THE EFFECT OF DISCOVERY LEARNING MODEL ON NARRATIVE WRITING SKILLS IN GRADE V ELEMENTARY SCHOOL

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Abstract
This study was motivated by the low writing skills of grade V students. The purpose of this study was to determine the effect of the Discovery Learning model on the writing skills of elementary school students. The research method used was quasi-experimental. The sample in this study were grade VA and grade VB students of SDN Munjul II in the 2024/2025 academic year with research subjects of 20 experimental class students and 20 control class students determined through purposive sampling. The data collection technique in this study was through a narrative writing test. The results of the analysis showed that the results of the independent sample t-test for the experimental class and the control class showed a significance value (2-tailed) of 0.048, which is less than 0.05 (sig <0.05) so that Ho was rejected and Ha was accepted. This means that there is a significant difference in students' writing skills between the experimental class given the Discovery Learning model treatment and the control class given the Direct Instruction model treatment.
Keywords: Discovery Learning; Narrative Writing Skills

Abstrak
Penelitian ini dilatarbelakangi oleh rendahnya keterampilan menulis siswa kelas V. Tujuan dari penelitian ini yaitu untuk mengetahui pengaruh model Discovery Learning terhadap keterampilan menulis siswa sekolah dasar. Metode penelitian yang digunakan adalah kuasi eksperimen. Sampel pada penelitian ini yaitu siswa kelas VA dan siswa kelas VB SDN Munjul II tahun ajaran 2024/2025 dengan subjek penelitian sebanyak 20 siswa kelas eksperimen dan 20 siswa kelas kontrol yang ditentukan melalui pengambilan sampel purposive sampling. Teknik pengumpulan data pada penelitian ini melalui tes menulis narasi. Hasil analisis menunjukan hasil uji independent sample t-test kelas eksperimen dan kelas kontrol menunjukkan nilai signifikansi (2-tailed) sebesar 0.048 yang mana nilai ini kurang dari 0.05 (sig < 0,05) sehingga Ho ditolak dan Ha diterima. Hal ini berarti bahwa terdapat perbedaan signifikan pada keterampilan menulis siswa antara kelas eksperimen yang diberikan perlakuan model Discovery Learning dan kelas kontrol yang diberikan perlakuan model Direct Instruction
Kata Kunci: Discovery Learning; Keterampilan Menulis Narasi

Introduction

Writing is one of the language skills and is the highest aspect after listening, speaking, reading and writing, writing skills have an important role, because writing skills as a means of communication and conveying thoughts and expressing their ideas both at school and in the surrounding environment. Writing is a process of thinking and expressing thoughts in the form of discourse (essay). Writing is a complex activity to convey information, ideas or ideas, one of

which is by writing an essay. Writing is divided into several forms, namely description, narration, exposition, argumentation, and persuasion. (Mundziroh et al., 2013)

Writing skills can be classified based on two points of view, namely activities or activities in carrying out writing skills and the results of the writing product itself. Some types of writing skills include non-fiction writing, fiction writing, academic writing, journal writing, and others. Elementary school students' ability to compose is based on the writing process and activities. High-grade elementary school students in the writing process, namely in the pre-writing stage, are able to (1) focus their ideas on one particular topic, (2) think abstractly by no longer requiring the presence of concrete examples, and (3) ask questions to themselves (Eliyanti et al., 2020).

Quality Indonesian language learning can be obtained by improving writing skills. Writing is an activity that integrates the mind to express an idea or idea, by writing it can use sensitivity in reflecting on the phenomena of life and life. (Sukirman, 2020) states that "Writing activities involve aspects of using punctuation and spelling, using diction and vocabulary, structuring sentences, developing paragraphs, processing ideas and developing essay models" Writing in this case is defined as an activity to make meaning so that individual abilities can be stimulated in understanding the social context that exists in society. Writing learning is also expected to develop student character through providing a series of activities that students think show activeness in learning, so that meaningful learning can be felt by each individual. Writing must be oriented to the ability to think creatively in its activities so that the learning carried out is not only limited to rewriting as is often felt (Fitriani, 2016).

Writing skills are one of the basic competencies that must be mastered by elementary school students, the reality in the field shows that many students have difficulty in developing writing skills. One of the main problems that often arise is students' lack of ability to organize ideas logically and coherently. Students often have difficulty in determining the storyline, connecting one event to another, and ensuring that their story has a clear beginning, middle and end. This causes their narrative writing to be less structured and difficult for readers to understand. Students experience obstacles in developing creativity when writing. Students tend to get stuck in a narrow mindset and find it difficult to think outside the box. As a result, the narratives they write are often monotonous, uninteresting, and unable to arouse the reader's imagination. This inability to think creatively is often caused by learning approaches that focus more on memorization and factual knowledge, without providing enough space for students to be creative and explore new ideas.

Another problem is the lack of varied and rich vocabulary in students' writing. Many students tend to use repetitive and simple words, so that the resulting narrative feels flat and lacks life. This vocabulary limitation can be caused by the lack of reading habit and wider language exploration outside the context of classroom learning. In fact, good vocabulary mastery is one of the important factors in producing interesting and meaningful writing.

