

THE EFFECT OF DISCOVERY LEARNING METHOD
ON WRITING NARRATIVE TEXT AT GRADE X
STUDENTS OF SMA NEGERI 1 ULU BARUMUN
KABUPATEN PADANG LAWAS



A Thesis

Submitted to the State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidimpuan as a Partial Fulfillment of the Requirement for the Graduation Degree of Education in English

Written By:

AISAH NASUTION
Reg. Number 2120300009

ENGLISH EDUCATIONAL DEPARTMENT
TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY
SYEKH ALI HASAN AHMAD ADDARY
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Assalamualaikum Wr. Wb

After reading, studying and giving advice for necessary revision on thesis belongs to **Aisah Nasution** entitled " The Effect of Discovery Learning Method on Writing Narrative Text at Grade X Students of SMA Negeri 1 Ulu Barumun Kabupaten Padang Lawas " we approved that the thesis has been acceptable to complete the requirement to fulfil for the degree of Graduate of Education (S.Pd) in English

Therefor, we hope that the thesis will soon examined in front of the Thesis Examiner Team of English Department of Tarbiyah and Teacher Training Faculty State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan . Thank you

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ABSTRACT

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Title : The Effect of Discovery Learning Method on Writing Narrative Texts at Grade X Students of SMA Negeri 1 Ulu Barumun Kabupaten Padang Lawas

This study aims to analyze the effect of the discovery learning method on the ability to write narrative texts of class X students at SMA Negeri 1 Ulu Barumun. This type of research is an experimental study with a pre-experimental design that uses a pre-test and post-test to measure students' writing skills before and after the application of the discovery learning method. This method is applied to improve students' writing skills, which are considered difficult because they require a deep understanding of structure and vocabulary. This study was conducted in one class only, by conducting a pre-test and post-test to measure students' writing skills before and after the application of the discovery learning method. The results showed a significant increase in students' average scores, where the average pre-test score was 42.46 and the average post-test reached 57.54. Analysis using the t-test showed that there was a significant difference between the two tests, proving that the discovery learning method is effective in improving students' narrative writing skills. This study is expected to contribute to the development of more innovative learning strategies in the context of modern education.

Keywords : *Discovery Learning Method and Writing Narrative Text*

ABSTRAK

Nama : Aisah Nasution
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Judul : Pengaruh Metode Discovery Learning Terhadap Menulis
Narrative Teks Siswa Kelas X SMA Negeri 1 Ulu Barumun
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Penelitian ini bertujuan untuk menganalisis pengaruh metode discovery learning terhadap kemampuan menulis teks naratif siswa kelas X di SMA Negeri 1 Ulu Barumun. Jenis penelitian ini adalah penelitian eksperimen dengan desain pre-experimental yang menggunakan pre-test dan post-test untuk mengukur kemampuan menulis siswa sebelum dan setelah penerapan metode discovery learning. Metode ini diterapkan untuk meningkatkan keterampilan menulis siswa, yang dianggap sulit karena membutuhkan pemahaman mendalam tentang struktur dan kosakata. Penelitian ini dilakukan dalam satu kelas saja, dengan mengadakan pre-test dan post-test untuk mengukur kemampuan menulis siswa sebelum dan setelah penerapan metode discovery learning. Hasil penelitian menunjukkan peningkatan signifikan pada skor rata-rata siswa, di mana skor pre-test rata-rata adalah 42,46 dan post-test rata-rata mencapai 57,54. Analisis menggunakan t-test menunjukkan bahwa ada perbedaan yang signifikan antara kedua tes, membuktikan bahwa metode discovery learning efektif dalam meningkatkan keterampilan menulis naratif siswa. Penelitian ini diharapkan dapat memberikan kontribusi pada pengembangan strategi pembelajaran yang lebih inovatif dalam konteks pendidikan modern.

Kata kunci : Metode Discovery Learning, dan Menulis Narrative Text

ملخص البحث

الإسم : عائلة نسويون رقم

القيد : ٢١٢٠٣٠٠٠٠

موضوع البحث : تأثير طريقة التعلم بالاكتشاف في كتابة النصوص السردية لطلاب الصف العاشر في مدرسة المدرسة الثانوية العامة ١
أولو بارومون

تهدف هذه الدراسة إلى تحليل تأثير أسلوب التعلم بالاكتشاف على قدرة طلاب الصف العاشر في المدرسة الثانوية الحكومية الأولى بـ "أولو بارومون" في كتابة النصوص السردية. وبعد هذا البحث من البحوث التجريبية، حيث استخدم تصميمها تجريبياً أولاً يعتمد على اختبار قبلي وبعد ذلك قياس قدرة الطلاب في الكتابة قبل وبعد تطبيق أسلوب التعلم بالاكتشاف. وقد تم تطبيق هذه الطريقة بهدف تحسين مهارات الكتابة لدى الطلاب، حيث تُعد الكتابة مهارة صعبة تتطلب فهماً عميقاً لبنيّة النص والمفردات. نفذت هذه الدراسة في صف واحد فقط من خلال إجراء اختبار قبلي وبعد ذلك قياس مدى تقدم الطلاب في مهارة الكتابة بعد تطبيق الأسلوب. أظهرت نتائج الدراسة تحسيناً ملحوظاً في متوسط درجات الطلاب، حيث بلغ متوسط درجة الاختبار القبلي ٢٤.٤٤، بينما ارتفع متوسط درجة الاختبار البعدي إلى ٧٤.٧٥ وقد بيّنت نتائج التحليل باستخدام اختبار وجود فرق دال إحصائياً بين نتائج الاختبارين، مما يثبت فعالية أسلوب التعلم بالاكتشاف في تطوير مهارة الكتابة السردية لدى الطلاب. ويُؤكّل أن تُسمّم هذه الدراسة في تطوير استراتيجيات تعليمية أكثر ابتكاراً تتماشى مع متطلبات التعليم المعاصر.

الكلمة المفتاح: طريقة التعلم بالاكتشاف والكتابه والسرد

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I realize this thesis can not be considered perfect without critiques and suggestion. Therefore, it is such a pleasure for me to get critiques and suggestion to make this thesis better.

Padangsidimpuan, September 2025
Declaration Maker



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CHAPTER I

INTRODUCTION

A. The Background of the Problem

Education has an important role in shaping the character and skills of students, because with education students can more easily get better learning. especially in language mastery and writing skills. With language and writing skills students can develop ideas, thoughts and creativity, as Fatiani and Rahman¹ said writing skills are very important and very difficult, therefore writing requires a broad vocabulary so that it can improve learning and not only in an academic context, but also in everyday life.

In writing, students can convey their ideas, information and events. So students can convey their ideas by writing well so that they can convey the event to the public indirectly. However, learning to write is very difficult to learn. As Lihawa said² learning to write is very difficult for students to learn. Teacher must understand the condition of students especially in writing, teachers must create interesting learning, so that, the learning can be accepted by the students well and easy to learn. Therefore in writing there are many texts to be learned. However, there is a text that makes learning more interesting. One of the texts that is often used to convey events is narrative text.

¹ Tisyrinul Awwal Fatiani and Arif Rahman, —Practicing Cooperative Learning Model Using Picture Cube and Story Marker to Improve Writing Skills,|| *Practicing Cooperative Learning Model Using Picture Cube and Story Marker to Improve Writing Skills* 1, no. 1 (2021): 29–40. <https://journal-center.litpam.com/index.php/jolls/inde>

² Kartin Lihawa et al., “*Improving Students’ Ability in Wrting Narrative Text Through Genre Based Approach*,” 2019. <https://ejurnal.pps.ung.ac.id/index.php/JN/article/view/1140>

Narrative text, in particular, is one form of writing that can develop students' imagination and creativity. Therefore, themes from rich sources, and provide moral values that can be taken from the story in order to get good feedback to students. So teaching students to write must use good methods in teaching. so that students in learning to write can easily understand the lesson, and easily get good ideas, not only that students also do not feel bored in learning. As Avionitha said ³ discovery learning method can improve students' writing in writing, because in this method students play an active role in the learning. So an effective learning method is the key to improving students' writing skills. One method that is considered effective is discovery learning. Because this method emphasizes student-centered learning, where they actively discover knowledge and skills through direct experience. By applying the discovery learning method, students are expected to be able to better understand the structure and rules of writing narrative texts, and be able to express their ideas more creatively and independently.

So this research aims to examine the influence of the discovery learning method on students' ability to write narrative texts. By using this method students were become more active in learning and easily get ideas in learning to write. By focusing on this theme, it is hoped that students will not only learn to write. Through this research, it was expected to provide new insights into effective learning strategies in improving students' writing skills, as well as fostering their interest in subject matter based on religious texts. Thus, the results of this study

³ Cikitha Riski Avionitha et al., —*The Implementation Of Discovery Learning Method, ”The Implementation Of Discovery Learning Method In Teaching Writing Narrative Text* (makasar, 2018). <https://repository.ikippgrbogonegoro.ac.id/1667/1>

are expected to be a contribution to the development of more innovative and relevant learning methods in the era of modern education.

Therefore, this research was based on experimental research, entitled "The Effect of Discovery Learning Method on Writing Narrative Text at Grade X Students of SMA Negeri 1 Ulu Barumun".

B. Identifications of the Problems

Based on the background of the study above, there was some problems of the students that related to students writing especially in writing of narrative text at grade X SMA Negeri 1 Ulu Barumun, there are:

1. The students are still difficult to understand about narrative text
2. The students are lack of motivation in learning the writing of narrative text
3. The students are difficult to get idea in writing of narrative text

C. The Limitations of the Problem

Based on obstacles above this research limited on method for teaching. There are some method that can be used in teaching writing narrative text, but this research only focuses on discovery learning method on students writing of narrative text at grade X SMA Negeri 1 Ulu Barumun.

D. The Definitions of Operational Variables

Based on the background of the problem, the researcher has defined the definition the operation variables used in this study to reduce misunderstanding about the title of this study.

1. Discovery learning method

Discovery learning is one of the learning methods where students are asked to play an important role, so students will think hard about understanding learning. Discovery learning requires active student involvement, and a teacher is only a facilitator who will make students understand new information. This method can develop students' creative thinking, such as in writing.

2. Writing of narrative text

Writing narrative text is rewriting a story that has happened in the past, which is an entertaining story or fairly tale and, narrative text that describes a story, especially in novels or stories, describes the action or process of experiencing a story.

E. The Formulations of the Problems

Based on the background of the problem, the researcher formulated the problem of the researcher as follow.

1. How is the student's writing skills before using discovery learning method at grade X students on SMA Negeri 1 Ulu Barumun Kabupaten Padang Lawas.?
2. How is student's writing skills after using discovery learning method at grade X students on SMA Negeri 1 Ulu Barumun Kabupaten Padang Lawas.?
3. Is there any effect of discovery learning method on students writing skills at grade X students on SMA Negeri 1 Ulu Barumun Kabupaten Padang Lawas ?

F. The Objectives of the Research

Based on focus of the problem so researcher determines the research purpose, there are

1. To explain the students ability in writing before learning narrative text using discovery learning method at grade X students on SMA Negeri 1 Ulu Barumun Kabupaten Padang Lawas.
2. To explain the students ability in writing after learning narrative text using discovery learning method at grade X students on SMA Negeri 1 Ulu Barumun Kabupaten Padang Lawas.
3. To examine the effect of discovery learning method on writing narrative text at grade X students on SMA Negeri 1 Ulu Barumun Kabupaten Padang Lawas.

G. The Significances of the Research

This research has the benefited for teachers, students, and the researcher. The significances of this research are:

1. For Headmaster

To supervise and to give the significant theory and practice contribution to English teaching in learning process.

2. For Teachers

The result of this study can help teachers to improve learning with discovery learning method and, teachers can apply the method so that learning takes place affectively..

3. For Researcher

The findings of this study can be useful as a reference for further research on various of writing teach in language learning. In addition, it can influence better research with different methods that will be useful in the field of English education.

H. The Outline of the Thesis

Outline of this thesis is divided in to five chapters. Chapter one consists of background of the problem, the identification of the problem, the limitation of the problem, the limitation of the problem, the definitions of the variables, the formulation of the problem, the objectives of the problem, the significances of the research, and the outline of the research.

Chapter two consists of the theoretical description. It is divided into subchapters which consist of discovery learning method, principles of discovery learning method, structure the principle discovery learning method, teaching writing by discovery learning method, writing narrative text, structure of narrative text, characteristics of narrative text, material of narrative text, the related findings, the conceptual framework, and the hypothesis.

Chapter tree consist of methodology of the research which is divided into the research design, the time and the location of the research, the population and sample, the instrument of data collection, the validity and the reliability of instrument, the research procedure, the technique of data analysis, the outline of the research.

Chapter four consist of result of the research which is divided into the description of data, data analysis, the hypothesis, discussion, and the threats of the research. Chapter five consist of the conclusion about the result of this research, and suggestion that is given by the researcher.

CHAPTER II

THEORITICAL DESCRIPTION

A. Theoretical Description

1. Writing Narrative Text

a. The Definition of Writing Narrative Text

Writing is very important in academic lesson, because writing is one of the tools to convey information to someone indirectly. However the writer can convey ideas, thoughts, and feeling without the need to meet face to face but indirectly to the reader. As Panggabean et all⁴ said writing is one of the important skills in teaching English, so writing is a very important skill in English language teaching because it allows students to express their ideas and thoughts clearly, understand and apply language structures, and encourage critical thinking and information analysis. In addition, writing helps students learn to communicate effectively in academic and professional contexts, and improves their reading skills as they learn to recognize and reproduce the words used in writing. Therefore, incorporating writing activities into English language learning is essential for improving students' language skills.

Based on the Romrome's book⁵ writing is an activity of pouring down someone's message, ideas, thoughts, feelings, and imaginations into a

⁴ Wulan Sari Panggabean, Fitriadi Lubis, and Rayendriani Fahmei Lubis, —Mind Mapping on Students' Writing Descriptive Text Mind Mapping on Students' Writing Descriptive Text, *English Journal for Teaching and Learning* 7, no. 2 (2019): 164–74, <http://jurnal.iainpadangsidiimpuan.ac.id/index.php/EEJ>.

