

The Effect of Discovery Learning Model and Reading Interest in Writing Review Text

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Abstract—This study aimed at explaining (1) the students' learning outcome in writing a review text employing discovery learning model and conventional model, (2) the result of the students' writing on two groups of students; students who had high reading interest and were taught using Discovery Learning model, and students who had high reading interest and were taught by using conventional learning model, (3) the result of students' writing on two groups of students; students who had low reading interest and were taught using Discovery Learning model, and students who had low reading interest and were taught by using conventional learning model (4) the interaction between the Discovery Learning model and reading interest in writing a review text. Quasi experimental with 2x2 factorial experimental design was undertaken. Furthermore, the samples were selected using purposive sampling technique. Analysis and discussion of data was done descriptively. The results of data analysis are as follows. Firstly, the score of students' writing who were taught using discovery learning models was higher than the students who were taught by conventional models. Secondly, the score of students' writing with high reading interest who were taught using a higher discovery learning model was higher than the students with high reading interest who were taught using conventional models. Thirdly, the score of low literacy reading textual skills taught using discovery learning models was higher than the low reading interest taught using conventional models. Lastly, there was no interaction between learning discovery learning model and reading interest in students' writing skill.

Keywords—writing review text, discovery learning, reading interest

I. INTRODUCTION

Writing skill is one of the most important language skills. Writing skills is one type of language skills that students must master. By mastering this skill, students are able to express what is thought in the form of writing. Writing is none other than the effort to move the spoken language into the form of writing using grapheme symbols [1].

Much research has been done in research in America [2], Europe [3], and in Israel [4]. Results of extensive research indicate that there are still many students who have problems in writing ability.

Not only from other countries, Indonesia has also conducted researches[5][6][7]. The results of this study also indicate that the writing skills are controlled by the students. In addition, this study also mentions that students consider writing to be difficult, even as a scary thing in the activity of pouring ideas or thoughts onto paper by observing the

mastery of rules such as spelling, even beloved formats and grammar.

The form of writing is very diverse, one of which is text-shaped. One of the types of text that students learn is the review text. Review text is also known as a reviewer. Etymologically the word review comes from the Dutch language of the *recensie* and Latin *resenso* which means to re-examine, review, or weigh [8]. In accordance with the standard content of the 2013 curriculum in junior high school level, the review text studied in eighth grade can be seen in the syllabus, basic competence 3.11, "Identifying information on review text on the quality of the work (film, short story, poem, novel, local artwork) played "and KD 4.11," Retelling the content of the review text on the quality of the work (film, short stories, poetry, novels, local artwork) read or heard".

Based on the basic competence, the skill aspects that students have to do are writing and reading. For students who write a review text, they must be able to identify information through reading. Reading and writing activities are literacy activities. However, it is found that students' reading and writing skills are still low.

As a matter of fact, the students' ability in writing this kind of text is still low. This is proven by the results of field observation (observation) and interviews conducted with one of the Indonesian language teachers, the average score of students' writing product, and analysis result of one text written by a student.

Based on experience during teaching, students of grade VIII.3 at MTsN Koto Nan Gadang faced some various writing problems. The problems were as follows; (1) students were still not skilled in reading, thus students had difficulty to identify information to be reviewed. (2) Students have not been able to analyze information that can be turned to be a paper. (3) Many students did not understand how to assess a product of writing. (4) Students only understood the theory, yet they did less practice in writing.

In addition, based on interviews with one of the Indonesian language teachers at MTsN Koto Nan Gadang, Desi, SS., it is revealed that students' ability in writing review text was still inadequate. It was seen in their writings that did not meet the Minimum score which was 80. The low score was caused by some problems faced by students in writing review text. These problems were that; (1) students did not understand the purpose and importance of

writing review text, (2) students had difficulties in understanding a reading so that students were less able to review the contents of the book, (3) student lacked confidence in analyzing a book, (4) students have not been able to express the idea coherently, (5) and students did not really understand the generic structure of the review text.

Based on the observation, the learning models used by the Indonesian language teacher were lecture method or conventional learning model, the center was still on the teacher without involving the students actively. In addition, the teacher just delivered the material in the book provided by the school without seeking additional material from other sources, and then assigned the students to do assignment. As a result, student creativity and students interaction with the teacher, and with other students were not intertwined. In addition, students' potentials could not be explored optimally. Therefore, students got bored in learning to write review text. As a result, students did not seriously follow the learning process.