The pattern of learning writing in elementary schools is generally still dominated by the traditional approach which tends to focus on the delivery of material directly from the teacher to the students. In this approach, teachers usually provide writing examples and ask students to imitate or follow a predetermined format. Students are given a specific topic and asked to write according to the instructions they have been given without much opportunity to experiment or explore their ideas independently. As a result, students' writing skills develop in a limited way, as they memorize and follow existing patterns rather than developing their creative abilities. Less varied learning patterns are also one of the problems in developing writing skills in elementary schools. Many teachers still use the lecture and assignment method without paying

attention to students' individual needs or differences in their learning styles. This causes some students, especially those with creative thinking tendencies. (Kadir et al., 2022) feel less challenged and unstimulated to develop their potential. Conversely, students who struggle in writing often do not get enough support to overcome the obstacles they face, so they tend to fall behind in writing skills.

Narrative writing skills in particular for primary school students should be supportive and build their confidence in expressing their thoughts and imagination through writing. Methods that involve interaction, fun and creativity are essential to help students learn well. So that students can pour their creative ideas into writing as an improvement in students' language skills, especially in narrative text writing skills. (Sidabutar, 2021). The presentation of narrative text that tells a series of events states "narrative is a fictional story that contains the development of events". The series of events in the story is called the plot, in improving narrative writing skills many models are commonly used to improve narrative writing skills, one of which uses the discovery learning model.

Research Methods

This study employed a quasi-experimental research design to investigate the effect of the Discovery Learning model on the narrative writing skills of fifth-grade elementary school students. The population consisted of all fifth-grade students at SDN Munjul II during the 2024/2025 academic year. A total of 40 students were selected as the sample using purposive sampling, divided into two groups: an experimental group of 20 students who received instruction using the Discovery Learning model and a control group of 20 students taught using the Direct Instruction model.

The data collection method utilized a narrative writing skills test designed to measure the students' ability to construct well-structured and creative narratives. Data were analyzed quantitatively and descriptively using the SPSS application. The effectiveness of the instructional models was evaluated through hypothesis testing using an Independent T-test. The threshold for significance was set at 0.05, with a significance value below this level indicating a statistically significant difference in narrative writing skills between the experimental and control groups. This research design enabled the assessment of the impact of the Discovery Learning model on enhancing students' narrative writing abilities in comparison to traditional instructional methods

Results and Discussion

This descriptive analysis was carried out with the aim of describing the research data in the form of data in the experimental class and control class after treatment, The results of the descriptive statistical analysis will be presented as follows:

Table 1. Data Description of Narrative Writing Skills in Experimental and Control Classes

	N	Mean	Median	Std. Deviasi	Min	Max
Experimental	20	16,10	16.00	11.110	11.00	20.00
Control Classes	20	14,10	14.00	18.911	6.00	19.00

Based on the data table above, it can be seen that the average score of the results of narrative writing skills based on the learning class can be described that the average score of the results of narrative writing skills for the experimental class using the discovery learning model is 16.10 with a standard deviation of 11.110, the maximum score for the experimental class

using the discovery learning model is 20.00 and the minimum score is 11.00 with a median of 16.00. The average score is higher than the control class with the direct instruction model, which is an average score of 14.10 and a standard deviation of 18.911. The maximum score for the control class was 19.00 and the minimum score was 6.00 with a median of 14.00.

Table 2. Normality Test Results for Experimental and Control Classes

Kelas	Shapiro-Wilk		
	Statistic	Df	Sig.
Experimental	0,874	20	0,014
Control Classes	0,924	20	0,116

Based on the table above, it shows that the statistical value of the results of the normality test using Shapiro-Wilk for the experimental class and control class has a significance of 0.014 and 0.116. Therefore, the narrative writing skills of the experimental and control classes have a greater value (Sig>0.05), it can be concluded that the normality test results of the control class are normally distributed and the experimental class is not normally distributed.

Table 3. Homogeneity Test Results of Experimental and Control Classes

	Levene Statistic	**Sig.**
Based on Mean	**0,447**	**0,508**

Based on the table, it can be seen that the significance is 0.508, because the significance value of the homogeneity test> 0.05, it can be concluded that the data has the same variance (homegen).

Table 4. Independent sample t test results

Kelas Eksperimen dan kelas kontrol	Hasil Uji *Independent sample t test* Sig.(2tailed)
Keterampilan Menulis narasi	0,048

Based on the independent test table data of discovery learning class and Direct Instruction class, it is known that the significance value is 0.048 <0.05, because it is smaller than 0.05, then H0 is rejected and H1 is accepted, meaning that there is a significant difference in students' narrative writing skills between students who learn with discovery learning model and direct instruction model.

