
DEVELOPING STUDENTS' ABILITY IN SPEAKING BY USING DISCOVER LEARNING METHOD AT THE NINTH GRADE STUDENTS OF SMP NEGERI 1 LUAHAGUNDRE MANIAMOLO

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Abstract

This research aimed to developing students' ability in speaking by using discovery learning method. This research design by using classroom action research (CAR). This research was carried out in the ninth grade of SMP Negeri 1 Luahagundre Maniamolo which consisted of 22 students' test. The data were analyzed by using qualitative and quantitative analysis to describe the students ability in speaking by using discovery learning method. . It showed that before conducting the research, the percentage of the students who can achieved the MCC was only 62% the students problem there are having the students have less motivation to have speaking ability because of their assumptions that English is a difficult in constructing sentences, the students have bad accent or pronunciation in speaking, the students have lack of vocabulary in constructing a sentences, the method in teaching speaking was less suitable to the students when having speaking topic, the researcher concludes that most of the students' problem are in the technique of teaching. In collecting data the researcher using observation and test. Then after conducting the result, It can be seen from the students' result in two cycles of research, where in the cycle I was 36%, passed or 64% were failed. while in the cycle II it was 84%, passed whereas 16% were failed. The total score gained in this cycle was 1.850 with the average score was 84. Thus, it can be stated that the students problem in speaking is solved by using discovery learning method. Discovery Learning Method is a way of achieving learning goals which emphasizes the students to learn by autodidact and to discovery the discussed material. For the Students, English teacher in general suggested should be highly motivated to know a lot of vocabulary and use them in practicing their speaking, and to use discovery learning method to develop the students ability in speaking

Key words : *Discovery learning method; speaking; Improvement*

Abstrak

Penelitian ini bertujuan untuk mengembangkan kemampuan siswa dalam berbicara dengan menggunakan discovery learning method. Penelitian ini merupakan penelitian tindakan kelas (PTK). Penelitian ini dilaksanakan di kelas IX SMP Negeri 1 Luahagundre Maniamolo dengan tes sebanyak 22 siswa. Data dianalisis dengan menggunakan analisis kualitatif dan

kuantitatif untuk menggambarkan peningkatan kemampuan siswa dalam berbicara. Hal ini menunjukkan bahwa sebelum dilakukan penelitian, persentase siswa yang dapat mencapai MCC hanya sebesar 62%. Permasalahan siswa diantaranya adalah siswa mempunyai motivasi yang kurang terhadap kemampuan berbicara karena asumsi mereka bahwa bahasa Inggris adalah bahasa Inggris yang sulit dalam menyusun kalimat, siswa mempunyai aksentuasi atau pengucapan yang buruk dalam berbicara, siswa mempunyai kosakata yang kurang dalam menyusun kalimat, metode pengajaran berbicara yang kurang sesuai dengan etika topik berbicara. Peneliti menyimpulkan bahwa sebagian besar permasalahan siswa terdapat pada teknik mengajar. Dalam pengumpulan data peneliti menggunakan observasi dan tes, kemudian setelah dilakukan pelaksanaan hasilnya dapat dilihat dari hasil penelitian siswa dalam dua siklus, dimana pada siklus I sebesar 36% lulus atau 64% gagal. Sedangkan pada siklus II sebesar 84%, lulus sedangkan yang gagal sebesar 16%. Total skor yang diperoleh pada siklus ini adalah 1,850 dengan skor rata-rata 84. Dengan demikian, dapat dinyatakan bahwa masalah siswa dalam berbicara diselesaikan dengan menggunakan *discovery learning method*. *Discovery learning method* adalah suatu cara mencapai tujuan pembelajaran yang menekankan siswa untuk belajar secara otodidak dan menemukan materi yang dibicarakan. Bagi para siswa, guru bahasa Inggris pada umumnya menyarankan agar mempunyai motivasi yang tinggi untuk mengetahui banyak kosakata dan menggunakannya dalam melatih berbicara mereka, dan menggunakan *discovery learning method* untuk mengembangkan kemampuan siswa dalam berbicara.

Key words : *Discovery learning method; berbicara; Peningkatan*

A. Introduction

Speaking is one of four important skills in foreign language learning which is used as a means of communication by human being. Speaking can be defined as an activity of speaker in conveying information, message, idea, announcement, news, etc. Lavery (2001:36) "Speaking a language involves using the components correctly making the right sounds, choosing the right words and getting constructions grammatically correct."