⁵ Abel Yohanis Romrome, *An Introduction to Academic Writing*, ed. Afifah Husnun Nur, Eri Setiaw (Jawa Tengah: CV. Eureka Media Aksara, 2024).P. 1

piece of paper, And in Paramour's book⁶ also said that writing is also called being able to entertain others with writing. So by understanding of writing, will be able to complete assignments the paragraphs of up to several pages. However writing has an important role in conveying information in writing and through writing. In addition, writing can also be considered essential in an academic context because understanding the context of writing can help complete assignments, from paragraphs to several pages in writing.

Narrative text is a text that tells about a very interesting story, because narrative text describes a character, background, and conflict that occurs in story so that the reader can get into the storyline. The involvement of the reader in the atmosphere of story can allow the reader to connect emotionally with the characteristic and inners in the experiences described in the story, which can increase the understanding and appreciation in every aspect of the story.

Narrative text is very interesting text to read. As Purba⁷ said the narrative text is a very interesting text, and there are a lot of life lessons in the story. Because narrative texts contain many values or morals that can be applied to everyday life, and often the stories in narrative texts depict experiences that are relevant to life.

⁶ Zoe timothy paramour Paramour, *The Writing Book*, ed. Zoe Paramour (london: Bloomsbury Publishing, 2023).

⁷ Rodearta Purba, —Improving the Achievement on Writing Narrative Text through Discussion Starter Story Technique,|| *Improving the Achievement on Writing Narrative Text through Discussion Starter Story Technique* 9, no. 1 (2018): 0-3. <https://share.google/BDPQ6KPSTcVK09FKQ>

Therefore, narrative text is called a text that is very interesting to read, so in terms of writing narrative text, the writer must think more creatively and use language that is easy to understand, and as for writing narrative text, there are rules that must be considered in writing so that it is easier to write and has been explained below.

b. Purpose of writing narrative text

Teaching writing is not an easy thing. Because teaching writing has a lot of challenges, one of which is students who lack motivation to learn and are lazy to start writing. So teaching writing has many challenges, especially related to students lack of motivation and laziness to learn. Then the teachers must tell students the importance of writing and its many benefits. Based on the Rodearta⁸ there are purpose in writing:

- 1) Improve students learning by encouraging students exploration.
- 2) Help students develop creative abilities to communicate a scientific information with a variety of different audiences.
- 3) The teacher can assess how well the students understands the learning.

So writing can from effective education and can increase students exploration, and students can develop creatively in conveying information to others. Then the teacher can assess students who understand a learning material. Then, in writing well and correctly, one must know how to write well. By knowing how to write well, the reader will more easily understand

⁸ Rodearta Purba, —Improving the Achievement on Writing Narrative Text through Discussion Starter Story Technique, *Improving the Achievement on Writing Narrative Text through Discussion Starter Story Technique* 9, no. 1 (2018): 0-3. <https://share.google/BDPQ6KPSTcVK09FKQ>

what the meaning of the writing is; therefore, the writing process has explained below.

c. Procedure of writing narrative text

In writing is very necessary to know how to write well. Therefore, understanding the writing process can make writing easier to understand. So writing must start with planning ideas, writing the first draft, and act. There should be rules in writing. According to Petersen's book⁹ there are several levels to write:

1) Prewriting

Prewriting is the first step in writing process. Sometimes, the student has a trouble to think about what students want to write first. In prewriting, the paper has some techniques that must know can help these problems to get a topic to write.

a) Free writing

Free Writing will help the students' problem when write at the first time. The topics of the writing decide the writing process at the first time. The students will ignore the spelling, grammar or punctuation first. The students will write the sentences by sentences without stopping.

⁹ Sarah C Petersen et al., —Neuroscience Letters Mini-Review - Teaching Writing in the Undergraduate Neuroscience Curriculum : Its Importance and Best Practices,|| *Neuroscience Letters Mini-Review - Teaching Writing in the Undergraduate Neuroscience Curriculum : Its Importance and Best Practices* 737, no. June (2020): 7.

b) Questioning

In Questioning, the writer make some question base on the writer topic at the first, it can be 5W+IH such as; Why? When? Where? Who? How? and What ways. By using Questioning the writer will know what will to be write.

c) Making a list

Making a list is to knowing about brainstorming. By making a list, it will be easier to write what will be decided so that it is easier to work on it.

d) Clustering

Clustering, can help writers think more broadly. Because clustering can show the subject to be addressed by using lines, arrows, circles, and boxes. So Clustering is very influential in terms of writing.

e) Preparing a Scratch Outline

On scratch outline, the aim is to make the subject matter clear so that it is easier to know what will be written so that by using scratch outline, the reader can more easily understand.

So Prewriting is beginners stage to writing, so Prewriting can help students to reduce difficulties by using effective techniques. Such as free writing, questions, making list, grouping, and Prewriting from scratch. Using these techniques can help students be more prepared and easily directed in writing. Not only Prewriting, but there are still a few

more stages to make writing more effective, writing the first draft. Yes, by writing the first draft, it will also be easier to write and create good ideas. As explained below.

2) Writing the First Draft

Writing the First Draft is where the students write one sentence at a time while composing the first sentence and not worrying about excessive spelling, grammar, and punctuation errors. So in this process, students only need to focus the flow of thought and creativity so that students can develop ideas naturally. Since revision is an essential step in the writing process that entails assessing and enhancing a draft to improve its quality, clarity, and effectiveness, it is imperative that you rewrite after producing your initial draft. It involves a more thorough analysis of the work to pinpoint areas that need improvement, going beyond basic editing or proofreading. The researcher will explain below.

3) Revising

Revising is an arrangement of good and correct sentences; at this stage, students focus on sentence structure, so students can add or delete sentences to make it better. In addition, students also pay attention to the flow of the text and ensure that the sentences and ideas conveyed in the sentence are connected to the intended sentence, ensure that the sentence can be understood easily, and improve the quality of writing. So revision is a process that improves the sentence structure in the text.

Following revision Editing and proofreading are crucial abilities for everyone who works with written content, whether for academic, professional, or personal reasons. They are also vital for writing. These procedures aid in making sure that the content is error-free, succinct, and clear, which increases its effectiveness and reader impact. So has explained below

4) Editing and Proofreading

Editing and Proofreading is improving the clarity of writing. improving the wording so that it can be read, and then paying attention to the requirements of writing so that it can meet professional standards. By doing this process in a focused and thorough manner, it can present a more interesting work for the reader has explained below

5) Publishing

The final step is to submit their work to their teacher or promote it widely after the entire process is complete. A piece of writing's neatness and presentation will help guarantee that readers will take it seriously. Here are some suggestions for purposefully publishing student work. The first, student work can be published within the educational institution itself. Next, creating a class magazine can be an intriguing option for showcasing various student activities and achievements. Finally, submitting student work to local newspapers can be an effective way to reach a wider audience and provide opportunities for students to share their ideas and stories with others.

Publication follows editing and proofreading. Because publishing, which includes the creation and dissemination of material in a variety of formats, including books, periodicals, articles, and digital media, is a crucial process in the communication and information industry. In order to reach a larger audience, the process involves not just writing and editing but also design, marketing, and distribution.

So in writing, one must pay attention to the rules that have been determined so that the writing becomes better and easier to understand. Then it is important to do techniques in writing so that in writing do not get too many difficulties such as lack of ideas, creativity in thinking, stress and others so that can produce good writing. In writing there are also types; therefore, understanding and mastering text types can improve writing skills.

d. Structure of Narrative text

A formal narrative text is a kind of writing that describes a sequence of events, both imagined and actual, that are methodically arranged according to a predetermined framework. Through a well-organized plot, this literature seeks to amuse readers while delivering moral or educational lessons. As Hafidz ¹⁰ said a narrative is a story that is created in a constructive format (written, spoken, poetry, act) that describes a sequence of fictional or non-fictional events.

¹⁰ Moh.Hafidz, *Basic Academis Writing*, ed. M.pd Mustain.M.Pd Tera Athena.Ulfa Siti Maria, Mariyatul (Bangkalan: STKIP PGRI Bangkalan Jl. Seokarno Hatta No.52 Tlp/Fax (031)3092325 Bangkalan 69116, 2018). www.press.stkipgri-bkl.ac.id

Narrative has a series of actions. According to Sinaga¹¹ there are five of criteria there are:

- 1) Orientation: The writer tells the audience who is in the story, when it is happening, where it is happening, and what is happening. For example; introducing the setting: Afasus Country
- 2) Evaluation: describing a perspective in the story, and showing a significance in the event.
- 3) Complication: The narrator tells the emergence of problems in the story, and show the challenges that the characters face. For example, the youth's rejection of the king's orders.
- 4) Resolution: Complication is sorted out or the problem is solved. For example, the awakening of the young men who were sleeping in the cave, and changing conditions of the kingdom.
- 5) Re-orientation: the writer includes lessons that can be taken from the story.

Together, these five forms create a coherent and significant narrative. The author may effectively tell the story with this well-organized frame work, and the reader can follow and comprehend the content and flow with ease.

In narrative text when want to write mush know the characteristics of narrative text. Because by knowing characteristics will be easy to write; the explanation was be as below.

¹¹ Rony Tua Parasian Sinaga, —The Students' Difficulties in Writing a Narrative Text at Grade Ten of SMA Negeri 4 Pematangsiantar|| 1, no. 1 (2020): 255–56.

e. Characteristics of Narrative text

In narrative text there are characteristics of narrative text Herdiawan¹² said, there are

- 1) There is the a series of events
- 2) In narrative there is two event
- 3) The narrative text there is not moving the event into the text

So by knowing the characteristics of narrative text will be easier to write the narrative text. Than after knowing the characteristics, in order to go into more depth, the material of narrative text will be explained in more detail as below.

f. Material of Narrative text

The researcher uses the material on the student's book, en title —Brilian Bahasa Inggris untuk SMA/SMK/MAK Kelas X¹³ at grade X SMA Negeri 1 which relates to curriculum 2013.

The picture below text example of narrative text in class of 10 textbook¹⁴

¹² Agus Roffi'i Rama dwika herdiawan, —An Appraisal Analysis of Narrative Text from the 11 Th Grade,|| *An Appraisal Analysis of Narrative Text from the 11th Grade English Textbook* 1, no. 1 (2021): 63–75. <https://journal.upgris.ac.id/index.php/allure/article/view/9270>

¹³ Windi Asariastika, *Brilian Bahasa Inggris Untuk SMA/SMKMAK Kelas X*, ed. Fahri Yuman, Refaldi Yu, vol. 20 (Bandung: Grafindo Media Pratama, 2018).

¹⁴ Windi Asariastika, *Brilian Bahasa Inggris Untuk SMA/SMKMAK Kelas X*.

Chapter 12

Issumboshi

Kompetensi Dasar

3.8 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat, sederhana, sesuai dengan konteks penggunaannya.

4.8 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis sederhana terkait legenda rakyat.

Summary

A. Listening-Speaking: Narrative Text 1

Listen to the story carefully

Issumboshi

Once upon a time, there was an old couple who didn't have a child. They lived in a small house near the village forest. "Please give us a child," they asked God every day.

One day, from the household Shinto altar, they heard a cute cry, "Waa! Waa!" They looked and saw a crying baby who looked just like a little figer.

"This child must be a gift from God. Thanks to God!"

"We will call this child 'Issumboshi,'" they said.

They raised Issumboshi with much care, but Issumboshi never grew bigger. "Hey, Issumboshi, do you want to be eaten by a frog?" Issumboshi was always being bullied by the children of the village and often went home feeling unhappy.

Grandmother would make some big rice balls and encourage him.

"Eat a lot, and grow up quickly," Grandmother said.

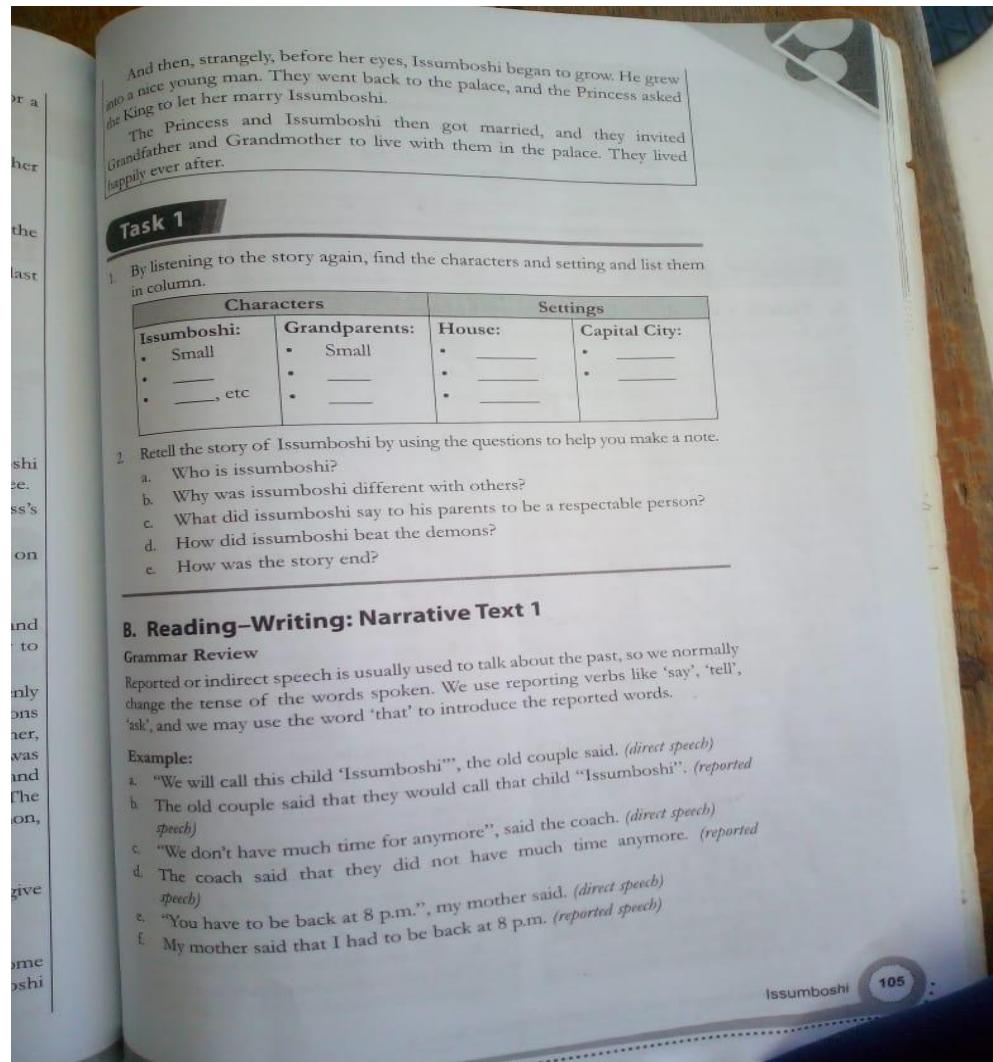
One day, Issumboshi said, "I will go to the capital to study and become a respectable person. Then, I will come back." Grandfather and Grandmother were worried about him, but Issumboshi's mind would not be changed. At once, they began to prepare for his trip.

