

DISCOVERY LEARNING MODEL IN TEACHING WRITING DESCRIPTIVE TEXT FOR SEVENTH GRADE OF SMP SWASTA SRO MATITI

By

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Abstract

This study was about Discovery Learning Model in Teaching Writing Descriptive Text for Seventh Grade of SMP SWASTA SRO MATITI. The type of research method in this study is descriptive qualitative research. The data collection used in this study is observation, interview, questionnaire and documentation. The results of this study indicate that the teacher has implemented the discovery learning model well. Student responses to the discovery learning model are different, this is because the intellectual knowledge of each student in expressing ideas in written form in English is different. Some of the challenges faced by teacher after applying the discovery learning model in learning teaching write descriptive texts, there are the simulation stage, the problem statement stage and the data processing stage. This was revealed when the researcher observed students and interviewed teacher after the teaching and learning process was completed.

Keywords: Discovery Learning Model, Writing, Descriptive Text

INTRODUCTION

English is one of the subjects that must be studied in the 2013 curriculum. In learning English, four skills must be mastered by students following the applicable syllabus and curriculum. These four skills are listening, speaking, reading and writing (FaniYosephin Situmorang and Paisal Manurung, 2020: 593). Among the four skills, writing is the one of basic skills that has a very important role in learning English. Another statement about writing skills comes from Dewi Purnamasari, Didin Nuruddin Hidayat and Lia Kurniawati (2021: 2) stated that “writing is a stage in creating, compiling and being able to express an idea into writing”.

Based on the results of observation and initial interview with Mr. Matanari who is teaching seventh grade English learning at SMP SWASTA SRO MATITI said that writing is still an obstacle for students in the English learning process right now. Students have difficulty writing the genre of text, students have difficulty in making good writing because the students are unable to

show and develop something in mind, lack understanding in compiling good words/sentences/paragraphs, have a poor vocabulary, are still confused about the grammar or tenses that should be used, do not use proper words and punctuations for every sentence written. This is because students do not have good guidance on how to write systematically, so it is very influential, on students’ writing learning outcomes.

Student learning scores of seventh grade students (A) SMP SWASTA SRO MATITI in writing descriptive text skills can be seen in the table below:

Table 1.1 The Frequency Table of the Students’ English Scores

No.	Score	Descriptive Frequency	Writing Percentage	Category
1.	71-100	4	12,1%	High
2.	61-70	10	30,3%	Fair
3.	0-60	19	57,6%	Low
Total		32	100%	

Can be concluded that most students’ scores in writing skills descriptive text are low. Therefore, it can be believed that one of the

causes of the low ability to write descriptive text is the design of the learning process applied by the teacher. Student success cannot be separated from the quality teaching which is conducted by the teacher. The quality of the learning process has a direct relationship with learning outcomes because the teacher deals directly with students as subjects and objects of learning so the teacher's ability is needed to choose and implement learning models that are in accordance with the characteristics of students. The Ministry of Education 2013 explains that many models are applied in the 2013 curriculum one of the models is the discovery learning model. The researcher decided to apply this model to develop students' ideas in writing using the Discovery Learning Model.

The Discovery learning model is a writing teaching model that directs teachers to be more creative in creating the right atmosphere and situation so as to encourage students to learn to find, develop and apply their own ideas to writing actively (Friska Bernadetta Siahaan, 2017: 9195). In addition, Linda Lusiana Muslim, Ni Nyoman Sri Putu Verawati & Muh Makhrus, (2021: 11) states that the Discovery learning model is that the teacher only acts as a guide in providing instructions and a facilitator who directs students to be able and skilled in making good texts. Here the researcher decided to choose the descriptive text material by applying the discovery learning model. The selection of descriptive text material because it follows the seventh grade English syllabus.

Based on the background above, researcher are interested in conducting research with the title “**Discovery Learning Model in Teaching Writing Descriptive Text for Seventh Grade of Smp Swasta Sro Matiti**”.

LITERATURE REFIIEW

1. Definition Writing

Writing is “the thinking process because writing is a process of putting ideas

down on paper to transform thought into words and give them structure and coherent organization (Sistawati Yulianti, Siska Nuraeni and Aseptiana Parmawati, 2019: 714-721). In addition, Nury Yanni Harahap (2017:127) states that writing is expressing feelings and opinions, ideas, information, knowledge, or experiences. Another statement about writing skills comes from Eva Fitriani Syarifah and Raynesa Noor Emiliasari (2019: 85), stated that writing is producing a written message which is an active process to organize and formulate ideas on conveying.

2. Writing Process

The writing process is an important writing activity in the authentic assessment of a written product, so the teaching process carried out by the teacher greatly affects the results of students' writing products (Destia Wulandari, 2020: 13).