However, there are some types of speaking namely: 1). Imitative A very limited portion of classroom speaking time may legitimately be spent generating human tape recorder speech, where, for example, learners practice an intonation contour or try to pinpoint a certain vowel

sound. Imitation of this kind is carried out not for the purpose of meaningful interaction, but for focusing on some particular elements language forms. 2). Intensive speaking performance is designed to practice some phonological or grammatical aspects of language. 3). Responsive It means that students give short replies to initiate questions or comments. These replies are usually sufficient and do not extend into dialogue 4). Transactional language, carried out for the purpose of conveying or exchanging specific information, is an extended form of responsive language. 5). Interpersonal (dialogue) carried out more for the purpose of maintaining social relations than for the transmission of fact and information. 6). Extensive (monologue) Students are

expected to give extended monologues in the form of oral reports, summaries, or perhaps short speeches.

Based on the observation of researcher during PLP II on September until Desember in 2022 at the ninth grade students of SMP Negeri 1 Luahagundre Maniamolo. It shows that students had weakness in speaking and speaking English low, even their accent or pronunciation in speaking English very bad so that the students did not meet the Minimum Competence Criterion. and then the students have less motivation to have speaking ability because of their assumptions that English is difficult subject to be learned. Besides that the students have lack vocabulary in constructing a sentence, the method in teaching speaking was less suitable to the students when having speaking topic.

So, to developing speaking of students the researcher believes to using teaching method, based on identification above teaching method is very important in teaching especially in teaching speaking because by using teaching method makes the students easy to learn and makes students are able to communicate English. So the suitable in teaching and learning process of speaking which can make students mastering speaking is by using discovery learning method. Discovery learning method is a method teaching that encourage students to take more active in their learning process. Discovery is a teaching model implemented by teacher by managing the learning process in such a way that students gain knowledge that was previously unknown and previously not

conveyed beforehand but students find it independently (Daryanto and Karim, 2017).

According to Syah (2004:244) in Ridwan (2015), there are several procedures that must be carried out in teaching and learning activities as follows

1. Stimulation.

In this step, teacher gives material to students in the form of pictures and asks questions to students as a stimulus for students, so that the students desire arises to investigate the topic given

2. Problem statement

In this step, teacher gives the opportunity to students to formulate any questions related to the topic

3. Data collection. In this step, teacher gives the opportunity to students to collect any sources to obtain the information related to the questions to be discussed

4. Data processing

In this step, the students analyze all the information that has been collected to answer any questions

5. Verification

In this step, students verify the result of their analysis to answer the questions by presenting in front of the classroom related to the topic

6. Generalization

In this step, students conclude the information based on the obtained source.

Based on the step above, it can be explained that the learning activity through discovery learning method, students have the opportunity to convey and their confusedness, student get easiness to state the discussion material through the identification of any source which related to discussing topic, students get the activity of collecting any important information or idea, students process the information and discuss with their friends, students have the phase to recheck their work, and students have the opportunity to conclude what they learned by using many sources.

B. Research Method

This research was designed by applying classroom action research (CAR). According to Kunandar (2008:45), Classroom Action Research (CAR) is a research which is done to improve the quality of learning in the classroom. It means that classroom action research is one of the kind of research to develop the students ability in learning English especially in speaking mastery. The subject of research is at the ninth grade of SMP Negeri 1 Luahagundre Maniamolo, especially in ninth - C class. To obtain the data observation paper and test were used. the data for this research were used to collect of both quantitative and qualitative data. Qualitative data is used by the researcher in doing research with concepts, idea, words or work with descriptions and quatitative data is the data which use by researcher in analysis data work figures and statistic or data work with numbers.

Therefore, were some of procedures applies in each cycles.

1. Planning

Planning is the activity preparation in the classroom. The researcher was prepare a syllabus to support the lesson plan, and then prepare observation paper to researcher and students, where these observation paper are used to research the activity in the classroom, and prepare learning material and test.

2. Action

Action is the treatment of teaching and learning by applied discovery learning method.

3. Observation

Observation is the activity to observe all activities happened in classroom. The observation was carried out by teacher collaborator during teaching and learning process. The role of collaborator helped the researcher to observed the students' and researcher activities in classroom. The teacher collaborator wrote down all of the activities happened in teaching and learning process

4. Reflection

Reflection is the activity in evaluated, noted, and analyzed the result of observation paper and test to looking for the way out to improve the students' ability in speaking.