Source: geralt.net.com

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¹⁵ Windi Asariastika, *Brilian Bahasa Inggris Untuk SMA/SMK/MAK Kelas X*.

Another examples in the picture below, we can see the narrative text.a



books¹⁶

Narrative texts there is teaching morals so to be creativity story take it. Especially in this research the researcher used discovery learning method.

¹⁶ Windi Asariastika.

2. Discovery Learning Method

a. The Definition of Discovery Learning Method

Discovery learning is one of the learning methods to improve students' abilities in any subject. As a Yadi and Nirwana¹⁷ said Discovery learning is a type of learning that encourages students to investigate on their own, using their intuition, creativity and intuition to discover and build on their past knowledge and experiences, as well as seeking new information to discover truths, correlations and new facts. In this method, students play an active role in a lesson, so they are led to think critically and understand more about the material. Hartono¹⁸ said, the discovery learning method is able to give good contribution and strategy in learning writing students'.

There are five qualities of discovery learning method:

- 1) Learning is active, requiring students to engage in practical activities and problem solving exercises rather than merely receiving information.
- 2) Discovery learning encourages mastery and application by placing more emphasis on the process than on the final output.
- 3) The lessons learned through failure in this instructional paradigm motivate the student to keep looking for answers.
- 4) Feedback is a crucial component of the learning process, and students can achieve deeper understandings through collaboration and debate.

¹⁷ Heri Febri Yadi and Herman Nirwana, —Discovery Learning Sebagai Teori Belajar Populer Lanjutan,|| *Discovery Learning Sebagai Teori Belajar Populer Lanjutan* Heri 1, no. 2 (2023): 234–45. <https://journal.citradharma.org/index.php/eductum/index>

¹⁸ rudi hartono Musdizal, —The Influence Of Discovery Learning Method And Video On Students " Writing Skill,|| *The Influence Of Discovery Learning Method And Video On Students" Writing Skill* 9, no. 1 (2020). <https://www.ijstr.org/final-print/jan2020>

5) Discovery learning encourages individual interests and satisfies people's innate curiosity.

The quality of the discovery learning method is that it emphasizes active learning and that students are involved in these activities and can solve a problem. It then emphasizes more on the process than the final result and encourages students to continue to look for answers even though they repeatedly fail. In addition, feedback, collaboration, and debate are also very important to achieve a deeper understanding, so this method can also encourage students' individual interests and needs, has explained below.

b. Principles of Discovery Learning Method

Implementing discovery-based learning techniques is founded on the core principles of discovery learning. Since these concepts are the primary guidelines that educators use to plan and implement effective learning, a thorough comprehension of them is essential in the modern educational period. Yadi said ¹⁹ there are the principles of discovery learning :

1) Solving problems

The teacher, instructor, or trainer will lead and inspire participants to combine current knowledge to find answers. After that, the data is made simpler. This stage is what motivates students to participate more actively in class activities and improve their self-directed learning.

¹⁹ rudi hartono Musdizal, —The Influence Of Discovery Learning Method And Video On Students " Writing Skill,|| *The Influence Of Discovery Learning Method And Video On Students" Writing Skill* 9, no. 1 (2020). <https://www.ijstr.org/final-print/jan2020>

Additionally, learners receive instruction in tasks like exploration and problem solving.

2) The pupil is followed by learning management

Participants should be permitted to work alone or in groups by the instructor. Participants in discovery learning go at their own speed. Learning is enjoyable when it is flexible. There is no stress or demand on participants to keep up with others' rhythms.

3) Connecting and integrating

Teachers need to be capable of instructing. The teaching strategy known as "discovery learning" focuses on how the teacher may integrate the students' existing knowledge with newly acquired knowledge. They then have the chance to establish a connection with the actual world. Participants receive instruction on how to relate their existing knowledge to new information or learning theories in order to meet learning objectives. so that students can learn how to solve problems on their own and build their problem-solving abilities.

4) Information analysis and interpretation

Based on the idea that learning is more than merely memorizing facts, discovery learning is process-oriented. Instead of memorization of answers or instructional materials from multiple sources, this learning technique stresses that students essentially learn to analyze and comprehend the information or concepts gained.

5) Feedback and failure Finding

The correct answer is not the only thing that leads to learning.

Failure can also teach participants something. Discovery learning focuses on new things that can be found during the process rather than on achieving the desired outcome. by employing this technique. For the procedure to function properly, you must understand its goal. In essence, discovery learning is a teaching approach that uses a sequence of organized discovery activities to help students grow, deepen, and broaden their knowledge.

c. Advantages of Discovery Learning Method

Discovery learning method has many benefits according to Smitha²⁰

- 1) As students gain confidence and encouragement through asking questions and solving problems independently; because in this learning method students play an active role in the learning process by having students ask questions in a lesson, it can increase their curiosity and this can trigger further exploration and strengthen their understanding.
- 2) Then in this case it results in an increase in intellectual potential, a shift from extrinsic to intrinsic rewards, discovery heuristic learning, and assistance in preserving memory, in this case students are able to face real situations and are able to solve problems, and students also have an increase in intellectual potential and include various strategies and

²⁰ V.P Smitha, *Inquiry Training Model and Guided Discovery Learning for Fostering Critical Thinking and Scientific Attitude* (lulu.com, 2012).

approaches to develop students' thinking pattern abilities, and are able to solve problems, and creativity.

- 3) Fostering curiosity, in this learning method students will also play an active role so that within themselves they will develop a sense of curiosity to know in a learning process.
- 4) Enabling the development of lifelong learning skills, in this case students can develop lifelong learning skills, which enable them to continue to develop and contribute to a society that is constantly changing according to the times.
- 5) Support active student involvement in the learning process.
- 6) And leads to better understanding and retention.

d. Disadvantages of Discovery Learning Method

As for the disadvantages of the discovery learning method according to Rawashdeh et al.²¹

- 1) Learning is less effective due to the lack of face-to-face interaction with the teacher, which can result in the learning process being ineffective or less than optimal.
- 2) Because in the e-learning method, assessments are generally held online which reduces the possibility of restrictions on unauthorized activities such as; cheating, plagiarism, etc.

²¹ Alaa Zuhir Al Rawashdeh et al., —Advantages and Disadvantages of Using E-Learning in University Education,|| *Electronic Journal of E-Learning* 19, no. 2 (2021): 107–17, <https://academic-publishing.org/index.php/ejel/article/view/2168>.

- 3) The absence of important personal interaction is the most visible weakness of e-learning, not only among co-learners, but also between instructor and learner.
- 4) There is a lack of community in online learning environments because there is much less engagement between students compared to interactions between students and instructors
- 5) Highlighted that most students want to learn independently to avoid the need to interact with their classmates.
- 6) Cultural barriers are another significant drawback of introducing online courses. The study evaluated the influence of cultural characteristics, including individualism and collectivism, on the perceived success of online learning. The study findings showed a significant influence of individualism and collectivism on organizational and individual outcomes.
- 7) Another disadvantage is the lack of motivation experienced by online learners in online learning. Students who lack self-motivation and independence have lower success rates compared to their peers.
- 8) Learners who lack self-regulation tend not to allocate enough time to complete assignments; therefore, they tend to turn in poor-quality or late assignments. Overall, successful students have a stronger belief that they will succeed, better technology skills and access, higher self-responsibility, and better self-organization skills.

9) Students must be able to assess motivational factors to maintain momentum throughout the learning process. Students who are less motivated easily lose focus on their initial goals, quickly become distracted during lectures, and consequently withdraw from the lecture.

e. Procedure of Discovery Learning Method

The discovery learning method has emerged as one of the most successful strategies for raising learning standards in the field of contemporary education. How to teach writing narrative text using the discovery learning method. In the process of teaching, the teacher uses stimulating media to stimulate his/her students' interest. In this case, the teacher has to think about the appropriate and effective media that will be applied in the teaching learning process.

The teacher has to think about the media that he/she wants to apply for the students. One of the media is Ashabul Kahfi's photo and story text to be used in teaching writing narrative text.

There is a process of teaching writing narrative text using the discovery learning method.

1) Pre-teaching

Teacher and students greet each other, prayer before stratifying learning, teacher checks attendance list.

2) While teaching

Teacher writes about narrative text and students understand about narrative text. Then Teacher displays the pictures using printed material,

then the teacher explains the story in the picture. The teacher divides students into several groups, each group uses a different story. Then each group discusses with their respective groups, and presents the story they wrote, and each group gives questions. After that the group is required to answer the question, then the teacher gives feedback or input to students. And then discuss as a whole group. After that the teacher gives each individual the task of writing a narrative text, after completion, it is collected by everyone.

3) Post teaching

The teacher provides feedback and motivation to students, then reviews the lesson and provides a conclusion. Students and the teacher recite a prayer after the lesson.

So the stages of discovery learning are essentially intended to progressively increase students' comprehension through a methodical process of discovery.

f. Teaching Writing by Discovery Learning Method

Teaching writing the first time in learning do not need to give for students that difficult themes in writing, because, the students are just need to give the story is interesting and even better, in this story there are moral values in everyday life. The use of discovery learning method in teaching narrative text can help teacher and students in learning process actively in classroom. Activities of discovery learning method , there are:

Teaching writing narrative text using Discovery Learning Method.

Table II. 1
Teaching Writing Narrative Text Using Discovery Learning Method

Learning Activities	Teaching Activities	Procedures	Students Activities
Pre teaching	<ol style="list-style-type: none"> 1. Teacher and students great each other 2. Read and prayer before starting to study and the teacher check attendance list. 3. Teacher asks the students to stand up to warm up 4. Teacher prepare the method in learning process 	Opening	<ol style="list-style-type: none"> 1. Students sit on the chair 2. Pray together 3. Listen and pay attention 4. Students full attention and action
While teaching	<ol style="list-style-type: none"> 1. Greets students and checks attendance 2. Shows pictures related to stories 3. Asks triggering questions Prior knowledge of these stories 4. Explains the learning objectives and basic concepts of narrative text 	Stimulation <ol style="list-style-type: none"> 1. Teacher displays the pictures using printed material 2. Students are arranged in group of 4-5 3. Each group receives different story 	<ol style="list-style-type: none"> 1. Respond to teachers greeting 2. Observe the pictures carefully 3. Share their prior knowledge about the stories 4. Take notes on the basic concepts presented
	1. Guidance students to	Problem Statement	1. Discuss in groups to identify

Learning Activities	Teaching Activities	Procedures	Students Activities
	<p>identify the elements of narrative text in the stories</p> <p>2. Presents guiding question about plot, characteristic, settings, and moral values.</p> <p>3. Provides worksheets for story analysis</p>	<p>Stage</p> <p>1. Distribution of analysis worksheets.</p> <p>2. Group formulation and Text division setting time limits for initial analysis</p>	<p>narrative text elements.</p> <p>2. Write down questions about unclear Parts of the stories.</p> <p>3. Begin analyzing the story structure.</p>
	<p>1. Provides reference materials about the stories</p> <p>2. Circulates among groups to offer guidance</p> <p>3. Helps students find relevant information</p> <p>4. Ensures students understand the narrative structure</p>	<p>Data Collection Stage</p> <p>1. Students use provided references</p> <p>2. Groups work independently</p> <p>3. Teacher monitors and assists as needed</p>	<p>1. Read and research the assigned stories</p> <p>2. Take notes on important elements</p> <p>3. Collect evidence to support their analysis</p> <p>4. Organize information in narrative format</p>
	<p>1. Guides students in organizing their findings</p> <p>2. Helps students structure their narrative texts</p> <p>3. Provides feedback on drafts</p> <p>4. Ensures proper use of past tense and sequence words</p>	<p>Data Processing Stage</p> <p>1. Writing process monitoring</p> <p>2. Peer review within groups</p> <p>3. Grammar and structure checking</p>	<p>1. Write first draft of narrative text</p> <p>2. Apply correct grammar and structure</p> <p>3. Include moral values and lessons</p> <p>4. Review and revise within groups</p>
	<p>1. Facilitates group presentations</p>	<p>Verification Stage</p> <p>1. Each group</p>	<p>1. Present their narrative texts</p> <p>2. Listen to other</p>

Learning Activities	Teaching Activities	Procedures	Students Activities
	2.Provides constructive feedback 3.Encourages peer evaluation 4.Clarifies misconception	presents for 3-4 minutes 2. Q&A session after each presentation 3. Teacher provides immediate feedback	groups' presentations 3. Provide peer feedback 4. Take notes on improvements
	1. Guides class discussion on common features 2. Summarizes key learning points 3. Reinforces moral values from stories 4. Assigns homework/follow -up tasks	Generalization Stage 1. Class discussion 2. Individual reflection 3. Assignment explanation 4.Closing remarks	1. Participate in discussion 2. Make final revisions to their texts 3.Reflect on learning process 4. Note down assignments
Post-Teaching	1. The teacher gives the feedback 2. Review and reflection 3. Conclusion drawing 4. Give to the students homework	Closing	1. Reflection and sharing 2. Self assessment 3. Note taking Final questions ²²

B. The Related Findings

There are same related findings to this research, many people had done research about writing by discovery learning. Lets discuss about writing narrative clearly, these are some research are : The first is Aini at all²³, research, the result

²² Yadi and Nirwana, —Discovery Learning Sebagai Teori Belajar Populer Lanjutan.||

²³ Indah Nur Aini, Ida Zulaeha, and Sri Susilogati Sumarti, —The Effectiveness of Learning to Write Narrative Text Using Problem Based Learning and Discovery Learning Based

of her research said the effect of discovery learning method on students writing narrative text effectively used to teach writing narrative texts it means that the discovery learning method is successful or shows good results in helping students understand and master the skills of writing narrative texts. In other words, the use of this model is able to significantly improve students abilities in writing stories or narratives.