Based on the data analysis, the comparison table between the experimental and control classes was conducted to test the effectiveness of a discovery learning model on students' narrative writing skills. The experimental class was given a certain treatment using the discovery learning model, while the control class underwent learning with the direct instruction model. Hypothesis testing was conducted to determine whether there was a significant difference between the two experimental and control classes. It showed that the effect of the Discovery Learning model and creative thinking ability on narrative writing skills showed that the average score of students who learned using the Discovery Learning model was 16.10 and the average score of students who learned using the Direct Instruction model was 14.10. Based on the treatment at the end of the action, the researcher can suggest that after being given action, namely learning to write narratives in a gradual time, and gradually continuous, until the opinion along with the reasons that are explored from existing knowledge, can be revealed by students optimally..

Skills on the content of the narrative text. Students' skills in narrative content. This indicator in the group of students who learned by using the discovery learning model, students' skills reached an average score of 3.30. The highest score of 4.00 was achieved by 8 people and the lowest score of 2.00 was 2 people. While this indicator in the group of students who learned using the Direct Instruction model, students' skills reached an average score of 3.15. The highest score was 4, achieved by 7 students and the lowest score was 2.00 there were 6 students.

Skill in organizing narrative. Students' skills in organizing the narrative. This indicator in the group of students who learned by using the discovery learning model, students' skills reached an average score of 3.25. The highest score of 4.00 was achieved by 8 people and the lowest score of 2.00 was 4 people. While this indicator in the group of students who learned using the Direct Instruction Model, students' skills reached an average score of 2.80. The highest score was 4.00, achieved by 5 people and the lowest score was 1.00 there were 3 students.

Vocabulary skills. Students' skills in linguistic indicators in the group of students who learned with the discovery learning model, the average score was 3.00, the highest score was 4.00 achieved by 3 people and the lowest score was 2.00 there were 3 students. While in the group of students who learned using the Direct Instruction model, the average score was 2.70, the highest score was 4.00 achieved by 3 people and the lowest score was 1.00 there were 2 students.

Language or grammar skills. Students' skills in linguistic indicators in the group of students who learned using the discovery learning model the average score reached 3.30 The highest score of 4.00 was achieved by 7 people and the lowest score of 2.00 was 1 person. While this indicator in the group of students who learned using the Direct Instruction model, students' skills reached an average score of 2.70. The highest score of 4.00 was achieved by 4 people and the lowest score of 1.00 was 3 people.

Skill in the use of grammar. Students' skills in this indicator in the group of students who studied using the discovery learning model reached an average score of 3.25. The highest score of 4.00 was achieved by 6 people and the lowest score of 2.00 was 1 person. While this indicator in the group of students who learned using the Direct Instruction model, students' skills reached an average score of 2.75. The highest score of 4.00 was achieved by 2 people and the lowest score of 1.00 was 3 people.

Based on the above discussion, it can be concluded that if in learning to write narratives the teacher uses the discovery learning model, the narrative writing skills of grade V elementary school students will improve. The results of this study are in line with the results of research (Agustin & R, 2023) that learning with the discovery learning model students are able to think creatively, analyze and be able to communicate the findings through writing effectively. The things obtained by students are finally poured into individual narrative writing. The use of the discovery learning model is to solve discoveries, and produce work. The results of learning activities are certainly in the form of facts that need to be communicated to others in the form of narrative writing results. In addition, it also strengthens the opinion (Azkiya & Isnandab, 2019) that the discovery-based learning model is designed to help teachers provide information and help students to find new things in the surrounding environment. However, the teacher as a guide for students to be able to elaborate the discovery plan according to the facts that ultimately produce written works.

This study has several limitations that should be acknowledged. First, the research was conducted with a relatively small sample size of 40 students from a single elementary school, which may limit the generalizability of the findings to other contexts or schools with different characteristics. Second, the duration of the intervention was relatively short, which may not

fully capture the long-term effects of the Discovery Learning model on students' narrative writing skills. Third, the study focused solely on narrative writing skills, without exploring how the Discovery Learning model might influence other aspects of language or literacy development. Lastly, external factors such as students' prior knowledge, motivation, or home environment, which could have impacted their performance, were not controlled or analyzed in this study.

To address these limitations, future research should consider expanding the sample size and including participants from diverse educational and geographical backgrounds to improve the external validity of the findings. Additionally, longer intervention periods are recommended to explore the sustained impact of the Discovery Learning model on writing skills and other academic competencies. Researchers could also investigate the model's effectiveness across various genres of writing and its influence on broader literacy outcomes. Moreover, incorporating qualitative data such as student interviews or teacher observations could provide deeper insights into the learning process and the factors that contribute to its effectiveness. By addressing these aspects, future studies can provide a more comprehensive understanding of the impact of the Discovery Learning model on students' educational outcomes.

Conclusion

Based on the findings and discussion, it can be concluded that there is a statistically significant difference in narrative writing skills between students who learn through the discovery learning model and those who learn using the direct instruction model. The discovery learning model, characterized by student-centered and inquiry-based approaches, appears to enhance students' ability to construct narratives by fostering critical thinking, creativity, and deeper engagement with the learning process. In contrast, the direct instruction model, which emphasizes structured guidance and teacher-centered methods, provides a more standardized but potentially less flexible framework for developing narrative writing skills. These results highlight the importance of selecting instructional models that align with the desired educational outcomes, suggesting that the discovery learning model may be particularly effective in promoting narrative writing skills among students.

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