 72.05$$

There by rewriting the text fable using audiovisual media are in the good category. As described in the table below:

Table 1. the text fable using audiovisual media are in the good category

No	X	F	FX	X2	FX2
1	33	2	66	1,089	2,178
2	53	3	159	2,809	8427
3	60	4	240	3,600	14,400
4	67	6	402	4489	26 934
5	73	4	292	5,329	21 316
6	80	6	480	6,400	38,400
7	87	4	348	7569	30 276
8	93	5	463	8,649	43 245
Total		34	2,450	-	185 176

$M = \frac{2450}{34}$

$M = 72.05$

After the mean is known then the next step is to find the standard deviation. The formula used is:

$$SD = \frac{1}{N}\sqrt{(N)(\sum FX^2) - (\sum FX)^2}$$

$$= \frac{1}{34}\sqrt{(34)(185176) - (2450)^2}$$

$$= 0{,}029\sqrt{6295984 - 6002500}$$

$$= 0.029\sqrt{293484}$$

$$= 0.029\ (5417)$$

$$= 15.7$$

After the mean and standard deviation are known then the next step is to find the standard error. The formula used is:

$$SEMX_1 = \frac{SD\ X_1}{\sqrt{n-1}}$$

$$= \frac{15,7}{\sqrt{34-1}}$$

$$= \frac{15,7}{5,7} = 2.75$$

$$= 2.75$$

Based on these data, it is known that the average value of rewriting the text fable using audiovisual media is 72.05. If confirmed by the values expressed by Arikunto (2010: 245), as follows:

value 80-100 : very well
value 66-79 : well
value 56-65 : Enough
value 40-55 : less
value 30-39 : failed

This means rewriting the text fable using audiovisual media means in either category. Based on these data can be known frequency on each level. For more details can be seen in the following table:

Table 2. The frequency of each level

No.	Value	Frequency	Percentage (%)	categories
1	33	2	5.9	Failed
2	53	3	8.8	Less
3	60	4	11.8	Enough
4	67	6	17.6	Well
5	73	4	11.8	Well
6	80	6	17.6	Very well
7	87	4	11.8	Very well
8	93	5	14.7	Very well
Total		34	100	-

IV. SUMMARY

After being treated in the experimental class and control class, then both given class essay test rewrite the text fable to determine the ability of the student's final. The results of the test rewrite the text fables are two classes: the experimental class group or group discovery learning methods gained 72.05 while the control group mean that the group without using discovery learning methods obtain mean 58.2. Obtaining the mean this indicates that the experimental group had a higher capacity than the control group. This result is also related to Batubara, IH (2009) told that guided discovery learning methods assisted by some media higher than the students who were not given media in learning.

Audiovisual media more influential by 23.79% compared to without using discovery learning methods to improve students' ability to rewrite the text fable. Based on

calculations with 't' test at significance level α = 0.05 df = (N1 + N2) - 2 = 66 is obtained tcount 1,668> t table (3.825> 1.668) so that Ha was convicted and received. This means that the audiovisual media more effectively rewrite the fable story text.

V. ACKNOWLEDGMENT

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