The second is Mustika and Gani ²⁴ research the result of this research is that the students writing using discovery learning method succeed. The purpose of research was to evaluate the observation report writing skills of seventh grade students at SMP Negeri 5 Kerinci. With a 2x2 factorial experimental design, this study used a quantitative approach. This allowed researchers to investigate the effect of two variables—discovery learning method and learning motivation—on writing skills. In this case, previous research shows that the discovery learning approach can improve students' critical thinking skills and creativity. Some studies also indicate that students taught with the discovery learning approach have a better ability to relate new knowledge to their experiences. This means that students' learning outcomes, including writing ability, can be improved through active approaches such as discovery learning.

The third is Pertiwi et al²⁵ in the research the student's writing skill in term organization (cohesion and coherence) at the eleventh grade students of SMA Negeri 8 Pinrang has increase after using Discovery Learning Method.

The conclusion from the related findings above is that some of research get the result from the effect of discovery learning method has successful and can help teachers to teach the students to be easily and the students easy to understand the learning specially for writing narrative texts.

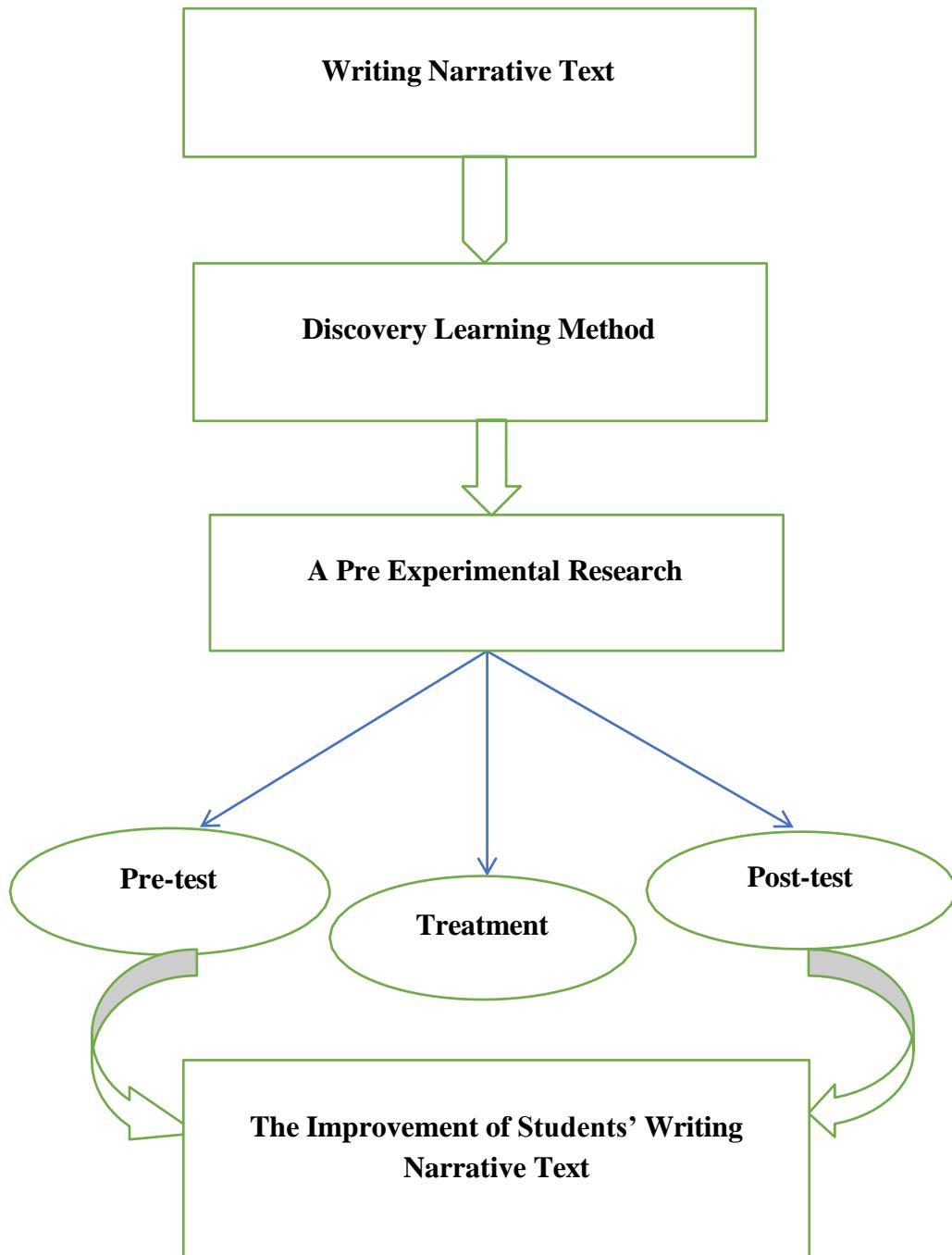
C. The Conceptual Framework

There are some problems in students' English learning, such as: in writing. Especially in narrative text. Students still got difficult to understand about narrative text, lack of motivation in learning writing narrative text, and students difficult to get ide in writing of narrative text.

However in this research the researcher interested to use Discovery Learning as a method to teach of writing narrative text. In this research, the research will prove whether this method has an effect or not on students' writing narrative text. The researcher will use test in this research to prove this method.

In experimental class the researcher taught writing of narrative text using Discovery Learning method, while in pre test used teachers' method. So that in post-test it will know whether this method has an effect or not on students' writing of narrative text. Based on the above, conceptual framework can be seen from the figure below:

²⁵ Nia Dharma Pertiwi et al., —Structured Writing Assignment : The Teacher ' S Strategies And The Students ' Perception|| 6, no. 1 (2023): 4240–56.

Figur. I

D. The Hypothesis

Hypothesis of this research are

1. Ho : The discovery learning method has no significant effect on students narrative text writing skills at Grade X SMA Negeri 1 Ulu Barumun Kabupaten Padang Lawas.
2. Ha : The discovery learning method has a significant effect on improving students narrative text writing skills at Grade X SMA Negeri 1 Ulu Barumun Kabupaten Padang Lawas.

CHAPTER III

RESEARCH METHODOLOGY

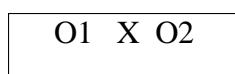
A. The Time and the Location of the Research

This research was carried out at SMA Negeri 1 Ulu Barumun at grade X. It is located on JL.Sibuhuan-sosopan Km.6 Desa Matondang, North Sumatra 22763. This research started in April 2025 and finish.

B. The Research Design

The researcher used quantitative research and the experimental as a method in this research used a Pre-experimental design. Pre-experiment is a type of research design that belongs to one - group pre-test post-test design. Pre experiment design make it possible to conduct a research with small groups, so the researcher used pre-experimental design due to population limitations in the place studied by the researcher. Design can bee see in the following chart according to sugiyono²⁶

One group pre- test and post-test :



Note :

O1 : Pre-test
X : Experiment
O2 : Post-test

1. Pre –test (O1) : The researcher gave the test to know the limited of students ability in writing skill especially narrative text. The pre test was given before doing treatment and it was to find out the prior ability of students in writing

²⁶ Sugiyono, *Metode Penelitian Kuantitatif Kualitatif Dan R&D*, ed. Sugiyono, Bandung: Alfabeta (bandung: Alfabeta, CV. ISBN J1. Gegerkalong Hilir No. 84 Bandung, 2013).

narrative text. In the pre test researcher gave students writing test about narrative text, the researcher used essay test .

2. Treatment (X) by using Discovery Learning Method: After giving the pre-test the researcher gave treatment. It is in the form of teaching and learning process by using discovery learning method. In discovery learning method, the researcher gave changes to students to be a problem solver and historian.
 - a. The researcher gave stimulation by beginning the activity by proposing questions to the students (direction to students to be a problem solver).
 - b. After that, the researcher gave the changed to students to identified as many as possible the agendas of problem that related with the material.
 - c. The researcher gave the changed to students to collected information as many as possible.
 - d. The data is processed and information that will be gotten from the students through interviewing and observing.
 - e. After that all of students done investigated accurately to prove whether hypothesis is right or not that is decided with alternative discovery.
 - f. The researcher asked the students to make conclusion
3. Post test (O2) : Gave the test to know the improve of students in writing skill especially narrative text. In the post test, the researcher gave writing test to the students to find out the students' achievement of writing narrative text based on the method after treatment was be given, students ask to write narrative text about the story.

Apply the used of Discovery Learning Method in writing. This test to know the effect of Discovery Learning Method in writing narrative text. It is in the form of teaching and learning process by using discovery learning method. In discovery learning method, the researcher gave changed to students to be a problem solver and historian. Lesson material is not giving in the beginning of teaching learning.

C. The Population and the Sample

1. Population

The population of this research was tenth grade students of SMA Negeri 1 Ulu Barumun, in academic year 2024/2025. It consists of 6 classes. Obviously, will be described by the following:

Table III. 1 Population

No	Class	Number of students
1.	X -1	27 Students
2.	X-2	26 Students
3.	X-3	28 Students
4.	X-4	26 Students
5.	X-5	26 Students
6.	X-6	25 Students
Total		158 Students

2. Sample

This research used random sampling technique. According to Robert book²⁷ Random sampling is a sampling method that involves several stages or levels of sampling. In this research the researcher used random sampling

²⁷ Robert Kurniawan. Bagus Sumargo, Budyandra, Stat, *Metode Dan Pengaplikasian Teknik Sampling*, ed. Aprillia Rahmawaty Apuadji Kurniawan Ahmad and Diterbitkan (Jakarta Timur: oleh PT Bumi Aksara JI. Sawo Raya No. 18, Rawamangun Jakarta Timur 13220, Indonesia Telp. (021) 4700988/4757544 Fax.: (021) 4700989 Email: info@bumiaksara.com www.bumiaksara.com. Tahun, 2024).

because the population there are six class in SMA Negeri 1 Ulu Barumun in academic year 2024/2025. Then according to Robert book²⁸ random sampling is used when it is impractical or too difficult to access the entire population directly. The sample of this research is X-4 students in SMA Negeri 1 Ulu Barumun Kabupaten Padang Lawas.

D. The Instrument of Data Collection

The instrument of the essay test in this research used of Discovery Method in writing Narrative text

Table III. 2
Scoring of writing narrative text

No	Aspect	Score	Performance Narrative text	Weighting
1.	Content (C) - The story content is clear, interesting, and on theme. - Has strong characters, setting and plot	5	The story content is clear, interesting, and on-theme, making it easy to understand.	50
		4	The content is nearly perfect, with a few flaws that don't detract from the overall story.	
		3	There are some elements that are less strong, such as the characteristics in narrative writing, but they can still be enjoyed.	
		2	The content in the story feels flat and less interesting, there are many elements that need to be improved.	
		1	Content is unclear and confusing, difficult to	

²⁸ Robert Kurniawan. Bagus Sumargo, Budyandra, Stat, *Metode Dan Pengaplikasian Teknik Sampling*, ed. Aprillia Rahmawaty Apuadji Kurniawan Ahmad and Diterbitkan (Jakarta Timur: oleh PT Bumi Aksara Jl. Sawo Raya No. 18, Rawamangun Jakarta Timur 13220, Indonesia Telp. (021) 4700988/4757544 Fax.: (021) 4700989 Email: info@bumiaksara.com www.bumiaksara.com. Tahun, 2024).

No	Aspect	Score	Performance text	Narrative	Weighting
			understand		
2.	Organizations (O) - Regular story structure (opening, conflict, resolution)	5	The story structure is organized with a clear opening, conflict, and resolution, making it easy for readers to follow the flow.		25
		4	The story structure is good, although there are some parts that are less smooth in the transition.		
		3	The story structure is there but inconsistent, some parts feel disconnected.		
		2	The structure of story is poor, many parts are unorganized		
		1	There is no clear structure, the story feels		
3.	Grammar (G) - Simple past tense	5	The use of grammar is excellent with little or no errors, aiding clarity.		15
		4	Some minor errors, but do not interfere with overall understanding.		
		3	Some fairly common mistakes, which can interfere with understanding.		
		2	Many grammatical errors disrupt the flow of the story.		
		1	The grammar is very bad, there are many mistakes that make the text difficult to understand.		
4.	Vocabulary (V) - Use of rich and appropriate vocabulary - Variation in word choice	5	The use of rich and precise vocabulary gives a deep nuance to the story.		10
		4	Vocabulary is good, but there may be some unnecessary repetition.		
		3	Limited vocabulary, with		

No	Aspect	Score	Performance text	Narrative	Weighting
			some inappropriate word choices.		
		2	The vocabulary is less varied, many phrases sound flat.		
		1	The vocabulary is very limited and does not fit the context of the story ²⁹		

$$\text{Score} = C + O + G + V = \dots$$

From the table above, it can be concluded that the assessment of each aspect has a different value. For example, if the content of the writing is good, clear, and interesting, it will receive a score of 5. So, if it receives a score of 5, it will receive 50 points for content. However, if it receives a score of 4, the 50 points will be divided by 2, and if it receives a score of 3, it will be divided by 3. Similarly, if they receive a score of 2, 50 is divided by 4, and if they receive a score of 1, 50 is divided by 5. Then in organization and structure, it will receive a score of 5. If it receives a score of 5, it will receive 25 points in terms of content. However, if it receives a score of 4, the 25 points will be divided by 2, and if it receives a score of 3, it will be divided by 3. Similarly, if they receive a score of 2, then 25 is divided by 4. If they receive a score of 1, then 25 is divided by 5. Then, if the grammar in the writing is good, using the grammar used in writing narrative text (simple past tense), then he gets a score of 5. So, if he gets a score of 5, then in terms of content he gets 15 points, but if he gets a score of 4, then the 15 points will be divided by 2, and if he gets a score of 3, then it will be divided by 3. Similarly, if they receive a score of 2, the 15 points are divided by 4. If they

²⁹ K. Glass, T., *Curriculum Design for Writing Instruction*, News.Ge (Corwin Press, 2004, 2005).

receive a score of 1, the 15 points are divided by 5. Then, in terms of vocabulary, if the vocabulary is good, there are no repeated words, and the student is skilled at using the right words, then he or she gets a score of 5. So, if he or she gets a score of 5, then in terms of content, he or she gets 10 points. However, if he or she gets a score of 4, then the 10 points will be divided by 2, and if he or she gets a score of 3, then it will be divided by 3. Similarly, if they get a score of 2, then 10 is divided by 4. If they get a score of 1, then 10 is divided by 5.