C. Research finding and discussion

Based on the data analysis, the result of observation paper and test in cycle 1.

Table 1. Result of Researcher's

Observation Paper in		Cycle 1	
Aspect	First Meeting	Second Meeting	
Researcher's	Done Undone	Done Undone	
Activities	10 5	11 3	
	67% 33%	79% 21%	

Source : The observation paper of researcher's activities in Cycle 1

Table 2. Result of students' observation paper in cycle 1

Aspect	first meeting		Second meeting	
	Done	Undone	Done	Undone
Researcher's	5	5	5	3
Activities	50%	50%	62%	38%

Source : The observation paper of students' in Cycle 1

After analyzing the observation result in the cycle I, there were some activities undone by students. From the first meeting and second meeting, there were students who not active during teaching and learning process in the classroom. Where the researcher introduced and divided the material most of the students were passive during teaching and learning process because they lack of vocabularies, grammar and in accent so that students get difficulties to conveying their idea. It means that, the students could not respond the researcher question and also the students could not give some questions related to the material or topic that they have learned.

Table 3. Result of Students' Test in Cycle I

Passed / not average	The amount of	percentage	score
Passed	Students'		
Passed	8	36%	64
Not Passed	14	64%	

source : Students' score in Cycle I

Based on the table above , researcher evaluated the students' achievment in speaking by giving test and analyzing it by assesing of speaking, there were accent,

grammar, vocabulary, fluency, and comprehension. The result of data analyzed fromm the 22 students in the class, there were 8 students got good level and could achieved MCC was 36 % passed and 14 students got failed and could not achieve the MCC. The average score is 64, while the MCC is 65. It is means that average score did not achieve MCC yet.

Based on the explain above, it can be conclude that there most of students were failed in grammar, fluency and accents. Then, the students were failed in speaking English in cycle I it was caused by students' ability in speaking English was less, it can be seen from the result of average score of the students. One of the reasonn why the students were failed in speaking English because of the teaching learning process in the classroom was not affective. Therefore, the researcher decided to continoue the cycle II.

However, the result of cycle II it can be seen.

Table 4.Result of Researcher's Observation Paper in Cycle II

Aspect	First	Meeting	Second	Meeting
	Done	Undone	Done	Undone
Researcher's	14	1	14	0
Activities	93%	7%	100%	0%

Source : The observation paper of Researcher's activities cycle II

Table 5. Result of Students' Observation Paper in Cycle II

Aspect	First Meeting		Second Meeting	
	Done	Undone	Done	Undone
Students'	6	2	7	1
Activities	75%	25%	87%	13%

Source : The observation paper of students' activities in cycle II

Based on the table of observation paper result above it can be showed that the result of the average percentage in first meeting 75 % of the activities were done 25 % the over all activities were undone by the students. Then in second meeting was 87 % of the activities were done and 13 % of the over all activities were undone by the students.

Table 6. Result of Students' Test in Cycle II

Passed / The amount of		percentage	Average
Not passed	students		score
Passed	19	84%	84
Not passed	3	16%	

Source : Students' score in Cycle II

Based on table above, researcher evaluated the students' achievement in speaking ability by giving test and analyzing it by assesing of speaking, there were accent, grammar, vocabulary, fluency, and comprehension. The result of data analyzed from the 22 students in class, there were 19 students got good level and could achieved the MCC was 84. The whole average score is 84.

Based on the test result of students' speaking proficiency that was analyzed from 22 students at the ninth grade students in cycle II, there were 3 (three) students or 16 % in low level and 19 (nineteen) or 84 % got good level. The average score was 84 The average score can be classified in good level.

In this cycle, the students were motivated to speak very well, they pronounce English sounds correctly, their statements were in grammar, their

vocabulary was sufficient, and they have good comprehension. Moreover they had chance to have many roles trough the teaching media.