To overcome these problems, there is a need to employ one of the methods or learning model to support student learning outcomes. One of which is Discovery Learning model, a learning model that encourages students to learn independently. Furthermore, in this learning model students learn through active engagement with concepts. Then, teachers encourage students to gain knowledge and experience with activities that enable them to discover the concept. In addition, this learning model can also guide students to be more creative and productice good writing, and students also feel more comfortable in learning because they are given freedom in writing. Nevertheless, students still receive guidance and guidance from the teacher. Discovery learning is a learning strategy that tends to ask students to observe, experiment, or act scientifically to get the conclusions from the results of scientific action [9]. In addition, the use of this learning model is expected to provide a renewal of learning in schools, so that the purpose of learning on review text writing material is achieved.

Based on these reasons, the discovery learning model is suitable to overcome the problem of learning to write a review text. This is based on the reason that writing a review text requires intellectual ability and a good conceptual understanding to be able to write review text correctly. Learning discovery learning model will help students generate ideas and spur memories more easily. Students will have no trouble pouring ideas they have found in written form.

In addition, the use of this learning model is expected to provide a renewal of learning in schools, so that the purpose of learning on the material to write a review text is achieved. The success of using the learning model can be seen from previous research results, such as in Georgia [10], in Beijing [11] and in Indonesia [12][13]. The results of this study indicate that the model discovery learning is widely used as a model of learning because this model can make students more creative.

In addition to the use of learning models, other factors that allegedly strong enough to influence student learning

outcomes to write review text on students is reading interest. To be able to write a review text, students need to read a lot. By reading, students can gain a variety of information and knowledge. Reading activities is surely related to reading interest. Students who do not have reading interest will find it difficult to do reading activities. In addition, with the interest of reading students acquire knowledge and broaden insight that helps success in the learning process. As is it preiously mentioned, writing a review text is a thorough assessment, observation, consideration and examination of a piece of writing, both fiction and nonfiction, such as books, novels, poems, short stories, music, dramas, films, and other artworks. So, the more often and accustomed students read the book will make it easier for students in assessing and making a review of a writing.

Based on the problems described above, there are four purposes of this study. Firstly, it explains the difference of learning result of writing skill of student's taught skill by using learning discovery learning model with students taught by using conventional learning model in grade VIII student MTsN Koto Nan Gadang Payakumbuh. Secondly, it explains the difference in the results of the writing skills of the students who have high reading interest taught using discovery learning model with high reading students taught by using conventional learning model. Thirdly, it explains the difference in the results of students' reading-text writing skills that are taught using the Discovery Learning model of learning with students with low reading interests taught using conventional learning models. Lastly, it elaborates the interaction between learning discovery learning model and reading interest on the skill of writing a review text on grade VIII students MTsN Koto Nan Gadang Payakumbuh.

II. METHOD

This research used quantitative approach. This study was quasi experiment research. Quasi experiment is used due to the fact that it is difficult to get a control group that can be used for research [14]. The purpose of this study was to obtain information through experiments in circumstances that are not possible to control or manipulate all relevant variables. The design used was 2x2 Factor design.

All grade eighth students at MTsN Koto Nan Gadang which were registered academic year 2016/2017 were the population in this study. To determine the two classes specified as samples in the study, purposive sampling technique that was based on the score of writing the text of student reviews was used.

There were two instruments used to collect data, namely the questionnaire and performance tests. In this study, the instrument to collect reading interest data was using questionnaires, while to collect data description skills writing text reviews using performance tests.

III. RESULT AND DISCUSSION

A. Result and Discussion

In this section we describe the effect of learning discovery learning model and reading interest on writing review text skills. Data descriptions are illustrations obtained from the results of two class research, namely experimental class and control class. The experimental class is taught using the learning discovery learning model in the meantime, the control class is taught by using the conventional learning model.

Overall research data on the experimental class and control class. The explanations include (a) the result of the text writing skill of the overall observation result in the experimental class; (b) the result of the text writing skill of the observation result of the student has a high vocabulary mastery in the experimental class; (c) the result of the text writing skill of the student observation result has a low vocabulary mastery in the experimental class; (d) the result of the text writing skill of the observation report as a whole in the control class; (e) students' writing skill results have high vocabulary mastery in the experimental class; (f) the result of the text writing skill of the student observation result has a low vocabulary mastery in the control class. The descriptions are described in the following explanation.