E. The Validity and the Reliability of Instrument

Determining the validity and reliability of the tools is a crucial for carrying out the research. There are two tools in this study that did determine the reliability and validity, as follows:

1. Validity

Validity is an important part of measurement and instrument accuracy. Because as Muhammad said³⁰ Content validity concerns how far the test can measure a person's mastery of the specific material, content, or content that should be mastered according to the teaching objectives. Therefore, every test has validity or the ability to prove whether it is good or bad. The researcher used determine the validity of the test. In this study, the teacher validated the test by considering it according to the criteria applicable in the narrative text writing lesson taught to students in class X SMA Negeri 1 Ulu Barumun. There was 2 valid essay tests that give by the researcher. One question was for pre-

³⁰ Muhammad Fakhri Ramadhan, Rusydi A. Siroj, and Muhammad Win Afgani, —Validitas and Reliabilitas, *Journal on Education* 6, no. 2 (2024): 10967–75, doi:10.31004/joe.v6i2.4885. <http://jonedu.org/index.php/joe>

test and one question was for post-test. Another requirement is also important for a researcher is reliability. The result of the research must be reliable.

2. Reliability

Test reliability means that test results show similarity, which makes the measurement results consistent. Researchers in this study used interrater reliability to determine how reliable the essay test was. They will ask the teacher to correct it. And the teacher said the results were reliable, and the researcher also proved using SPSS that the test was reliable. Therefore, the researcher concluded that the tool used in this study was reliable, and it was used to test class X students from SMA Negeri 1 Ulu Barumun.

F. The Research Procedure

In the procedure the data, the researcher used pre-test before treatment and last is post-test. The researcher collected data by giving a test for students. The test technique is one of the data collecting techniques in a quantitative research. In collecting the data, the researcher used the following procedures:

The first is pre test, in pre test gave the test to know the limited of students in writing skill especially narrative text. The pre test gave before doing treatment it was to find out the prior ability of students in writing narrative text. In the pre test researcher gave students writing test about narrative text, the researcher used essay test .

The second treatment by using Discovery Learning Method: after giving the pre-test the researcher gave treatment. It is in the form of teaching and learning process by using discovery learning method. In discovery learning

method, the researcher gave changes to students to be a problem solver and historian.

1. The researcher gave stimulation by beginning the activity by proposing questions to the students (direction to students to be a problem solver).
2. After that, the researcher gave the changed to students to identified as many as possible the agendas of problem that related with the material.
3. The researcher gave the changed to students to collected information as many as possible.
4. The data is processed and information that will be gotten from the students through interviewing and observing.
5. After that all of students done investigated accurately to prove whether hypothesis is right or not that is decided with alternative discovery.
6. The researcher asked the students to make conclusion

The last is Post test, in post test gave the test to know the improve of students in writing skill especially narrative text. In the post test, the researcher gave writing test to the students to find out the students' achievement of writing narrative text based on the method after treatment was be given, students ask to write narrative text about the story.

Apply the used of Discovery Learning Method in writing. This test to know the effect of Discovery Learning Method in writing narrative text. It is in the form of teaching and learning process by using discovery learning method. In discovery learning method, the researcher gave changed to students to be a

problem solver and historian. Lesson material is not giving in the beginning of teaching learning.

G. The Technique of Data Analysis

1. Normality test

Normality test is way to know whether the data of the research is normal or not. Test of normality in this research used SPSS v.24 using the Shapiro wilk test a significant level of 5% or 0,05 whit criteria. if the value is significant <0.05 , the students pre test and post test were normally distributed

2. Hypothesis Test

The researcher used T-test to examine the hypothesis. The researcher used independent sample T-test by using SPSS v.24. the result could be seen from the mean score. The mean score would show whether there is significant different between mean score of pre test and post test. The researcher made hypothesis from the data have been analyzed by looking at the t_{count} and compare it to t_{table} .

H. The Outline of the Research

The first Outline of this research is divided in to five chapters. Chapter one consists of background of the problem, the identification of the problem, the limitation of the problem, the limitation of the problem, the definitions of the variables, the formulation of the problem, the objectives of the problem, the significances of the research, and the outline of the research.

Chapter two consists of the theoretical description. It is divided into subchapters which consist of discovery learning method, principles of

discovery learning method, structure the principle discovery learning method, teaching writing by discovery learning method, writing narrative text, structure of narrative text, characteristics of narrative text, material of narrative text, the related findings, the conceptual framework, and the hypothesis.

Chapter tree consist of methodology of the research which is divided into the research design, the time and the location of the research, the population and sample, the instrument of data collection, the validity and the reliability of instrument, the research procedure, the technique of data analysis, the outline of the research.

Chapter four consist of result of the research which is divided into the description of data, data analysis, the hypothesis, discussion, and the threats of the research. Chapter five consist of the conclusion about the result of this research, and suggestion that is given by the researcher.

CHAPTER IV

RESULT OF THE RESEARCH

As mentioned in the previous chapter, to determine the effect of the discovery learning method on the ability to write narrative texts of class X students of SMA Negeri 1 Ulu Barumun, the researcher has calculated the data using pre-test and post-test. The researcher conducted the study by conducting a pre-test to determine the ability to write narrative texts of students before being given treatment and a post-test to determine the ability to write narrative texts of students after being given treatment by teaching using the discovery learning method. After obtaining the data, the researcher used a formulation using a t-test formulation to test the hypothesis. Furthermore, the researcher described the data as follows:

A. Description of Data

1. The Description of Data in Pre Test

In the pre-test, the researcher calculated the results that students had obtained in answering questions (tests). The researcher gave students an essay test on "rewriting narrative texts with the students' own language"

After getting the pre-test students' scores on the pre-test, the researcher arranged them from low scores to high scores in the form of interval classes, in the form of interval classes. Then, the researcher calculated it using a formula based on the statistical formula get the mean (average), median, mode, range, interval, variance, and standard deviation values.

The total score in the pre-test was 1104, the mean was 42.4615, the median was 40.0000, the modus was 35, the variance was 98.898, and the standard deviation was 9.94477. The researcher got the highest score was 58 and the lowest score was 30. The pre-test value of the control class can be seen in the following table:

Table IV.1
The Score in Pre-Test

No	Description	Results
1.	Total Score	1104
2.	Highest score	58
3.	Lowest score	30
4.	Mean	42.4615
5.	Median	40.0000
6.	Modus	35
7.	Range	32.00
8.	Interval	26
9.	Variants	98.898
10.	Standard Deviation	9.94477

After calculating and getting the mean, median and mode results, the researcher moved on to the next step, which was to determine the midpoint of all intervals. After that, the researcher made it into a percentage to see the dominant value obtained by the students. The students' scores in the class interval between 29- 34 were 5 students (19.2%), the class interval between 35- 40 were 9 students (34.6%), the class interval between 41- 46 were 4 students (15.5%),

interval class between 47- 52 as many as 4 students (15.5%), interval class between 53- 58 as many as 4 students (15.3%). Then, the calculation of the frequency distribution student scores on the pre-test can be entered into the frequency distribution table as follows:

Table IV.2
Frequency Distribution of Student Scores Pre-Test

No	Interval	Midpoint	Frequency	Percentages
1.	30- 34	31.5	5	19.2%
2.	35- 40	37.5	9	34.6 %
3.	41- 46	43.5	4	15.5%
4.	47- 52	49.5	4	15.5%
5.	53- 58	55.5	4	15.3%
7.	Total		26	99.7 %

In order to get description of the data clearly and completely, it had been presented in the histogram below :

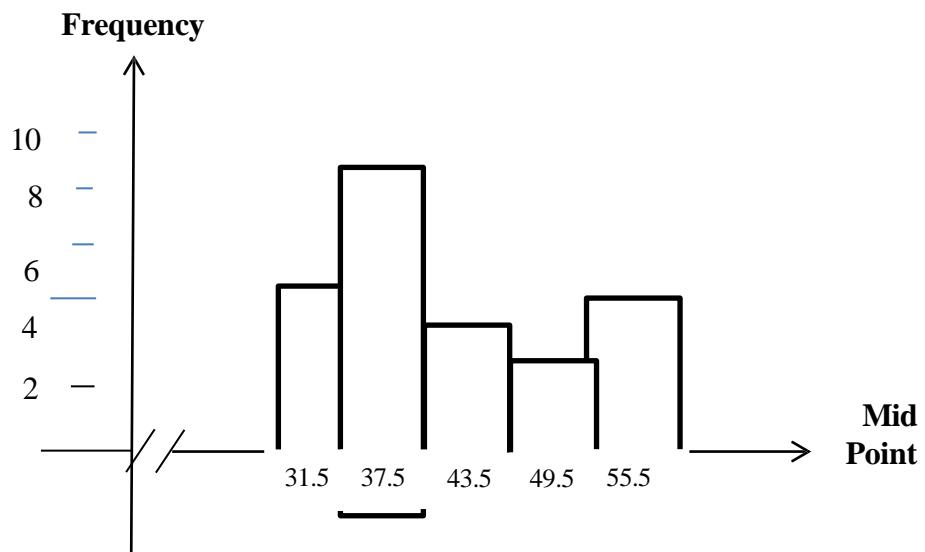


Figure VI.1 Histogram of students writing in narrative pre-test

The histogram of the pretest in figure described the students score intervals. The X –axis showed the interval scores obtained by the students, while the Y-axis represented the number of students who got those scores. There were 5 students who got scores in the interval 29-34, including the most dominant score group. Then , 9 students achieved scores in the interval 35-40, meanwhile, only 4 students got score between 41-46, which was the lowest frequency among all intervals, in the interval 47-52, there were 4 students,

showing a relatively high concentration in the middle, in the interval 53-58 there were 4 students showing a relatively high score range.

This distribution shows that most students scored in the lower intervals, with fewer students achieving higher scores. It highlights a need targeted intervention or instructional support to help more students improve their performance.

2. The Description of Data in post test

In post test, the researcher calculated the results that the students had obtained in answering the questions (test). The researcher gave them a test on —rewrite the story|. After getting the post test students' scores on the pretest, the researcher found the total score. Then, the researcher arranged it from low to high scores in the form of interval classes. in the form of interval classes. Then, the researcher calculated it using the formula Statistical formula. The researcher calculated it to get the average value (mean), median, mode, range, interval, variance and standard deviation. The total score of the post test class was 1496. The average value was 86, median 53.0000, modus 53, range 58.00, interval was 26, variance was 321.858 and standard deviation was 17.94041. The researcher got the highest score was 86 and the lowest score was 33

**Table IV.3
The Score of post test**

No	Description	Results
1.	Total Score	1496
2.	Highest score	86
No	Description	Results
3.	Lowest score	33
4.	Mean	57.5385
5.	Median	53.0000
6.	Modus	53

7.	Range	58.00
8.	Interval	26
9.	Variants	321.858
10.	Standard Deviation	17.94041

After getting the results of the mean, median and mode, the researcher moved on to the next step, which was to determine the midpoint of all intervals. After that, the researcher made it in the form of a percentage to see the dominant value obtained by the students. The value of students in the interval class between 35.00 - 43.00 was 6 students (23,0%), the interval class between 44.00 - 52.00 was 4 students (15,3%), the interval class between 53.00 - 61.00 was 9 students (34,6%), the interval class between 62.00 - 70.00 was 3 students (11,5%), the interval class between 71.00 - 79.00 was 2 students (7,6%), the interval class between 80.00 - 86.00 was 2 students (7,6%).

The frequency distribution in post test scores on the pre-test can be entered into a frequency distribution table as follows:

Table IV.4
Frequency Distribution of Students' Scores Post-Test

No	Interval	Midpoint	Frequency	Percentages
1.	35.00 - 43.00	39	6	23,0%
2.	44.00 - 52.00	48	4	15,3%
3.	53.00 - 61.00	57	9	34,6%
4.	62.00 - 70.00	66	3	11,5%
5.	71.00 - 79.00	75	2	7,6%
6.	80.00 - 86.00	86	2	7,6%
Total			26	99,6%

In order to get description of the data clearly and completely, it had been presented in the histogram below :

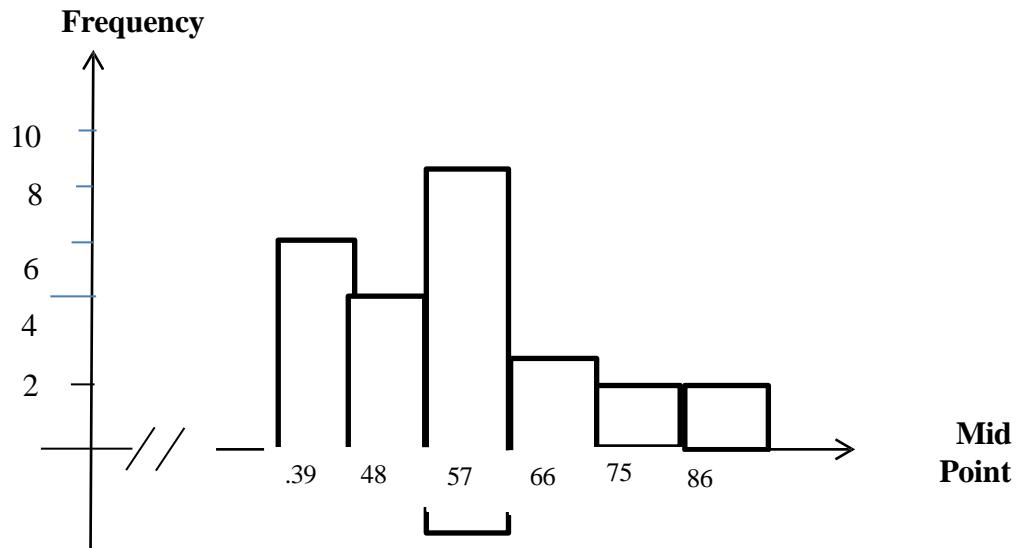


Figure VI.II Histogram of students writing narrative text in post test

The histogram above illustrates the frequency distribution of students scores in the post-test after receiving treatment using the discovery learning method. The data is grouping seven interval class whit a class there were 6 students who got scores in the interval 35-43, including the most dominant score group. Then, 4 students achieved scores in the interval 44-52, meanwhile, only 9 students got score between 53-61, which was the lowest frequency among all intervals, in the interval 62-70, there were 3 students, showing a relatively high concentration in the middle, in the interval 71-79 there were 2 students showing a relatively high score range while, 2 students scored in the interval 80-86. Suggesting moderate improvement. This histogram shows a clear upward trend in student achievement, whit most students scoring in the higher intervals. This visual representation supports the conclusion that discovery learning intervention positively impacted students writing narrative text in the post-test.

