

**THE APPLICATION OF DISCOVERY LEARNING STRATEGY IN
TEACHING WRITING DESCRIPTIVE TEXT AT THE TENTH
GRADE STUDENTS OF SMA NEGERI 7 PALU**



THESIS

Presented as a Partial Fulfillment of the Requirements for the Degree of Sarjana Pendidikan (S.Pd) at the Faculty of Tarbiyah and Teaching Training Datokarama State Islamic University Palu.

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STATEMENT OF THE THESIS AUTHENTICITY

I hereby declare that this thesis entitled: **"The Application of Discovery Learning Strategy In Teaching Writing Descriptive Text At the Tenth Grade Students of SMA Negeri 7 Palu"** has been officially approved as my own work and it has not been and will not be submitted on the whole or in part to another University/Istitute for the award of any other degree. If later, this thesis is found to be fabricated either in the whole or in part, I declare that I must comply with the rules and regulations of the university and I must be ready for all the consequences thereafter due to this misconduct.

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

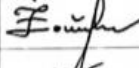

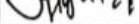


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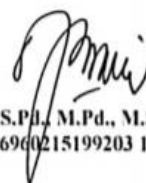
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ABSTRACT

Writer : Windi Lestari
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Thesis : THE APLICATION OF DISCOVERY LEARNING STRATEGY
IN TEACHING WRITING DESCRIPTIVE TEXT AT THE
TENTH GRADE STUDENTS OF SMA NEGERI 7 PALU

In general, writing is one of a difficult subject to learn. Writing can help us express ideas, the problem faced by students in the inability to determine the topic of the main idea, sentence, or paragraph. Teachers apply discovery learning in teaching descriptive text so that students know how to think and know various things in detail. Individual and improve student skills.

In this regard, the problem of research in this thesis departs from how is discovery learning strategy implemented in teaching descriptive text in the tenth grade students of SMA Negeri 7 Palu?

This research uses a qualitative approach, and data collection techniques through observation, interviews, observation checklist, and documentation. The data analysis technique used is data reduction, data presentation, and data verification followed by checking the validity of the data.

The results of this research indicate that by using discovery learning in writing descriptive text, students are more active and creative in finding ideas in their minds and are more skilled. Passive classes became active and creative. Stages of the discovery learning method starting from the 1). stimulation stage; can develop students curiosity. 2). Problem formulation; students can describe the problems they face and find solutions. 3). Data collection; students collect the results of writing descriptive text. 4). Data processing; students and teachers discuss together. 5). Verification: the teacher compares the results of students' work and provides proof. 6). Generalization; students explain the results of writing descriptive text in order to practice skills and strengthen students' memory. Of these six activities, students must be more active and creative in finding ideas.

From the conclusions, it is recommended that teachers apply discovery learning in teaching writing descriptive texts, which is very suitable because students are more active, creative, and skilled and can think for themselves in finding ideas. Students play an active role and pay attention to the teacher when explaining the material, so that students are not confused about determining the topic or main idea in writing descriptive text.

CHAPTER I

INTRODUCTION

A. Background of research

English is one of the languages that is a means of communicating thoughts from the speaker or writer to the listener or reader, in addition, it is used as media to express the meaning. The reason why English is important to be mastered is the pursuit of global communication which declares English as an international language. English use in oral and written to make an international contact and cooperation among people in different countries.

Writing is one of the English language skills. Nunan, defines “writing is the process of thinking to invent ideas, thinking about how to express into good writing, and arranging the ideas into statement and paragraph clearly”. It indicates that the students are expected to explore the ideas and arranging into good paragraph.¹

When someone writes something, she or he has own purpose. Brookes and Grundy, expresses, “purposes of writing for each person are different. The first answer may be to get information to someone. The second answer may be to solve the problem of volume, of having to store more than the human brain can remember. The third reason for writing may be to filter and shape our experience”.

¹ Harni Basonggo, Mawardin M.Said, Anjar Kusuma dewi, “*Developing Writing skill of Grade VIII Students Through Personal Letter*, of English language teaching Society,”Vol 4, (2016): 1.

One of the international language is English. English is the language used by most countries among other languages in the world. As Jack C Richards and Theodore S. Rodgers said, “Latin was most widely studied as foreign language five hundred years ago. However , English has become the most widely studied foreign language today.”²

Government supposed to make standard about English in Indonesia. The teacher is not teaching about English but student knows how they can produce English well and culture about English. As we know, English consist of four skills, reading, writing, listening, and speaking.

Writing is a medium of human communication that represents language and emotion through the inscription or recording of signs and symbols. Writing is also one media of communication. Writing is very important as one media of communication, that can help us to have a good socialization, can express our idea, feeling, and our opinion so that we can have a good interation with our society.

Writing is one of a difficult subject because they must pay attention to many things (idea, concept, vocabulary and grammer).³ There are some types of English writing text and one of them is descriptive text. Descriptive text is a text

² Jack C. Richards and Theodore S. Rodgers, *Approaches and methods in language teaching*, (New York: University press, 1986), 1

³ Anfauzia Rozani Syafei, *Kinds of Writing Difficulties in Academic Writing Faced by English Teachers of SMKN 8 Padang*, jurnal, vol 2 (padang, 2014) 2

which says what a person or a thing is like. Its purpose is to describe and reveal a place and animals, or thing.⁴

Sambodja, states that an easy way to write descriptive text is with existing facts. Seeing this phenomena, it can be successful that writing lessons in schools are sorely needed. One of these writing skills is writing descriptive text. This descriptive text skill aims at students being able to express ideas, opinions, and experiences in creative literary writing. Writing skills is the ability to identify main ideas and feelings to other parties through written language.⁵

Zainurrahman, revealed that descriptions is writing that mentions the characteristic of the object thoroughly, in detail, and systematically. In line with (Zainurrahman, mentions that descriptive writing is writing that looks like paint on writing that uses words. There purpose of descriptive text is to describe an object, place, atmosphere, or situation. Based on initial observations in tenth grade SMA. Researchers found that students still there are difficulties in writing descriptive text. The problems faced are inability to determine the topic, put the main idea or ideas correctly.⁶

Based on a pre-interview assessment with the english teacher, the teacher applies discovery learning in teaching writing descriptive text so that students know how to think and find out various things individually and improve students skills. Students have difficulty writing descriptive text because they are unable to

⁴ Bara Vera, *The Use Of Cooperative Learning and Discovery Learning in Teaching Writing Descriptive text*, jurnal, vol 3, (Ikip Siliwangi 2005) 8

⁵ Sambodja, *Cara mudah menulis fiksi*, (2007)

⁶ Zainurrahman, *menulis dari teori hingga praktik*, Bandung : Penerbit Alfabeta, (2013)

Such as words sentences, or paragraphs with poor vocabulary, still confused about the grammar or tense that should be used so that it really influences students writing learning outcomes and students ability to receive and construct new knowledge and experiences accordingly with the learning material is still low. So the researcher chose writing at the SMA Negeri 7 Palu.

This research use qualitative by using a design to find out ability to write descriptive text. The using in this research is the application of discovery learning. The main subjects of this research were students of tenth grade.

There is learning to write text descriptions, one of the using that can be used is discovery learning (discovery) learning arranged in such a way that students can understand the main ideas and ideas through the process of self-understanding. In finding ideas in essence, students search, analyze, make provisional result, describe, draw conclusions and so on to find some main ideas or ideas.

Marifah, Rustono, & Natalia, states “that children must play an active role in learning, discovery is a mental process in which students are able to assimilate a concept or principles”. The process of success includes: seeking, digesting, understanding, analyzing, make provisional results, describe, draw conclusions and so on find some main ideas or ideas.⁷

With this process students give freedom find themselves, the teacher only facilitates and provide directions. So look at the problem it needs to be observed that students must have more learning methods interesting. So that teachers can

⁷ Marifa , A., Rustono, W. S., & Natalina, D. *Scaffolding Pada Pembelajaran Menulis Teks Deskriptif Bahasa Inggris*, Jurnal ilmia pendidikan, Vol 1,(2014), 3

more easily explain it to students and can more quickly to understand the material being taught with using the discovery learning. Whereas in relations to education, Marifah et al suggests that discovery is the process of finding something embedded in children students in solving the problems encountered, then find a concept that can be applied in the field. The application of discovery learning method, wants to change passive learning conditions to be active and creative. By going through the method learning discovery learning passive learning can be active and creative, by providing illustrations or images that can be students and female students imagine and can increase students understanding of the material learning to write descriptive text.

Discovery is a learning process that is embedded in direct experience in the field, and does not always depend on the learning theories contained in the guide book lesson, Meanwhile, the object of this research is writing descriptive text with using discovery learning.⁸

The method in this research is the discovery method learning. There is learning to write descriptive text, one of the methods that can be used is discovery learning (discovery) learning arranged in such a way that students can understand the main ideas and ideas through the process of self-understanding. In finding ideas principal, students search, analyze, make provisional results, describe, draw conclusions and so on to find some main or ideas.

The researcher chose the discovery learning method is because learning can improve essay writing skills, one of which is starting the discovery learning

⁸ Riska Julianti, Lilih Suryani, *Pembelajaran Menulis Teks Deskripsi Dengan Menggunakan Metode discovery Learning Pada Siswa Kelas X*, Jurnal, Vol 1, (2018), 3

model to develop active student learning methods by self-discovery, self-investigation, so the results obtained are loyal and long lasting in memory.

Based on the background above, the writer takes a title of this “thesis”

“The Application of Discovery Learning Strategy In Teaching Writing Descriptive Text At The Tenth Grade Students of SMA Negeri 7 Palu”

B. Problem of research

Based on the problems stated in the background, the research question is formulated as follows:

How is discovery learning strategy implemented in teaching descriptive text in the tenth grade students of SMA Negeri 7 Palu?

C. The objective of research

From the previous discussion in the background, the objectives of research are as follows:

To find out how is discovery learning strategy implemented in teaching descriptive text in the tenth grade students of SMA Negeri 7 Palu.