Based on the explanation above, it was concluded that Discovery Learning Method was applicable to improve speaking ability. Finally, the researcher stopped to the research action

Table 7. Student's Achivement in Speaking by Using Discovery Learning Method

Before conducting researcher				Cycle I				Cycle II			
Passed/				Passed				Passed/			
Not	N	%	Average	Not	N	%	Average	Not	N	%	Average
Passed			score	Passed			score	Passed			score
Passed	5	23		Passed/	8	36		Passed	19	84	
Not			62	Not			64	Not			84
Passed	17	77		Passed	14	64		Passed	3	14	

From the table above could be analyzed that every cycle had shown the improvement by the students in speaking ability. In cycle II the students got good improvement in speaking ability by use Dicoverly Learning Method. Because by use Discovery Learning Method increase students more active in the teaching and learning process and train students to work systematically and individually and also can train students to learn more on their own. Normally, the students required much help from their teachers or peers, but Discovery Learning Method trained the students to work individually in the class during the teaching and learning process, so that students could understand the material, shared their knowledge or their idea and also have opportunity to convey their idea. And then they could speak English well, they got the good accent,

grammar, vocabulary, fluency and comprehension.

D. Discussion

Based on the teaching and learning process in the classroom, the researcher found that Discovery Learning Method were able to improve the students' ability in speaking skill. The result of this method showed that Discovery Learning Method were suitable in teaching speaking skill. Discovery Learning Method is a series of learning activities that optimally involve all student's abilities to seek and investigate systematically, critically and logically. In this learning method, students are able to seek and investigate knowledge or material that teacher gives. Meanwhile, teacher are act as a facilitator and mentors. In Discovery Learning Method, the students are more active in the classroom and their have opportunities to convey their opinion

Improvement of the test result and the activeness of the students in learning by applying was in relating with the objectives of Discovery Learning Method. According to Durajat (2008) in Yuliana (2018:22) Discovery Learning is a learning theory which is defined as a learning process that occurs when students are not presented with lesson in the final form, but are expected to organized themselves. It means this method trained the students to find out the solution of their confusion by their selves. The subject matter was given to students, and the matter was learned by students by their selves. If they found the difficult, they find the solution by their selves.

According to Effendi (2012) in Yuliana (2018:22) added that Discovery

Learning Method is a learning that involves students in solving problems for development of knowledge skills. it means that learning process that involves students to organize, develop knowledge and skills for problem solving so that can improve the abilities learning students that were intially passive become more active and creative. Discovery Learning Method is used to develop the students' ability such the ability to seek and investigate the knowledge so that they can convey their opinion and can develop their ability in speaking.

Several of the researchers who have used Discovery Learning Method in their research namely, in Nurpahmi's thesis about "The Use of Discovery Learning Method in Writing Descriptive Text at Elevent Grade of SMA Negeri 8 Pinrang" explained that Discovery Learning Method make the students got good improvement in writing and able to improve students learning ability cause students more active in the teaching and learning process. While in Lasmin's thesis about " The Speaking Ability of The Eight Grade Students of SMPN 28 Kepulauan Selayar By Using Discovery Learning" explained that by used Discovery Learning Method also improve the speaking ability of students because in this method students would more active and give students chance to think, asked and discover the material by themselves. And this method has given positive impact for the students in the teaching and learning process so that students also got good improvement in speaking.

Based on statement above, it can be conclude that the students' ability in speaking skill was improved in each cycle by using Discovery Learning Method. And

the method of discovery learning very suitable in the teaching and learning process especially in teaching speaking. The data showed that the students got improvement and the data can be seen from the students who achieved MCC from the average score in cycle II.

E. Conclusion and Suggestion

Based on finding and discussion result that the researcher concludes that Discovery Learning Method can be used to improve students' ability in speaking English, it can be seen in students average score. Discovery Learning Method can be used in teaching speaking and learning process because Discovery Learning Method makes the teaching learning process more effective, active and creative.

Through Discovery Learning Method the students were expected to learn with few aids from their teacher. The students were to find out the difficulty they encountered from the material given, to find out the solution by identifying, collecting, processing, and concluding the information by obtained from the relating sources. And then also the students were involved in learning and trained to be active in learning activities.

Hence, it was concluded that Discovery Learning Method gave the opportunities to the students learning by their selves. And the suggestion are dedicated to English teacher, students, and next researcher which are explained below:

1. First it is suggested to English teacher to apply Discovery Learning Method in teaching speaking in order learners can be more active, seek and investigate the knowledge in learning English.

2. Secondly the students were suggested to apply the step of Discovery Learning Method in learning activities, because this method helped students to find out their own difficulties and the ways to solve their difficulties without expecting more aids from their teacher.
3. Last next researcher were suggested to apply this method in the next research whether in English subject or other subjects. In addition, it was important to avoid the weakness encountered in this research and the researcher hopes this research can be useful as a source of scientific information.

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