B. Data Analysis

1. Normality Test

In this study, Kolmogorov-Smirnov Theist was used to determine normality. The normality of the data for both groups was checked using SPSS v. 24, with a significance level of 5% or 0.05. For the normality test in this study, the data is said to be normally distributed. normally distributed if the sig. value ≥ 0.05 . In other studies, data is said to be not normally distributed if normally distributed if sig. ≤ 0.05 . The results of the normality test can be seen in the following table

H_0 : Data is not normally distributed. H_0 is accepted when the Kolmogorov-Smirnov value < 0.05 .

H_a : Students are normally distributed. H_a is accepted when the Kolmogorov-Smirnov value > 0.05 .

Table IV.5
Results of Test Normality

Class	Sig
Pre test	029
Post test	015

According to the table above, these data are usually distributed normally. This is indicated by the Sig. value which is greater than 0.05 (0.29. > 0.05 and $0.15 > 0.05$). The results of the normality test using SPSS.

2. The Hypothesis

Based on the results of the re-analysis that has been done, the data analysis of the requirement test, it showed that these one classes, pre-test and

post-test after treatment are normal. So to test the hypothesis using the Patient-Simple test using SPSS 26. The hypothesis proposed is as follows:

(Ha): there is a significant influence between the discovery learning method and writing narrative text of class X students of SMA Negeri 1 Ulu Barumun

(H0): there is no significant influence between the discovery learning method on Writing narrative text for class X students of SMA Negeri 1 Ulu Barumun.

The result of the test can be seen in this table

Table.4.6
Test Results Hypothesis

Class	N	Mean	Std. Deviation	Std. error mean	T-count	sig
Pre test	26	42.4615	9.94477	1.95033	7.886	000
Post test	26	57.5385	17.94041	3.51840		

Based on the data in table 4.6, it can be seen that the average value of pre test is 42.4615 while the post test is 57.5385. Thus, it can be concluded that there is a difference in the results of pre test and post test.

To test the research hypothesis, based on the calculation results using independent sample t-test from Table 4.6, it was found that the t-count was 7.886 and 1-table was 1.708 which means t-count > t-table ($7.886 > 1.708$), so H_0 was rejected and H_1 was accepted. Furthermore, from Table 4.6, it was found that sig (1-tailed) < 0.05 or 0.03 ± 0.05 which means based on the criteria. H_0 was also rejected and H_1 was accepted. Based on the results of the hypothesis test, it can be concluded that there is a significant influence of the

discovery learning method on writing narrative texts for students at X SMA Negeri 1 Ulu Barumun.

In this research, several problems were identified related to students' writing skills, especially in writing narrative texts in class X of SMA Negeri 1 Ulu Barumun, as follows:

a. Students' Writing Skills Before Using the Discovery Learning Method.

Before the discovery learning method was used, students' writing skills showed poor results. The pre-test data showed significant variation between the highest and lowest scores, with an average score of 42.46. This showed that many students continued to have difficulty organizing ideas and conveying messages in writing.

b. Students' writing skills after the application of the Discovery Learning Method, Post-test data showed an increase in the average score to 57.54. This increase shows that students are more proficient in composing narrative texts by paying attention to structure, storyline, and the use of appropriate vocabulary.

c. Impact of Discovery Learning Method on Students' Writing Skills: Based on data analysis, it was found that the discovery learning method has a positive effect on students' writing skills. The t-test results showed a significant difference between the pre-test scores and post-test scores, with the number of t obtained -7.673 greater than the t table. This proves the hypothesis that the discovery learning method has a significant effect on students' writing skills.

So, this study shows that using the discovery learning approach not only improves students' writing ability but also gives them a better understanding of the structure and how to write narrative texts. This method is essential for the development of students' English language skills at school.

C. Discussion

The results of this study found that the discovery learning method had a significant influence on class X students. This hypothesis shows a significant influence in writing narrative texts for class X students of SMA Negeri 1 Ulu Barumun. This means that the discovery learning method is very helpful for students' learning in writing narrative texts. Thus, the discovery learning method can improve writing learning.

In this study, pre-test results also showed an average student score of 42.46, indicating difficulty in organizing ideas and conveying messages effectively. This reflects the challenges students face in writing skills, especially in the context of narrative texts. After implementing the discovery learning method, the average post-test score increased to 57.54. This improvement indicates that students are better able to write narrative texts, paying attention to structure, storyline, and appropriate vocabulary usage. This demonstrates that the discovery learning method is effective in improving students' writing skills. Researchers also presented a similar case study.

Research conducted by Musdizal and Hartono³¹ with the title of "The Influence Of Discovery Learning Method And Video On Students' Writing Skill," The Influence Of Discovery Learning Method And Video On Students' Writing Skill, there is a significant effect, where the results of the research that has been carried out are t count is 17.24 while t table is 1.6838, this shows that there is a significant effect on the discovery learning method on writing.

So it can be said that the discovery learning method can improve writing learning. Then in this study there is The normality test using the Kolmogorov-Smirnov test showed that the pre-test and post-test data were normally distributed, with a significance value of less than 0.05. This allowed the researcher to use a t-test to compare the differences between the pre-test and post-test. The t-test results showed a calculated t-value of 7.886, which was greater than the t-table, so H0 was rejected and H1 was accepted. As stated in the book³² that if the calculated T is greater than the T-table, it means that H0 is rejected and Ha is accepted. This confirms the significant influence of the discovery learning method on students' narrative text writing skills. The significant improvement in students' writing skills demonstrates that the discovery learning method not only improves technical writing skills but also encourages students to be more creative and critical in their writing. This is important because writing is a crucial skill in education and everyday life.

³¹ Musdizal, —The Influence Of Discovery Learning Method And Video On Students "Writing Skill.||

³² Yuyun Yuningsih Dine Trio Ratnasari, Berita Mambarasi Nehe, Yadi Heryadi, Dedi Aryadi, Deby Fauzi Asidiqi, —Inovasi Strategi Pembelajaran Dan Media Pendidikanl (padang: Maya Ustia Sitorus, Sri Nursanti Sari. CV. Gita Lentera Perm. Permata Hijau Regency blok F/1 Kel. Pisang. Kec. Pauh, Padang Website: <https://gitalentera.com> Email: gitalentera.publisher@gmail.com Anggota IKAPI No. 042/SBA/2023, 2019).P. 84

Based on the research findings, it is recommended that teachers integrate discovery learning methods into writing lessons. This method can help students become more active in the learning process and engage them in the subject matter. Further research is also recommended to explore the impact of this method in other learning contexts or on different types of texts.

The second researcher found a similar case study, then in another study, including one conducted by Manao. The Implementation of Project-Based Learning and Discovery Learning Models on Students' Writing Narrative of SMA Swabina Karya Medan. Where when doing Simulations and data processing show that the DL model helps students in writing narratives and increases their engagement in thinking, discussing, and expressing opinions. The calculated t -value was -5.174, while the t -table value was -5.169. The significance test showed that the application of the discovery learning strategy had a significant effect on essay writing ability. Overall, this study shows that the use of discovery learning methods has a positive impact on students' writing skills. By providing students with opportunities for independent and active learning, they can develop better writing skills.

D. Threats of The Research

The researcher found that this research is far from perfect due to many obstacles, from the title to the data analysis technique, as well as from the preparation of the proposal to the completion of the thesis.

The researcher found the following risks to this research:

1. English teachers in schools rarely use the discovery learning approach.

2. Students do not take the learning process seriously.
3. Limited availability of research instruments
4. Students have no knowledge or experience in data processing.

CAPTHER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the research, the conclusions of this research are following:

1. Before using discovery learning method was used, students' writing skills showed poor results. The pre-test data showed significant variation between the highest and lowest scores, with an average score of 42.46. This showed that many students continued to have difficulty organizing ideas and conveying messages in writing.
2. After using Discovery Learning Method, Post-test data showed an increase in the average score to 57.54. This increase shows that students are more proficient in composing narrative texts by paying attention to structure, storyline, and the use of appropriate vocabulary.
3. The researcher found the research result of t-test where t_{count} was lower than t_{table} was. t_{table} was 1.708 and t_{count} was -7.673. It means that H_a was accepted, so there was a significant effect of discovery learning method on writing narrative text at grade X students of SMA Negeri 1 Ulu Barumun.

B. Implications

There are some conclusions that can be drawn from the findings of this study regarding the teaching and learning of narrative writing, particularly in the context of high school education:

1. According to this study, the discovery learning method can improve students' writing skills. Therefore, teachers are advised to incorporate this method into the writing teaching curriculum. In this way, students will be more active in the process of learning to write and will have the opportunity to develop their creativity in writing.
2. The discovery learning method not only improves students' writing skills, but also increases their desire to learn. Teachers can create a more engaging and interactive learning environment, so that students feel more involved and enthusiastic in the process of learning to write.
3. In teaching writing skills, this research supports various learning approaches. Teachers can help students understand the structure and components of narrative texts and discover better writing concepts and techniques by using the discovery learning method and The discovery learning method encourages students to think critically and creatively. By giving them the opportunity to research and discover what they know for themselves, this method can help them develop analytical thinking skills, which are essential for the learning process.

C. Suggestion

After looking at the research findings, the researcher would like to make the following recommendations.

1. The headmaster of SMA Negeri 1 Ulu Barumun was hoped to support the English teachers to teach well and provide involves with learning English

2. English teachers can use the discovery learning method to improve students' writing ability in narrative text.
3. Future researchers can use the discovery learning method to conduct research on different types of narrative texts.

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CURRICULUM VITAE



A. Identify

Name : Aisah Nasution
Reg. Number : 2120300009
Place /Birthday : Sabahotang, 19 Agustus 2002
Sex : Female
Religion : Islam
Address : Sabahotang, Kec Barumun Bau,
Kab Pdang Lawas
Phone Number : 082239730856
Email : aisyahnasution@gmail.com

B. Parents

Father's Name : Jusni Nasution
Job : Farmer
Mother's Name : Eri Rahayu
Job : Farmer

C. Educational Background

Elementary School	: SD N Sabahotang	(2013)
Junior High School	: MTs Nu Sibuhan	(2016)
Senior High School	: MAS NU sibuhan	(2018)

Appendix 1
Post Test

MODUL AJAR

INFORMASI UMUM

A. IDENTITAS MODUL

Nama Penyusun	: Aisah Nasution
Satuan Pendidikan	: SMA Negeri 1 Ulu Barumun
Kelas / Fase	: X (Sepuluh)
Mata Pelajaran	: Bahasa Inggris
Prediksi Alokasi Waktu	: 2 JP (45 x2)
Tahun Penyusunan	: 2025

B. KOMPETENSI AWAL

Siswa dapat mengidentifikasi elemen-elemen dasar narrative text, seperti orientasi, komplikasi, dan resolusi, dan sisiwa dapat mendeskripsikan karakter dalam cerita, termasuk sifat, motivasi, dan perkembangan karakter.

C. PROFIL PELAJAR PANCASILA

Beriman, bertakwa kepada Tuhan yang maha Esa, bergotong royong, bernalar kritis, kreatif, inovatif, mandiri, berkebhinekaan global

D. SARANA DAN PRASARANA

1. Buku Teks
2. Papan tulis / white board
3. Akses intenet
4. Lembar kerja
5. Picture
6. Referensi yang mendukung

E. TARGET PESERTA DIDIK

Peserta didik reguler/tipikal: umum, tidak ada kesulitan dalam mencerna dan memahami materi ajar.

F. MODEL PEMBELAJARAN

Discovery Learning method

KOMPETENSI INTI

A. TUJUAN PEMBELAJARAN

Setelah mengikuti proses pembelajaran, peserta didik di harapkan dapat

1. Mengidentifikasi isi cerita teks fairytales yang didengar atau dibaca
2. Dapat menuliskan kembali informasi dari isi teks yang sedang dibacakan .
3. Menulis bagian –bagian cerita yang membuat pesan yang disebutkan.
4. Melengkapi ringkasan cerita dengan kata-kata dan ungkaan yang tepat sesuai cerita

- Menuliskan dengan tulisan tangan makna carita terkait fairytales, sangat pendek dan sederhana.

B. PEMAHAMAN BERMAKNA

Narrative text ialah jenis teks yang menceritakan cerita atau peristiwa. Teks ini di rancang untuk menghibur pembaca serta menyampaikan pesan atau moral.

C. PERTANYAAN PEMANTIK

- Apa itu narrative text?
- Buatlah contoh narrative text dengan bahasa mu sendiri?