1) Text Writing Skills of Overall Student Students in the Experimental Class

TABLE I. TEXT WRITING SKILLS OF OVERALL STUDENT STUDENTS IN THE EXPERIMENTAL CLASS

Class	Highest Value	Value Lowest	X	N	S
Experiment	92,86	77,67	76,52	30	7,86

Based on table above the result of the review text writing skill test conducted in the experimental class can be described that the average score for the experimental class is 76.52 with the number of students 30 people. The maximum value obtained by students in the experimental class is 92.86 with a frequency of 3 people while the minimum value for the experimental class is 77.67 with a frequency of 2 people. Meanwhile, standard deviation in the experimental class is 7.86.

2) Text Writing Skills Result Data for Student Who Have High Read Interest in Experimental Class

TABLE II. TEXT WRITING SKILLS RESULT DATA FOR STUDENT WHO HAVE HIGH READ INTEREST IN EXPERIMENTAL CLASS

Class	Highest Value	Value Lowest	X	N	S
Experiment	92,86	78,57	87,60	9	4,73

Based on table above, the students' reading high skill reading text writing skill in the experimental class can be explained that the average score for high reading interest in the experimental class is 87.60 with the number of 9 students. Maximum score obtained by student is 92.86 with

frequency 3 people while minimum value is 78.57 with frequency 1 person. Meanwhile, standard deviation is 4.73.

3) Text Writing Skills Result Data for Students Who Have Low Read Interest in Experiment Class

TABLE III. TEXT WRITING SKILLS RESULT DATA FOR STUDENTS WHO HAVE LOW READ INTEREST IN EXPERIMENT CLASS

Class	Highest Value	Value Lowest	X	N	S
Experimen	91,96	77,67	85,91	9	4,35

Based on table above, students' reading literacy skills reading skill test scores were conducted in the experimental class, it can be explained that the average score for low vocabulary mastery in the experimental class is 85.91 with 9 students. Maximum score obtained by student is 91.96 with frequency 1 person while minimum value is 77.67 with frequency 1 person. Meanwhile, the standard deviation is 4.35.

4) Text Writing Skills Test Data of Overall Student Reviews in Control Class

TABLE IV. TEXT WRITING SKILLS TEST DATA OF OVERALL STUDENT REVIEWS IN CONTROL CLASS

Class	Highest Value	Value Lowest	X	N	S
Control	87,50	65,18	73,24	30	8,03

Based on the above table the results of the review text writing skills writing skills conducted in the control class can be described that the average score for the control class is 73.24 with the number of students 30 people. The maximum value obtained by students in the control class is 87.50 with a frequency of 3 people while the minimum value for the control class is 65.18 with a frequency of 1 person. Meanwhile, the standard deviation in the control class is 8.03.

5) Text Writing Skills Result Data for Students Who Have High Read Interest in Control Class

TABLE V. TEXT WRITING SKILLS RESULT DATA FOR STUDENTS WHO HAVE HIGH READ INTEREST IN CONTROL CLASS

Class	Highest Value	Value Lowest	X	N	S
Control	87,50	70,54	73,01	9	7,57

Based on the above table of student literacy reading text writing skills conducted in the control class can be described that the mean for high reading interest in the control class is 73.01. The maximum value obtained by students is 87.50 with a frequency of 2 people while the minimum value is 70.54 with a frequency of 1 person. Meanwhile, the standard deviation is 7.57.

6) Textual Writing Data for Students Who Have Low Read Interest in Control Class

TABLE VI. TEXTUAL WRITING DATA FOR STUDENTS WHO HAVE LOW READ INTEREST IN CONTROL CLASS

Class	Highest Value	Value Lowest	X	N	S
Control	87,50	65,18	64,18	9	6,13

Based on the above table of the students' reading literacy reading text writing skill test results can be described that the average score for low reading interest in the control class is 64.18. Maximum value obtained by students is 87.50 with a frequency of 1 person while the minimum value is 65.18 with a frequency of 1 person. Meanwhile, the standard deviation is 6.13.