In writing, there is a process that students must do to achieve good writing. Laila Nurul Hikmah (2017), states the process of writing has four main elements, namely:

- a. Planning
- b. Drafting
- c. Editing
- d. Final Draft

3. The Technique In Teaching Writing

Teaching is giving explanations to students about the material in learning (Lenny Mazulina and Muhammad Zuhri, Suparno 2019: 65-86). Meanwhile, teaching writing is a way of conveying a message or simply recording what's on our minds. Harmer (2017) states that there are four reasons for teaching writing to students of English as a foreign language:

- a) Reinforcement
- b) Language Development
- c) Learning Style
- d) Writing Skill

4. Descriptive Text

Descriptive text is a retelling or describing something in detailed words in the form of a certain person, place, object, clearly, etc (Zulaikah, Eka Agustina and M. Muklas, 2018: 13).

There are two generic structures of the descriptive text (Melwan Ady Rezki Harahap, Gabby Maureen Pricilia and Nurlisa Novita Sari, 2020: 211-212), namely:

1. Identification: identifies the phenomenon to be described. This is usually found in the first paragraph which aims to tell the topic being discussed.
2. Description: describes features in order of parts, qualities and characteristics. These usually come after identification or the next paragraph.

Melwan Ady Rezki Harahap, Gabby Maureen Pricilia and Nurlisa Novita Sari (2020: 213) explain that the language feature of descriptive text is as follows:

- a. Using noun phrases
- b. Using adjectives
- c. Use of simple present tense.
- d. Frequent use of epithets and classifiers in nominal groups.
- e. Use of linking verbs

There are four kinds of descriptive text (M. Fadhly Farhy Abbas and Shelvira Elsa Dwita, 2019: 99), namely:

1. Description of a Thing (Object)
2. Description of a person
3. Descriptions of a place
4. Descriptions of Process

5. Definition Discovery Learning Model

a. Definition Discovery Learning Model

One of the models used at the junior high school level in the 2013 curriculum program for writing skills is the discovery learning model. The first inventor of the discovery learning model was Jerome Bruner in 1964. Sigit Setiawan (2021: 177) argues that the Discovery Learning model is the teacher played a role in presenting learning

material, not in the final form and then implementing the plans that have been prepared so that the plan is achieved optimally. While students play a role in thinking more critically in seeking and finding out for themselves various things that are important in learning from various sources of knowledge they are looking for, then develop these ideas by applying them to a written work.

b. The Strengths of Using Discovery Learning Model

As a teaching writing model, the Discovery Learning Model has strengths (Edi Nurcahyo, Leo. A. S., DJono, 2018: 109) states that:

- 1) Can be applied in junior and senior high school and curriculum areas.
- 2) Can be used with all types of genres (narrative, descriptive, expository, persuasive, recount, etc).
- 3) Students become active because they are required to be independent in finding relevant knowledge information related to the learning material being discussed.
- 4) Motivate students in discovering new knowledge from various other sources.
- 5) Students are required to think critically because students must find, then develop it.
- 6) Can help students how to find, collect ideas and then help students use the ideas they have.

c. The Weakness of Discovery Learning Model

Edi Nurcahyo, Leo. A. S., DJono (2018: 109) says that there is some weakness of the Discovery Learning Model, namely:

1. Takes a lot of time because the process is slow. Instructions should be carried out step by step.
2. One model of teaching writing depends on the ability of the teacher. As a result, it is the teacher's responsibility to show students how to use this model

effectively so it is a bit inconvenient for the teacher to help students who are skilled in writing.

d. The Procedure of Discovery Learning Model

The Procedure of discovery Learning Model there are some steps to be followed as mentioned bellows, (Laila Nur Azizah, 2019: 12):

1. Simulation Stage
The simulation stage is where the teacher first prepares the learning material to be taught.
2. Problem statement stage
The problem statement stage is when the teacher explains the learning material, not in detail or only partially explains it.
3. Data collection stage
The data collection stage is the teacher motivates and encourages students to find new knowledge about the material being studied.
4. Data Processing Stage
The data Processing Stage is teachers are still needed to accompany students because at this stage students also often have difficulty in deciphering and developing their ideas in sentences.
5. Verification Stage
The verification Stage is the teacher guides and directs students in upgrading the results of writing.
6. Generalization stage
The generalization stage is teachers and students draw conclusions from the learning that has been done.

e. The Challenges in Implementing Discovery Learning Model

Found several challenges experienced by teachers in the implementation of the discovery learning model namely, (Laila Nur Azizah, 2019: 51):

1. The teacher has challenges in guiding passive students because there are still

many students who talk with their classmates during the learning process, causing students not to focus on learning.

2. Teachers have challenges in managing learning time because of the mismatch between the planned time and its implementation.
3. In learning using the discovery learning model the teacher will always make different teaching materials every day according to the thinking ability of each student and that way the teacher will find it difficult to think about the development of teaching materials every day.
4. Teachers have problems attracting students' attention because there are still many students who do not dare to express their opinions in writing.

METHODOLOGY

This study used a qualitative descriptive research design. Sakaran (2017: 109), defines that research design is a researcher's plan to collect, measure, and analyze data. The purpose of using this qualitative descriptive research method is to make a description of how the teacher taught, explain the material in applying the learning model in the seventh grade of the SMP Swasta SRO MATITI. In addition, researcher describe the challenges of teacher after applying the learning model.