D. Operational definition

To avoid mistakes in understanding the title of this research, the writer needs to explain the terms used in this research, among others:

1. Application of discovery learning strategy

Discovery learning firstly gives students a structured experience so that they can find the definitions, concepts, and structures for a material. Discovery

learning is a learning strategy that allows students to gather the information and find as well as solve the problems by their own.⁹

2. Writing

Writing is one of the language skills used by someone to communicate indirectly or without face to face by using writing. This language activity is carried out in order to convey a message to others so here it can be said that writing is one way of communicating in writing, in addition to verbal communication because in general not all people can express feelings and intentions orally only.¹⁰

3. Descriptive text

Descriptive text is text that aims to explain, describe, or describe something. This something can take any form, be it an animal, object, location, and so on. Descriptive text is one of the genre texts that present the characteristics of something in order to make clear impression of person, place, or thing. Keraf mentions in writing descriptive, the writer transfers the images, the feeling that writer experienced to the readers. It means that writer should make clear description in order to make the reader can imagine the object described. In addition. Descriptive text consists of descriptions of animals, persons, things, places, etc. This statement is supported by Uranami et al. Who states that descriptive text consists of information about a particular thing, such as a

⁹ Ida Ayu, *The Use of Discovery Learning in Improving Students' Critical Thinking Ability*, Jurnal Vol.1, No.2 (The Art of Teaching English As a Foreign Language, 2021) 1

¹⁰ Citaningsi, *Upaya Meningkatkan Efektifitas Pembelajaran Menulis Teks Deskripsi Melalui Metode Discovery Learning Pada Siswa*, jurnal, vol 3, (Kadipaten Majalengka, 2020) 3

description of an object through writing.¹¹ Droga and Humphrey state that descriptive text has certain generic structure and language features.¹²

4. Discovery learning

Learning model that focuses on students as objects learning, because each student has basic abilities that are capable optimally developed with its own abilities.¹³ So students can construct their own knowledge through the process of learning in discovery in the neighborhood.

According to Effendi Discovery learning is a learning that involves students in solving problems for knowledge development and skills. From the theory above researchers concluded that discovery learning is a learning process that is not whole but involved students to organize, develop knowledge and skills to solve problems. So that with the application of the discovery model learning can improve abilities individual discovery in addition to that order condition learning that was initially passive becomes more active and creative.¹⁴

The method in this research is the discovery method learning. There is learning to write descriptive text, one of the methods that can be used is discovery learning (discovery) learning arranged in such a way that students can understand the main ideas and ideas through the process of self-understanding. In

¹¹ Citaningsi, *Upaya Meningkatkan Efektifitas Pembelajaran Menulis Teks Deskripsi Melalui Metode Discovery Learning Pada Siswa*, jurnal, vol 3, (Kadipaten Majalengka, 2020) 4

¹² Droga, L., & Humphrey, S, *Grammar and Meaning*, (Australia: Target Texts, 2005) 148

¹³ Rohani, Ahmad, *Pengelolaan dan pengajaran*.(Jakarta: Rineka Cipta 2004), 20

¹⁴Nabila Yuliana, *penggunaan model pembelajaran discovery learning dalam meningkatkan hasil belajar siswa di sekolah dasar*, journal, vol 2, (Salatiga: Universitas Kristen satya wacana salatiga, 2018) 22

finding ideas principal, students search, analyze, make provisional results, describe, draw conclusions and so on to find some main or ideas.

E. Content outline

The organization of research facilitates the readers in discussing the problem presentation and helps readers to understand what they read easily. This study is divided into three chapters.

Chapter one is introduction. It consists of six parts: the background of research, the identification research problem, the researcher objective, operational definition, content outline.

Chapter two is review of related literature. previous researcher, theoretical framework including the definition of writing, purpose of writing, aspects of writing, witing process, kinds of writing text, descriptive text, definition descriptive text, generic structure of descriptive text, the purpose of descriptive text, and definition discovery learning, the concept of discovery learning, teaching writing descriptive text by discovery learning strategy, steps of discovery learning, and conceptual framework.

Chapter three research methodology: approach and design of research, research location, presence of the researcher, data and data source, the technique of collecting data, the technique of analyzing data, checking data validity.

Chapter four results and discussion: Profile of SMA Negeri 7 Palu, result of research.

Chapter five conclusion and suggestion

CHAPTER II

LITERATURE REVIEW

A. Previous Research

As for after conducting a search of previous research, there are research that are used as references in this research, including:

The first previous research, the research was conducted by Puan Suri Mira Annisa. Entitled “ Discovery learning model in teaching writing descriptive text for seventh grade of SMP Swasta Sro Matiti” this research was about discovery learning model in teaching writing descriptive text fo 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. Students responses so the discovery learning model are different, this is because the intellectual knowledge of each students 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.¹⁵

¹⁵ Puan Suri Mira Annisa, *Discovery Learning Model in Teaching Writing Descriptive Text For Seventh Grade of SMP Swasta Sro Matiti*, (Medan: Universitas Islam Negeri Medan, 2022)

The second previous research, the research was conducted by Nadya Karimah, the title is "Teaching writing of descriptive text" the aim of this research is to get the information about the teacher in teaching writing descriptive text at the seventh grade of SMPN 3 Tangerang Selatan. The subject of this research is the English teacher. The method used in this study is qualitative research. The techniques of data collecting are observation, interview, documentation and questionnaire. The writer analyzed the data by using steps of Matthew B. Miles and A. Michael Huberman. There were three steps: data reduction, data display and verification/conclusion. The result of this study showed: first, the aim of seventh grade students learns descriptive text was to make them easier in describing something simply. Second, the scientific approach is the best method for junior high school and the teacher can apply the steps of method well base on the lesson plan. Third, the most media that the teacher used is picture. Fourth, the instructional material that has explained by the teacher is description of people, the teacher should taught description of animal and things too, however, the teacher explained appropriate with the students knowledge and comprehension. The last, the teacher used formative test in evaluating students ability in descriptive text. However, even though the teacher has explained the material well, the students achievement of descriptive text still low, after seeing the result of the test, from 42 students, only 6 who passed the standardize score(75). It caused the teacher inappropriateness in teaching writing descriptive text. He did not follow some activities that the teacher should be done from pre-teaching step,

while-teaching and post-teaching. The teacher did not do 8 activities from 24 effective teaching activities.¹⁶

The last previous research, that the researcher took as the reference by Laila Nur Azizah. This research entitled “ Utilizing discovery learning to teach descriptive writing for junior high school students” this research aims to find out about the application of discovery learning in descriptive writing learning for junior high school students. In its application, what are the obstacles faced by the teacher. Also to find out students responses to discovery learning methods. After knowing the response rate of students is expected to be a material consideration for choosing the right learning method. This study used a qualitative descriptive method, the population in this study were students of class VII-3 of SMPN 2 tarik. The sample of the research consisted of 30 students (VII-3) which were taken by using purposive sampling. Data collection techniques in this study are using questionnaires for the students, observation during the learning process, and interview for the teacher. The results showed that, the teacher applied the DL method well. Obstacles faced by teachers in implementing DL methods occur during a discussion process where students are busy discussing themselves with the group. And the majority of students feel enthusiastic in learnig descriptive writing using discovery learning method.¹⁷

¹⁶ Nadya Karimah, Teaching Writing of Descriptive Text, (Jakarta, Universitas Islam Negeri Jakarta, 2016)

¹⁷ Laila Nur Azizah, Utilizing Discovery Learning to Teach Descriptive Writing For Junior High School Stdents, (Mojokerto, Universitas Islam Majapahit, 2018)

Based on previous related research finding, there were similarities with this study write descriptive text that is relevant to this research and use it the learning discovery learning method used is the same as the method in this study.

The difference in this study is that this research was conducted with using action research class (PTK). The subject of this research is tenth grade students. The object of this research is application of learning models discovery learning to improve ability to write descriptive text on tenth grade.

Similarities and difference of previous research and correct one

Title	Similarities	Difference	Year
Discovery learning model in teaching writing descriptive text for sevent grade of SMP Swasta Sro Matiti	The similarity in this research is about the discovery learning model in writing descriptive text. This type of research method is called descriptive qualitative research.	The differences i this research are the data collection techniques used: observation, interviews, questionnaires, and documentation.	2022
Teaching writing of descriptive text	In this research equally teaches writing descriptive text. The method used by this researcher is qualitative research.	For the difference in this research, the researcher only taught writing descriptive text without using the discovery learning. The techniques of data collection are observation, interview, documentation, and questionnaire.	2016
Utilizing discovery learning to teach descriptive writing for junior high school students	The similarity in this research is to write descriptive text using discovery learning. The method used by this researcher is qualitative reserach.	The differences in this research are not that different; it's just that this research uses discovery learning in writing descriptive text, while the research I am reviewing is a strategy	2019

		for using discovery learning in writing descriptive text. This research uses questionnaires for students, observations during the learning process, and interview for teachers.	
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B. Theoretical Framework

1. Writing

a. Definition of writing

Writing is one of the language skills used by someone to communicate indirectly or without face to face by using writing. This language activity is carried out in order to convey a message to others so here it can be said that writing is one way of communicating in writing, in addition to verbal communication because in general not all people can express feelings and intentions orally only.¹⁸

Writing is a process of making notes, information or stories using script. In learning English, there are four skills that should be mastered; those are listening, speaking, reading, and writing. Among the four skills, writing is the most difficult skill to be learnt. This opinion is supported by Jack C. Richards and Willy A. Renandya, Writing is the most difficult skill for second language learners to master.¹⁹

¹⁸ Citaningsi, *Upaya Meningkatkan Efektifitas Pembelajaran Menulis Teks Deskripsi Melalui Metode Discovery Learning Pada Siswa*, jurnal, vol 3, (Kadipaten Majalengka, 2020) 3

¹⁹ Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching: An Anthology of current practice*, (Cambridge University Press, 2002),P. 303

- 1) The difficulty is not only in generating and organizing ideas, but also in translating idea into readable text. There are many different definitions about writing given by experts from many resources. According to Rise B Axelrod and Charles R. Coopers' said, writing is complex process and as such contains element of mystery and surprise. But we know and believe that writing is a skill that anyone can learn to manage.²⁰
- 2) Marianne C. Murcia said, writing is the ability to express one's ideas in written form as if it were a second or foreign language.²¹
- 3) It means that writing is an activity to express our ideas in written form on the other side, Barnet and stubb's said that writing as a physical act, it requires material and energy. And like most physical acts, to be performed fully, to bring pleasure, to both performer and audience it requires practice.²²
- 4) From definitions above, it can be said that writing can be distinguished from other skills as the most difficult one. There are many factors influencing writing to be a good one such as grammatical, vocabularies, punctuation, and spelling knowledge which must be integrated to be a paragraph. From the ideas previously, the writer conclude that writing is

²⁰ Rise B. axelrod and Charles R, Chooper, *The St. Martin Guide to writing*, (New york: St Martin's press, Inc, 1985), p.3

²¹ Marianne C. Murcia, *Teaching English as a Second or Foreign Language*, (Boston : Heinle Publishers, 1999), 3

²² Barnet and stubbs's, *Practical guide to Writing*, (Canada:Brown Company,4th edition (1983), 3

more than a medium communication. It is a way of remembering and a way of thinking. Because of that, writing is not easy. It needs a hard work.

In writing we have to produce words, phrase, sentences, and paragraph at the same time. It is a way of learning. None of us can write much of interest without first thinking, probing, observing, asking question, experimenting, and reading.

b. Purpose of Writing.

The first thing that teacher do before teaching writing is be sure that students have some writing aim. Before students write, they usually have aims in mind and construct their writing with a view to achieving that purpose. According to penny Ur the purpose of writing, in principle, is the expression of ideas, the conveying of messages to the reader. So the ideas themselves should arguably be seen as the most important aspect in the writing.²³

1) Writing to inform

In much of the writing that the writers will do, they will intend simply to inform their readers about a subject. And then describes the object from the author's point of view so that the reader can fell. Although informative writing is the simplest kind of writing, it is also one of the most important, because information lays a foundation for other writing purpose.

2) Writing to explain

writing to explain means writing to take what is unclear and make it clear. In explanatory writing, a writer who understands a complex topic must take sure

²³ Penny Ur A Course in language Teaching : Practice and Theory, (London: Cambridge University Press, 1996), 163

that his readers understand it as well. All of us use several common methods of explaining something to another person in our everyday conversation, and these same techniques can provide basic strategies for organizing an explanation in writing.

Writing to persuade The most important writing we ever do in our personal life, our work life, and may be our school life will probably persuasion. So persuade writing expresses their views and opinions on a subject. For example complaints so the rent board ab[out our landlord, letters of application for jobs, essay on examinations are all likely to involve writing persuasively. Your task in persuasion is to convince your readers to accept the main idea, even though it may be controversial.²⁴

3) Writing to amuse others

Writing to amuse requires that you focus on readers other than yourself. You may enjoy the experience and take pride in what you accomplish, but you cannot settle for amusing yourself alone. Writing to amuse gives you an opportunity to bring pleasure to others.

Seize the opportunity and make the most of it. If you find pleasure in writing to amuse, it will come from knowing that you succeed in bringing pleasure to others. Writing funny experiences can also be reading for solace or to release tension after a busy day of activities.

When write to amuse, your primary object is to make readers enjoy themselves. You can be funny, but you should also be goodhumored. This means

²⁴ Danil Brown and Bill Burnette, *Connection 'A Rhetoric/Short Prose Reader*, (New Jersey: Houghton Mifflin Company, 1984), 129

having sympathy for human frailty rather than a contempt for anyone or anything that seems different from what you are accustomed to.²⁵

c. Aspects of writing

Writing ability is not only an activity that transfers thoughts into written form, but also must be done in writing that is properly arranged. In teaching writing skill, there are several aspects that must be considered and assessed for the results of evaluation and evidence of improvement in the teaching learning process. According to Jacob there are 5 aspects of writing, such as: content, organization, vocabulary, language use, and mechanics.²⁶

1) Content

Content is the essence of writing and ideas and ideas describer in writing. This element relates to the author's deep knowledge writing including substance, development thesis sentence, and relevance in presenting the topic. Content refers to substance of writing, the experience of the main idea unity. That is a group of related statements that author presents as a unit in developing a subject. Content paragraph do the work of conveying ideas rather than fulfilling special function of transition, restatement, and emphasis.

2) Organization/form

Arrangement or organization in write which shows the overall arrangement or proper writing structures on type written text. Organization refers

²⁵ Robert Keith Miller, *Motives for Writing*, (New York: McGraw-Hill, Inc., 2006), p.569-570

²⁶ Utami Widiati, *Aspects of Writing Knowledge and EFL Students Writing Quality*, jurnal Vol 9, No 1 (2022) 2

to the logical organization of the content coherence. It contains sentences that are logically arranged and flow smoothly logical arrangement refers to the order of the sentences and idea. Moreover, in organization focus on structure sentences.²⁷ Sentence structure is one of the elements of the requirements of good writing.²⁸

In addition teaching writing sentences structure is an important aspects that is taught to avoid stringy sentence.²⁹

3) Vocabulary

Vocabulary is group of words. When a writer writes sentences, she/he needs words to form it. If a writer is lack of vocabulary, they are not able to construct and write a good sentence. Vocabulary should be taught especially for foreign language teaching-teaching activity; because even the students have mastered grammatical from they could not communicate in the foreign language without mastering a vocabulary. Vocabulary can be defined roughly as the words that are taught in a foreign language. However, a new item of vocabulary maybe more than a single word e.g post office and mother-in-law, which are made up two or three words but express a single idea.³⁰

4) Language use

Language use refers to the use of the use of the correct grammatical and syntactic pattern on separating, combining, and grouping ideas in words, phrases,

²⁷ Ibid 3

²⁸ Aisyah Ririn Perwikasih Utari, *Students Grammar and Sentences Structure Of The Text Written In Paragraph Writing Class*, PROMINENT journal , Vol 2, (Kudus: Universitas Muria Kudus 2019) 121

²⁹ *Ibid*, 117

³⁰ Penny Ur, *A Course in learning teaching: practice and Theory*, (New York: Cambridge University Press, 1966), 60

clauses, and sentences to bring out logical relationships in paragraph writing. According to Gleason and Ratner in Krista and Merili, grammar is a set of rules that explores the forms and structures of sentences that can be used in a language.³¹

In addition, Matthew Saxton stated that there are two important concepts related to grammar namely: morphology that studies the formation of words, their structure and relationships between them. And Syntax that studies the structure of sentences, relations between sentence units, the internal structure of phrase and relation between them that gives meaning in sentences.³² Grammar as one of the language components has a principal role in the process of acquiring language skills. Walter states Grammatical competence is important to be assigned in English skills especially in accurate writing and fluent speaking.³³

5) Mechanics

Mechanics is the use of the graphic conventions of the language. It refers to the appearance of words, to how they are spelled or arranged on paper. The example of mechanic is when writing the first word of paragraph, it must be intended. The rules of mechanic try to make the writing seem consistent and clear.

³¹ Krista Uibu & Merilli Liver, *Students Grammar Mistake And Effective Teaching Strategies*, international journal of teaching And Education, Vol 3, (Estonia: University of Tartu, 2015) 71

³² *Ibid*, 71

³³ Muh. Arief Muhsin, *Memahami Aspek-Aspek Dalam Writing dan Jenis-Jenis Tulisan*, Makasar, 7 Maret 2023.

The convention may seem arbitrary. In fact, it was developed from thousand of experiences. The mechanic represents the economic and efficient way of writing. there is a discussion about punctuation in the mechanic. This subject is a little bit complicated. Some punctuation is cut-and dried, while the others fall into the area of usage or style.

The purpose of taking punctuation in writing is making the text clearer and reading easier. There are four function of punctuation, those are:

- a) Classifying or enclosing (e.g parentheses enclosing extraneous information).
- b) Separating (e.g. a peroid separating sentences).
- c) Impacting the meaning (e.g. a question mark making an other wise declarative sentence interrogative)
- d) Connecting (e.g. a hyphen connecting a unit modifier).

The function of punctuation mark is the basic rule governed and determined whether it is needed or not. The modern tendency is to punctuate the prevent misreading (open style) rather than to use all punctuation that is allowedby the grammatical and the use of some marks though it results in a more inviting product.³⁴ Likewise, there several elements in mechanics that the researcher focuses such as: punctuation, spelling, and capitalization.

d. Poncuation

Using punctuation is a must for a writer to write a text. The punctuation is used to sign stress meaning, sentences continuity or ending, and writer's feeling

³⁴ Zulaikah, Eka agustina & M, Muklas, *An Analysis Student's Ability In Writing Descriptive text of second semester of English Educational Program At STKIP Nurul Huda Oku Timur*, journal Pendidikan, Komunikasi dan pemikiran islam, Vol X, (Darusalam : Universitas Nurul Huda, 2018) 12

expression if the punctuation is missing, it does not give a clear meaning which confused the reader about what is writing in. there are fourteen major punctuation marks stated by Luis.³⁵

Punctuation Marks

(.) full stop	(“”) quotation mark
(,) comma	(;) semi colon
(-) dash	(:) colon
(_) hyphen	(()) parentheses
(?) question mark	(‘) apostrophe
(!) exclamation mark	([]) brackets
(/) slash	(*) asterisk

1) Spelling

Spelling is forming words with the correct letters in the correct order or the way in which a word is formed.³⁶ Diuin It is the forming of word from letters according to accepted usage; a sequence of letters composing word; a statement of rules or convention on how words are written.

Spelling mistake make readers difficult to read and understand a text and will make writing communication difficult to be read and understand. Furthermore, avoiding common misspelling ensure that writing is clear, precise, and comprehensible. The writer should be able to master how to write well, if a writer misspells a word, it will change the meaning of sentence.

2) Capitalization

³⁵ Luis, A. V, *Teaching technical English Writing*, (Mexico: Centro National De Investigation y Desarrollo Tecnologico CENIDET, 2002), 108

³⁶ Cambridge Advanced Learner’s Dictionary and Thesaurus, *Definition of Spelling*,(Britania Raya: Cambridge University Press, 2016) 18

The use of proper capital letters is an assessment of writing skill, in accordance of Cambridge Dictionary, Capitalization is the use of capital letters.³⁷ e.g in writing the name, city, country, and the first word in a paragraph, must be capitalized.

2. Writing process

There are generally five recognized stages in the writing process:³⁸

a) Prewriting

In this stage, you plan what you are going to write. You choose your topic, identify your audience and purpose, brainstorm ideas, and organize your information.

b) Drafting

In this stage, you start with a working thesis and then write your ideas in sentences and paragraphs. You follow your prewriting plan to create a first draft of your essay.

c) Revising

This stage involves making changes that will improve your writing. You focus on large-scale elements of the essay, such as, overall organization or logical flow of support, effective thesis statement, interesting, introduction and concluding paragraphs, well-developed body paragraphs with clear topic sentences, appropriate tone and style for intended audience and purpose, etc.

³⁷Cambridge Advanced Learner's Dictionary and Thesaurus, *Definition of Capitalization*, (Britannica Raya: Cambridge University press, 2016) 18

³⁸ Suzana, The Use of Journal Writing in Teaching English Writing, jurnal, Vol 3, (2018),

d) Editing and proofreading

This is the stage of your essay where you polish your essay. You focus on smaller-scale yet important essay elements, such as, clarity in sentence structure, appropriate word choice, correct spelling and grammar, and accurate document format.

e) Publishing

In this final stage, you choose a way to present your work to an audience (often this is indicated by your instructor).

3. Kinds of writing text

Actually, there are 14 types of English texts that you must understand in their entirety. However, there are only a few texts that are popularly used or read in everyday life, such as descriptive text, explanation text, recount text, news item text, procedure text, and review text.³⁹

a. *Descriptive text*

Descriptive text aims to describe/explain to the reader about a person, place, object, animal and other things in detail, in this text, an object will be described in detail. Its function is so that the reader can imagine how the shape, atmosphere, or appearance of an object.⁴⁰

b. *Explanation text*

Explanatory text is a type of text to answer “how” questions, aka how. So, explanatory text serves to explain how something can happen, it is logical and detailed.

³⁹ Kasmiani, *Text Types in The Frame of Genre Approach*, jurnal Vol x, No. 1, (2017) 4

⁴⁰ Ibit 5

c. Recount text

Recount is a text that explains stories/experiences from past events, for example traveling stories, participating in competitions, and so on. The recount text structure is orientation, series of events, then ends with reorientation.

d. Narrative text

Narrative text is a text that is usually used as story telling material or fairy tales in Indonesian and English. The generic structure of narrative text is orientation, complication, resolution, and finally reorientation.

e. Report text

This report text is used to write reports/information from and an object, or it could be from research results. In report text, an object will be described in general. An example is regarding “My Cat”, then you write down what color the cat is, what’s its name, what kind, what are its characteristics, etc.

f. News item text

News item text contains information that is worthy of being made into news. The author will convey facts about the occurrence of an important event or incident, with the aim that the audience can be more updated.

g. Procedure text

English procedure text, procedure text contains a description of the making of something.⁴¹

h. Review text

Review text is a writing that contains reviews, evaluations, reviews, or assessments of a product. In this case, product can refer to many things, ranging from publications in the form of books, film, music, videos, etc. there are four review text structures, namely introduction, evaluation, interpretive, then closed with an evaluation summary.

4. Descriptive text

a. Definition of descriptive text

According to Dirgeyasa describe descriptive text means to draw, to illustrate or to picture object, place, person in order to have visual appearance of the object described. It means the descriptive text is a text which says what a person or thing is like and the purpose is to tell about the subject by describing.⁴²

Descriptive text is one of the genre texts that present the characteristics of something in order to make clear impression of person, place, or thing. Keraf mentions in writing descriptive, the writer transfers the images, the feeling that writer experienced to the readers. It means that writer should make clear description in order to make the reader can imagine the object described. In addition. Descriptive text consists of descriptions of animals, persons, things, places, etc. This statement is supported by Uranami et al. Who states that

⁴¹ Ibid 7

⁴² Bara Vera, *The Use Of Cooperative Learning and Discovery Learning in Teaching Writing Descriptive text*, jurnal, vol 3, (Ikip Siliwangi 2005) 7

descriptive text consists of information about a particular thing, such as a description of an object through writing.⁴³

Descriptive text is a kind of text with a purpose to give information. The context of this kind of text is the description of particular thing, animal, person, or others, for instance: our pets or a person we know well (Gerot and Wignell).⁴⁴ According to Oshima and Hogue cited in Utami, descriptive writing appeals to the senses, so it tells how something looks, feels, smells, tastes, and/ or sounds. In addition, a good description is like a “word Picture”, the reader can imagine the object, place, or person in his or her mind.⁴⁵

Droga and Humphrey state that descriptive text has certain generic structure and language features.⁴⁶

- b. Descriptive text has two generic structures. The first generic structure is identification. Identification means the general statements that consist of main idea of text, It can be the general statement about place, person or thing to describe. Identification is a part in which to identify or write the recognitio.
- c. The second is description. Description is the supporting sentences or detail of place, person, or thing that support the main idea that is describing identification. The description describe or discussed such as physical

⁴³ Citaningsi, *Upaya Meningkatkan Efektifitas Pembelajaran Menulis Teks Deskripsi Melalui Metode Discovery Learning Pada Siswa*, jurnal, vol 3, (Kadipaten Majalengka, 2020) 4

⁴⁴ Shafira Khairina Anggun, *An Analysis of Descriptive text in English Textbook Using Transitivity System*, Jurnal of English and Education Vol 4, No, 1 (2016) 2

⁴⁵ Ibid

⁴⁶ Droga, L., & Humphrey, S, *Grammar and Meaning*, (Australia: Target Texts, 2005)

appearance, behavior, and qualities. This description must well organization in order to make it easier to understand.

d. *The generic structures of descriptive text*

The description is the second generic structure in descriptive text. To write a description, a writer needs to describe parts, characteristics, and qualities of a particular thing.⁴⁷

The generic structure of descriptive text Are as follows:⁴⁸

- 1) Identification: an introduction to the subject of the description.
- 2) Description of features: describe the characteristic features of the subject.

The language features of a descriptive text are follows:⁴⁹

- 1) Use of particular nouns.
- 2) Use of detailed noun groups to provide information about the subject.
- 3) Use of a variety of types of adjectives.
- 4) Use of relating verbs to provide information about the subject.
- 5) Use of thinking and feeling verbs to express the writer's personal view about the subject or to give an insight into the subject's thoughts and feeling.
- 6) Use of action verbs to describe the subject's behavior.
- 7) Use of adverbials to provide more information about this behavior.

⁴⁷ Sahlan Tampubolon, *Generic Structure of Descriptive Text Writte English Language Learner and teachers*, 2021. 5

⁴⁸ *Ibid*, 6

⁴⁹ *Ibid*, 7

8) Use of similes, metaphors and other types of figurative language, particularly in literary descriptions.

e. The Purpose of descriptive text

As social beings, people need to share experience, that write to others to describe things such as vacations , childhood homes, and people. The use description to persuade others to think or act in particular ways: advertisers describe products to persuade us such as; travel agents describe locales to entice us to visit the location; and real estate agents describe properties to stimulate a desire to see the place. Description enables us to entertain, express feeling, relate experience, inform, and persuade. The purpose of descriptive text is to describe an object in detail. These object can be people, animals, things or places. For example descriptive text about an animal. The text can contain various information about physical descriptions, food, habitat, origin, breeding, to related unique facts.⁵⁰

Although it can serve a variety of purposes, description is most often expressive, It is most often helps others share perceptions. According to Ariyo, The purpose of descriptive text is used in all forms in writing to create a vivid impression of a person, place, object, or event, etc.⁵¹ It is describe a special place and explain why it is special, describe the most important person to make reader can create vivid pictures of characters, place, and object. As human beings, people have a compelling desire to connect with other by sharing experience

f. The characteristics of descriptive text

⁵⁰ Hani Ammariah, *Descriptive text, Pengertian, Tujuan, Struktur dan contohnya*, jakarta, (12 Mei 2023)

⁵¹ Ariyo, D.A. *The descriptive text type*. Retrived on May 30, 2017.

- 1) Using simple present tense. This is because it will describe a fact or truth attached to something or person. And one of the functions of the simple present is to describe a fact or truth (example Fact: the sun is hot). Therefore it should always be use the first form of the verb (verb-1).
- 2) Because its function is to describe something by explaining its properties, then in descriptive text you will find many words adjectives, such as handsome, beautiful, tall, small, big, or if it's an adjective comes from a verb, you will find additional -ve, -ing, -nt behind.
- 3) In descriptive text you will often find relating verbs (liaison) namely is (as in feature number 1). because the purpose or function of descriptive text is to describe, the surely we will often encounter the word is (is). His name is Andy (namanya adalah Andy), his height is 160 cm (tingginya adalah 160).⁵²

g. Kinds of Descriptive text

As we know that descriptive text is a text to describe something, such as Persons, places, or things. So, it normally takes on three forms according to Luber they are:

1) Description of people

People are different, and writing description of people is different. Probably already aware of some of the complications because people asked

⁵² Risna Junaili, *Peningkatan Hasil Belajar Descriptive Text Melalui Model Pembelajaran Picture And Picture*, jurnal Al-Azkiya Vol 5, No 1, (2020), 3-4

“what’s so-and-like?” In replying, resort to identification, an impression, or a character sketch, depending on the situation.

2) Description of place

Describing the place is an activity that explains the situation. In describing a place for example a room, what should describe first?, there is no set pattern for arranging sentences in descriptive paragraph. It is not necessary to begin with one area and then proceeds to another one. The sentences should not be randomly arranged. The description must be organized to make the reader can vividly imagine the scene being described. To make the paragraph more interesting, it is need add a controlling idea that states an attitude or impression about the place being described.

3) Description of things

To write a description about something, Mostly a good imagination about the thing that will be described. Besides, to make the subject as interesting and as vivid to the readers as follows: using proper nouns and effective verbs.

Based on some theories above, the researcher concludes that use description of place and description a person as teaching material an descriptive text.⁵³

5. Discovery learning

a. *Definition of Discovery learning*

⁵³ Luber, Juliant. *Definition, The purpose, Generic Sturcture, Language Features and Retrieved on may 30, 2017, 3*

Learning model that focuses on students as objects learning, because each student has basic abilities that are capable optimally developed with its own abilities.⁵⁴ So students can construct their own knowledge through the process of learning in discovery in the neighborhood.

According to Effendi, Discovery learning is a learning that involves students in solving problems for knowledge development and skills. From the theory above researchers concluded that discovery learning is a learning process that is not whole but involved students to organize, develop knowledge and skills to solve problems. So that with the application of the discovery model learning can improve abilities individual discovery in addition to that order condition learning that was initially passive becomes more active and creative.⁵⁵

The discovery learning method is an active and direct learning style developed by Jerome Bruner in the 1960's. Bruner pressure that learning must be while doing or learning by doing. With in this method, students actively participate, not just receive passive knowledge. Discovery learning shows the approach general instructional that represents the development of constructivism learning for a school-based learning environment.⁵⁶

⁵⁴ Rohani, Ahmad, *Pengelolaan dan pengajaran.*(Jakarta: Rineka Cipta 2004), 20

⁵⁵ Nabila Yuliana, *penggunaan model pembelajaran discovery learning dalam meningkatkan hasil belajar siswa di sekolah dasar*, journal, vol 2, (Salatiga: Universitas Kristen satya wacana salatiga, 2018) 22

⁵⁶ Siti Khasina, *Discovery Learning Definisi, Sintaksis, Keunggulan Dan Kelemahan*, (Universitas Islam Negeri Ar- Raniry Banda Aceh, Indonesia 2021) 2

Following up on some opinions that has been put forward by experts, researchers concluded that the discovery model learning is a learning process requested that the material be presented in a manner incomplete and demanding learners actively involved to find himself an unknown concept or principle he knew.⁵⁷

Kurniasih and Sani too put forward some of the advantages of discovery learning model, namely as following.⁵⁸

- 1) Gives pleasure to students because of the growing sense hide and succeed.
- 2) Students will understand the concept basic and better ideas.
- 3) Encourage students to think and work on own initiative.
- 4) Learners learn by take advantage of a variety of sources study.

Hosnan point out some of the drawbacks of discovery learning model, that is.⁵⁹

- 1) Seize a lot of time because teachers are required to change teaching habits are generally as information provider becomes a facilitator, motivator and mentor.
- 2) Ability students rational thinking is still there limited, and
- 3) Not all students can follow the lessonin this way.

Each learning model must have drawbacks, but these deficiencies can minimized to run optimally.

⁵⁷ Salmi, *Penerapan Model Pembelajaran Diskovery Learning Dalam Meningkatkan Hasil Belajar Ekonomi Peserta Didik Kelas XII Ips.2 Sma Negeri 13 palembang*, jurnal provit, vol 6, no 1 (Mei 2019), 5

⁵⁸ Ibid 6

⁵⁹ Ibid 7

As the term discovery learning is a new method using in English teaching in Indonesia. It is important to investigate how it is implemented by teachers in the classroom. Discovery learning is a method to understand the concepts, meanings, and relationships, through intuitive process to finally come to a conclusion Budiningsih in Mendikbud.⁶⁰ Discovery learning refers to various instructional design models that engage students in learning through discovery. According to Murphy, Malloy, and O'Brien, discovery learning is a learner centered, mode of teaching most widely discussed by John Dewey and Jerome Bruner. In discovery learning students become active participants in learning by exploring concepts and answering their own questions through testing and experience. In line Bruner that argues that practice in discovery learning for one selfteaches one to acquire information in a way that makes that information more readily viable in problem solving.⁶¹

There is learning to write descriptive text, one of the methods that can be used is discovery learning (discovery) learning arranged in such a way that students can understand the main ideas and ideas through the process of self-understanding. In finding ideas principal, students search, analyze, make provisional results, describe, draw conclusions and so on to find some main or ideas.

b. Discovery Learning Method

⁶⁰ Bara Vera, *The Use Of Cooperative Learning and Discovery Learning in Teaching Writing Descriptive text*, jurnal, vol 3, (Ikip Siliwangi 2005) 5

⁶¹ Ibid,6

One of the cognitive instructional model is discovery learning from Jerome Bruner. He regards that discovery learning agree with searching knowledge actively by human being, and automatically gives the best result. Jerome Bruner is a psychologist from Harvard. He and his friend state that discovery learning is important, they state: *Discovery learning is a learning model that emphasizes the importance of helping students to understand the structure of the key ideas or discipline, the need for active involvement of students in the learning process, and the belief that true learning occurs through personal discovery (personal discovery).*⁶²

Based on the 2013 curriculum, the definition of discovery learning is: *“Metode discovery learning adalah teori belajar yang didefinisikan sebagai proses pembelajaran yang terjadi bila pelajar tidak disajikan dengan pelajaran dalam bentuk akhirnya tetapi diharapkan siswa mengorganisasi sendiri”*⁶³

Another opinion about Discovery method by Martin, this method is to be contrasted with other method of learning, e, g., by being told, reading books, attending lectures, serving as an apprentice. With the Discovery Method, students are supposed to figure things out for themselves and arrive on their own at scientific findings which they might, with a more traditional approach, arrive at by reading, hearing a lecture and so on.⁶⁴

c. The Benefits of Discovery Learning Method

⁶² Richard I. Arends, *Learning To Teach*, (Yogyakarta: Pustaka Belajar, 2008), 48.

⁶³ Limala Ratni Sri Kharismawati, *Hots-Oriented Module Discovery Learning*, Jakarta selatan (2020),18

⁶⁴ Ibid, 34

The discovery learning has benefits as follows.⁶⁵

- 1) Improving Communication Skills Obtained information through discovery learning requires students to be more active and absorb any information the teachers convey. It will make the classroom atmosphere more lively to create excellent communication between students and between students and teachers. As a result, students can significantly improve their communication skills.
- 2) Strengthening Memory The discovery learning formulated by Bruner is based on a psychological basis that humans can easily remember new information by linking the information with any information that they already have. On the ground, it will give benefits for strengthening student memory.
- 3) Increasing Independence in Resolving Problems Besides being useful to strengthen students memory, the discovery learning also has a vital role in preparing students for their future. It requires students to solve the problems they face without relying on others.
- 4) Increasing Intrinsic Motivation As explained earlier, the discovery learning can increase students independence in solving problems. When students successfully solve their problems independently, it will have an

⁶⁵ Bruner, J. S. *The Act of Discovery*. Harvard Educational Review, (1961), 31

impact to increase their self-confidence and consequently increase their intrinsic motivation to learn new things.⁶⁶

- 5) Making No Rush Assumptions Prior to Getting Valid Evidence In addition to increased independence in solving problems, the discovery learning also accustoms students to think deeply, to solve problems using scientific methods and to look for definite evidence to solve problems. Students will not be easily trapped in any detrimental circumstances and are not easily provoked by any information that has not been proven valid. In this modern era, every individual should possess this soft skill.

d. The Aims of Discovery Learning Method

There are many specific aims in discovery learning, as follow:⁶⁷

- 1) Students have a chance to involve actively in teaching learning.
- 2) Students learn to discover rule in concrete as well as abstract situation, also students extrapolate information that have given.
- 3) Students learn to formulate answer question strategy that not confused and use answer question to obtain information.
- 4) Students form the way of working together effectively, giving information each other, and listening and using people's ideas.
- 5) Students concept skills and principles that have been learnt are meaner.
- 6) Students skill in discovery learning is easier to transfer in new activity and to apply in new learning situation.

⁶⁶ Moore, K.D. *Effective Instructional Strategies*. Thousand Oaks, CA: Sage Publications Inc. (2009),32.

⁶⁷ M. Hosnan, *Pendekatan Saintifik dan kontekstual Dalam Pembelajaran Abad 21*, (Bogor: Ghalia Indonesia, 2014), 286

e. Attributes of Discovery Learning Method

Bicknell-Holmes and Hoffman. Describe the three main attributes of discovery learning as:⁶⁸

- 1) Exploring and problem solving to create, integrate, and generalize knowledge.
- 2) Students driven, interestbased activities in which the student determines the sequence and frequency, and
- 3) Activities to encourage integration of new knowledge into the learner's existing knowledge base.

f. The Principles of Discovery learning

The Discovery Learning Model integrates the following 5 principles:⁶⁹

1) Problem solving

Instructors should guide and motivate learners to seek for solutions by combining existing and newly acquired information and simplifying knowledge. This way learners are the driving force behind learning, take an active role and establish broader applications for skills through activities that encourage risks, problem-solving and probing.

2) Learner Management

⁶⁸ Bicknell-Holmes and Hoffman, *Collaborative Learning Technique*, San Fransisco (2000), 24.

⁶⁹ "Christopher Pappas," *American*, 8 Oktober 2014, 2

Instructors should allow participants to work either alone or with others, and learn at their own pace. This flexibility makes learning the exact opposite of a static sequencing of lessons and activities, relieves learners from unnecessary stress, and makes them feel they own learning.

3) Integrating and Connecting

Instructors should teach learners how to combine prior knowledge with new, and encourage them to connect to the real world. Familiar scenarios become the basic of new information, encouraging learners to extend what they know and invent something new.

4) Information Analysis and Interpretation

Discovery learning is process-oriented and not content-oriented, and is based on the assumption that learning is not a mere set of facts. Learners in fact learn to analyze and interpret the acquired information, rather than memorize the correct answer.

5) Failure and Feedback

Learning doesn't only occur when we find the right answers. It also occurs through failure. Discovery learning does not focus on finding the right and result, but the new things we discover in the process. And it's the instructor's responsibility to provide feedback, since without it learning is incomplete.

g. The Concept of Discovery Learning

According to Dewey and Piaget, Discovery learning concept is a learning model and strategy that focuses on student activity and provides direct learning

experiences.⁷⁰ Meanwhile, Bicknell-Holmes and Hoffman describes discovery learning as:⁷¹

- 1) Exploring and solving problems by creating, integrating, and generalizing knowledge.
- 2) Assign students with fun activities.
- 3) Integrate new knowledge based on students previous knowledge.

h. The Procedure of Discovery Learning Method

According to Mendikbud, there are several procedures of Discovery learning. In Discovery Learning, teacher should must give a change to students to be problem solvers, mathematician and historian. Lesson material is not given in the beginning of teaching learning but students should do some activities collect information, comparing, category, analyzing, integrating, reorganizing material as well as making conclusions.⁷²

1) Stimulation

The first stage in the discovery learning formulated by the Ministry of Education and Culture is stimulation, in which teachers have an essential role. It aims to develop students curiosity in the knowledge they will learn in the classroom. The teacher can develop students curiosity by asking various inducement questions or using audio-visual media. For instance, in learning a foreign language with a “Tourism” theme, teachers can foster

⁷⁰ Yulie, *Konsep dan Sintak Discovery Learning*, Surabaya, (18 Mei 2023)

⁷¹ *Ibid*, 1

⁷² Limala Ratni Sri Kharismawati, *Hots-Oriented Module Discovery Learning*, Jakarta selatan (2020) 20-23.

students curiosity by showing them some related videos, followed by various graded questions ranging from LOTS to HOTS questions to develop students Higher-Order Thinking Skills. An example of graded questions is as follows:

- a) Based on the video, can you name any tourist attractions that we can visit in Berlin?
 - b) Which historical building separates West Germany and East Germany?
 - c) We have seen various tourist attractions in Berlin. If you only have three days of vacation in the summer, what tourist attractions will you visit? And Why?
- Asking such questions is an excellent way to foster student curiosity. Also, teachers should ask graded questions, from questions for lower-order thinking skills to those for higher-order thinking skills.

2) Problem Statement

In the second stage, students are expected to have an awareness of the problem they face, and find a solution. Also, they should formulate the problem appropriately. To do so, they are required to have sensitivity in utilizing skills has a significant role in this stage. If they face difficulties to find and formulate the problem, teachers should assist.⁷³

3) Data Collection

After formulating the problem, students should collect data to solve it. There are two types of data, i.e., primary and secondary data. The data that we directly observed, recorded, and experienced is what we know as primary data,

⁷³ *Ibid*, 23

while secondary data are written sources that interpret or record the primary data (Walliman). In learning new languages, teachers can use both types of data following the learning objectives. For example, if it aims to understand any language features, text structure and cultural elements related to a particular topic, teachers can utilize secondary data in the form of the text. Besides, to understand cultural aspects associated with a specific item, teachers can work with a native speaker as a primary data source.⁷⁴

4) Data Processing

The process of data analysis can be divided into three stages, i.e., reducing the data, displaying the data, and making temporary conclusions (William). In classroom learning, students can conduct data analysis activities through coding, content analysis, and looking for correlation/patterns between related data. Based on the result of data analysis, students then compile statements in the form of temporary answers for the problem they have to solve.

5) Verification

After analyzing the data and drawing possible solutions, students should verify the data by comparing the results of their data analysis to other groups findings any related books, dictionaries and articles, or their teacher. In this stage, teachers have an assential role in guiding students to determine whether or not the results of the data analysis they do is valid.⁷⁵

6) Generalization

⁷⁴ Epin Supini, *Pembelajaran Discovery Learning*, 10 Juli (2021), 3

⁷⁵ Ibid 4

The final stage is to conclude the forms of answers or solutions for the problems formulated earlier. A conclusion is the ultimate solution for the problem at hand. In this stage, students are expected to be able to conclude independently. However, if students find any difficulties, teachers should guide them to draw appropriate conclusions for the problems they formulate.

4) Teaching Writing Descriptive Text By Discovery Learning Strategy

Another opinion states that teaching writing in the first learning did not need to give them a difficult theme for writing. They are just need to give an abstract thing like animal or people who they like for their assignment to write⁷⁶. Devitt states that teaching writing in the first learning did not need to use grammatical structure, just write as they can as for their improvement.⁷⁷ It would be suitable for tenth grade as subject in this research. Bruner states that learning happens by discovery, which prioritizes reflection, thinking, experimenting, and exploring. That is why people who use self discovery in learning turn out to be more self confident.⁷⁸ Here, discovery learning is important to form students confident in their writing, so that students did not need afraid to start it because of less grammatical. From the explanation above, it can be concluded that discovery learning is needed in teaching writing, especially in writing descriptive text, because discovery learning is one of the learning model that emphasize in contextual teaching, so that students can learn subject deeply and actively.

⁷⁶ Peter Knap Megan Watkins. *Genre, Text, Grammar Technologies for Teaching and Assessing Writing*, (Australia: University of New South Wales Press,2005), 111.

⁷⁷ Ami J. Devitt, *Writing Genre*, (USA: Board of Trustees, 2004), 191.

⁷⁸ Ali Gunay Balim, *The Effects of Discovery learning on students Success and Inquiry Learning Skill*, (Eurasian Journal of Educational Research, 2009), 2.

CHAPTER III

RESEARCH METHODOLOGY

A. Approach and design of research

This research use a qualitative approach; this research procedure produces descriptive data in the form of written or spoken words from observable people.⁷⁹ Qualitative research should try to track data obtained from primary sources, of course, as far as he is able to do so, taking into account the time, effort, cost, research topics and others.

B. Location of research

In this research, it is necessary to state the place of research where the social situation will be study. The researcher was conduct research at SMA Negeri 7 Palu, especially for tenth grade students at SMA Negeri 7 Palu

C. Presence of the researcher

Researcher actively interact directly with objects during research. Its purpose is to ‘shoot and report’ automatically so that the data obtained is more complete. Researcher can use direct observation of the object of research with the aim of digging up as much information as possible in their reporting, which will be described later. The researcher act as research instruments as well as data collectors. Therefore the presence of researcher in the field for qualitative research

⁷⁹ J Lexy Moleong, *Metode Penelitian Kualitatif*, (Bandung: PT Remaja Rosda Karya, 2014), 4.

is absolutely necessary. The role of the researcher as a full participant, and the presence of the researcher is known as a researcher by the subject or informant.

D. Data and Data source

Data are all facts that can be used as material to compile something inside information form of all research reports. The data used in this research is qualitative. Data collection was carried out through interview and observation checklist with one of the English teachers at SMA Negeri 7 Palu. The data source is obtained from the results observation, interview, observation checklist, on the subject matter of the description text on English subject using discovery learning.

D. The technique of collecting data

Data collection techniques are the most strategic steps in research, because the main goal of research is to get data. Without knowing data collection techniques, researchers will not get data that meets the established data standards.⁸⁰

In this study the data collection method that researcher was use is by:

1. Observation

Observations in qualitative research in general can be interpreted as direct observations of objects, situations, contexts, and their meanings in an effort to collect data.⁸¹ In this research, the researchers went directly to the field to collect the data needed in the research, so that researchers know the situation and conditions in the field before and after *conducting* research. Data collection

⁸⁰ Sugiyono, *Memahami Penelitian Kualitatif* (Bandung : Alfabeta, 2014),62

⁸¹ Limas Bodi, *Metodologi Penelitian* (Yogyakarta: Pustaka Ilmu 2015), 216

techniques with observation used if research is conducted with respect to human behavior, process learning, and the number of respondents is not too large directly see the learning process and observe tenth grade students. Observation techniques were carried out during pre research and and during research to see students direct understanding using models discovery learning on the results of learning English in writing descriptive text.

2. Interview

Interviews is a way or method used to get answers from respondents by asking unilaterally.⁸² Interview is a process of communication or interaction to collect information by way of question and answer between researchers and informants or research subjects.⁸³ Through interviews researchers was know things in depth about respondents in interpreting what is there situations and phenomena. Technique interviews are usually conducted face to face with sources. In addition, interviews can also be or focus group, in conducting interviews the most important thing is that researchers must record/record information from source person. Furthermore, in interviewing the researcher directly follow the situation so that later researchers can find out about the use of the discovery learning method for tenth grade students at SMA Negeri 7 Palu.

3. Observation checklist

The checklist method is an informal observation method where the observer has determined the behavioral indicators to be observed from the subject

⁸² Mabruhi Pudyas Salim, *Pengertian Wawancara*, Jakarta, 25 Desember 2022. 4

⁸³ Yunus Hadi Sabari, *Metodologi penelitian Wilaya Kontenporer* (Yogyakarta: Pustaka Pelajar, 2010),358

in one table. Checklists are used to understand child development, to describe motor development, social development, and cognitive development.⁸⁴

E. The technique of analysis data

Data analysis according to Bogdan is the process of systematically searching for and compoling data obtained from interviews, field notes and documentation by organizing data into categories, describing it into units, synthesizing, compiling patterns choosing which ones are important and what will be studied and making conclusion so that it is easy to understand by yourself and others.⁸⁵

Data analysis technique is an attempt to arrange systematically and rationally as data that has been collected both from the results of observations, interviews and documentation. The data analysis techniques used by Sugiyono is as follows:

1. Data Reduction

Data reduction to reduce data means to summarize, choose, the main things. Focus on important things, look for themes and patterns. So that the reduced data will show a clear picture and make it easier for researchers.⁸⁶

⁸⁴ M Reza, *Metode Observasi checklish*, Jakarta 1 November 2012, 6

⁸⁵ Sugiono *Memahami Penelitian Kualitatif* (Bandung : Alfabeta, 2015), 45

⁸⁶ Etta Mamang Sungadji dan Sophia, *Metodologi Penelitian Pendakatan Praktis Dalam Penelitian* (Yogyakarta: Andi Offset, 2010), 199

2. Data Display

Data display is presenting a set of structured information that provides the possibility of drawing conclusions and taking action.⁸⁷ Data display of the data used is a review of all existing data from various sources, namely interviews, observations, and documentation of data that has been obtained to become

⁸⁷ Ibid 199

reference in conducting analysis in the form of brief descriptions, building charts between categories and the like.

3. Conclusion/Verification

Conclusion is the conclusion and verification. Initial conclusions, supported by strong evidence evidence supporting the next stage of data collection. But if the conclusions raised in the early stages are supported by valid evidence and consistently collect data, then the conclusions put forward are credible conclusions.⁸⁸

F. Checking data validity

In order to obtain precise and objective conclusions, data credibility is needed which intends to prove that what has been collected is in accordance with what happened. Data validity criteria are used to guarantee that the data or information collected contains the truth for both the reader and the subject under study. As for checking the validity of the data is done through triangulation. Triangulation in truth testing is defined as “checking from various sources in various ways and at various times”. Thus there is triangulation of sources, triangulation of data collection techniques, and time.⁸⁹

⁸⁸ Sugiono, *ibid*, 190

⁸⁹ Sugiyono, *Metodologi Penelitian Bisnis*, (Jakarta: PT Gramedia,2007), 273

1. Source triangulation to test the credibility of the data is done in a way check the data that has been obtained through several sources. The data obtained were analyzed by researchers so as to produce a conclusion then asked for agreement (member check) with three data sources.⁹⁰
2. Engineering triangulation to test the credibility of the data is done in a way check the data to the same source with the same technique different. For example, to check the data can be through interviews, observation, documentation. When with credibility testing techniques these data produce different data, then the researcher conduct further discussions on data sources concerned to ensure which data is considered correct.⁹¹
3. Time triangulation is testing the validity of the data which is done by checking with interviews, observations, then it is done repeatedly so that data certainty is found.⁹²

⁹⁰ Sugiyono, *Ibid*,274

⁹¹ Sugiyono, *Ibid*,274

⁹² Sanafia Faisal, *Metode Penelitian* (Jakarta: Erlangga, 2001), 125

CHAPTER IV

RESULTS AND DISCUSSION

A. Profile of SMA Negeri 7 Palu

1. History of SMA Negeri 7 Palu

A brief history of Palu 7 State High School On July 28, 1981, a high school was founded on Jalan Baiya No. 29 in Tawaeli, Central Sulawesi. The school, which was originally called Tawaeli State High School, was led by Dr. Usman Hamsin. At that time, the school only had seven classrooms and six teaching staff, including the school principal. History of the leadership of Dra. Sumarni Ak. Razak as principal So Tawaeli State High School changed its name to Palu 7 State High School.⁹³

After two years with this name, this school, which is located in the north of Palu City, changed its name again to SMA Negeri 7 Palu, which is now led by H. Anas Syakir, MPd. As time goes by, changes continue to occur with changes in leadership at the school.

Drs. Usman Hamsin (1981–1985), Sutomo Burase, BSc (1983–1987), and Drs. Suriady Ngewa (1988–1999) Zainuddin Sideburns (1991–1999), Dra. Sumarni AK. Razak (2000–2002), Drs. Abd. Chair A. Mahmud (2003–2005), Dra. Suhaida Kesuma (2005–2011), Dra. Hj Badrah Lahay (2005–2011), Idris Ade, S.Pd., M. Si (2011–2013), Drs Salim, MM (2014–2015), Drs. Eddy Siswanto, M. Si (2015–2017), and H. Anas Syakir, M.Pd, (2017–present) are the

⁹³ Tim Penyusun *Profil SMA Negeri 7 Palu, Jalan Baiya No 29 Tawaeli, Provinsi Sulawesi Tengah* (Sulawesi Tengah: SMA Negeri 7 Palu 2023), h 1

first to twelfth leaders in this school that care about the environment. Since SMA Negeri 7 Palu was under the leadership of Mr. H. Anas Syakir, M.Pd, activities involving Imtaq and science and technology have been further enhanced. Specifically, by requiring students (who are Muslim) to carry out dhikr and recitation activities before carrying out teaching and learning activities. Meanwhile, non-Muslim students also pray according to their beliefs, of course, in different rooms.⁹⁴

The development of science and technology was further improved by increasing the number of laboratories from 1 room to 4 rooms, consisting of a science laboratory with 3 rooms and a computer laboratory with 1 room. And to foster students' interest in reading, additional reading book references have been added to the school library.

2. Principal for the last five years

No.	Name	Leadership Period	Information
1.	Drs. Salim. Mm	July 2014-April 2015	
2.	Drs. Eddy Siswanto.M.Si	May 2015- 2 May2017	
3.	H. Anas Syakir M.pd	2017 until now	

3. Room

⁹⁴ Tim Penyusun *Profil SMA Negeri 7 Palu, Jalan Baiya No 29 Taweli, Provinsi Sulawesi Tengah* (Sulawesi Tengah: SMA Negeri 7 Palu 2023), h 1

No.	Room Name	amount	Information
1.	Classroom	37	
2.	Laboratory	5	
3.	Library	1	

4. Ceremonial/ Sports Ground

No.	Ceremonial/ Sports Ground	Size	Information
1.	Basketball Court	28,5m x 15m	
2.	Takraw Field	13,3m x 6,1m	
3.	Volleyball Court	18m x 9m	
4.	Futsal Field	38m x 18m	
5.	Badminton Court	11,88m x 5,18m	

5. School Vision and Mission

VISION

“ Terwujudnya Peserta didik yang unggul dalam iptek, imtaq, Berkarakter dan peduli lingkungan ”

MISSION

- 1) Meningkatkan sumber daya siswa melalui pembelajaran yang berbasis ilmu pengetahuan dan teknologi.
- 2) Meningkatkan prestasi siswa dalam kegiatan akademik dan non akademik.
- 3) Meningkatkan imtaq melalui kegiatan keagamaan dan proses belajar mengajar serta sholat berjamaah.
- 4) Meningkatkan kompetensi guru yaitu pedagogik profesional sosial dan kepribadian.
- 5) Meningkatkan kerja sama warga sekolah dalam mencintai lingkungan sekolah sehat.
- 6) Membangun siswa yang berkarakter dan peduli lingkungan.
- 7) Menjalin hubungan baik dengan orang tua siswa dan masyarakat demi terciptanya sekolah berbudaya.

B. Result of research

From the results of interviews and the discovery learning process, it was applied in teaching descriptive text to tenth grade A students at SMA Negeri 7 Palu. Discovery learning is learning that involves students in solving problems for knowledge development and Skills.

In implementing English learning, write descriptive text using the discovery learning method. Students are divided into groups and given LKPD/LKS. As stated by Lintje at the time of the interview, it is as follows:

“ That learning uses the discovery learning method. Students are always divided into groups and given LKPD/LKS ”⁹⁵

⁹⁵ Ibu Lintje, Guru Bahasa Inggris “*Wawancara*” Disekolah SMA Negeri 7 Palu, Jl Baiya No 29, Tanggal 17 Juli 2013

The stages of teaching discovery learning are as follows:

1. Stimulation

In discovery learning formulated by the Ministry of Education and Culture is stimulation, where teachers have a very important role. Matter This aims to develop students' curiosity about what they will learn in class. Teachers can develop curiosity in students by asking various provoking questions or using media such as audiovisuals.

As expressed by Lince's;

“ Before learning begins, the teacher provides stimulation towards students and observes the situation that exists. Usually, students are given discourse or audio-visual media, pictures of tourist attractions, etc., and from there, the teacher knows the questions that will be given to students in order to foster students' curiosity. Then the teacher gives questions to students” such as:

- a. Yesterday we learned about descriptive text; is it still available? Who remembers what descriptive text is?
- b. Have you ever compiled or written descriptive text?
- c. Does anyone know how to compose descriptive text?

The students' responses to this question were not the same as there were students who still remembered it. Also, those who answer forget; in this way, the teacher must first restore their memory by explaining briefly about the descriptive text ”⁹⁶

From the results of the interview above, the researcher can conclude that:

At the stimulation stage, the teacher first provides stimulation to students in the form of provoking questions so that students can recall and find out about the text description.

2. Problem statement

⁹⁶ Ibu LIntje, Guru Bahasa Inggris “*Wawancara*” Disekolah SMA Negeri 7 Palu, Jl Baiya No 29, Tanggal 17 Juli 2013

Before the learning process takes place, the teacher directs students to discuss in groups to answer the questions given by the teacher, formulate the problems they face, and find solutions. Where students are required to pay close attention to examples of descriptive text. Then students independently analyze the structure and characteristics of the language contained in the example descriptive text; this is how students get their knowledge from studying the text. After students pay close attention to the descriptive text and know the structure and language in it, they will be responsive by asking questions about the steps for compiling descriptive text and how to convey it correctly. The teacher then delivers material regarding the steps in compiling descriptive text and how to convey it. In this way, students are required to be active in learning, not just listen to the teacher explain the material.

As expressed by Lintje's:

“ In learning to write descriptive text using the discovery method In learning, students must be actively creative and skilled in the problems they face, find solutions, and formulate problems appropriately. If students find it difficult to formulate problems, then the teacher can help them. In this stage, the teacher provides examples of descriptive text, such as pictures. The teacher's 'Monas' can see abilities Students' thinking is seen in their increasing curiosity about how to organize the contents of descriptive text. There are some students who don't understand the material as a whole. Some students experience obstacles because of each student's ability to think differently ”⁹⁷

⁹⁷ Ibu LIntje, Guru Bahasa Inggris “*Wawancara*” Disekolah SMA Negeri 7 Palu, Jl Baiya No 29, Tanggal 17 Juli 2013



Monumen nasional pada tahun 2010

Based on the results of the interview with Lintje, the researcher concluded that at the problem statement stage, students must play an active and skilled role in the problem they face, look for dozens of them, and formulate the problem appropriately. With In this way, students are required to be active in learning, not just listen while the teacher explains the material.

3. Data collection

After students look at the picture, they start working on the sheetwork on writing descriptive texts contained in their textbooks. Then the students observe the picture, and each student begins to write the text description of the image

according to what they observed. At this stage, students also begin to develop their thinking and search for knowledge by discussing information with friends or teachers or anything else that can be described. Then collect data. After students have finished formulating the problem, they must collect data to solve it. As has been expressed by Lintje;

“ After students have formulated the problem, they must collect data. At this stage of data collection, the teacher can motivate and encourage students to discover new knowledge about the material they are studying ”⁹⁸

From the results of the interview above, the researcher concluded that after students discussed and started to observe the picture, each student wrote descriptive text on the picture they had observed, then collected data from the results of the descriptive text they had written.

4. Data processing

Where student work is discussed together with the teacher or friends, students discuss writing descriptive texts because the results of writing descriptive texts between one student and another are different due to different minds. The teacher guides students in conducting discussions, from discussing These students are able to develop their thinking based on what has been discussed previously. With this data processing stage, the teacher gives students the opportunity to discuss and process the data they have found regarding the problems faced by the students:

⁹⁸ Ibu LIntje, Guru Bahasa Inggris “*Wawancara*” Disekolah SMA Negeri 7 Palu, Jl Baiya No 29, Tanggal 17 Juli 2013

“ During data processing, students and teachers discuss writing descriptive text together. This stage can help students process the data they already have. Find out for yourself about the existing problems. Then students arrange statements in a tentative answer to the problem they need to solve”⁹⁹

The researcher concluded from the results of the interview above that the data processing stage was possible to help students write descriptive texts and be able to develop thinking skills. At this stage, they can help students process the data they have found regarding existing problems.

5. Verification

The teacher guides students to prove the truth of their results. Write about the descriptive text of the example of the "Monas" image that has been provided. Before proof is carried out, students are encouraged to do it. Careful examination of the data and information that has been processed and interpreted. Then verify the data by comparing the results of their data analysis with those of other groups.

As stated by Lintje;

“ the process of learning the discovery learning method in the verification stage is to compare the results of their data analysis with those of other groups and make proof ”¹⁰⁰

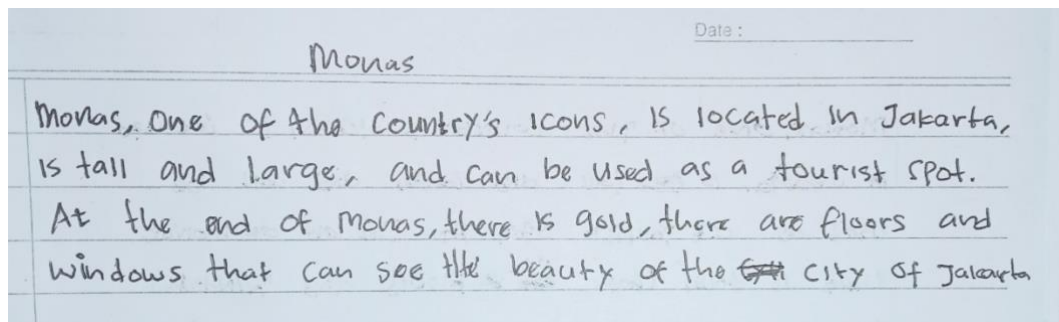
The researcher concluded from the results of the interview above that this stage was the result of student writing. Regarding writing descriptive text, it will be verified and compared with the results of other groups. From here, the teacher

⁹⁹ Ibu LIntje, Guru Bahasa Inggris “*Wawancara*” Disekolah SMA Negeri 7 Palu, Jl Baiya No 29, Tanggal 18 Juli 2013

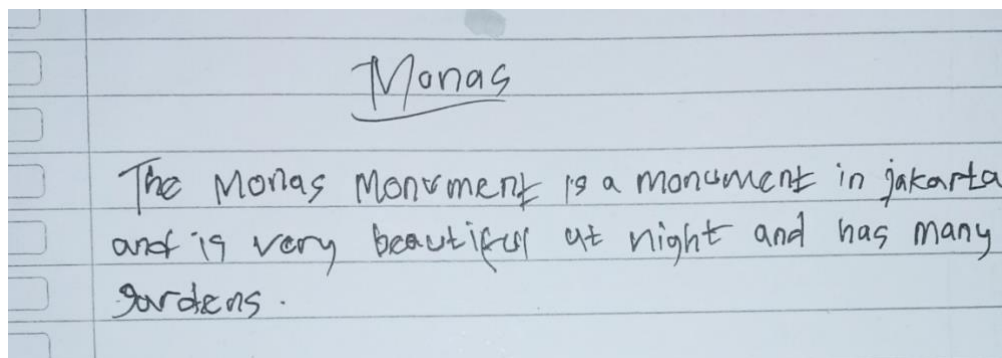
¹⁰⁰ Ibu LIntje, Guru Bahasa Inggris “*Wawancara*” Disekolah SMA Negeri 7 Palu, Jl Baiya No 29, Tanggal 17 Juli 2013

will know the results of the students' writing, paying attention carefully, and those who don't pay attention.

The work of students who pay close attention



The work of students who are not paying close attention



6. Generalitation

At this stage, after students feel the results of writing the descriptive text "Monas," Once it is well structured, students present the results of writing the text description of "Monas" to the front of the class. In this stage, students can also practice the skill of conveying something to the class. By using discovery learning methods or methods through English lessons for tenth grade students at SMA Negeri 7 Palu. Can strengthen the knowledge and memories that students have required to think actively, creatively, and critically. This is proven with student

activity in learning; students will be more active, skilled, and able to write descriptive text. As Lintje said;

“ So after completing the proof stage of the results of writing the student's descriptive text, the students begin presenting in front of the class the results of writing a descriptive text regarding the 'Monas' image with So students can also practice their skills in conveying something in front of the class, which can strengthen students' knowledge and memory and encourage them to think actively, creatively, and critically ”¹⁰¹

From the results of the interview above, the researcher can draw conclusions at the conclusion drawing stage. This can train students' skills and strengthen students' knowledge and memory. Of course, it makes students more thinking, active, creative, and critical.

¹⁰¹ Ibu LIntje, Guru Bahasa Inggris “*Wawancara*” Disekolah SMA Negeri 7 Palu, Jl Baiya No 29, Tanggal 18 Juli 2013

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the problem formulation, research results, and discussion in this research The conclusion is that the discovery learning strategy implemented in teaching descriptive text in the tenth grade students of SMA Negeri 7 Palu.

There are six activities in discovery learning. 1) Stimulation: the teacher gives provoking questions to the students in order to develop their' curiosity and recall about the description text. 2) problem statement: students are required to observe text image descriptions, outline the problems they face, and find solutions regarding that picture. 3) Data collection, students are asked to write descriptive text. The image then collects data from the results of writing the descriptive text that has been written. 4) data processing: students and teachers together discuss the stages This can help students process data that they themselves have found related to existing problems. 5) Verification: the teacher compares the results of student data analysis with those of other groups and carries out proof. 6) generalization: students present the results of writing the descriptive text "Monas" to the front of the class in order to practice skills and strengthen students' memory knowledge.

So the researchers concluded that the discovery learning strategy was applied in teaching writing descriptive text. Students are more active and creative in finding ideas that are in their minds and more skilled; the previously passive class becomes active and creative. The challenge faced by teachers at the problem

statement stage is that the teacher provides more guidance or motivation to students so that they do not experience difficulty in writing descriptive text.

B. Suggestion

1. For English teachers, the researcher recommends the application of discovery learning in teaching writing skills, in teaching learning English, this method 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.
2. For students, students must play an active role in paying attention to the teacher when teaching explaining the subject matter. So students are not confused and hesitate to express their opinions in learning English, especially teaching writing descriptive text.
3. For researchers, researchers can carry out this research project as literature to guide those who want to do the same research. Although this research was conducted due to existing limitations, there may still be many shortcomings. Researchers hope that other researchers can update this method and implement the method on other topics.

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PEDOMAN WAWANCARA

JUDUL PENELITIAN:

USE OF DISCOVERY LEARNING IN WRITING DESCRIPTIVE TEXT AT TENTH GRADE STUDENTS OF SMA NEGERI 7 PALU

DAFTAR PERTANYAAN KEPADA GURU BAHASA INGGRIS

- 1) Dalam pelaksanaan pembelajaran bahasa inggris menulis teks deskripsi dengan menggunakan metode discovery learning, siswa dibagi menjadi beberapa kelompok?
- 2) Apakah siswa diberikan LKPD yang berisi arahan kegiatan yang akan dilakukan dalam mengajar menulis teks deskripsi dengan menggunakan metode discovery learning?
- 3) Apakah siswa diberi arahan oleh guru dalam menulis teks deskripsi untuk mengamati stimulus yang diberikan?
- 4) Proses pelaksanaan pembelajaran penemuan(DL) dalam menulis teks deskripsi apakah siswa diberikan arahan oleh guru untuk merumuskan masalah sesuai tujuan pembelajaran?
- 5) Apakah dalam pembelajaran penemua(DL) menulis teks descripsi siswa diarahkan untuk mengumpulkan informasi dalam menyelesaikan permasalahan yang telah diidentifikasi?
- 6) Dalam proses pembelajaran penemuan(DL) menulis teks deskripsi, apakah siswa diarahkan untuk berdiskusi dalam kelompok untuk menjawab pertanyaan pada LKPD tersebut?
- 7) Setelah siswa selesai menjawab LKPD dalam menulis teks deskripsi, apakah siswa di arahkan untuk mempresentasikan hasil diskusi kelompok?

- 8) Setelah selesai mempresentasikan hasil diskusi, dalam menulis teks deskripsi menggunakan pembelajaran penemuan(DL) apakah siswa dan guru menyimpulkan hasil diskusi dari semua kelompok?
- 9) Setelah proses pembelajaran selesai apakah siswa dan guru bersama-sama meriview proses pembelajaran yang dilakukan?
- 10) Apakah guru melakukan evaluasi individu terhadap peserta didik dengan cara memberikan soal/pertanyaan mengenai materi pelajaran yang telah dipelajari?

PEDOMAN WAWANCARA

JUDUL PENELITIAN:

THE USE OF DISCOVERY LEARNING IN WRITING DESCRIPTIVE TEXT AT THE TENTH GRADE STUDENTS OF SMA NEGERI 7 PALU

DAFTAR PERTANYAAN KEPADA GURU BAHASA INGGRIS

1. Bagaimana pelaksanaan menulis teks deskripsi dengan menggunakan metode discovery learning?
2. Apakah dengan menggunakan metode discovery learning tersebut siswa aktif dalam menulis teks deskripsi?
3. Apakah metode discovery learning dapat memudahkan siswa dalam menulis teks deskripsi pada pelajaran bahasa inggris?
4. Apakah dengan menggunakan metode discovery learning siswa berani mengemukakan pendapatnya?
5. Bagaimana respon siswa dalam mempelajari teks deskripsi dengan menggunakan pembelajaran penemuan(discovery learning)?
6. Hambatan apa yang dihadapi guru menerapkan metode discovery learning dalam menulis teks deskripsi?
7. Apakah menggunakan metode discovery learning yang telah dilaksanakan memberikan pengaruh terhadap siswa dalam menulis teks deskripsi?
8. Apakah menulis teks deskripsi dengan menggunakan metode discovery learning membuat siswa lebih terampil?

9. Apakah dengan menggunakan metode discovery learning dalam menulis teks deskripsi membuat siswa dengan mudah menemukan ide-ide baru?
10. Apakah menulis teks deskripsi dengan menggunakan metode discovery learning dapat membuat siswa lebih memahami materi?

OBSERVATION CHECKLIST OF DISCOVERY LEARNING

Pertemuan/siklus ke :
 Hari/tanggal :
 Waktu :
 Pokok materi :

Petunjuk pengisian :

Berikan tanda *check* (√) pada kolom “ya” jika deskripsi kegiatan terlaksana.

Namaun berikan tanda *check* (√) pada kolom “tidak” jika deskripsi kegiatan tidak terlaksana.

No	Langkah-langkah pembelajaran discovery learning		Desripsi kegiatan	Penilaian oleh pengamat	
				Ya	Tidak
1	Pendahuluan	Orientasi	Guru mengucapkan salam dan mengarahkan peserta didik untuk berdoa		
2			Guru mengecek kehadiran peserta didik		
3		Apersepsi	Guru menyampaikan apersepsi		
4		Motivasi	Guru Menyampaikan motivasi kepada peserta didik		
5			Guru menyampaikan tujuan pembelajaran		
6	Inti	Stimulation (Stimulasi/ pemberian ransangan)	Siswa dibagi kedalam kelompok		
7			Guru membagikan LKPD yang berisi arahan kegiatan yang akan dilakukan siswa dalam menulis teks deskripsi menggunakan metode discovery learning		
8			Guru mengarahkan siswa untuk mengamati stimulus yang Diberikan untuk menulis teks deskripsi		
9		Problem statement (pertanyaan/	Siswa diarahkan untuk merumuskan masalah sesuai tujuan pembelajaran dalam		

		identifikasi masalah)	menulis teks deskripsi		
10		Data collection (pengumpulan data)	Guru mengarahkan siswa untuk mengumpulkan informasi untuk menyelesaikan permasalahan yang telah diidentifikasi dalam menulis teks deskripsi		
11		Data processing (pengolahan data)	Siswa di arahkan untuk berdiskusi dalam kelompok untuk menjawab pertanyaan pada LKPD dalam menulis teks deskripsi		
12		Verification/ pembuktian	Guru mengarahkan siswa untuk mengkomunikasikan/mempresentasikan hasil diskusi kelompok dalam kegiatan pembelajaran menulis teks deskripsi		
13		Generalization (menarik kesimpulan)	Guru bersama siswa menyimpulkan hasil diskusi dari semua kelompok		
14	Penutup		Guru dan siswa bersama-sama mereview proses pembelajaran yang telah dilakukan dalam menulis teks deskripsi		
			Guru melakukan evaluasi individu peserta didik dengan cara memberikan soal/pertanyaan mengenai materi pelajaran yang telah dipelajari		
			Guru mengingatkan siswa untuk tetap semangat dalam belajar dan mempelajari materi pertemuan berikutnya		
			Guru mengarahkan siswa untuk berdoa bersama- sama		

(Adoption by Dheny)

OBSERVATION CHECKLIST OF DISCOVERY LEARNING

Pertemuan/siklus ke :
 Hari/tanggal :
 Waktu :
 Pokok materi :

Petunjuk pengisian :

Berikan tanda *check* (√) pada kolom “ya” jika deskripsi kegiatan terlaksana.

Namaun berikan tanda *check* (√) pada kolom “tidak” jika deskripsi kegiatan tidak terlaksana.

No	Langkah-langkah pembelajaran discovery learning		Descripsi kegiatan	Penilaian oleh pengamat	
				Ya	Tidak
1	Pendahuluan	Orientasi	Guru mengucapkan salam dan mengarahkan peserta didik untuk berdoa		
2			Guru mengecek kehadiran peserta didik		
3		Apersepsi	Guru menyampaikan apersepsi		
4		Motivasi	Guru Menyampaikan motivasi kepada peserta didik		
5			Guru menyampaikan tujuan pembelajaran		
6	Inti		Menggunakan metode discovery learning siswa aktif dalam menulis teks deskripsi		
7			Dengan menggunakan metode discovery learning dapat memudahkan siswa dalam menulis teks deskripsi pada pelajaran bahasa inggris		
8			Dengan menggunakan metode discovery learning siswa berani mengemukakan pendapatnya		
9			Menggunakan metode discovery learning dalam menulis teks deskripsi memberikan pengaruh terhadap siswa		

10			Menulis teks deskripsi dengan menggunakan metode discovery learning membuat siswa lebih terampil		
11			Dengan menggunakan metode discovery learning dalam menulis teks deskripsi membuat siswa dengan mudah menemukan ide- ide		
12			Menulis teks deskripsi dengan menggunakan metode discovery learning dapat membuat siswa memahami materi		
13	Penutup		Guru menguatkan kesimpulan yang diperoleh siswa dalam diskusi kelompok		
			Guru mengingatkan siswa untuk tetap semangat dalam belajar dan mempelajari materi pertemuan berikutnya		
			Guru mengarahkan siswa untuk berdoa bersama-sama		

(Adoption by Sesi Winarni)

DEKUMENTASI PENELITIAN

Wawancara dengan guru bahasa inggris ibu Lintje



Guru menyampaikan materi pokok yang akan dipelajari dan membagi kelompok



Proses pembelajaran





CURRICULUM VITAE



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