B. Finding

Based on the results of data analysis skills writing text of students MTsN Noto Nan Gadang Payakumbuh studied, showed that students who were taught with discovery learning model both overall, both groups of students who have high reading interest and low interest students reading groups. Empirically this is evident from the results of hypothesis testing that has been done. Based on the results of hypothesis testing will be done discussion.

The is described on four subjects of study related to the theories that have been put forward in the previous section (1) the skill of writing a review text of students taught by the model of discovery learning and conventional models, (2) writing skills of students who have high reading interest (3) student text writing skills with low reading interest taught by discovery learning model and conventional model, (4) Interaction between reading interest and discovery learning model in influencing the skill of writing the review text.

The results of the first hypothesis testing show that the overall result of writing text writing skills using discovery learning model is higher than students' text writing skill using conventional model. The value obtained by the students in the experimental class is higher than the value obtained by the students in the control class.

The result of the second hypothesis testing shows that the writing skill of the high student reading text which is taught using the discovery learning model is higher than the ability to write a review text of students with high reading interest taught using conventional model. The value obtained by the students in the experimental class is higher than the value obtained by the students in the control class.

The results of the third hypothesis test show that students' writing text writing skills have low reading interest taught by using higher discovery learning models than students with low reading interest taught by conventional models. The value obtained by the students in the experimental class is higher than the value obtained by the students in the control class.

Interaction occurs when the effects of one factor depend on the other factor in influencing something [15]. This means that each factor between the discovery learning model and reading interest is thought to be related to each other in influencing the students' writing text writing skills. The process of interaction between these variables can be explained as follows.

There is no interaction it can be concluded that each factor of the discovery learning model and reading interest are not mutually dependent on each other in influencing the learning outcomes of text writing skills of the experimental class and control class. However, the discovery learning model appears to be more effectively applied to both levels of reading interest. In other words, the discovery learning model can be applied to students who have high reading interest and can also be applied to students who have low reading interest.

IV. CONCLUSIONS

Based on the analysis of data and discussion that has been stated above can be concluded that the model discovery learning affect the results of learning to write a review text. First, the results of a review text writing skill test were taught with a higher discovery learning model than students who were taught using a conventional model. This is caused by the treatment given by using discovery learning model has advantages such as, students are more able to develop and apply the knowledge that has been obtained and use the potential of learning resources that exist around him. In addition, with this discovery learning model students become more critical and creative so that they not only receive material from teachers who teach, but can find other sources that can increase students' insight so they can find the principles and concepts of learning itself. So, if the discovery learning model is done with the correct steps then it is able to improve the test results of writing the review text. Second, the results of the writing skill tests of students who have high reading interest are taught with discovery learning models higher than those with high reading interest taught by conventional models. Third, the results of students' low literacy reading skills tested with higher discovery learning models than those with low reading interest were taught by conventional models. Fourth, there is no interaction between the discovery learning model with reading interest in influencing the skill of writing the text of the students' grade VIII MTsN Koto Nan Gadang Payakumbuh.

That means that without reading interest, the discovery learning model still affects the learning outcomes of student review text writing skills. Furthermore, students who have high reading interest and low can be taught by using discovery learning model.

Based on the conclusions described above, it is evident that the use of discovery learning models can improve students' writing text writing skills. For that can be suggested some suggestions, as follows. First, the teachers are expected to apply creative, innovative, constructivist learning models such as applying discovery learning model

to Indonesian subject teachers by understanding the characteristics of the discovery learning model itself. In the use of discovery learning model of writing text writing skill can improve student's learning result in writing review text, and can assist students in comprehending the subject matter in depth.

Secondly, students should not think that writing lessons especially writing review text is difficult because with the knowledge and skill of facilitating students in writing. Following the learning of the discovery learning model in the text writing skill of the students get the knowledge about the text of the review whether it is the meaning of the review text. The structure of the review text, the techniques of writing review text, and the purpose of the review text so as to have a positive effect on the students. All students should be able to participate and be actively involved in learning. In addition, the practice of writing skills that students also do constantly will make it easier for students to write and develop their writing ideas.

Third, to the next researcher, the results of this study can be used as a comparison or reference material to consider and conduct a good experimental study related to the skills of writing a review text using a discovery learning model.

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