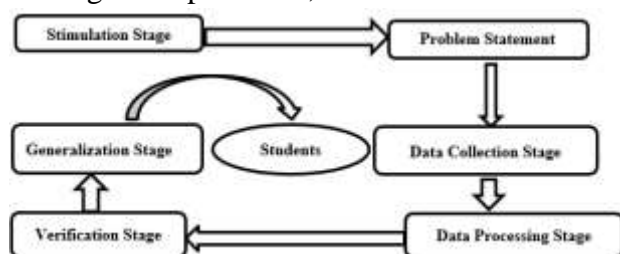
From the explanation above, the data collection techniques used by researcher in this study are observation, interviews, questionnaires and documentation. In observation, the researcher collect data by observing the learning process of the application Discovery Learning Model in teaching writing descriptive text. In the interview, the researcher asked the teacher about the challenges they faced after applying the model, the interview was conducted after the teaching and learning process. In the questionnaire, the researcher gave 10 questions

to the teacher and 10 questions to the students. The questionnaire contains questions about asking their opinion about the discovery learning model. In the documentation, the researcher has collected evidence of the implementation of the learning model in teaching writing descriptive text. In analyzing the data, the researcher used three steps namely Observing, Analyzing transcripts and concluding.

FINDINGS AND DISCUSSION

In this data analysis, the researcher analyzed data to find the research objectives. The analysis focused on the implementation of the discovery learning model in teaching writing descriptive text and challenges teacher after applying the model in seventh grade of SMP Swasta SRO Matiti. Data analysis mean there was to analyze the result of research observation, interviews, questionnaire and documentation. In this observation, the implementation of the discovery learning model in teaching writing is based on the syllabus and curriculum 2013.

After the observation, the researcher found that the teacher applied the procedure of the discovery learning model in teaching writing descriptive text, as follow:



The Procedure of Discovery Learning Model (Laila Nur Azizah, 2019: 12)

During interview with teacher, researcher found that teacher had some challenges after applying the discovery learning model, namely at the simulation stage, problem statement stage and data processing stage.

The challenge faced by teacher at the *simulation stage* is having to make different teaching materials before teaching. The

teacher must arrange or adjust the meeting time so that the discovery model application is carried out correctly and on time.

The challenge faced by teacher at the *problem statement stage* is to provide more guidance or motivation to students who are still disturbing their classmates by asking them to talk during the learning process, thus causing students not to focus on learning.

The challenge teacher faced at the *data processing stage* is that there are still students who are less able to find, apply ideas to writing and develop ideas in their minds. Then there are students who have difficulty determining the structure of the text in writing.

From the explanation above, the teacher has implemented the discovery learning model properly and on time. At each stage, the teacher does mutually continuous so it must be carried out according to a predetermined procedure. In applying the discovery learning model in the learning process, students play an active role, so it is easy for students to write texts and express ideas that are in their minds in seventh grade students of SMP SWASTA SRO MATITI.

CONCLUSION

After analyzing the data, the conclusions drawn regarding the application of the discovery learning model model in teaching writing descriptive text for seventh grade of SMP Swasta SRO Matiti as follows:

The teacher has applied the discovery learning model well. All stages of the discovery learning model starting from the Stimulation Stage, Problem Statement Stage, Data Collection Stage, Data Processing Stage, Verification Stage and Generalization Stage were carried out well. Student responses to the discovery learning model vary, this is because the intellectual knowledge of each student in expressing ideas in written form in English is different. For students who are active or have high intelligence, they can easily follow learning well and provide positive responses such as students being able to observe, find or seek relevant information, apply, identify,

develop and express ideas in writing. For students who are passive or less intelligent, they do not immediately respond to stimuli from the teacher, so the teacher can overcome it by always providing support, motivation and guidance to students so that they are not confused in expressing the opinions that are in their minds and eliminating doubts in writing.

After applying the discovery learning model in teaching writing descriptive text, there are some challenges faced by the teacher, namely in the simulation stage, problem statement stage and data processing stage.

In the end, the researcher would like to give some suggestions related to the research. For English teachers, the researcher recommended applying the discovery learning model in teaching writing skills because this model is one of the government regulations in the 2013 curriculum to be applied in teaching English learning. This model is also useful for encouraging students to write enthusiastically, free to express their point of view and useful for learning outcomes in the cognitive domain.

For students, Students must take an active role in paying attention to the teacher when teaching explains the learning material. Then students are not confused and hesitate to express their opinions in learning English, especially teaching writing text.

For the future researchers, the researcher can implement this research project as literature to guide those who are willing to do the same research. Although this research has been carried out, due to limitations there may still be many shortcomings. The researcher wishes that other researchers are able to upgrade this model and implement this model on other topics.

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HALAMAN INI SENGAJA DIKOSONGKAN