D. KEGIATAN PEMBELAJARAN

Learning Activities	Teachers Activities	Procedures	Students Activities
Pre-Teaching	<ol style="list-style-type: none"> Guru mengucap salam kepada peserta didik Guru menunjuk siswa untuk memimpin membaca doa sebelum belajar Guru memeriksa kehadiran peserta didik sebagai sikap disiplin 	Opening	<ol style="list-style-type: none"> siswa duduk dan menjawab salam dari guru Siswa yang ditunjuk guru memimpin doa dan diikuti seluruh peserta didik
	<ol style="list-style-type: none"> Guru Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi selanjutnya. Guru menyampaikan tujuan pembelajaran 	Opening	<ol style="list-style-type: none"> Setiap siswa yang dipanggil namanya oleh guru siswa mengangkat tangan dan menyebutkan hadir Siswa mendengarkan dan memahami

	<p>tentang topik yang diajarkan</p> <p>6. Guru menyampaikan manfaat dari pembelajaran materi Teks naratif fairytales</p>		
	<p>1. Guru memberikan motivasi dan panduan kepada siswa , dan guru memperlihatkan gambar yang akan di pelajari</p> <p>2. Guru menulis materi pembelajaran tentang narrative text di papan tulis</p>	Stimulation	<p>1. Siswa mendengarkan dan memahami</p> <p>2. Perhatikan gambar dengan seksama, berbagi pengetahuan sebelumnya</p>
	3. membagi siswa menjadi beberapa kelompok		3.membuat buku catatan tentang pelajaran yang di pelajari
	Guru memberikan kesempatan untuk mengidentifikasi sebanyak mungkin hal yang belum dipahami, dimulai dari pertanyaan ke faktual sampai pertanyaan yang bersifat hipotetik.	Pernyataan / identifikasi masalah (problem solving)	<p>1. Diskusikan dalam kelompok untuk mengidentifikasi unsur-unsur teks naratif.</p> <p>2. Tuliskan pertanyaan tentang hal yang belum jelas</p>
	1. Menyediakan bahan referensi tentang cerita tersebut	Data collection	Peserta didik dibentuk dalam kelompok mendiskusikan,

	<p>2. Beredar di antara kelompok-kelompok untuk menawarkan panduan</p> <p>3. Membantu siswa menemukan informasi yang relevan</p>		<p>mengumpulkan informasi, beberapa untuk mempresentasikan ulang, dan saling bertukar informasi mengenai Teks naratif fairytales</p>
		Data processing	<p>Peserta didik mempresentasikan hasil kerja kelompok atau individu secara klasikal, mengemukakan pendapat atas presentasi yang dilakukan kemudian ditanggapi kembali oleh kelompok atau individu yang mempresentasikan.</p>
	<p>1. Memfasilitasi presentasi kelompok</p> <p>2. Memberikan umpan balik yang membangun</p> <p>3. Mendorong evaluasi rekan sejawat</p> <p>4. Mengklarifikasi kesalahpahaman</p>	Pembuktian (verification)	<p>1. Menyajikan teks naratif mereka</p> <p>2. Dengarkan presentasi kelompok lain</p> <p>3. Berikan umpan balik rekan</p> <p>4. Catat perbaikannya</p>
	<p>1. Merangkum poin-poin pembelajaran utama</p> <p>2. Memperkuat nilai moral dari cerita</p> <p>3. Memberikan pekerjaan rumah/follow</p>	Generalization stage	<p>1. Berpartisipasi dalam diskusi</p> <p>2. Melakukan revisi akhir pada teks mereka</p> <p>3. Merefleksikan proses pembelajaran</p>
	1. Guru membuat	Closing	Peserta didik

	<p>rangkuman/simpulan pelajaran.tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan. Guru dan peserta didik mengakhiri pembelajaran dengan doa dan salam</p>		<p>membuat rangkuman/simpulan pelajaran.tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.</p>
--	--	--	--

E. ASESMEN/ PENILAIAN

No	Indikator pencapaian kompetensi	Teknik penilaian	Bentuk instrument	Instrument soal
1.	Content	Teks tertulis	Essay test	Re write the story by your own sentences and your understanding
2.	organizations			
3.	Grammar			
4.	Vocabulary			

APPENDIX II

Question

ASHABUL KAHFI

In a land ruled by a cruel king, the people were forced to worship idols. The king not only threatened but also imposed severe punishments on anyone who disobeyed his orders. Amidst this atmosphere of fear and oppression, seven faithful young men—Maksamina, Tamlikha, Matrunus, Kastunus, Bairunus, Yathbunus, and Manimus—witnessed this injustice. They felt their hearts filled with a strong conviction to worship the One Almighty God. One night, after much debate and prayer, they decided to flee the city to escape persecution. Determined, they walked the dark streets under the moonlight until they finally found a hidden cave. There, they felt safe. Alongside them was a loyal dog named Qithmir, who always accompanied them.

However, the cruel king did not remain silent. He heard rumors of a group of young men who refused to worship idols. He sent an army to search for them. Frightened, the young men prayed wholeheartedly to God, begging for His protection. By His miracle, they fell asleep in the cave, and their sleep seemed only a moment. When they awoke, they were shocked to find that the world outside had changed. One of them, Maksalmina, was sent to go into the city and buy food. When she arrived, she found a very different scene. The city that had once been filled with idols was now filled with people worshipping the One God. They were no longer afraid to show their faith, and this revival of faith moved her.

Maksalmina immediately returned to the cave to tell her friends about the miracle. When she recounted what she had seen, they were all amazed. They realized that they had been sleeping for years, perhaps as a protection from God to avoid the oppression of a cruel king. They now became powerful symbols of faith, and their story spread widely among the people, inspiring many to maintain their faith. Ultimately, the young men became a lasting example for future generations.

Despite their hardships, they remained faithful to God. The story of the Companions of the Cave teaches us about the power of faith and courage in the face of oppression. They show that with sincere trust and strong friendship, we can overcome any obstacle.

Question

1. Rewrite the story by your own sentences

APPENDIX. III

Score of pre test and post test

No	Name	Pre test	Post test
1.	Lt	31.00	35.00
2.	Ar	35.00	35.00
3.	Rn	35.00	46.00
4.	Nj	58.00	76.00
5.	Ad	53.00	53.00
6.	An	51.00	87.00
7.	Al	43.00	60.00
8.	Ts	35.00	40.00
9.	As	34.00	48.00
10.	Bn	40.00	53.00
11.	Nd	40.00	53.00
12.	Nh	53.00	73.00
13.	Dh	35.00	60.00
14.	Ah	33.00	35.00
15.	Mr	35.00	45.00
16.	Sk	33.00	46.00
17.	Ai	35.00	40.00
18.	Ag	53.00	86.00
19.	Nr	43.00	53.00
20.	Dni	40.00	42.00
21.	Rk	48.00	68.00
22.	Ind	53.00	68.00
23.	Ma	53.00	53.00
24.	Asr	35.00	33.00
25.	And	43.00	61.00
26.	Ds	48.00	57.00

APPENDIX. IV

RESULT OF NORMALITY AND HOMOGENITY IN PRE TEST

A. Pre test

$$\text{High} = 58$$

$$\text{Low} = 30$$

$$\text{Range (R)} = \text{high score} - \text{low score}$$

$$= 58 - 30$$

$$= 28$$

$$\text{Total of class (K)} = 1 + 3.3 \log(26)$$

$$= 1 + 3.3(1.41497)$$

$$= 3.3 \times 1.41497 = 4.669$$

$$= 4.669 + 1 = 5.6$$

$$= 6$$

$$\text{Length of class} = \frac{\text{range}}{\text{Total of class}} = \frac{32}{6} = 5.3 = 5$$

B. POST TEST

$$\text{High} = 86$$

$$\text{Low} = 33$$

$$\text{Range (R)} = \text{High score} - \text{low score}$$

$$= 86 - 33$$

$$= 53$$

$$\text{Total of class (K)} = 1 + 3.3 \log(26)$$

$$= 1 + 3.3(1.41497)$$

$$= 3.3 \times 1.41497 = 4.669$$

$$= 4.669 + 1 = 5.6$$

$$= 6$$

$$\text{Length of class} = \frac{\text{range}}{\text{Total of class}} = \frac{58}{6} = 9.6 = 10$$

C. NORMALITY RESULT IN PRE TEST

	N	Range	Minimum	Maximum	Sum	Mean	Std deviation	variance
Pre test	26	32.00	29.00	61.00	1104	42.4615	9.94477	98.898

		Pre test
N	Valid	26
	Missing	0
Mean		42.4615
Median		40.0000
Sum		1104

D. NORMALITY RESULT IN POST TEST

	N	Range	Minimum	Maximum	Sum	Mean	Std deviation	variance
Post test	26	58.00	35.00	93.00	1496	57.5385	17.94041	321.858

		Post test
N	Valid	26
	Missing	0
Mean		57.5385
Median		53.0000
Sum		1496

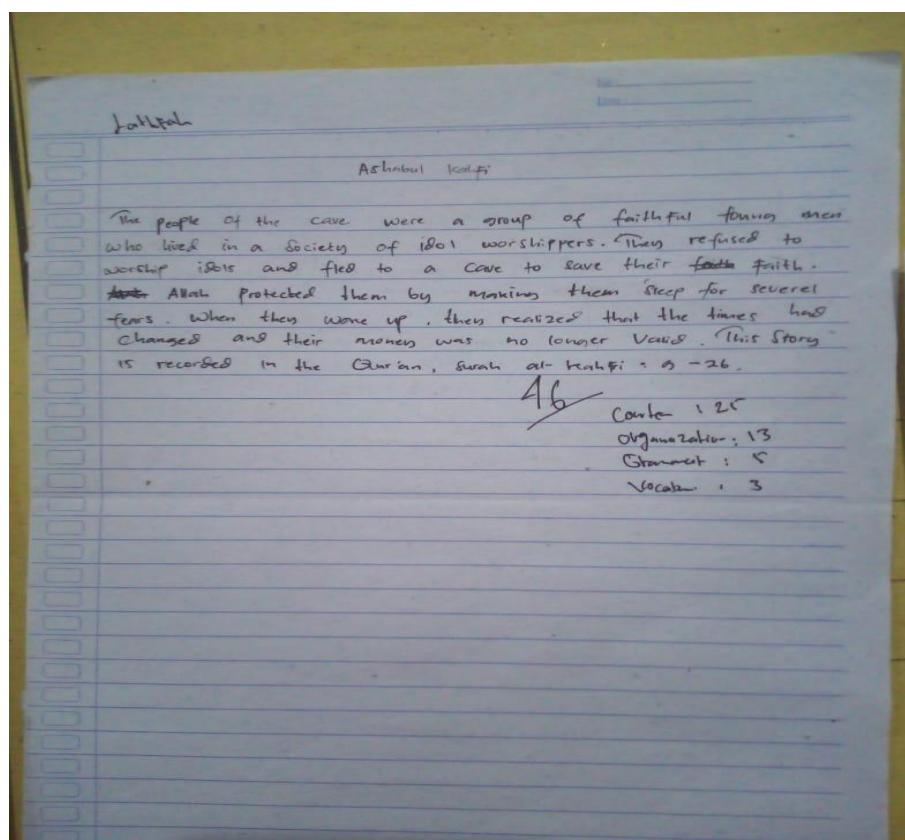
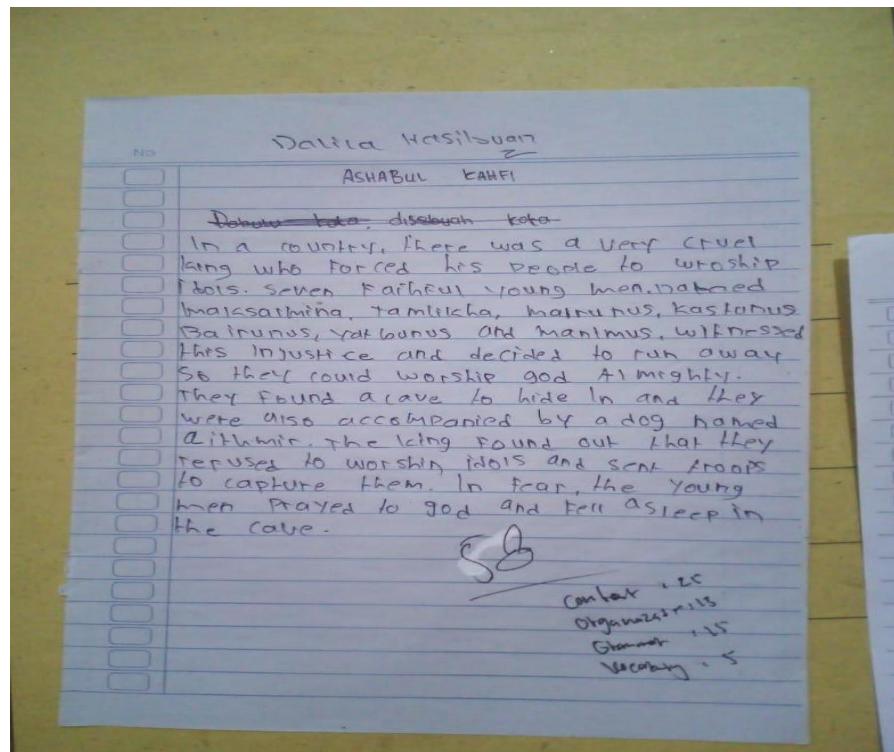
E. NORMALITY RESULT IN PRE TEST AND POST TEST

