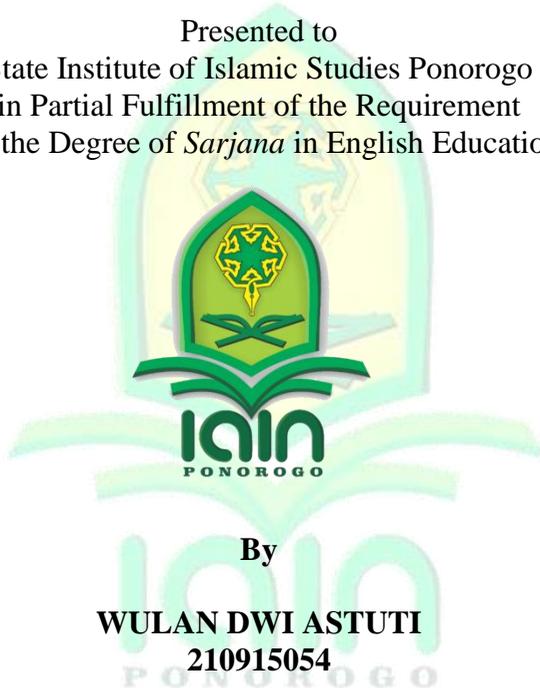


**DISCOVERY LEARNING FOR
TEACHING WRITING
(Qualitative Research at the Eighth Grade Students of
Madrasah Tsanawiyah Sunan Kalijaga,
Bulukerto Wonogiri)**

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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2019
ABSTRACT**

ASTUTI, WULAN DWI. 2019. *Discovery Learning for Teaching Writing (Qualitative Research at the Eighth Grade Students of MTs Sunan Kalijaga Bulukerto Wonogiri)*. Thesis, English Education Department, Tarbiyah and Teacher Training Faculty, State Institute for Islamic Studies of Ponorogo. Advisor Mr. Ahmadi, M.ag.

Key Words: Discovery Learning and Teaching Writing

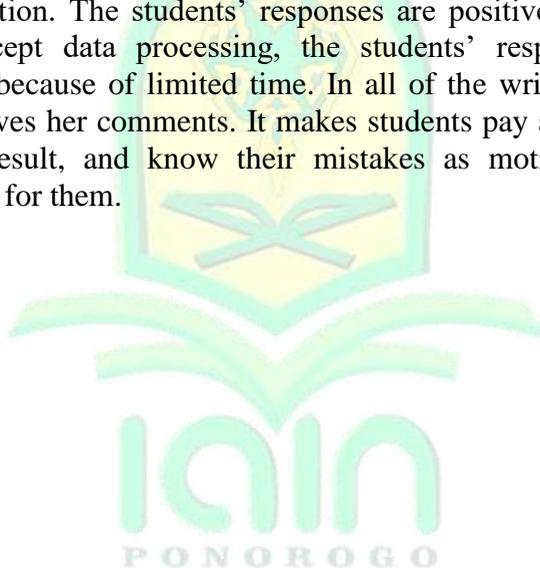
Writing is one of language skills that have to be mastered by the students. When teaching writing, teachers need to consider appropriate learning model to be applied in teaching writing. Teachers must be sure to select resources and support materials that not only aid them teaching how to write, but that will also be the most effective in helping their students learn to write. There are many teaching writing methods which are used by teachers at school. One of methods which are appropriate to teach writing is discovery learning. Discovery learning is one of 2013 curriculum's learning models. This learning model may help students to learn better because it focuses on the process of learning.

This research is aimed to find the answer to the following research questions: (1) How does teacher apply discovery learning model for teaching writing recount text at the eighth grade students of MTs Sunan Kalijaga, Bulukerto, Wonogiri?, (2) What are the students' responses in teaching recount text using discovery learning model at the eighth grade students of MTs Sunan Kalijaga, Bulukerto, Wonogiri?

The design used in this research was descriptive qualitative. This research was conducted at the eighth grade

students of MTs Sunan Kalijaga Bulukerto Wonogiri . There are 13 students. The researcher used observation sheets, interview and document as research instrument in collecting the data. When analysed the data, researcher used techniques: (1) Making data reduction; (2) Making Data display; (3) Making conclusion.

The result of this study reveals when teaching writing recount text, the teacher implements discovery learning which is relevant and appropriate with the theories. She uses six steps, (1) stimulation (2) problem statement (3) data collection (4) data processing (5) verification (6) generalization. The students' responses are positive in five steps, except data processing, the students' response is negative, because of limited time. In all of the writing, the teacher gives her comments. It makes students pay attention to their result, and know their mistakes as motivational correction for them.



APPROVAL SHEET

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Has been approved by the advisor and is recommended for approval acceptance.

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RATIFICATION

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Date : Juni 21th 2019

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Date : July 11th 2019

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Wulan Dwi Astuti

CHAPTER I

INTRODUCTION

A. Background of the Study

Teaching writing is an ongoing process and most people agree that writing skills are increasingly important. When teaching writing, teachers must be sure to select resources and support materials that not only aid them teaching how to write, but that will also be the most effective in helping their students learn to write. Teachers of writing must give substantive feedback that encourage awareness and purpose in their students. The teachers must create the conditions within which a student can learn to write and then managing the sort of feedback and opportunities to revise/draft leads to growth as writer.

There are many issues in teaching writing. A common issue is that the students are not interested in planning. They fail to plan which effectively means that they plan to fail. Another issue is that they do not know how to revise their writing and they do not know how to self-regulate their ideas and actions¹. It is a metacognitive skill that they have perhaps never been thought. While, Harmer² state that many students either think or say that they can not, or do not want to write. This may be because they lack confidence, think it's boring or believe

¹ <https://englishlearnerportal.blog/2018/04/19/teaching-writing-problems-students-face/>. Downloaded on 15 February.

² Jeremy Harmer, *How to Teach English* (England: Longman, 2007) p.113.

they have ‘nothing to say’. In addition, many students are not very persistent in their attempts to write well. They are easily discouraged by constant failure.

English language learners need to be taught how to write effectively. They need to know how to achieve their goals within a given context. Students need to be taught how to express themselves effectively. They need to learn how to write well-organized. According Harmer³, there is reason for teaching writing. Writing gives them more ‘thinking time’ than they get when they attempt spontaneous conversation. This allows them more opportunity for language processing.

However, learning how to write well is very important for the students. Writing is not only a communicative tool, but also a means of learning, organizing knowledge and thinking. Although writing is complex, this skill is very important especially to measure the students’ literature. By writing, the students can develop their ability to put their ideas or opinions in a composition. Moreover, they may accomplish or learn from errors which they make in their writings especially the faults in grammar, word choices, coherence, etc.

There are many teaching writing methods which are used by teachers at school. In fact some of the students cannot understand well and be speechless. One of ways to make students interested to the material about

³ Jeremy Harmer, p.112.

writing is using a certain technique. The technique that is good needs to be implemented in teaching writing.

One of methods which are appropriate to teach writing is discovery learning. According to Joolingen⁴, Discovery Learning method is a type of method where the learners construct their own knowledge by experimenting a domain, and inferring rules from the result of experiments. Discovery learning is one of learning models suggested by ministry of education in Indonesia to be implemented in applying 2013 curriculum. This learning model is worth to try to solve the problems in teaching writing to the eighth graders in Indonesian context. Discovery learning is a learning model which let the students to find out about new concept that they do not know before. This learning model may be useful for students because it changes passive learning process to be more active and creative. It also changes the learning process which was teacher-oriented to become student-oriented. So, instead of get the information from the teacher, the students are expected to gather the information by themselves.

Furthermore, the researcher has found that there is a teacher in MTs Sunan Kalijaga who had been implementing discovery learning method to teach writing at the eighth grade for one year. In classroom, there is a small whiteboard for some words of English. Each

⁴ Joolingen, Wouter van. 1999. Cognitive Tools for Discovery Learning. *International Journal of Artificial Intelligence in Education*. