

**THE IMPLEMENTATION OF DISCOVERY LEARNING METHOD IN TEACHING  
WRITING ADVERTISEMENT AT MA MIFTAHUL ULUM DOLOPO MADIUN**

**THESIS**

**Presented to**

**State Institute of Islamic Studies Ponorogo  
in Partial Fulfillment of the Requirement  
for the Degree of Sarjana in English Education**



**By**

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## ABSTRACT

**Rodiyah, Anisa Nikmatu.** 2022. *The Implementation of Discovery Learning Method in Teaching Writing Advertisement at MA Miftahul Ulum Dolopo, Madiun*. Thesis, English Education Department, Faculty of Tarbiyah and Teacher Training, State Institute of Islamic Studies Ponorogo.  
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**Keywords:** *Teaching Writing, Writing Advertisement, Discovery Learning Method.*

Writing is one of important skills in English which transfer the ideas, thoughts, messages, and feelings in the written form. There are various types of writing in English, one of them is academic writing. Academic writing is usually used for the students in the school or the university. Teaching writing in the classroom helps the students to improve their writing skills and make them become a good writer. In teaching writing, the teacher should implement the appropriate method that is used to support the teaching and learning process. Discovery Learning Method is the method that teacher used to encourage the students to do activities and observation by themselves in solving problem through the learning process. Discovery Learning Method consists of six stages that guided the students' learning activities. This research aims to describe the implementation of Discovery Learning Method in teaching writing advertisement.

This study consists of two statements of problem as follows: 1) How is the implementation of Discovery Learning Method in teaching writing advertisement at tenth grade of MA Miftahul Ulum Dolopo Madiun in the academic year 2021/2022?, 2) How is students' comprehension ability in writing advertisement course towards the implementation of Discovery Learning Method in teaching writing advertisement at tenth grade of MA Miftahul Ulum Dolopo Madiun?.

The researcher used mixed method as the research design in this study. The data were obtained by the researcher through observation, interview, documentation, and the test from the teacher. The researcher analyzed the data through data reduction, data display, data verification and used an analysis theory to categorize the students' comprehension ability. The researcher also used the triangulation to verify the data. The participants of the study are the tenth grade of MA Miftahul Ulum Dolopo Madiun.

The findings of this study are the implementation of Discovery Learning Method based on the steps contained in the lesson plan and the stages contained the Discovery Learning Method. The students' comprehension ability was categorized as average level.

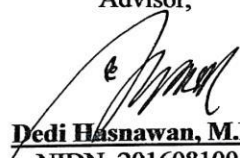
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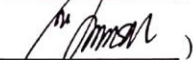
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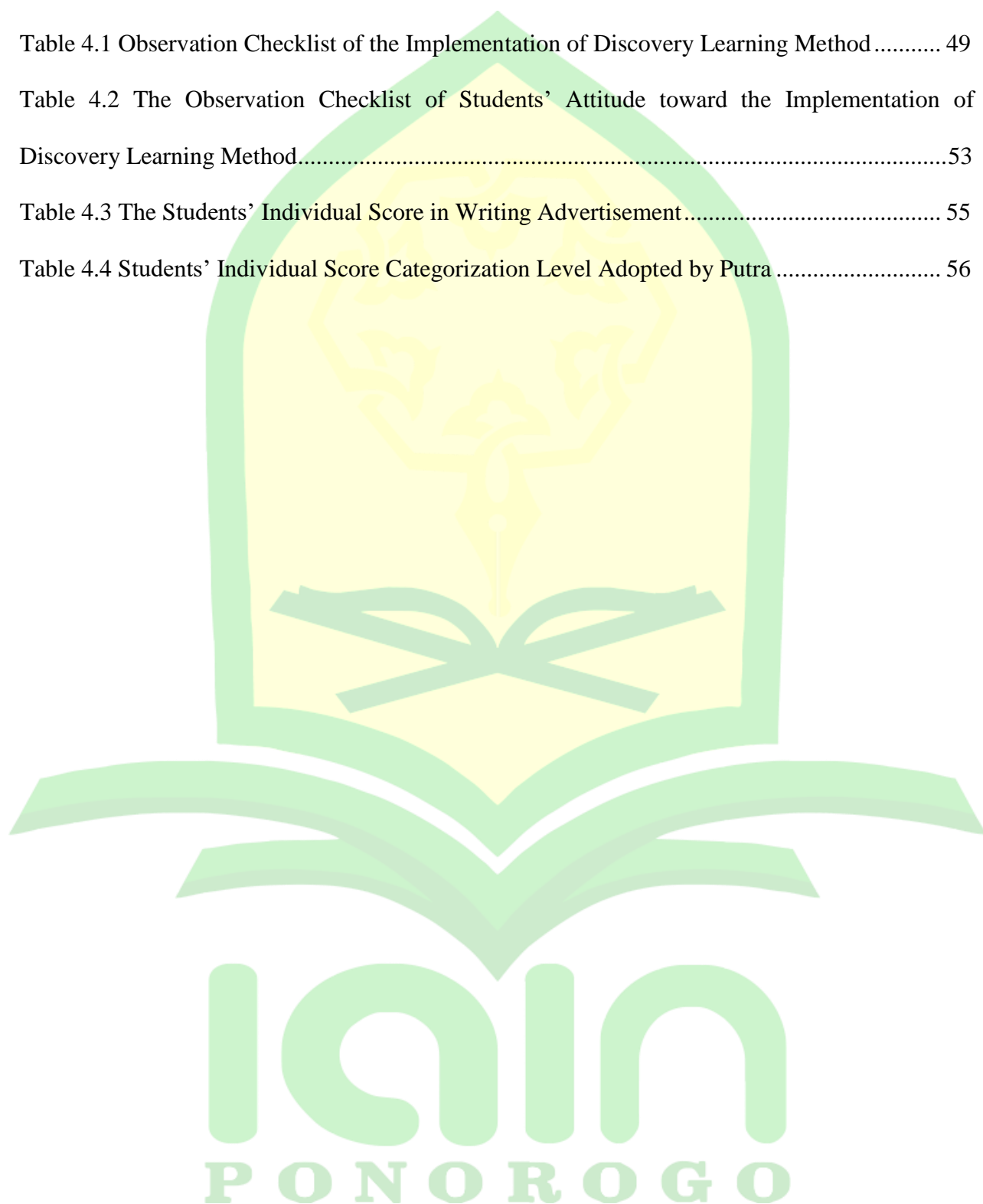


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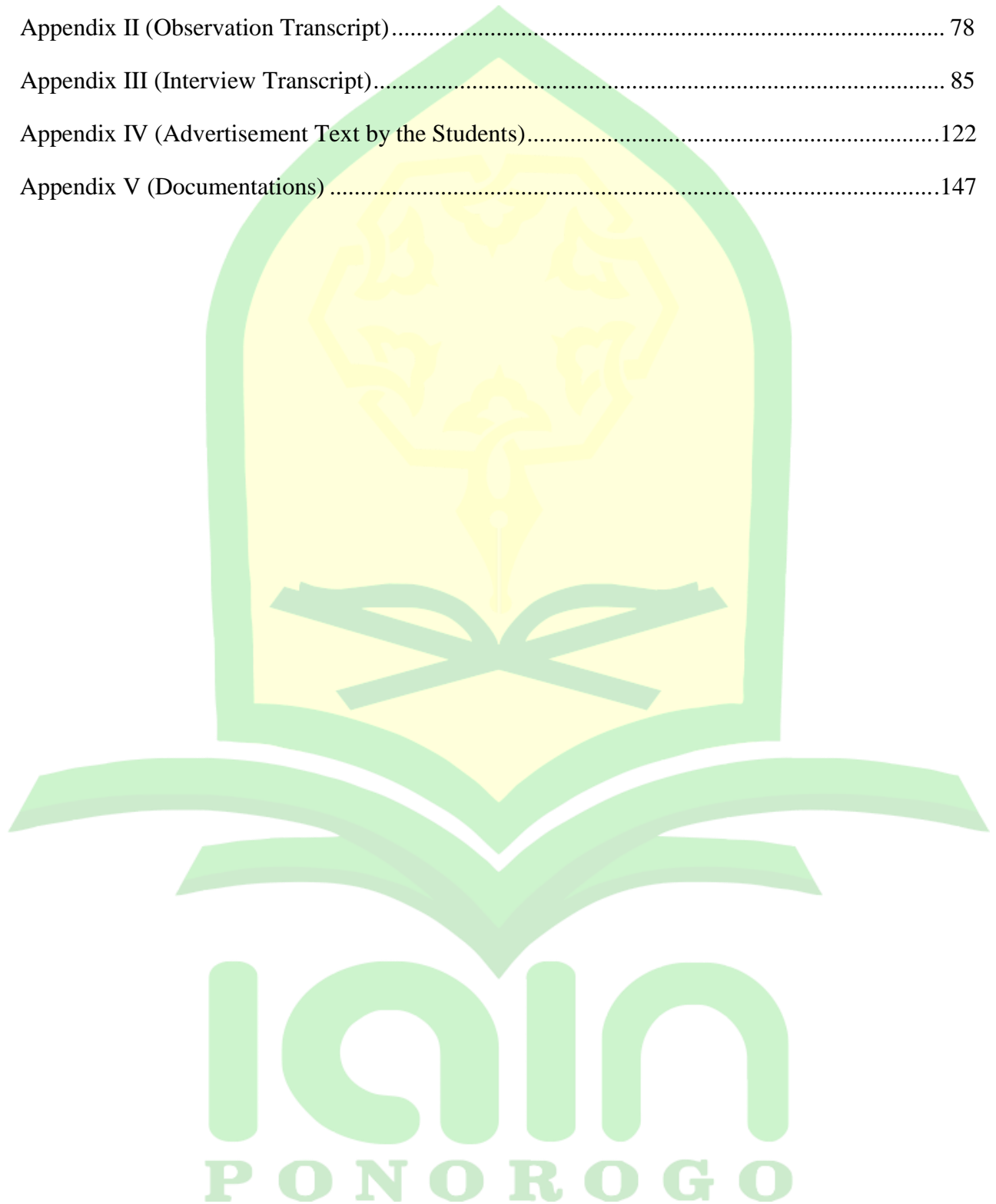
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# CHAPTER I

## INTRODUCTION

In this chapter confirms the background of the study, the research focus, the statements of the problem, the objectives of the study, and the organization of the thesis.

### A. Background of the Study

One of the important English skills that should be developed in the classroom is writing. Byrne argued that writing is the written form that expresses the people speech.<sup>2</sup> Writing entails the encoding of some form of message, which converts the thoughts in to the words. Writing has various purposes, such us for business, education, and another important purpose. Writing, which taught in teaching and learning English, is called as academic writing. According to Reshmi, academic writing refers to all the task of writing which are done by the students to achieve the purpose of the school.<sup>3</sup> Students are evaluated in most academic courses through written assignments. These include coursework that can take weeks to complete and exams to answers that are often due in an hour or less.

Writing is not easy activities in English lesson. The teacher must be fully aware of the skills and processes involved in teaching writing in order to doing it effectively. The teacher should pay attention to the every stage in writing to give directions for the students. The teacher have to let the students to write something, if the students have difficulties in writing even to select the appropriate words to write, it can be a big problem for the teacher. In Indonesia, most of the EFL learners have difficult in academic writing. The students directed to write about many types of the text that relate with the curriculum. One of the topics in English lesson at senior high school is writing advertisement. Bowdery stated that

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<sup>2</sup> Donn Byrne, *Teaching Writing Skills*, (Singapore: Longman Singapore Publisher, 1993), p.1.

<sup>3</sup> Reshmi, et. al, *Writing For Academic and Professional Success*, (Kerala: University of Calicut, 2019), p. 7.

advertisement is something that promoting a specific product or service that persuade the people to use it.<sup>4</sup> An advertisement sends a variety of messages to a large number for the people. In writing a good advertisement, the writer of an advertisement should use the chosen words to attract the audience. The teacher should guide the students in selecting the appropriate words to describe the products or the service so the people interested in using them. Chapter about advertisement in syllabus of English lesson at tenth grade of senior high school, have a social function in persuade the people to participate in an event.<sup>5</sup> It also taught in MA Miftahul Ulum Dolopo Madiun in the second semester of tenth grade in the academic year 2021/2022.

In the classroom, the learning process in the class depends on the control of the teacher. Moreover, the teacher is the primary source in the learning process. It is because the students can't be directed as the subject of learning process. The students are often passive in the learning process. Therefore the purpose of teaching and learning process is not gained well. In teaching writing advertisement at tenth grade of MA Miftahul Ulum Dolopo Madiun, the English teacher applied Discovery Learning Method which encourages the students to be more active in the class. Bicknell and Hoffman argued that Discovery Learning Method is the active learning process in class.<sup>6</sup> It includes observing, absorbing, understanding, categorizing, predicting, explaining, explaining, measuring, and concluding that can encourage the students easily understand the concept or the principle. In the implementation of this method, the teacher serves as a facilitator who helps the students to understand the material rather than an expert in structuring learning. As the result, the teacher must master the topic that discussed by the students and have a thorough comprehension of the stages in the implementation of Discovery Learning Method in order to educate the students appropriately and effectively.

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<sup>4</sup> Rob Bowdery, *Basic Advertising: Copywriting*, (Switzerland: AVA Publishing SA, 2008), p. 20.

<sup>5</sup> <https://kherysuaryawan.blogspot.com>, it accessed on December 12<sup>th</sup>, 2021.

<sup>6</sup> T. Bicknell & P. S. Hoffman, *Elicit, Engage, Experience, Explore: Discovery Learning Method in Library Instruction*, Reference Services Review, 28 (4), 2000, p. 313.

The situation in learning process towards the implementation of Discovery Learning Method is more interesting because the students are free to growth and place them as the subject of learning process to creative in founding the concept in solving problem. This might motivates themselves to learn and master the ability to solve the problem.

Based on preliminary observation, the implementation of Discovery Learning Method in teaching English gives a good impact for the students. The students become more active in the class, so the students easily comprehend the material. The students also gain many achievements. The students often take parts in many competitions, such as speech contest and essay competition. For instance, the students of MA Miftahul Ulum got the fourth place winner for the essay competition in Madiun Regency level.

The researcher is interested to conduct the research about the implementation of Discovery Learning Method in teaching writing advertisement because the researcher wants to know how is the implementation of Discovery Learning Method in teaching writing at MA Miftahul Ulum Dolopo Madiun that motivates the students to gain many achievements.

Based on the situation above, the researcher wants to find out the use of Discovery Learning Method in teaching writing advertisement at tenth grade of MA Miftahul Ulum Dolopo Madiun. The researcher wants to conduct the research entitled “*Teaching Writing Advertisement Using Discovery Learning Method at MA Miftahul Ulum Dolopo Madiun*”.

## **B. Focus of the Study**

Based on the statements that have been stated above, the research focus to investigate the plan and the implementation of the Discovery Learning Method in teaching writing advertisement at tenth grade of MA Miftahul Ulum Dolopo Madiun.



### **C. Statements of Problem**

In the line with research focus, the research questions are formulated as follows:

1. How is the implementation of Discovery Learning Method in teaching writing advertisement at tenth grade of MA Miftahul Ulum Dolopo Madiun in the academic year 2021/2022?
2. How is students' comprehension ability in writing advertisement course towards the implementation of Discovery Learning Method in teaching writing advertisement at tenth grade of MA Miftahul Ulum Dolopo Madiun?

### **D. Objectives of the Study**

According to the problem statements, the objectives of this study are following:

1. Explain the implementation of Discovery Learning Method in teaching writing advertisement at tenth grade of MA Miftahul Ulum Dolopo Madiun in the academic year 2021/2022.
2. Analyze the students' comprehension ability in writing advertisement course towards the implementation of Discovery Learning Method in teaching writing advertisement at tenth grade of MA Miftahul Ulum Dolopo Madiun in the academic year 2021/2022.

### **E. Significances of the Study**

The findings of this research are expected to give valuable contribution both theoretical and practical purpose, as follows:

1. Theoretical Significance

The result of this study is expected to help the students in writing class especially in writing advertisement that use Discovery Learning Method as the method in teaching and learning process.

## 2. Practical Significance

### a. For the teachers

Hopefully, this research can give a clear explanation about the use of Discovery Learning Method as the method in teaching English especially in teaching writing advertisement. Furthermore, this research can be used to encourage the teachers to select a method that allows the students easily understand in writing.

### b. For the students

This research is expected to increase the students' understanding of writing, especially in writing advertisement. Hopefully, the students become more engaged and excited in learning process using Discovery Learning Method.

### c. For the institution

The institution receive constructive input and suggestion from related parties and can get better model of learning using Discovery Learning Method as the method in learning process.

### d. For the readers

The researcher hopes that the research can be reference for the readers who want to find the method that is appropriate in teaching writing which makes the students easily understand.

### e. For the researcher

Hopefully, the result of the research can be a provision for the researcher as future teacher to use the method in the learning process.

## **F. Organization of the Thesis**

This research is divided into six chapters and each chapter related to one another. The research organization is to make the readers know and understand the research content easily. Those are:

The first chapter is Introduction. This chapter discusses the background of the study, which explains the reasons behind conducting this research and the basic partner of the entire thesis. This chapter also discusses the research focus, the statement of the problem, the research objective, the significance of the study, and the organizations of the study.

The second chapter is Theoretical Framework and Previous Research Findings. This chapter contains the previous research findings, which are very important to support the theories and ideas about writing, teaching writing, writing advertisement, Discovery Learning Method, and other explanations above.

The third chapter is Research Method. This chapter discusses the approach and data design, the role of researchers, research settings, data sources, data collection techniques, data analysis techniques, checking the validity of findings involving the analysis of the implementation of Discovery Learning Method as the method in teaching writing advertisement at tenth grade of MA Miftahul Ulum Dolopo Madiun in the academic year 2021/2022.

The fourth chapter is Research Findings and Discussion. This chapter is important because it explains the research findings and discussions that present the common data sets that are going to appear, like the story of MA Miftahul Ulum Dolopo Madiun, its location, the structure of an organization, the list data of students, and the data list of the teachers, vision, and mission, and data description. This chapter also includes data analysis about the analysis of the implementation of Discovery Learning Method as the method in teaching writing advertisement at tenth grade of MA Miftahul Ulum Dolopo Madiun in the academic year 2021/2022.

The last chapter is Closing. This chapter discusses the conclusion of the research and offers suggestion for further study to make a better study in the last chapter.



## CHAPTER II

### THEORETICAL FRAMEWORK AND PREVIOUS RESEARCH FINDINGS

This chapter consists of explanations and several previous studies related to this research, which are the theory of teaching writing, writing advertisement, and Discovery Learning Method.

#### A. Theoretical Framework

In this part, the researcher provides some theories related with the title of this study so that the researcher is able to do the study using the terms based on the theories.

##### 1. Teaching Writing

###### a. The Definition of Writing

Writing is the most difficult subject in the school since the students should produce the text in every English lesson. According to Byrne, writing includes the encoding of a message about some kind that translates the person's thoughts into language.<sup>7</sup> The people should write about what they think in their minds and state in on a paper by using the correct procedure. Meyers also states that writing is a way to produce language, which you do naturally when you speak.<sup>8</sup>

Writing is used for a wide variety of purposes and is produced in many different forms. Writing for academic is the one of kinds in writing that is used in English lesson at school or at university courses. According to Anne, academic writing is essentially the writing that the people have to do for the school or university courses.<sup>9</sup> Oshima and Hogue stated that the academic writing is the kind of writing that the people do when write a stories, it is different from creative

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<sup>7</sup> Donn Byrne, loc. cit, p.1.

<sup>8</sup> Allan Meyers, *Gateways to Academic Writing: Effective Sentence Paragraph and Essay*, (New York: Longman, 2005), p. 2.

<sup>9</sup> Anne Withaker, *Academic Writing Guide*, (Slovakia: City University of the Seattle, 2010), p. 2.

writing and personal writing.<sup>10</sup> In a similar way, Bailey stated that writing is the kind of writing which uses authentic text and examples taken from a wide range of disciplines.<sup>11</sup>

From the statements above, it can conclude that writing is the process of transferring idea in the written form that should use the correct procedure. One of the writing kinds is academic writing that using authentic text, which different from creative writing and personal writing.

#### b. Teaching Writing

According to Harmer, teaching writing is the best activity to help the students to become better writers.<sup>12</sup> Byrne stated that teaching writing attempts have been made since the time when students were simply given a topic and asked to write a composition without further help.<sup>13</sup>

One objective of teaching writing is to give students the ability to write effectively. It means that the teacher should able to manage the conditions in the writing class so that it is fun and comfortable when the students write. It will help the students easily in writing, for example, getting ideas.

Supiani also stated that teaching writing includes all aspects, both macro and micro, that must be understood by the teacher to teach the students.<sup>14</sup> Teacher needs to explain and practise for the students about specific written forms at the level of word of sentence, such as handwriting or typing, spelling, and punctuation in micro aspects. Meanwhile, in macro aspects, the teacher pays much more on content and

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<sup>10</sup> Alice Oshima & Ann Hogue, loc. cit, p. 3.

<sup>11</sup> Stephen Bailey, *Academic Writing: A Handbook for International Students*, (Oxford: Routledge, 2011), p. 14.

<sup>12</sup> Jeremy Harmer, *How to Teach Writing*, (Malaysia: Pearson Education, 2007), p. 41.

<sup>13</sup> Donn Byrne, loc. cit, p. 21.

<sup>14</sup> Supiani, "Teaching Writing Skill through Collaborative Writing Technique: from Theory to Practice", *Journal English Education and Linguistics Studies*, 4 (1), 2017, p. 42.



organization that commands students to express themselves by using their own words, convey their purpose of composing, and specify the targeted audience.

c. The Steps in Teaching Writing

In academic writing, the students should do “writing for writing” activities, it perhaps makes them feel uncomfortable to find a way to express their satisfaction. The teacher should help the students to do those activities. Harmer argued that there are steps that the teacher can use in teaching writing:<sup>15</sup>

- 1.) Demonstrating, students should be aware of writing conventions and genre constraints in specific types of writing, the teacher should be able to draw these features to their attention.
- 2.) Motivating and Provoking, the students often find themselves difficult to express their idea, especially in creative writing tasks. In this situation, teacher can help to provoke the students into having ideas, enthruses them with the value of the task, and persuade them what fun it can be.
- 3.) Supporting, closely allied to the teacher’s role as motivator and provoker, is that of supporting. Teachers need to be extremely supportive when the students are writing in class, always available (except during exam of writing, of course), and prepare the students to overcome the difficulties.
- 4.) Responding, the teacher reacts to the content of construction of a piece supportively and gives suggestions to improve it.
- 5.) Evaluating, when evaluating the students work, tell both them and us how well they have done. The teacher can indicate where they made the mistakes and may award grades.

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<sup>15</sup> Jeremy Harmer, loc. cit. p. 42.

#### d. Approaches to Teach Writing

The teacher has usually focused on some particular problematical aspect of writing situation. According to Byrne, there are some approaches as follows:<sup>16</sup>

##### 1.) Focus on accuracy

Mistake show up in written work and not unnaturally come to be regarded as a major problem. It means that the students made mistakes because they were allowed to write what they wanted, and accuracy-oriented approaches have therefore stress the importance of control in order to eliminate them from written work. This approach was very much a product of the audio-lingual period, with its emphasis on step by step learning and formal correctness.

##### 2.) Focus on Fluency

This approach encourages the students to write as quickly as possible and as much as possible without worrying about making mistakes. In this way, the students are actually writing, not merely doing “exercise” of some kind. They write what they want to write and consequently, writing is enjoyable experience.

##### 3.) Focus on Text

This approach focuses on the importance of the paragraph as the basic unit of written expression and is therefore mainly concerned to teach the students how to construct and organize paragraphs.

##### 4.) Focus on Purpose

Sometimes in teaching and practicing writing, some factors are neglected, such as the reason for writing and the people write to or for somebody. This approach focuses on allowing the students to write purposefully. For example,

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<sup>16</sup> Donn Byrne, loc. cit, p. 21.

the students can write to one another in classroom or use writing in role play situations.

## 2. Writing Advertisement

### a. Definition of Advertisement

Hackley stated that advertisement is central to the maintenance and creation of the wider meaning.<sup>17</sup> It means that advertisement is most important factor in the sale of something. According to Bowdery, advertisement is all about communication and getting people to connect with the product or service at some practical or emotional level.<sup>18</sup>

In a similar way, Copley argued that advertisement is any form of communication that is designed to inform or persuade the people.<sup>19</sup> It gives the advertisement what is known as the art of persuasion. Cook also argued that advertisement is “parasitic” in the form that draws from and refers to other discourse forms.<sup>20</sup> It makes the advertisement plays interesting role in the context and the projects of consumption.

From the statements above, it can be conclude that advertisement is the keystone of sales that persuades the people to use or wear something. It is important to pay attention in writing the concept of advertisement so it can interest the consumers.

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<sup>17</sup> Chris Hackley, *Advertising and Promotion: Communicating Brands*, (London: SAGE Publication, 2005), p. 1.

<sup>18</sup> Rob Bowdery, *loc. cit*, p. 8.

<sup>19</sup> Paul Copley, *Marketing Communications Management: Concepts & Theories, Cases & Practice*, (Oxford: Elsevier Butterworth Heinemann, 2004), p. 105.

<sup>20</sup> G. Cook, *The Discourse of Advertising*, (London: Routledge, 2001), p. 194.

## b. The Steps in Writing Advertisement

In writing an advertisement, the researcher should make the concept as interesting as possible to persuade the people. Sugarman argued that there are ten elements of advertisement:<sup>21</sup>

- 1.) Headline, used to draw attention to the sub-headline.
- 2.) Sub-Headline, it is used to provide people with additional information about the headline.
- 3.) Photo or Drawing, it is used to draw people's attention to the product or the service.
- 4.) Caption, which describes the product or service.
- 5.) Copy, to convey the product or service's main selling message.
- 6.) Paragraph Headings, to break up the copy and make it less intimidating.
- 7.) Logo, it is used represent the company that provides the product or service.
- 8.) Price, the price could be in large type or could be buried in the copy that makes the people know about the cost of the product or the service.
- 9.) Response Device, it gives the reader a way to respond the advertisement
- 10.) Overall Layout, it provides the overall appearances for the advertisement by using graphic design for the other elements.

In case to get people attention, it needs some basics in writing advertisement. According to Schwab, there are five fundamentals in writing a good advertisement, as follows:<sup>22</sup>

- 1.) Interest the people.
- 2.) Inform the people about the advantage of the product or service.

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<sup>21</sup> Joseph Sugarman, *The Adweek Handwriting Book: The Ultimate Guide to Writing Powerful Advertising and Marketing Copy from One of America's Top Copywriters*, (Canada: John Wiley & Sons, 2007), p.27-28.

<sup>22</sup> Victor O. Schwab, *How to Write a Good Advertisement*, (USA: Harper & Row, 2015), p. 1.

- 3.) Prove it.
- 4.) Persuade the people used the advantage of the product or service.
- 5.) Ask for action.

c. The Types of Advertisement

Advertisements have various types that different one to other. According to there are two types of advertisement, as follows:<sup>23</sup>

- 1.) Digital Advertising is the advertisement that is delivered to people via digital platforms, such as television, music, radio, and online advertising.
- 2.) Physical Advertising is the advertisement that exists in the real world, such as print advertising, in-store advertising, mobile billboard advertising, and coffee-cup advertising.

### 3. Teaching Writing Method

According to Ann Raimes, there are some methods that teacher can used in teaching writing, as follows:<sup>24</sup>

a. The Controlled-to-Free Method

The Controlled-to-Free Method is sequential, the students are first given sentences exercise, then paragraphs to copy or manipulate grammatically by, for instance, changing questions to statement, present to past, or plural or singular. The students might also change words or clauses or combine sentences. The students work on given material and perform strictly prescribed operations on it. With these controlled compositions, it is relatively easy for the students to write a great deal

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<sup>23</sup> Yakup Durmaz, "a Theoretical Approach to the Concept of Advertising in Marketing", *IJER*, 2 (6), 2011, p. 2.

<sup>24</sup> Ann Raimes, *Techniques in Teaching Writing*, (New York: Oxford University Press, 1938), p. 6-10.

yet avoid errors. Because the students have a limited opportunity to make mistakes, the teacher's job of marking papers is quick and easy.

Only after reaching a high intermediate or advanced level of proficiency are students allowed to try some free compositions, in which they are express their own ideas. This method emphasizes grammar, syntax, and mechanics. It emphasizes accuracy rather than fluency or originality.

b. The Free-Writing Method

The Free-Writing Method emphasizes content and fluency and not worried about form. The teacher begins many of their classes by asking students to write freely on any topic without worrying about grammar and spelling for five to ten minutes. At first, students find this very difficult. The students have to resort to writing sentence. The teacher does not correct these short pieces of free writing, they simply read them and perhaps comment on the ideas the writer expressed.

Alternatively, some students might volunteer to read their own aloud to the class. Concern for "audience" and "content" are seen as important in this method, especially since the free writing often revolve around the subjects that the students are interested in, and those subjects then become the basis for the more focused writing tasks.

c. The Paragraph-Pattern Method

The Paragraph-Pattern Method emphasizes paragraphs, topic and support, cohesion, cohesion and unity. The students copy paragraphs, analyze the form of model paragraphs, and imitate model passages. The students put scrambled sentences into paragraph order, they identify general and specific statements, they choose or invent an appropriate topic sentence and they insert or delete the sentences. This method based on the principle that in different cultures people to construct and organize their communication with each other in different ways. So



even if the students organize their ideas well in the first language, they still need to see, analyze, and practice the particularly “English” features of a piece of writing.

d. The Grammar-Syntax-Organization Method

The Grammar-Syntax-Organization Method leads the students to pay attention to organization while they also work on the necessary grammar and syntax. The students need the simple forms of verbs, an organizational plan based on chronology. The students see the connection between what they are trying to write and what they need to write it. This method links a purpose of a piece of writing to the forms that are needed to convey the message.

e. The Communicative Method

The communicative method emphasizes the purpose of writing and the audience for it. The students are encouraged to behave like the writers in real life and to ask themselves the crucial questions about purpose and audience. Traditionally, the teacher alone has been the audience for the students’ writing. But some feel that writers do their best when writing is truly a communicative act, with a writer writing for a real reader.

The teacher uses the communicative method, therefore, has extended the readership. They extend it to other students in the class, who not only read the piece but actually do something with it, such as respond, rewrite in another form, summarize, or makes comments-but not correct. Or the teachers specify readers outside the classroom, thus providing the students with a context to select the appropriate content, language, and levels of formality.

f. The Process Method

The students write in particular need to realize that what they first put down on paper that necessarily their finished product but just a beginning, a setting out the first ideas, a draft. A student who is given to for the process to work, along with the

appropriate feedback from readers such as the teacher or the other students, will discover the new ideas, new sentences, and new words as he plans, writes a first draft, and revises what he has written for second draft. The teacher gives their students the opportunity to explore a topic fully in such prewriting activities as discussion, reading, debate, brainstorming, and list making. The first piece of writing produced is not corrected or graded. The reader responds only to the ideas expressed.

So in the process method, the students do not write on a given topic in a restricted time and hand in the composition for the teacher to correct which usually means to find the errors. Rather, they explore a topic through writing, showing the teacher and each other their drafts, and using what they write to read over, think about, and move them on to new ideas. The teacher who use the process method give their students two crucial supports, time to the students to try out the new ideas and feedback on the content of what they write in their drafts. They find that then the writing process become a process of a discovery for the students, discovery of new ideas and new language forms to express those ideas.

g. Discovery Learning Method

Discovery Learning Method is a learning activity requires students to find information, where the data is obtained by the students directly through the observation or through experiments. This method make the students discover for themselves and get their own results so that results will be remembered by the students. The teacher guides the students through writing class. The writing class consists of several stages in Discovery Learning Method.

P O N O R O G O

#### 4. Discovery Learning Method

##### a. The Definition of Discovery Learning Method

Schunk argued that Discovery Learning Method is the method in teaching and learning activities that based on Jerome S. Bruner.<sup>25</sup> Jerome Brune is the psychologist from Harvard, he and his friends stated that Discovery Learning Method is the method in teaching and learning process that helping the students to understand the structure or the key ideas of knowledge, the students play an important role in the learning process, and a truly learning is personal discovery.<sup>26</sup> Balim also argued that Discovery Learning Method is a method that giving instructions to the students to learn based on their own activities and observation in teaching and learning process.<sup>27</sup>

According to Hosnan, Discovery Learning Method is a method that encourages the students to discover and investigate on their own, so the students have critical thinking and try to solve the problem by themselves.<sup>28</sup> The Discovery Learning Method allows the students to play an active role in learning process by answering and solving the problem to find a memorable and long-lasting concept. As stated by Kaptan and Korkmaz, Discovery Learning Method is a way to gain the conclusion of their own activities and observation.<sup>29</sup> It encourages the students, the teachers, and peers to solve the problem.

Based on some theories above, it can be concluded that Discovery Learning Method is the method that teacher use to encourage the students to do activities and observation by themselves in solving problem through learning process. The

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<sup>25</sup> Schunk D. H., *Learning Theories (5<sup>th</sup> Edition)*, (New Jersey: Pearson Education, 2008), p. 280.

<sup>26</sup> Richard I. Arends, *Learning to Teach*, (Yogyakarta: Pustaka Belajar, 2008), p. 48.

<sup>27</sup> Ali Gunay, Balim, "The Effects of Discovery Learning Method on Students' Success and Inquiry Learning Skills", *Eurasian Journal of Educational Research*, 35, 2009, p. 2.

<sup>28</sup> M. Hosnan, *Pendekatan Saintifik dan Konstektual dalam Pembelajaran Abad 21*, (Bogor: Ghalia Indonesia, 2014), p. 282.

<sup>29</sup> F. Kaptan & H. Korkmaz. "Portofolio Assessment In Science Teaching", *Hacettepe University Faculty of Education Journal*, 19, 2000 p. 212.

students also can be actively involved in the learning process. This helps the students easily understand the material that is given by the teacher.

b. The Purpose of Discovery Learning Method

As cited in Hosnan, Bell (1978) argued that there are some purposes of Discovery Learning Method as follows:<sup>30</sup>

- 1.) Encourage the students to participate actively in the teaching and learning process.
- 2.) Encourage the students to discover the rules as well as abstract situation and let the students extrapolate the information that the teacher have given.
- 3.) Encourage the students to develop and use an answer strategy to obtain the information.
- 4.) Encourage the students learn in groups by sharing information, listening to one another, and exchanging ideas.
- 5.) It is easier the students to transfer in the new activity and apply in the new learning situation.

Based on the purpose of Discovery Learning Method above, it emphasizes that Discovery Learning Method wants the teacher to direct the students to be actively in teaching and learning process both individually and groups, so the character of the students can be built effectively. Therefore, the teacher should be skilled in choosing the relevant issues to be taught in the class. The problems are from the material in the learning process that challenges the students.

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<sup>30</sup> M. Hosnan, loc. cit., p. 284.

### c. The Characteristics of Discovery Learning Method

According to Conklin (2004), cited in SEAQIL's team, there are characteristics of Discovery Learning Method:<sup>31</sup>

#### 1.) Curiosity and Uncertainty

Building curiosity and uncertainty for the students in learning process is important. It will engage the students to participate actively in the class. The contribution of the students can make them easily understand the material that given by the teacher. The teacher should play a role as the facilitator to help the students solve problem.

#### 2.) Structure of the Knowledge

The teacher should understand the ability of each student sensitively. Therefore, the teacher should adjust the learning material so the students can be easily to understand it.

#### 3.) Sequencing

Discovery Learning Method requires the teacher to explain the material sequentially, from learning to use the concrete objects (enactive), learning to observe visual objects (iconic), and to learning describe something using words or symbols (symbolic). It should relate to the learning style of each student.

#### 4.) Motivation

The teacher is directed to giving rewards and feedback in order to give the students' motivation. It helps the students' learning by increasing their motivation and their active role in the learning process. Giving appropriate feedback also aids them in problem solving during learning process.

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<sup>31</sup> Sri, Limala Ratni K, et. al, *HOTS-Oriented Module: Discovery Learning Method*, (Jagakarsa: SEAMEO QITEP in Language, 2020), p. 18-19.

#### d. The Stages in Implementing Discovery Learning Method

The Ministry of Education and Culture of the Republic of Indonesia stated there are some stages in implementing Discovery Learning Method:<sup>32</sup>

##### 1.) Stimulation

In the first stage, the teacher has an important role in developing the students' curiosity about the knowledge in learning process. The teacher can ask the students various inducement questions or using audio-visual media.

##### 2.) The Problem Statement

In the second stage, the students are expected to become aware of the problem that they face and try to solve it. The students should have sensitivity in utilizing their knowledge so they can formulate the problem appropriately. The teacher should assist the students if they have difficulties finding and formulating the problem.

##### 3.) Data Collection

At this stage, the teacher should direct the students to try solving the problem with collecting data. The teacher should be a facilitator for the students to collect the data by providing information from various data source.

##### 4.) Data Process

At this stage, the students doing analysis about the data that they have collected. The students can conduct data analysis activities through coding, content analysis, and by looking for correlation/patterns between related data. The teacher should give a feedback for the students on their involvement and their ability to analyze the data.

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<sup>32</sup> Ibid, p. 21-22.



### 5.) Verification

The students should compare the result of their data analysis to other group findings, any related books, dictionaries and articles, or the teacher. At this stage, the teacher has an important role in guiding the students in determining the validity of the students' data.

### 6.) Generalization

The last stage is concluding the forms of solutions or answers of the formulated problem. The conclusion is the ultimate solution for the problem. The students are expected to conclude by themselves. The teacher should direct the students when they find difficulties in concluding the problem that they formulate.

### e. The Role of Teacher in Implementing Discovery Learning Method

In Discovery Learning Method, the students are encouraged to learn by themselves. In this case, the teacher should direct the students try to solve their problem by themselves in learning process. The teacher accompanies the students in every stage of the learning process. Kosasih argued that the roles of the teacher in Discovery Learning Method are as follows:<sup>33</sup>

- 1.) The teacher as motivator who encourages the students conducts their activities and observation.
- 2.) The teacher as facilitator that the students require in order to realize their findings.
- 3.) The teacher as the learning manager, establishing relationships between the students and the learning plans that they will follow.

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<sup>33</sup> E. Kosasih, *Strategi Belajar dan Pembelajaran Implementasi Kurikulum 2013*, (Bandung: Yrama Widya, 2014), p. 84.

Mulyasa also argued that the roles of the teacher in Discovery Learning Method are:<sup>34</sup>

- 1.) The teacher helps the students understand the objectives and procedures of the activities that must be carried out.
- 2.) Checking the students' understanding the purpose and the procedure of activities that must be carried out.
- 3.) Show the students how to work safely.
- 4.) Observing each student's learning process.
- 5.) Allow the students adequate time to return the tools and material used.
- 6.) Discuss the conclusions for each activity type.

It can be conclude that the role of the teacher in Discovery Learning Method is to guide the students by giving them opportunities to learn actively by themselves. In this method, the students are expected to carry out various activities to collect the information, compare, analyze, integrate, reorganize the material, and draw a conclusion based on their findings.

#### f. The Advantages and Disadvantages of Discovery Learning Method

According to Sri et. al, there are some disadvantages of Discovery Learning Method, as follows:<sup>35</sup>

- 1.) Improving communication in class, the students will be more active and absorb the material that the teacher gives.
- 2.) Strengthening the students' memory, Discovery Learning Method indirectly makes the students easily remember the new information by linking the information with any information that they already have.

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<sup>34</sup> E. Mulyasa, *Pengembangan dan Implementasi Kurikulum 2013*, (Bandung: PT Remaja Rosdakarya, 2016), p. 131.

<sup>35</sup> Ibid, p. 24-25.

- 3.) Increasing the students' involvement in resolving the problem.
- 4.) Increasing the students' motivation.
- 5.) Making no hasty assumption before gathering valid evidence.

The maximal advantages of implementing Discovery Learning Method in teaching and learning process are gained if the teacher pays attention to various factors such as the students' understanding of prerequisites that must be mastered, learning time, and the teacher's role in learning process.

Each method that is applied in teaching and learning process by the teacher always has the disadvantages besides the advantages. Sri et. al also stated that the Discovery Learning Method also have the disadvantages. There are some disadvantages of Discovery Learning Method:<sup>36</sup>

- 1.) The teacher has difficulty in maintaining learning rhythm.
- 2.) The teacher has limited time to present broad topics.
- 3.) Teacher's decision to play a role in learning process.

## **5. Writing Theory Rubric**

Writing is not an easy task to do. The reason is in producing a piece of writing product not only focus and do an aspect but several aspects. All aspects have to be done to produce a good writing product, if it misses one or more of those, the writing product will not be as good as what the writer and also the examiner or grader expected. The teacher needs a rubric to grade the students' writing assignment.

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<sup>36</sup> Ibid, p. 25-26.

J.B. Heaton conducted the research in the scoring of composition in writing as follows:<sup>37</sup>

Table 2.1  
Scoring of Composition in Writing According to J. B. Heaton

Composition	Score	Classification	Qualification
Content	30-27	Excellent to Very Good	knowledgeable-substantive, etc.
	26-22	Good to Average	some knowledge of subject-adequate range, etc.
	21-17	Fair to Poor	limited knowledge of subject-little substance, etc.
	16-13	Very Poor	does not show knowledge of subject-non substantive, etc.
Organization	20-18	Excellent to Very Good	fluent expression-ideas clearly, etc.
	17-14	Good to Average	somewhat choppy-loosely organized but main ideas out, etc.
	13-10	Fair to Poor	non-fluent-ideas confused or disconnected, etc.
	9-7	Very Poor	does not communicate-no organization, etc.
Vocabulary	20-18	Excellent to Very Good	sophisticated range-effective word/idiom choice and usage,

<sup>37</sup> J. B. Heaton, *Writing English Tests*, (New York: Longman Group, 1988), p. 146.

			etc.
	17-14	Good to Average	adequate range-occasional errors of word/idiom choice, and usage, etc.
	13-10	Fair to Poor	limited range-frequent errors of word/idiom, choice, usage, etc.
	9-7	Very Poor	essentially translation-little knowledge of English vocabulary
Language Use	25-22	Excellent to Very Good	effective complex constructions-etc.
	21-19	Good to Average	effective but simple construction-etc.
	18-11	Fair to Poor	major problems in simple/complex constructions-etc.
	10-5	Very Poor	virtually no mastery of sentence construction rules-etc.
Mechanics	5	Excellent to Very Good	demonstrate mastery of conventions-etc.
	4	Good to Average	occasional errors spelling, punctuation-etc.
	3	Fair to Poor	frequent errors spelling punctuation, capitalization-etc.
	2	Very Poor	no mastery of conventions-

			dominated by errors of spelling, punctuation, capitalization, paragraphing-etc.
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## B. Previous Research Findings

In this section, the researcher provides some previous related research findings so that the researcher is able to widen her research and discuss it with from multiple perspectives. Some researchers have conducted the research that relates to the implementation of Discovery Learning Method in teaching writing advertisement. They are Rahmawati (State Islamic Institute of Palangka Raya, 2015), Fina Liana Gustina (University of Muhammadiyah Sumatera Utara Medan, 2018), and Lesina Merti (Bung Hatta University, 2021).

1. Fina Liana Gustina *“Improving Students’ Achievement in Writing Advertisement through Modeling the Way Strategy”*.

The first research was conducted by Fina Liana Gustina (University of Muhammadiyah Sumatera Utara Medan, 2018). She was conducted the research with the title *“Improving Students’ Achievement in Writing Advertisement through Modeling the Way Strategy”*. This is the abstract of the research:

The research was aimed to investigate the improvement on the students’ achievement in writing advertisement through modeling the way strategy. This study was applied through Classroom Action Research (CAR). Descriptive qualitative and quantitative design applied to do the research. The subject of this research was all students in XI that consisted of 33 students. There were two findings of data collected in this research, namely quantitative and qualitative data. The quantitative data were taken from the students’ scores, while the qualitative ones from the observation of students’ activity

and teacher's performance in learning process. Those data were analyzed quantitatively and qualitatively. The research finding showed that there was improvement of students' score applying Modeling the Way Strategy. In Pre-test, the mean score was 19.90 (59.37% of students got score 80 or more). In the first cycle test, the mean of students' score was 27.85 (84.74% of students got score 80 or more), and the second cycle test, the mean score was 35.34 (90.64% of students got score 80 or more). It was also found that the students' activities and teacher's performance increased. The average percentage of students' activity in the learning process was 48,75% in the first cycle and increased to 80% in the second cycle. While, the teacher's activity in learning had improved well with average percentage of 85.30% in the first cycle and 58.60% in second cycle. In conclusion, the students' achievement in writing advertisement increased after applying modeling the way strategy.<sup>38</sup>

2. Laelatul Mukharomah *"The Use of Discovery Learning Method Model to Improve Students' Descriptive Text Writing (a Classroom Action Research at VII A Class of MTs NU 08 Gemuh Kendal in the Academic Year of 2014/ 2015)"*.

The second research was conducted by Laelatul Mukharomah (Walisongo State Islamic University Semarang, 2015). Laelatul Mukharomah was conducted the research with the title *"The Use of Discovery Learning Method Model to Improve Students' Descriptive Text Writing (a Classroom Action Research at VII A Class of MTs NU 08 Gemuh Kendal in the Academic Year of 2014/ 2015)"*. This is the abstract of the research:

The background of this study is based on the phenomenon that learning descriptive text writing as one of the language items that students got difficulty to start it as their comprehend. Especially in VII A of students of MTs NU 08 Gemuh. They could not

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<sup>38</sup> Fina Liana Gustina, Thesis: *"Improving Students' Achievement in Writing Advertisement through Modeling the Way Strategy"*, (Medan: University of Muhammadiyah Sumatera Utara, 2018), p. 1.



interest in teaching learning process, even they got difficulty when they were asked to writer. Discovery Learning Method here is one of the learning model which emphasize in the process of the learning. Students could learn by observing which want to be learnt. They did not need to be afraid about the grammar rule at the first time they wrote, so it would be effective for students in seventh grade as VII A class of students of MTs NU 08 Gemuh.

This research is aimed to find the answer to the following research questions:

1. How is the implementation of Discovery Learning Method model in teaching descriptive text to improve students' writing skill at seventh grade students of MTS NU 08 Gemuh in academic year of 2014/2015?
2. Can Discovery Learning Method model improve students' descriptive text writing at seventh grade students of MTs NU 08 Gemuh in academic year of 2014/2015?
3. How is the improvement of students' writing skill in teaching descriptive text after being taught using Discovery Learning Method model at seventh grade students of MTS NU 08 Gemuh in academic year of 2014/2015 after taught?

The study was to find out whether Discovery Learning Method model is more effective to improve students' descriptive text writing than non-Discovery Learning Method. The implementation of Discovery Learning Method model in teaching descriptive text writing at MTs NU 08 Gemuh Kendal is A Classroom Action Research which is aimed to improve students' achievement in writing descriptive text. This research was conducted in three cycles and was done in four activities including the pre cycle and cycle 1, 2, and 3.

The result of study shows that using Discovery Learning Method model can improve students' achievement in writing descriptive text. It can be seen that KKM which was determined in the school is 7,5. This is proven by students' written test that improve in every cycle until achieve KKM. In this research, the researcher took a test of their

achievement in each cycle. In the beginning, the researcher took pretest, but there is no students who get a required mark based on KKM. It can be seen in students' ability in pre-test, the low score was 20 and the high score was 60. The result of the average is very low, 51.17. Then the researcher took in cycle 1, there are only 8 students who got required mark based on KKM and the average of the students' achievement was 67.2. In the second cycle, the researcher got 19 required marks from the students. The average of second cycle was 74.4 . It was little improved from cycle 1, but only 19 students of 34 students who got required mark in this cycle. The last cycle is more improved. It can be seen from the result of the average 82.3. Also all of students got required mark based on KKM.

The result of the research shows that the students improve their descriptive text writing effectively by using Discovery Learning Method model.<sup>39</sup>

3. Putri Inayatsyah *“The Stages of Concerns of Using Discovery Learning Method in Teaching English at Senior High School”*

The third research was conducted by Putri Inayatsyah (Universitas Islam Negeri Ar-Raniry Banda Aceh, 2020). She conducted the research with the title *“The Stages of Concerns of Using Discovery Learning Method in Teaching English at Senior High School”*. This is the abstract of the research:

This study aimed to investigate the English teachers' concern about using the Discovery Learning Method model in teaching English and how English teachers implemented Discovery Learning Method in the classroom. The problems of this research were; the first, English teachers did not apply the Discovery Learning Method model was a state in the lesson plan; second, the English teachers were not able to used appropriated and

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<sup>39</sup> Laelatul Mukharomah, Thesis: *“The Use of Discovery Learning Method Model to Improve Students' Descriptive Text Writing (a Classroom Action Research at VII A Class of MTs NU 08 Gemuh Kendal in the Academic Year of 2014/ 2015)”*, (Semarang: Walisongo State Islamic University Semarang, 2015), p. 5-6.

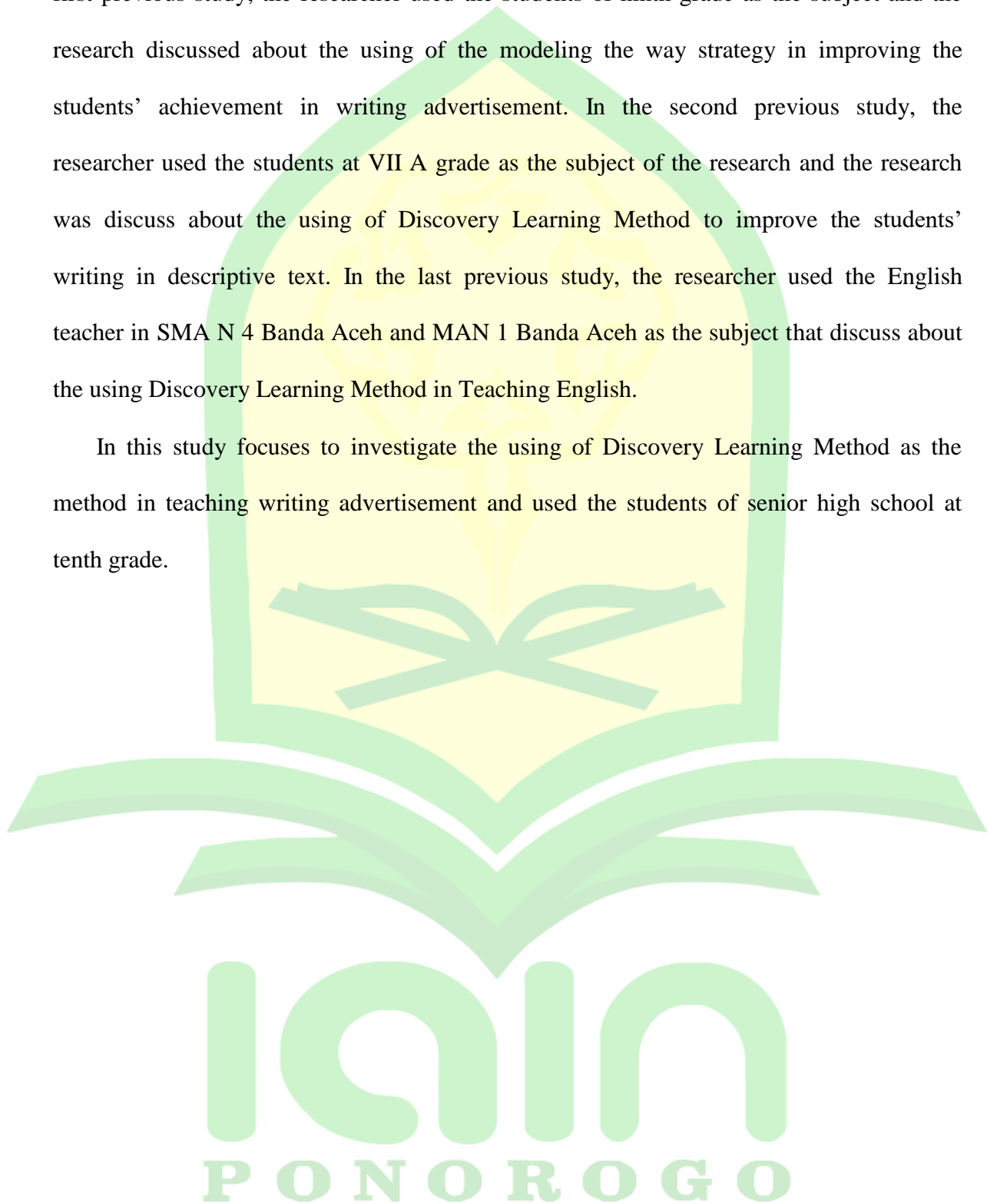
effective learning models in the teaching-learning process; third, the students were not able to solve their problems in learning. The population in this research were English teachers at SMAN 4 Banda Aceh and MAN 1 Banda Aceh. The sampling method used was purposive sampling, in which nine English teachers were chosen. This research used mixed-method approaches; qualitative and quantitative methods and data were collected using two methods included observation and questionnaire. Qualitative data were collected using an observation checklist and quantitative data were collected using stages of concern questionnaire. Miles and Huberman's (1994) framework to analyze the qualitative data and SoCQ manual, and the statistical formula to analyze quantitative data. The result of observation showed teachers and students are very enthusiastic and interested in using the Discovery Learning Method model. The use of Discovery Learning Method models can increase activity, creative thinking skills, and student learning outcomes. The finding of the questionnaire that the highest stage of English teachers' concern is in stage 1 (Information) 89,44%. There is a positive significant relationship between English teachers' concerns and the implementation of the use of Discovery Learning Method models. Most of the English teachers understood and have a high motivation to be involved in the development of Discovery Learning Method models, made lesson plans, and used Discovery Learning Method models in teaching English. The results showed that English teachers wanted to get a lot of information and interested in learning more about the Discovery Learning Method model. Teacher's interactions in planning and implementing Discovery Learning Method models need to be improved.<sup>40</sup>

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<sup>40</sup> Putri Inayatsyah, Thesis: *"The Stages of Concerns of Using Discovery Learning Method in Teaching English at Senior High School"*, (Banda Aceh: Universitas Islam Negeri Ar-Raniry, 2020), p. xi.

The differences between the first previous study, the second previous study, and the third previous study are the subject and the topic that discussed on the researches. In the first previous study, the researcher used the students of ninth grade as the subject and the research discussed about the using of the modeling the way strategy in improving the students' achievement in writing advertisement. In the second previous study, the researcher used the students at VII A grade as the subject of the research and the research was discuss about the using of Discovery Learning Method to improve the students' writing in descriptive text. In the last previous study, the researcher used the English teacher in SMA N 4 Banda Aceh and MAN 1 Banda Aceh as the subject that discuss about the using Discovery Learning Method in Teaching English.

In this study focuses to investigate the using of Discovery Learning Method as the method in teaching writing advertisement and used the students of senior high school at tenth grade.



## CHAPTER III

### RESEARCH METHOD

This chapter contains the research design, researcher's role, research location, data source, technique of data collection, technique of data analysis, checking validity of findings, and research procedure.

#### **A. Research Design**

The researcher applied mixed method in the research. According to Valerie R. Anderson, mixed method is a methodological eclecticism and pluralism that combining qualitative and quantitative methods in a study.<sup>41</sup> This method integrates rigorous quantitative and qualitative research to draw the strength of each. The core assumption of this form of inquiry is that combination of qualitative and quantitative method provides a more complete understanding of a research problem than either method alone.

The researcher applied mixed method in this research. The qualitative data was needed to answer how is the implementation of Discovery Learning Method in teaching writing advertisement at tenth grade of MA Miftahul Ulum Dolopo Madiun in the academic year 2021/2022. The quantitative data was needed to answer how is the students' comprehension ability in writing advertisement course towards the implementation of Discovery Learning Method at tenth grade of MA Miftahul Ulum Dolopo Madiun.

#### **B. Researcher's Role**

The researcher observed the teaching and learning process towards the implementation of Discovery Learning Method in teaching writing advertisement. Thus, the researcher's first role in this research is the observer. There are two types of observation in observational research, participant observation and non-participant observation. According

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<sup>41</sup> Leonard A. Jason and David S. Glenwick, *Methodological Approaches to Community-Based Research Qualitative, Quantitative, and Mixed Methods* (New York: Oxford University Press, 2016), p.23.

to Kumar, participant observation is observation which includes the researcher as the member to do the activities through the research.<sup>42</sup>

Meanwhile, non-participant observation is observation which the researcher was watching and listening through the teaching and learning process as passive observer. Lisa argued that non-participant observation is a relatively unobtrusive qualitative research strategy for gathering primary data about some aspect of the social world without interacting directly with its participants.<sup>43</sup> In this occasion, the researcher chooses as a non-participant observation. The researcher's second role in this research is the interviewer.

### C. Research Location

The researcher conducted this study at MA Miftahul Dolopo Madiun. This school is located in the Ponpes Darussalam streets, Pucang Kradinan, Dolopo, Madiun. MA Miftahul Ulum Dolopo Madiun is one of senior high school in Madiun that under the auspices of the Miftahul Ulum Foundation. There are three classes in MA Miftahul Ulum, tenth grade, eleventh grade, and the last is twelfth grade. This research is conducted at tenth grade, which consists of only one class. To determine the sample, the researcher discussed with the teacher which class that consists of the students who have different ability in a class.

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<sup>42</sup> Ranjit Kumar, *Research Methodology a Step by Step Guide for Beginners*, (London: SAGE Publication, 2011), p. 134.

<sup>43</sup> Lisa M. Given, *the SAGE Encyclopedia of Qualitative Research Methods*, (USA: SAGE Publication, Inc., 2008), p. 561.



#### D. Data and Data Source

Data is the information of the implementation process derived from observation in using Discovery Learning Method to teaching writing advertisement. The source of data in the study is subjects from which the data can be obtained.<sup>44</sup> There are two sources of the data:

1. Primary data : result of observation, result of interview, and the score of the advertisement text by the students.
2. Secondary data : comprehension ability level theory by Putra.

#### E. Technique of Data Collection

In accordance with the method that the researcher used, so the technique of data collection consists of two techniques, qualitative technique and quantitative technique. The researcher used several techniques in collecting data. It aims to obtain valid information about the implementation of Discovery Learning Method as the method in teaching writing advertisement at tenth grade of MA Miftahul Ulum Dolopo Madiun in the academic year 2021/2022. The researcher used some following instruments:

##### 1. Qualitative Technique of Data Collection

###### a. Observation

Observation is the process of collecting information by observing the subject and the places at the research site.<sup>45</sup> Observation is the most of the good data, including processes, products, and their artifact.<sup>46</sup>

In this study, the researcher observed the implementation of Discovery Learning Method as the method in teaching advertisement. The researcher made field notes to write down everything that happened during the implementation of

<sup>44</sup> S. Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: Rineka Cipta, 2010), p. 129.

<sup>45</sup> John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research (4<sup>th</sup> Edition)*, (Boston: Pearson Education, 2012), p. 213.

<sup>46</sup> Robert E. Stake, loc. cit, p. 26.



Discovery Learning Method as the method in teaching English especially in teaching writing advertisement.

## 2. Interview

Interview is the conversation between the researcher and the subject to collect information from the situation that happens during the research.<sup>47</sup> Interview is arranged to learn more about the experience of the participants. Interviews are used for a number of purposes. For a qualitative researcher, the main purposes of interview are:<sup>48</sup>

- a.) Obtaining information or making interpretation to the person interviewed.
- b.) Compiling a numerical compilation of information from the people.
- c.) Finding out about “a thing” that the researchers were unable to observe themselves.

In this study, the researcher designed a series of open question to elicit specific answer from respondents that are used to obtain information from respondents. The questions in the interview related to the research about the implementation of Discovery Learning Method as the method in teaching writing advertisement, such as the background of the using of Discovery Learning Method as the method in learning process, the objective of the using Discovery Learning Method as the method in learning process, the urgency of this method, the expectations of related parties towards this method, the benefits that have been obtained from the using of Discovery Learning Method. The researcher interviewed the English teacher and some students at tenth grade of MA Miftahul Ulum Dolopo Madiun to determine the impact of the implementation of Discovery Learning Method as the method in teaching English, particularly in

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<sup>47</sup> Syamsyuddin and Vismaia Damayanti, *Metode Penelitian Pendidikan Bahasa*, (Bandung: Remaja Rosdakarya, 2012), p. 94.

<sup>48</sup> Robert E. Stake, loc. cit., p. 95.

teaching writing advertisement. The sample of this study is taken from the different characteristic and ability of the students at tenth grade of MA Miftahul Ulum Dolopo Madiun.

### 3. Documentation

A valuable source of information in qualitative research can be documents. Documents is the records of the research about a site or participants that provides valuable information in helping researchers understand central phenomena in qualitative research.<sup>49</sup>

In this study, the data taken from the photos during interviewing the person that in charge with the using of Discovery Learning Method as the method in teaching English, especially in writing advertisement, photos during the learning process that implements Discovery Learning Method as the method, school documents, such us the organization structure of the school; vision and mission of the school; and the school profile. The researcher also conducted the data from the field notes related to the research for supporting data from observation and interview. By combining those instruments, the researcher gained the detail information.

The researcher presented the valid documentation to prove that the activities are real in a real-life context based on the research conducted. The documentation helped the researcher to support the data that the research is worth to be observed relate to the implementation of Discovery Learning Method as the method in teaching writing advertisement.

### 2. Quantitative Techniques of Data Collection

Quantitative techniques of data collection used to collect the data as the score of the ability. In collecting the score of the students, the researcher is helped by the

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<sup>49</sup> John W. Creswell, loc. cit, p. 233.

teacher to conduct a test. The teacher asked the students to write an advertisement in the last meeting. It used to know the students' comprehension ability in writing advertisement through the implementation of Discovery Learning Method.

## **F. Technique of Data Analysis**

In accordance with the mixed method that the researcher was used in this study, the technique of data analysis consists of two techniques, as follows:

### **1. Analysis Technique of Qualitative Data**

The researcher used thematic analysis. Thematic Analysis is a type of qualitative analysis that used to analyze classifications and present themes (patterns) that relate to the data.<sup>50</sup> It illustrates the data in great detail and deals with diverse subjects via interpretations.

Thematic Analysis allows the researcher to determine precisely the relationships between concepts and compare them with the replicated data. By using thematic analysis, there is the possibility to links the various concepts and opinions of the learners and compare these with the data that has been gathered in different situation at different times during the project. It is a method for describing data, but also involves interpretation in the processes of selecting codes and constructing themes. In using thematic analysis, the researcher got the data to answer the research questions.

These guiding principles should to be considered by any research that uses a thematic process for its data analysis. They are as follows:<sup>51</sup>

#### **a. Data Reduction**

In this study, the researcher analyzed the data that conduct from the observation, the interview, and the students' score in writing advertisement. The

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<sup>50</sup> M. Ibrahim, Alhojailan, "Thematic Analysis: A Critical Review of Its Process and Evaluation", *West East Journal of Social Sciences*, 1 (1), (2012), p. 40.

<sup>51</sup> Ibid, p. 43-45.

the first step in data analysis is data reduction. This step is a process of selecting, simplifying, and transforming the data to make the relationship between different parts of the data. It allows the researcher identify the most significant meaning to review the whole data of the research.

The data reduction could be achieved through three main phases. In every phase can reduce the data in the different ways. The first phase, the researcher should tabulate it using Microsoft Word prior to preparing and organizing the content of data that conducted from observation and interview. The second phase, the researcher should highlighting the sentences from each participant that could be used. In the third phase, using the highlighted sentences and then breaking the data into smaller segments or themes.

#### b. Data Display

In this research, the researcher displayed the data in the form of tables and figures. The researcher used an observation checklist and the result of interview in the form of tables. The researcher also displayed some figures in each stages of Discovery Learning Method. It makes the reader easier to understand the data. The researcher also retrieved the data from written sources in the form of school documents, teacher documents, and written summaries of researcher.

The second main step is the process of organizes the data, arrange concept, and the thoughts. Data display is used descriptively to gather conceptual coherence by collating items that related to every research question.

Displaying the data in a variety of ways e.g. tables, figures, and theme maps provide opportunities to gain an extra in-depth understanding of the data it. Utilizing different data display techniques and gradually framing it, enables the researcher to focus and organize the researcher thoughts by linking and comparing the information to reach conclusions.

### c. Data Drawing and Conclusion

The third step of analysis data is data drawing and conclusion. In this step, the researcher should use some points to assist researchers in drawing conclusions having displayed data in a variety of ways. The stages of data drawing and display must not be separated from data reduction, because they are complementary. In addition, the stages involve drawing data and verification.

### 2. Analysis Technique of Quantitative Data

In this study, the researcher analyzed the data of the students' score in writing advertisement according to the theory of Putra. The researcher categorized the students' score into some level to know the students' comprehension ability of the students in writing advertisement.

## G. Checking Validity of Findings

Data validity is the essential concept that is renewed from the validities and reliabilities concept.<sup>52</sup> It means that qualitative research findings should be tested for accuracy or credibility using terms and criteria which have been developed for the approach that used. Validity is the extent to which interpretations of data are guaranteed by theories and evidence used.<sup>53</sup>

<sup>52</sup> Lexy J. Moleong, loc. cit, p. 171.

<sup>53</sup> Louis Cohen, Lawrent Manion & Keith Marrison, *Research Methods in Education (8<sup>th</sup> Edition)*, (New York: Routledge, 2018), p. 245.

The researcher should confirm the valid data for qualitative approach conducted. There are some components that must be checking to confirm the valid data as follows:

### 1. The Strenuously Observation

The strenuously observation is the relevant and accurate research in choosing the topic that the researcher found.<sup>54</sup> It means the researcher finding the characteristics and the elements in the situation that relate with the research.

Conducting these elements in this study:

- a. Observing the implementation of Discovery Learning Method as the method in teaching writing advertisement at tenth grade of MA Miftahul Ulum Dolopo Madiun in the academic year 2021/2022 accurately and continuously during the observation.
- b. Deep research until the researcher consistently discovers several valid data points.

### 2. Triangulation

Triangulation is the process to convey the idea to establish the facts that researcher needs more than one source of information.<sup>55</sup> It means the process of triangulation can increase the accuracy of the qualitative research findings.

Triangulation has four types according Denzin, they are:<sup>56</sup>

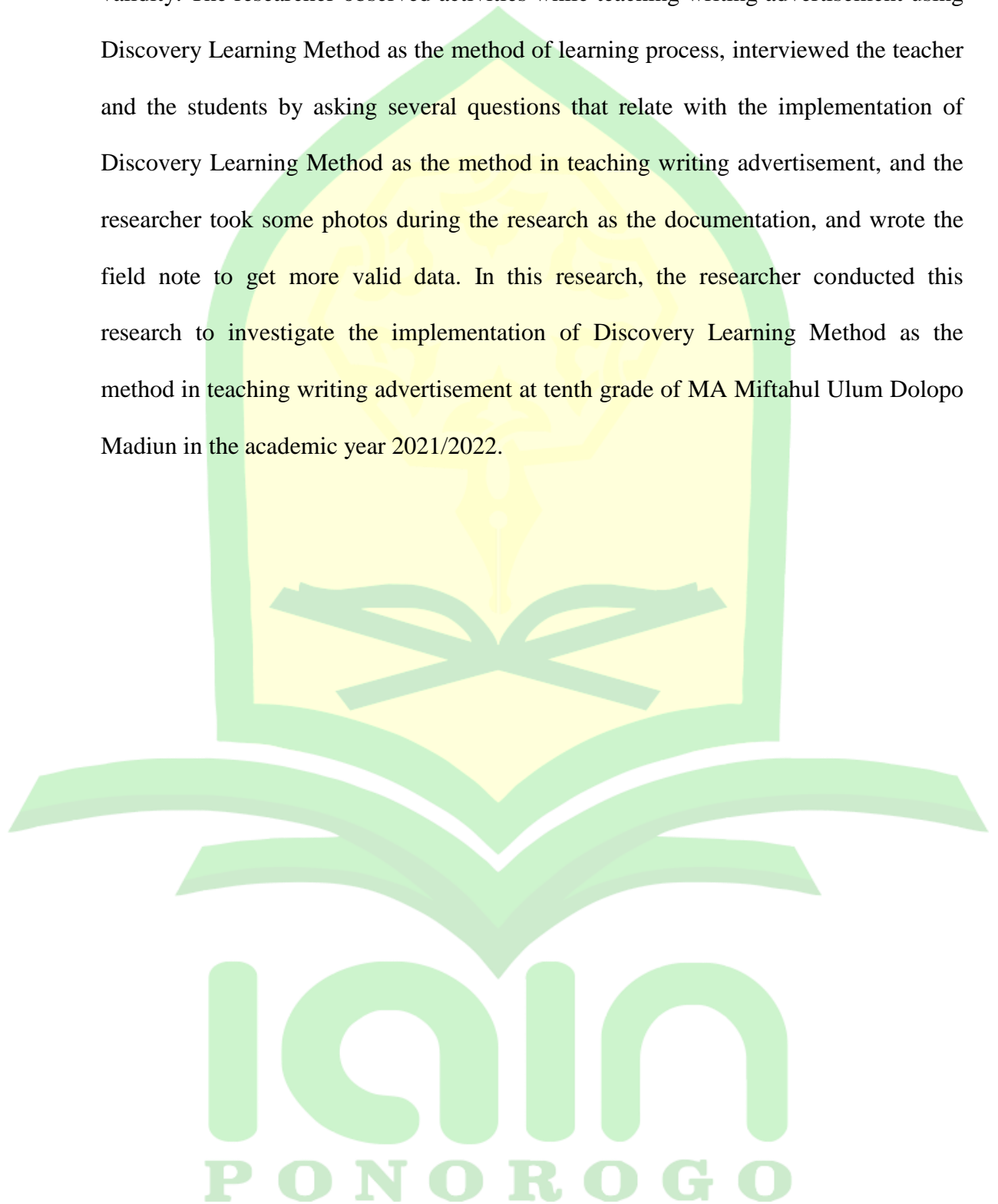
- a. Data triangulation that including person, time, and space.
- b. Investigator triangulation that including multiple researcher of an investigation.
- c. Theory triangulation includes some theory that interprets the phenomena.
- d. Methodological triangulation is the use of some method to conduct the data, such as observation, interview, documentation, and questionnaires.

<sup>54</sup> Lexy J. Moleong, loc. cit, p. 171.

<sup>55</sup> Robert C. Bodgan, *Qualitative Research for Education Introduction to Theories and Methods (5<sup>th</sup> Edition)*, (USA: Pearson Education, 2007), p. 115.

<sup>56</sup> Norman K. Denzin, "Sociological Methods: A Sourcebook Fifth Edition", *Aldine Transaction* ISBN 978-0-202-36840-1, 2006.

In this study, the researcher used methodological triangulation to checking the validity. The researcher observed activities while teaching writing advertisement using Discovery Learning Method as the method of learning process, interviewed the teacher and the students by asking several questions that relate with the implementation of Discovery Learning Method as the method in teaching writing advertisement, and the researcher took some photos during the research as the documentation, and wrote the field note to get more valid data. In this research, the researcher conducted this research to investigate the implementation of Discovery Learning Method as the method in teaching writing advertisement at tenth grade of MA Miftahul Ulum Dolopo Madiun in the academic year 2021/2022.





## CHAPTER IV

### RESEARCH FINDINGS AND DISCUSSION

This chapter consists of the important information that found in the field during the research time. The research findings and discussion are divided into three main part, general data, research findings, and discussion.

#### **A. General Data**

##### **1. Historical Background of MA Miftahul Ulum Dolopo Madiun**

MA Miftahul Ulum Dolopo Madiun is an institution that under the auspices of the Miftahul Ulum foundation. MA Miftahul Ulum Dolopo Madiun is located in the Ponpes Darussalam streets, Pucang Kradinan, Dolopo, Madiun. This institution was founded in response to a request from the figures of the Miftahul Ulum Foundation and the villagers who want a religious-based high school with some considerations:

- a. Villagers in Kradinan are a religious society.
- b. There is an Islamic junior high school within the Miftahul Ulum Foundation.
- c. Many students in Darussalam Boarding School are recently graduated, from Islamic junior high school Miftahul Ulum.
- d. The nearest senior high school is located outside of Kradinan village.
- e. Constraints on transportation to schools in other areas.
- f. The inhabitants' economic status range from middle to lower class.

With the existence and condition, the Miftahul Ulum Foundation as an educational foundation followed up many recommendations, opinions, and demands from the villagers. On June 1<sup>st</sup>, 2002, at the same time as the opening ceremony for MTs Miftahul Ulum students and the presentation of a preacher from Nganjuk, namely K.H.

Abdul Malik M.Ag., lecturer of STAIN Tulung Agung, which also set as the date of founding of Islamic senior high school Miftahul Ulum (Madrasah Aliyah Miftahul Ulum) in Kradinan village.

Madrasah Aliyah Miftahul Ulum Dolopo Madiun began accepting new students for the 2002/2003 academic year in July 2002. There were 24 students who actively engaged in the teaching and learning process. Finally on January 8<sup>th</sup>, 2004, Madrasah Aliyah Miftahul Ulum Dolopo Madiun received a Decree of Establishment from the Regional Office of the East Java Ministry of Religion with letter number Kw.13.6/5/PP.03.2/041/SKP/2004 and obtained a charter for the establishment of Private Madrasah Aliyah Miftahul Ulum after reading this results of the research on the establishment of private madrasas by the Head of the Office of the Ministry.

## **2. Geographical Location**

MA Miftahul Ulum Dolopo Madiun is located in Madiun specifically on Darussalam boarding school streets, Kradinan, Dolopo sub district, Madiun district. It is located south of Pucang Kradinan village office. MA Miftahul Ulum Dolopo Madiun is also part of Darussalam Boarding School.

Because MA Miftahul Ulum Dolopo Madiun is the only senior high school in Kradinan village, it is quite important for the villagers. Furthermore, because Kradinan villagers are a religious society, they choose to send their children to religiously affiliated schools. The Islamic Boarding School of Darussalam is located near the MA Miftahul Ulum Dolopo Madiun, thus the students not only gain general knowledge but also religion at the Islamic boarding school.

P O N O R O G O

### **3. Vision and Mission of MA Miftahul Ulum Dolopo Madiun**

#### **a. Vision**

Towards people who have achieved success based on faith and piety.

#### **b. Mission**

- 1.) Educating Muslims on religious attitudes and behaviors.
- 2.) Developing the ability to educate with the potential that they have.
- 3.) Instilling a sense of accomplishment.
- 4.) Implementing participatory and proper management.
- 5.) Making an effort to create a healthy, clean, and beautiful Islamic environment.
- 6.) Developing human resource in the fields of education and technology.

#### **c. The Goals of MA Miftahul Ulum Dolopo Madiun**

Based on the vision, mission, and current condition of the madrasa, the madrasa goals for the academic year 2021/2022 are as follows:

- 1.) The pass quantity is maintained at 100 % in 2022.
- 2.) In 2022, the UN score will have increased by at least + 1 from the current benchmark.
- 3.) Increase the quality and quantity of the infrastructure and facilities that enable the improvement of academic and non-academic achievements.
- 4.) Increase the students' talents, interests, and abilities in Arabic and English, and they will be able to give a speech in two languages.
- 5.) In 2022, at least one branch will have a sports team capable of reaching the Provincial finals.
- 6.) In 2022, there will be a provincial art squad capable of performing at events.
- 7.) In 2022, build a madrasa environment to be healthy, clean, and beautiful.

- 8.) Residents of madrasa will have a higher level of attitude and practice in conformity with Islamic principles in 2022 than they did previously.

#### 4. Profile of MA Miftahul Ulum Dolopo Madiun

- a. School name : MA MIFTAHUL ULUM DOLOPO MADIUN
- b. NSS/NDS : 131235190010
- c. NIPSN : 20580853
- d. Status : Swasta
- e. Accreditation : B
- f. School Address : - P.P. Darussalam streets.
  - Village : Kradinan
  - Sub-district : Dolopo
  - Regency : Madiun
  - Province : East Java
  - Telephone Number : (0352) 531536

#### 5. The Organization Structure of MA Miftahul Ulum

The organization structure at MA Miftahul Ulum Dolopo Madiun contains:

- a. Headmaster
- b. Board Committee
- c. Treasurer
- d. Vice of Curriculum
- e. Vice of Students
- f. Vice of Infrastructure
- g. Vice of Public Relation
- h. Teachers

i. Students

For the details of the organization structure at MA Miftahul Ulum Dolopo Madiun, see in the appendix.<sup>57</sup>

## B. Research Findings

This study was conducted to describe the implementation of Discovery Learning Method in teaching writing advertisement at tenth grade of MA Miftahul Ulum Dolopo Madiun, which consists of 28 students, 10 males, and 18 females. The researcher obtained the data through observation, interview with the English teacher and some students at tenth grade of MA Miftahul Ulum Dolopo Madiun, and documentation. In this section, the researcher showed the data presentation that was obtained in the field.

### 1. The Implementation of Discovery Learning Method in Teaching Writing Advertisement

Based on the observation and documentation that has been done by the researcher in March 2022, she conducted a direct analysis in the classroom to explain the implementation of Discovery Learning Method in teaching writing advertisement at tenth grade of MA Miftahul Ulum Dolopo Madiun in the academic year 2021/2022.<sup>58</sup> The researcher also analyzed the lesson plan that used by the teacher in teaching and learning process.<sup>59</sup>

In line with the government's regulation to implement the 2013 curriculum, in MA Miftahul Ulum Dolopo Madiun also applied it in the teaching and learning process. It

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<sup>57</sup> Look the appendix of documentation.

<sup>58</sup> Look the appendices.

<sup>59</sup> Look the appendix 01/O/14-III/2022 of the observation transcript

confirmed by the English teacher that she said in an interview session on March 26<sup>th</sup>, 2022:<sup>60</sup>

“Yes, that's right, at MA Miftahul Ulum Dolopo Madiun also applies the 2013 curriculum. Since there were regulations in 2013, the 2013 curriculum has started to apply it in MA Miftahul Ulum Dolopo Madiun”.

Each lesson that taught in MA Miftahul Ulum Dolopo Madiun should use the method or technique which related to the 2013 curriculum. Advertisement is one of sub topic in English lesson that taught at tenth grade of MA Miftahul Ulum Dolopo Madiun. In teaching writing advertisement, the teacher needed the appropriate method to encourage the students in understanding the material. The teacher used the Discovery Learning Method which related to the 2013 curriculum in teaching writing advertisement to stimulate the students' motivation in understanding the material, as she said in the interview session:<sup>61</sup>

“So, in Advertisement material must involve students in learning process, the teacher should provide innovation and motivation so that students can collaborate on their own ideas. If it is likened to parents and children, the teacher stimulates students' motivation to what extent they can understand advertisement material”.

The implementation of Discovery Learning Method in teaching writing advertisement was expected to improve their English skill, especially in writing skill. The students were able to express their ideas and choose the words that they want used in writing advertisement, which could attract the readers to their advertisement. It also she said in the interview session:<sup>62</sup>

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<sup>60</sup> Look the appendix 01/W/26-03/2022 of interview transcript.

<sup>61</sup> Ibid.

<sup>62</sup> Ibid.

“The urgency of the implementation of the Discovery Learning Method, which does not escape the purpose of it’s implementation, is that students are expected to improve skills, increase student creativity, and improve students' ability to innovate. So the goal is to attract students' interest”.

In addition, the researcher presents the result of her observation as follows:

**a. An Analysis of Lesson Plan**

Lesson plan is a teaching tool to plan the learning activities in the classroom for one meeting or more. The teacher can use lesson plan to investigate all of the pedagogical components of knowledge.<sup>63</sup> Lesson plan was made before the class meeting to facilitate the learning process. Lesson plan was made based on the applicable curriculum. The suitability of the lesson plan with the applicable curriculum is used to achieve the same goals of the learning process that taught by the teacher.

In this study, the researcher also conducted an analysis of lesson plan that used by the English teacher. It is aimed to find out whether learning process is carried out in accordance the lesson plan or not. The researcher used an observation checklist to analyze the lesson plan as below:<sup>64</sup>

Table 4.1

Observation Checklist of the Implementation of Discovery Learning Method

No.	Observed Aspects	Implementation	
		Yes	No
1.	The teacher gives the questions as a stimulus so that students can find problems.	√	
2.	The teacher gives a suggestion to the students to	√	

<sup>63</sup> Shen Jianping, et. al, *Lesson Planning: A Practice of Professional responsibility and Development*, (Bloomington: Educational Horizons, 2007), p.249.

<sup>64</sup> Look the appendix 03/O/21-III/2022 of observation transcript.



	read and do other learning activities that direct the students to find the problems.		
3.	The teacher checks the students' progress through the problem to be solved.	√	
4.	The teacher provides the students the opportunity to identify the problem so the students can formulate the hypotheses.	√	
5.	The teacher provides the opportunity for the students to collect the information from any sources to approve whether their hypotheses is true or not.	√	
6.	The teacher provides the opportunity for the students to discuss in groups through collecting the data.	√	
7.	The teacher provides the opportunity for the students to process the data that has been obtained.	√	
8.	The teacher asks the students to write the results of the data obtained.	√	
9.	The teacher stimulates the students to exchange information about their findings, so that the findings are complementary.	√	
10.	The teacher guides the process of proving the data obtained.	√	
11.	The teacher generalizes or draws a conclusion from the findings that have made by the students.	√	

12.	The teacher gives appreciation to the students for making discoveries.	√	
13.	The teacher holds a reflection in the end of the class.	√	
14.	The teacher holds a question and answer session to determine the students' understanding of the material that has been delivered.	√	
15.	The teacher gives a task at the end of the class as an indicator of students' achievement in understanding the material.		√

Based on the observation checklist above, it can be seen that learning process towards the implementation of Discovery Learning Method in teaching writing advertisement is in accordance with the lesson plan that used by the English teacher.<sup>65</sup> In the implementation of Discovery Learning Method in teaching writing advertisement, the teacher carried out the activities that included in the stages of Discovery Learning Method. There are six stages in Discovery Learning Method, stimulation, problem statements, data collection, data processing, verification, and generalization.

Based on the result of observation, the researcher describes the activities in the classroom, as follows:

#### 1.) Stimulation

Based on what the researcher saw, the first activity in the classroom was stimulation. The teacher did the question and answer session with the students about the definition of advertisement. This is aimed to develop the

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<sup>65</sup> Look the appendix of documentation.

students' curiosity about the advertisement. The students who answered the question well got the plus point.

## 2.) Problem Statements

The second activity in the classroom was identified the problem statements. The students are divided into some groups and asked them to open their students' book about advertisement chapter. The students are asked by the teacher to indentify the structure of advertisement, the language features of advertisement, and the kinds of advertisement.

## 3.) Data Collection

The third activity in the classroom was data collection. The students were asked to collect some information about the structure of advertisement, the language features of advertisement, and the kinds of advertisement. The students collected the information from students' English book that disscuss about the advertisement.

## 4.) Data Process

The fourth activity in the classroom was data process. In this stage the students were asked to analyze the data that they have collected. The data are the information about the structure of advertisement, the language features of advertisement, and the kinds of advertisement. The students were directed to exchange information that they obtained with their friend in a group. The teacher also gave a feedback for the students on their involvement and their ability to analyze the data.

## 5.) Verification

The fifth activity was verification. In this stage the teacher guided the st students in proving data. The students were directed to compare the result of their data analysis to other group's findings. The teacher explained the right

answer of the structure of advertisement, the language features of advertisement, and the kinds of advertisement.

#### 6.) Generalization

The last stage is generalization. The teacher asked the students to make a conclusion of the findings that they have collected. The students drew a conclusion about the definition, the structure, the language features, and the kinds of advertisement. The teacher also generalized the conclusion from the finds that the students made.

#### b. The Method that Was Used by the Teacher

Based on the students' learning process, Discovery Learning Method was an effective method to be implemented in teaching and learning process. This method helped the students easily comprehend the advertisement material. It is also encouraged the students' interest to learn. They also followed the implementation of Discovery Learning Method well in the class. It can be seen by the researcher's observation as below:<sup>66</sup>

Table 4.2

The Observation Checklist of Student's Attitudes toward the Implementation of Discovery Learning Method

No.	Observed Aspects	Yes	No
1.	The students prepare themselves before the class begins.	√	
2.	The students pay attention to the teacher through the class.	√	

<sup>66</sup> Look the appendix 03/O/21-III/2022 of observation transcript.

3.	The students can follow the implementation of Discovery Learning Method.	√	
4.	The students can answer the questions from the teacher about the material that has been delivered.	√	
5.	The students interest with the advertisement material that taught by the teacher.	√	

The teacher also felt easily when she taught used Discovery Learning Method. It also she said in interview session:<sup>67</sup>

“Yes, it is easier to convey the material then it encourages the students to find new things and express their ideas in making advertisements and create the students’ independence.”

The teacher asked them to follow all the stages of Discovery Learning Method in writing advertisement course, it is aimed to encourage the students’ interest with the material. If the students are interested with the material, the students could easily comprehend the material. Towards the implementation of Discovery Learning Method in teaching writing advertisement, the students became more active in the class. It can be seen from how they give their respond through the learning process.

### c. Teacher’s Role

The teacher has different roles from their students, the teacher has to play the role as someone who has the dedication and ability to influence or invite and also impart knowledge to their students. Based on the observation that has been done by the researcher, she concluded that in teaching writing advertisement towards

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<sup>67</sup> Look the appendix 01/W/26-03/2022 of interview transcript.

the implementation of Discovery Learning Method at tenth grade of MA Miftahul Ulum Dolopo Madiun, the teacher has several roles, those are:

1.) The teacher was a motivator.

The teacher as the motivator means the teacher encourages the students conducts their activities and observation through the learning process. It can be seen from how the teacher guided the students to do the activities in the learning process by themselves towards the implementation of Discovery Learning Method in teaching writing advertisement.

2.) The teacher was a facilitator

The teacher as the facilitator means that the teacher facilitated the students in order to realize their findings towards the implementation of Discovery Learning Method in teaching writing advertisement. The teacher helped the students to determine the right answer of the questions in problem statements.

3.) The teacher was a learning manager

The teacher as the learning manager means that the teacher should arranged relationship between the students and the learning plan that they will follow. The teacher created the situation in the class to be conducive.

The teacher also implemented a method relevant with the lesson plan.

## **2. The Students' Comprehension Ability in Writing Advertisement Course towards the Implementation of Discovery Learning Method**

To know the students' comprehension ability towards the implementation of Discovery Learning Method in writing advertisement course, the teacher gave a test to the students to write an advertisement. The students were free to express their ideas in

writing advertisement. The teacher gave the students a time to write an advertisement and after the student finished it, the teacher asked them to compile it to her.

The researcher analyzed the score of the students' advertisement text to know the students' comprehension ability. The researcher asked the data of the students' score in writing advertisement to the English teacher. The list of the students' score in writing advertisement as follows:

Table 4.3

The Students' Individual Score in Writing Advertisement

No.	Name	Score
1.	Afifah Layyin Mahfiana	78
2.	Afifatul Muthohharoh	75
3.	Ahmad Salim	73
4.	Anwar Muzzaki	75
5.	Arina Fahriana	85
6.	Davin Setya Pambudy	78
7.	Fatmah Maulida Azizah	78
8.	Fiantika Diva Ayu Ariyanti	85
9.	Kakanda Pasanawi	78
10.	Lu'lu'a Qurrotul A'yun	80
11.	Lutfiana Nurul Ngaini	85
12.	Maria Maulida	85
13.	Mifta Choirunnisa	85
14.	Muchammad Sahrul Izam	78
15.	Muhammad Dhafa Miftahudin	78
16.	Muhammad Habib Soleh	80



17.	Muslihatun Ni'amah	85
18.	Putri Inayah	80
19.	Rizky Dwi Sputri	-
20.	Saiful Rokhim	73
21.	Siti Muniroh	84
22.	Tegar Fitrandi Wahyu Pradana	80
23.	Via Wirdatun Ni'am	85
24.	Wahyu Ningsih	85
25.	Zarifatun Nabila	85
26.	Ziyan Farodisi	85

The researcher analyzed the data of the students' individual score in writing advertisement to find out which scores are good and which scores are weak. The researcher used theory by Putra to divide the scores in some level.<sup>68</sup> Putra categorized in five levels. They were excellent, very good, the average, poor, and very poor level. This categorization is based on a numerical grading system. It was a grading system that used a numerical point system to pre-specify performance standards. The analysis of the students' individual score could be seen as the table below:

Table 4.4

Students' Individual Score Categorization Level adopted by Putra

Score	Level	Frequency
91-100	Excellent	0
81-90	Very good	11

<sup>68</sup> Pebri Prandika Putra, "The Use of Mind Mapping Strategy in the Teaching of Writing at SMAN 3 Bengkulu, Indonesia", *International Journal of Humanities and Social Science*, 21 (November, 2012), p.65.

71-80	Average	14
60-70	Poor	0
`Below 60	Very Poor	1
Total		26

Based on the table above, there were 11 students got very good score, 14 students got average score, and 1 student got very poor (0) because he was absent at the third meeting. It can be conclude that the students' comprehension in writing advertisement categorized in average level. The students who got score in very good level were 11 students that had a slight difference with the students who got score in average level, there were 14 students. From the scores that obtained by the students in writing advertisement, it could showed the students' comprehension because they did it by themselves in the class. Although most of the students got score in average level, it was quite good for the students in comprehending the material. Therefore, they could do the task by themselves based on what they found about advertisement material in second meeting.

Based on the interview with some students to find out their comprehension in writing advertisement, the researcher asked seven questions in interview session with the students, such as: are they happy through the learning process, what their favorite part in learning process, are they understand the material easily, and some other questions. Most of the students were happy and enjoyed through the learning process in writing advertisement material, because they could learned together with their friends to find the answer of the questions and tried to solve the problem by themselves. It also confirmed by Arina, one of the students at tenth grade in the interview session:<sup>69</sup>

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<sup>69</sup> Look the appendix 02/W/28-03/2022 of interview transcript.

“Yes, I’m so happy through the learning process yesterday. Mrs. Wilis directed us to do something by our self and I can learn together with my friends to answer some questions by Mrs. Wilis”.

The students were able to follow step by step of Discovery Learning Method well. Most of the students at tenth grade understood the material about writing advertisement. They felt it was easier to comprehend the advertisement material than the material before the advertisement material. It also said by Siti:<sup>70</sup>

“In my opinion, the advertisement material that taught yesterday is easy to understand. May be it is because in this material we directed to work together so we can enjoy the learning process and interesting with the material. When we are asked to do an individual task we understand the material and we know what we should to do”.

The students are interested with the material. The students were able to solve the problem by themselves. It seen by their ability that able to did a task through the individual learning. It indicated that the students’ comprehension ability in writing advertisement course were good. The teacher confirmed it in the interview session:<sup>71</sup>

“After four meetings, students follow the steps in the Discovery Learning Method, and do assignments in the writing advertisement material. I think about 85% of the students can understand the material well”

Based all the statements above, the implementation of Discovery Learning Method in teaching writing advertisement seem that give a good impact for the students. The Discovery Learning Method encouraged the students to solve the problem by themselves through the learning process. It encouraged the students more active in the class.

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<sup>70</sup> Look the appendix 04/W/28-03/2022 of interview transcript.

<sup>71</sup> Look the appendix 01/W/26-03/2022 of interview transcript.

## C. Discussion

This part discuss about the result of the analysis based on the statements of the problem. The data are obtained by the researcher through observation, interview, and documentation. It describes the implementation of Discovery Learning Method in teaching writing advertisement and the students' comprehension ability in writing advertisement course towards the implementation of Discovery Learning Method.

### 1. The Implementation of Discovery Learning Method in Teaching Writing Advertisement

Writing is an activity which ideas are expressed from one to another in the written form. There are some kinds of writing, one of them is academic writing. Academic writing is the kind of writing that the people do when write a stories, it is different from creative writing and personal writing.<sup>72</sup> Academic writing is used in teaching and learning process in the classroom. The goal of academic writing is gauge the students' comprehension and the students' critically thinking about the material that being taught by the teacher.<sup>73</sup>

Based on the goal of the academic writing, the students are not encouraged to show off their knowledge about the material but they are encouraged to think critically about the material that the teacher convey. It will improve the students' skills in research, information evaluation, arguing, reacting to other's opinion, analyzing, and expressing their skills in the written form. The students also can convey their ideas and creativity trough writing.

In teaching and learning process, the teacher should implement a method to support in conveying the material. The teacher is able to select the method which relevant with the applicable curriculum that used to help the students in improving their writing skill.

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<sup>72</sup> Alice Oshima & Ann Hogue, loc. cit, p. 3.

<sup>73</sup> Anne Withaker, loc. cit. p. 2

One method that relevant with the applicable curriculum, the 2013 curriculum is Discovery Learning Method. Discovery Learning Method is a method that encourage the students be active and try to solve the problem by themselves through the learning process. Bruner also said that it would be easier for the students to link the new knowledge to earlier information they have gathered.<sup>74</sup>

The teacher should make a lesson plan before teaching in the classroom, because it used to give a direction for the teacher through teaching and learning process. It used to investigate all of the pedagogical components of knowledge.<sup>75</sup> The researcher also analyzed the lesson plan that teacher used in teaching writing advertisement through Discovery Learning Method. This analysis is aimed to know whether the lesson plan is relevant with the 2013 curriculum or not. The suitability of the lesson plan with the applicable curriculum is important. Because it used to achieve the goals of the applicable curriculum, the contents that are include in lesson plan should relevant with the applicable curriculum. Based on the observation, the lesson plan that used by the teacher is related with the Permendikbud. In the lesson plan, there are following: school's identity; subject; semester/class; learning activities; assessment; tools that used by the teacher; method/technique that the teacher used; and source of the material in writing advertisement. All of them are included in the regulations about how to compile a lesson plan in Permendikbud.

The Discovery Learning Method was used by the teacher, which was related with the 2013 curriculum, Discovery Learning Method. The Discovery Learning Method is one of various methods that used in the 2013 curriculum. Discovery Learning Method consists of several stages that should be implemented throughout the teaching and learning process. The stages of Discovery Learning Method are stimulation, problem

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<sup>74</sup> Sri, Limala Ratni K, et. al, loc. cit. p. 18.

<sup>75</sup> Shen Jianping, et. al, loc. cit. p. 249.

statements, data collection, data process, verification, and generalization.<sup>76</sup> Based on the observation, the teacher implemented each stages of Discovery Learning Method through the teaching and learning process. The researcher describes the learning activities through the implementation of Discovery Learning Method in teaching writing advertisement as below:

a. Stimulation

The teacher stimulated the students' interest in the advertisement material. It used to pique the curiosity of the students in the material that they learn in the classroom. The teacher asked the students what they know about the definition of "advertisement". After they knew about the definition of advertisement, the students are able to understand more material in advertisement easily.

This stage is important for the students to know about the types of writing. As the first stage in writing, demonstrating. In the first step the students should be aware of writing conventions and genre constraint in specific types of writing. If the students knew about the definition of advertisement, it was easier for the students to aware about what is the type of text that they will write.

b. Problem Statement

In this stage, the teacher directed the students to find a problem and try to solve the problem. The students' awareness in this stage are important, they should formulate the hypothesis by themselves. In the class, the teacher asked the students to look at the book about the advertisement text. The teacher also divided the students into some groups to discuss about the problem that they found. The teacher helped the students to find the problem. The teacher asked the students to answer the questions that she gave. The students were directed to answer what are the

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<sup>76</sup> Sri, Limala Ratni K, et. al, loc. cit. p. 21-22.



structure of advertisement, the language features of advertisement, and the kinds of advertisement.

This stage can help the students to express their idea. As the second step in writing, choose a topic. The students often find difficulty to express their idea. Through identify the problem statements, the students are trained to express the idea in writing process. In this step, the teacher can help to provoke the students into having ideas.

c. Data Collection

After formulating the problem, the students should try to solve the problem by themselves. The teacher directed the students to collect data about the structure of the advertisement, the language features of advertisement, and the kinds of advertisement that helped them to answer the questions. The teacher gave the students a time to collect the data from the students' English book.

This stage are trained the students to do the research before writing something. As the third step of writing, research. It is important to collect information before write a something. It will easy the students to arrange the appropriate word in writing when the students know more information about the topic of their writing.

d. Data Process

In this stage, the students are directed to analyze the data that they collected. The students are able to exchange the information that they collected from one to another in one group. The teacher directed the students to answer the questions based on the data that they collected. The data are some information about the structure of advertisement, the language features of advertisement, and the kinds of advertisement.



This stage could train the students in drafting in writing. The students could put the information that they have into their own words. Through processing the data, the students can choose which information that they used in writing.

e. Verification

The teacher directed the students to verify the data through comparing the results with another groups. The teacher should guide the students in determining the data whether the data is valid or not. The students checked carefully the findings that they collected about the structure of advertisement, the language features of advertisement, and the kinds of advertisement.

The students are trained in the fifth step of writing, revising. After the data are verified, the students can rearrange the word, sentence, or paragraph in writing. The students could put the right information about the topic in their writing.

f. Generalization

The last stage in Discovery Learning Method is generalization. Generalization aims to make a conclusion of the answer of the problem through learning process. The teacher directed the students to make a conclusion of their findings individually. The teacher should guide the students to make an appropriate conclusion related with the problems that they formulated.

This stage encourages the students to correct their writing. After knew the correct data or information, the students could correct the words are not used or unclear. The students could make sure the appropriate style formatting.

Based on the implementation of Discovery Learning Method in teaching writing advertisement, the students were active in the class. The students were able to remember the material easily because they try to solve the problem by themselves through the learning process. It can be proved by interview with some students that said

if they were easily remembered the material. The students were able to write an advertisement individually through the implementation of their findings about the material.

In the implementation of Discovery Learning Method, the teacher has some roles in teaching. Kosasih argued there are three roles in teaching Discovery Learning Method, the teacher as the motivator, the facilitator, and the learning manager.<sup>77</sup> Teacher as motivator, the teacher should encourage the students through doing the learning activities individually. Teacher as facilitator, the teacher should guide the students in realizing their findings. It helped the students to know whether data is valid or not. If the students face the difficulties, the teacher should help the student through direction to find a solution of the problems that they face. The third role is teacher the learning manager, the teacher should arrange the accordance of the students and the lesson plan that they will carry out. The teacher as a guide for the students, followed stage by stage through the implementation of Discovery Learning Method.

Through the observation by the researcher, the teacher performed three roles that should be implemented in Discovery Learning Method. The teacher always accompanied the students in each stage of Discovery Learning Method. The teacher also helped the students who faced difficulties through the learning process. The teacher did not give the answer directly but directed them to find the answer.

## 2. The Students' Comprehension Ability in Writing Advertisement Course towards the Implementation of Discovery Learning Method

Based on the interview with the teacher, the students are expected to comprehend the material well. The teacher felt the students' comprehension is good after the students follow stage by stage in the implementation of Discovery Learning Method

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<sup>77</sup> E. Kosasih, loc. cit. p. 84.

and follow each meeting through the learning process of writing advertisement. The method activates the students' prior knowledge and helps them to build on, develop, reconstructs current comprehending in a natural, meaningful progression.<sup>78</sup>

The researcher also conducted an interview session with some students to know their comprehension ability in writing advertisement. Based on the interview with some students, almost of them said that they comprehended the material easily than before. They enjoyed through the learning process of writing advertisement material. Through this method, the teacher divided the students into some groups which they can share their opinion or their findings about something related about the material. The students can generate a meaningful comprehending with their friends by sharing prior knowledge and engage with the new ideas in a group.<sup>79</sup> Their sharing about the material can make the students easily comprehend the material and remember the material.

During the class, he teacher assigned a n assignment. It aims to test the students' comprehension abilities through the implementation of Discovery Learning Method in teaching writing advertisement. The teacher asked the students to write an advertisement individually. The students can implement their findings about advertisement material in writing advertisement. So, they can write a good advertisement that can persuade the reader to do or use something.

The researcher examined the result of the students' assignment. The students categorized their score based on Putra. There are five levels of the students' comprehension ability, excellent, very good, average, poor, and very poor.<sup>80</sup> The score range from 91 until 100 is categorized excellent level, the score range from 81 until 90 categorized as very good level, the score range from 71 until 80 categorized as average level, the score range from 61 until 70 is categorized poor level, and the score below 60

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<sup>78</sup> Susan L. Champine, et. al., "Jerome S. Bruner's Discovery Learning Model as the Theoretical Basis of Light Bounces Lesson", *ETD665 Fall 2009*, December, 2009, p. 17.

<sup>79</sup> Ibid, p. 4.

<sup>80</sup> Pebri Prandika Putra, loc. cit, p.65.

categorized as very poor level. Based on the analysis of data, 11 students got very good score, 14 students got average score, and 1 student got very poor (0) because he was absent at the third meeting.

Most of the students at tenth grade are in average level. It showed that the students had a quite good comprehension in writing advertisement. They can write the advertisement relevant to the product that they are promoted, well organized, effective with simple construction, but occasional errors of grammars. Furthermore, the students' individual score that categorized in very good level have a slight difference. There are 11 students which categorized in very good level. The students who categorized in very good level can write the advertisement relevant to the product that they are promoted, well organized, effective with complex construction, little errors of grammar, and attractive.

Based on the analysis of the students' individually score in writing advertisement, the students can comprehend the material well. They did an assignment individually. They followed stage by stage through the implementation of Discovery Learning Method in writing advertisement material, so they can easily comprehend the material. If the teacher pays attention to the students' comprehension of prerequisites that should be mastered by the students, the good impacts of implementing Discovery Learning Method are gained.<sup>81</sup>

This method gives more good impacts for the students than the students who taught with the traditional method. It also supported by Price who did a research that stated the learning activities and the critically thinking of the students with the Discovery Learning Method gave the better impacts for the students than used traditional learning methods.<sup>82</sup>

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<sup>81</sup> Sri, Limala Ratni K, et. al, loc. cit. p. 25.

<sup>82</sup> Sri, Limala Ratni K, et. al, loc. cit. p. 17.

The Discovery Learning Method focuses on actively acquiring and comprehending the new information while leveraging prior information.<sup>83</sup> The stages of Discovery Learning Method are relevant with a scientific approach. It aims to develop both the students' comprehension about new information and the students' skill through the experimentation. The students are expected to learn something individually. They should try to answer the questions by themselves based on their findings. It can improve their comprehension abilities through the learning process.

In this study, the researcher obtained the data from an interview with the teacher and some students. The researcher also did an analysis about the students' individual score in writing advertisement. It aims to know the students' comprehension ability through the learning process. If the students' comprehension ability is good, it can be said that the implementation of Discovery Learning Method is success.

The good impacts of Discovery Learning Method are the students more active in the class because they should obtaining information, by obtaining the information the students can remember the material easily, the students can solve the problems that they face by themselves, increase their independence in solving the problems, and encourage the students to think critically. In this material, the students knew how to write a good advertisement that can persuade the audience, especially write a good advertisement in English.

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<sup>83</sup> Ibid, p. 18.

## **BAB V**

### **CLOSING**

This chapter consists of two main part, conclusion and suggestion. The first part concludes the findings of the research. The second part provides the suggestion for the English teacher, the students, and the further researchers who are interested to conduct the similar research.

#### **A. Conclusion**

Based on the data that has been described previously by the researcher, the conclusions that can be taken from the implementation of Discovery Learning Method in teaching writing advertisement at tenth grade of MA Miftahul Ulum Dolopo Madiun are; the English teacher implements the Discovery Learning Method based on the steps that contained in the lesson plan and the stages of Discovery Learning Method. Discovery Learning Method consists of six stages, stimulation, problem statements, data collection, data process, verification, and generalization. The students followed each stage of Discovery Learning Method well. The students are easily comprehended the material in writing advertisement course.

The students' comprehension ability in writing advertisement towards the implementation of Discovery Learning Method in teaching writing advertisement categorized as average level. There are 14 students of 26 students who got score in average level.





## **B. Suggestion**

After conducted this study, the researcher will be directed the suggestions for the English teacher, the students, and the further researcher, as below:

### **1. For the English Teacher**

This research describes the implementation of Discovery Learning Method in teaching writing advertisement. It consists of the definition, the stages, the teacher's role, the advantages, and the disadvantages of the Discovery Learning Method. So, the English teacher can use this research as the reference in implementing an appropriate method in teaching and learning process. If the teacher's goals in teaching a material are relevant with this method, the teacher can use this method to be implemented in the class. Especially in improving the students' writing skill, the English teacher is suggested to give more attention to the grammar.

### **2. For the Students**

For the students, the researcher gives a suggestion to tell your teacher about your difficulties through the learning process. So, the teacher can help to give a solution of your difficulties in comprehending the material.

### **3. For the Further Researchers**

For the further researchers who want to conduct the research similar with this study, hopefully this study can be used as the reference that will help to conduct the research.



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