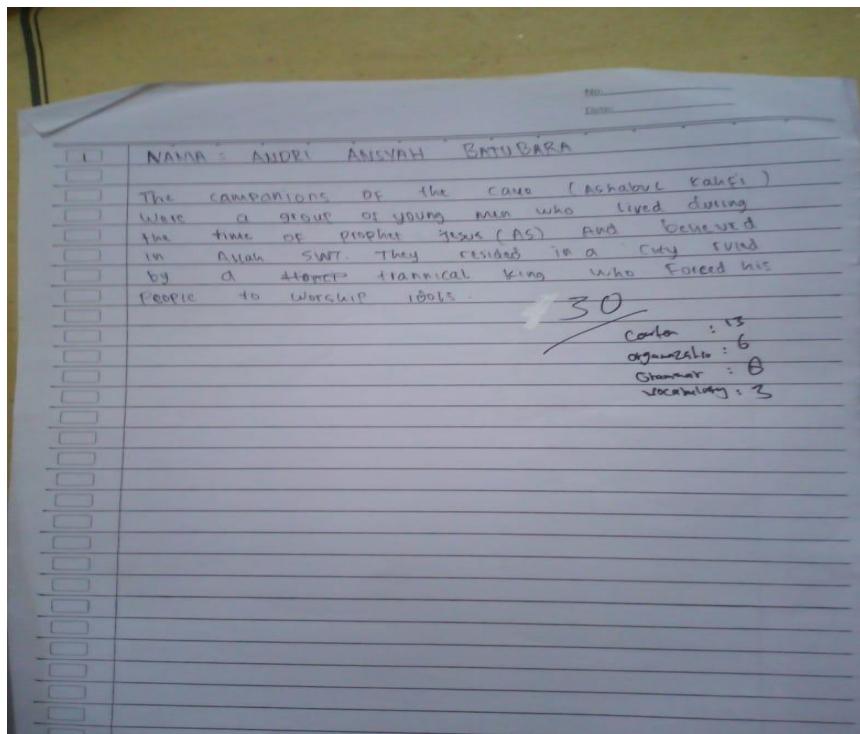
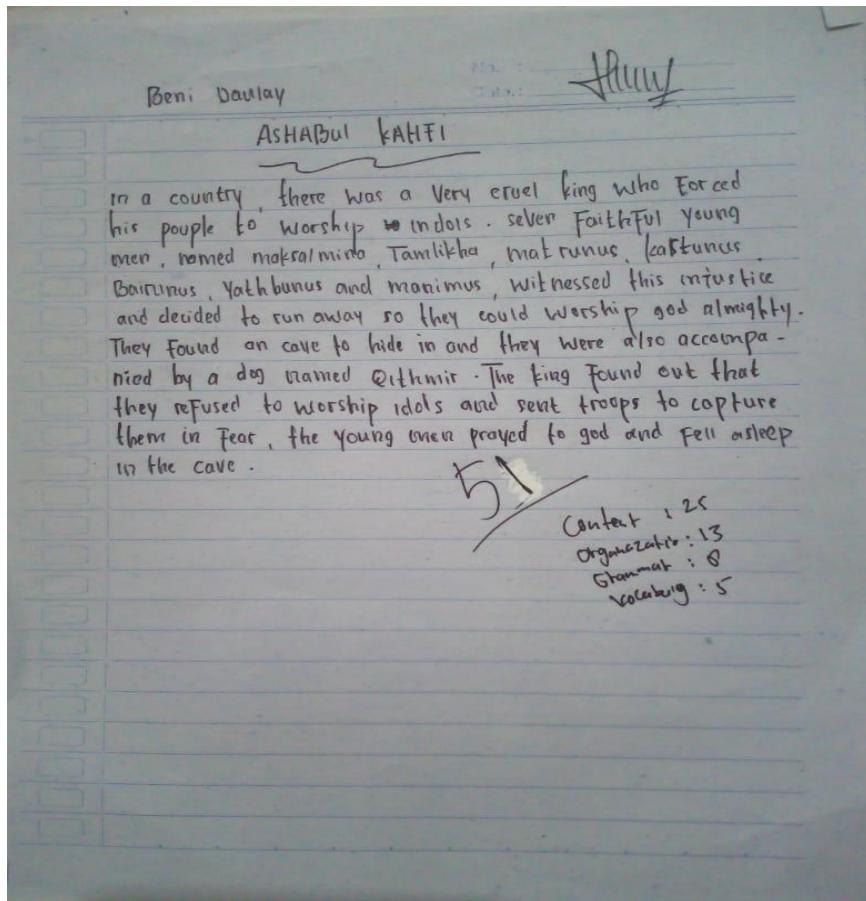
Test of Normality							
Class		Kolmogorov-Smirnov			Shapiro-wilk		
		Statistic	df	Sig	Statistic	df	sig
Result	Pre test	.197	26	.011	.912	26	.029
	Post test	.177	26	.036	.899	26	.015

f. THE RESULT OF HYPOTHESIS ANALYSIS PRE TEST AND POST TEST

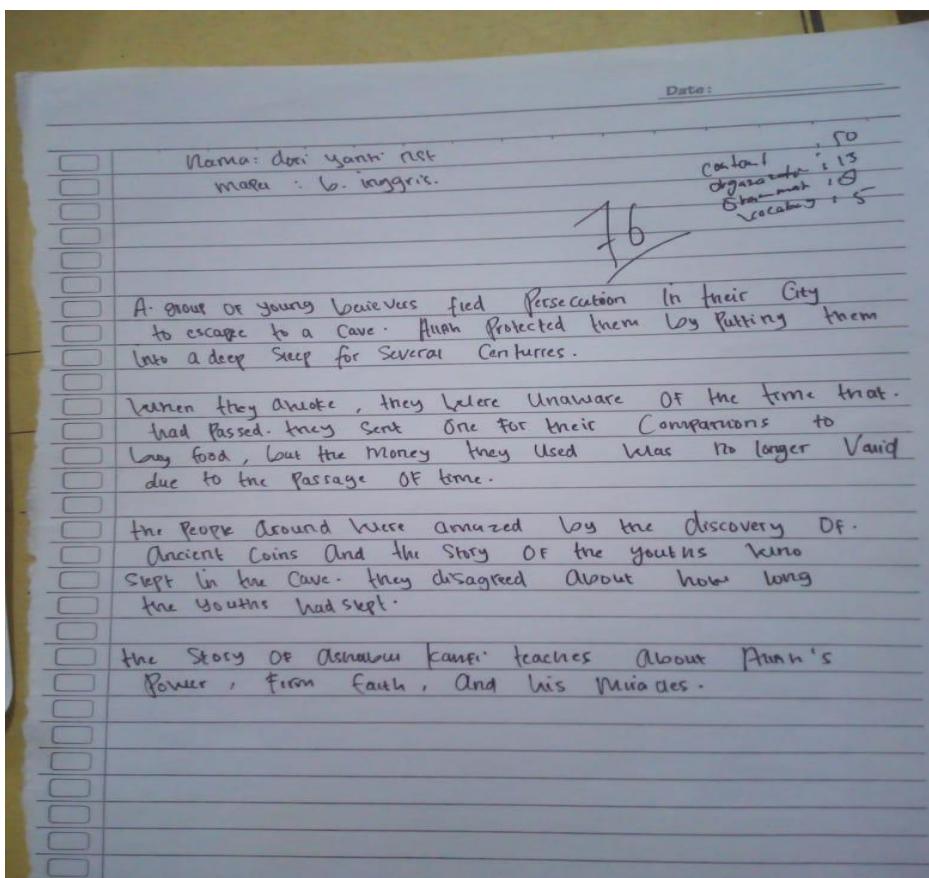
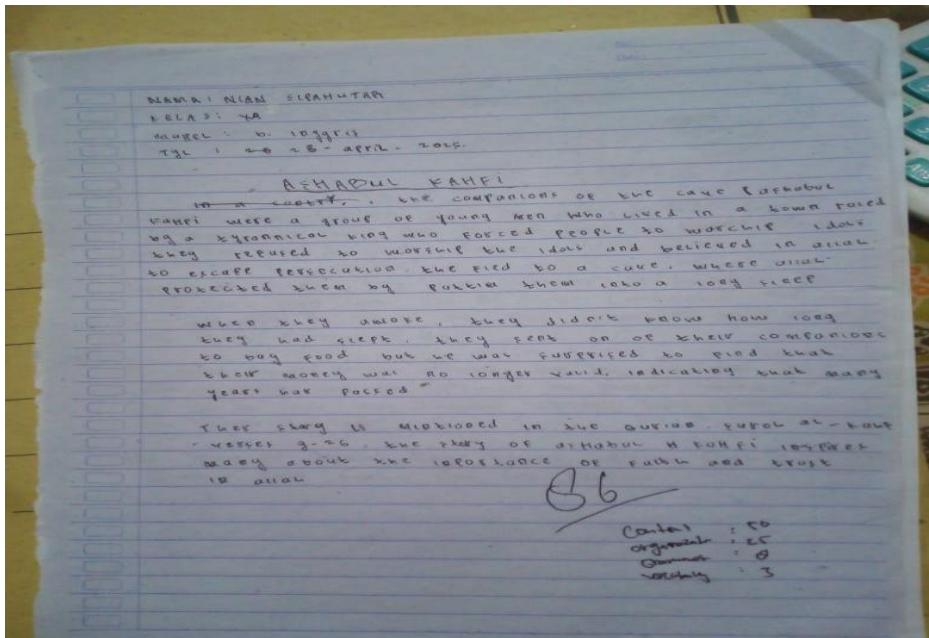
Paired Samples Test						
	Std. Error Mean	t	df	Sig (2-tailed)	95% Confidence Interval of the difference	
Pre test	1.95033	-7.673	25	.000	lower	Upper
Post test	3.51840				-19.12396	-11.02989

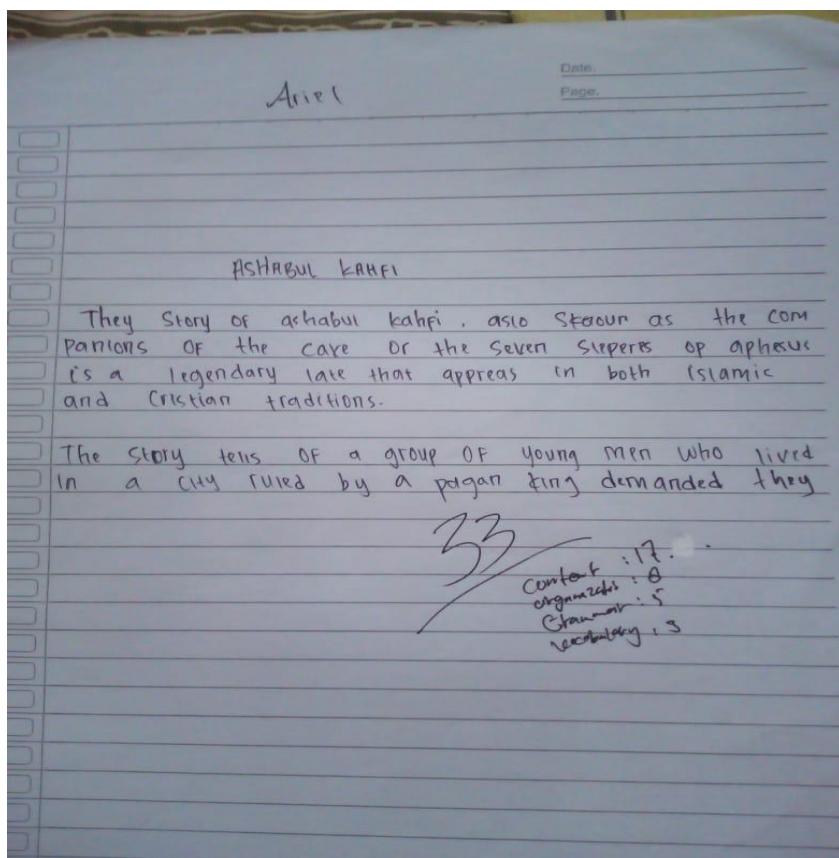
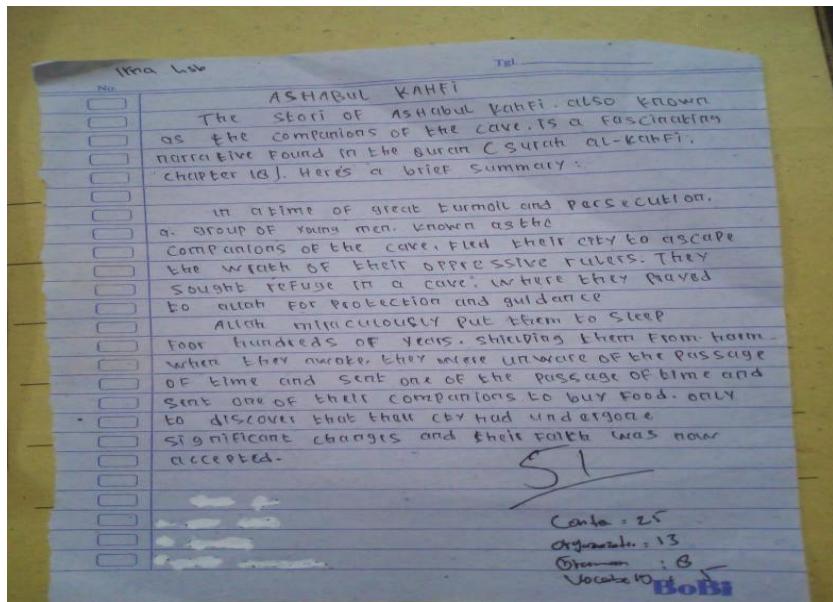
Appendix V. Pre test Scores





Appendix VI. Post-test Scores





Documentation







KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
SYEKH ALI HASAN AHMAD ADDARY PADANGSIDIMPuan
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan T. Rizal Nurdin Km. 4,5 Sihitang 22733
Telepon (0634) 22080 Faximile (0634) 24022

nomor : 1334 /Un.28/E.1/TL.00.9/ 04 /2025

23 April 2025

ampiran :-

al : Izin Penelitian
Penyelesaian Skripsi

th. Kepala SMA Negeri 1 Ulu Barumun

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama : Aisah Nasution

NIM : 2120300009

Fakultas : Tarbiyah dan Ilmu Keguruan

Program Studi : Tadris Bahasa Inggris

Alamat : Matondang Kecamatan Ulu Barumun Kabupaten Padang Lawas

alah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Syekh Ali asan Ahmad Addary Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul **The Effect Of Discovery Learning Method On Narrative Text At Grade X SMA Negeri 1 Ulu Barumun**.

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian mulai dari tanggal 22 April s.d. 22 Mei 2025, dengan judul di atas.

Demikian disampaikan, atas perhatiannya diucapkan terimakasih.

an. Dekan

Wakil Dekan Bidang akademik dan
Kelembagaan

Dr. Lis Yulianti Syafrida Siregar, S.Psi., M.A.
NIP 19801224 200604 2 001



PEMERINTAH PROVINSI SUMATERA UTARA
DINAS PENDIDIKAN
SMA NEGERI 1 ULU BARUMUN

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Kode Pos. 22763

Matondang, 22 Mei 2025

No : 071 / 050 /SMA N1/U.B/IV/2025

Lamp

Hal

: Balasan Izin Penelitian

Kepada Yth,

Dekan Bidang Akademik

Universitas Islam Negeri

di,-

Tempat

Dengan hormat,

Sehubungan dengan surat saudara pada tanggal 23 April 2024 hal izin mengadakan penelitian dalam rangka penyusunan skripsi mahasiswa atas nama *Alisah Nasution* dengan judul *"The Effect Of Discovery Learning Method On Narrative Text At Grade X SMA Negeri 1 Ulu Barumun T.P 2024/2025"*.

Perlu kami sampaikan beberapa hal sebagai berikut :

1. Pada prinsipnya kami tidak keberatan dan dapat mengizinkan pelaksanaan penelitian tersebut di sekolah kami.
2. Izin melakukan penelitian semata-mata untuk keperluan akademik.
3. Waktu pengambilan data dilakukan selama 1 bulan dari tanggal 22 april sampai 22 mei 2025.

Demikian surat penelitian ini kami buat supaya dapat di pergunakan sebagaimana mestinya.

Kepala Sekolah,
SMA Negeri 1 Ulu Barumun



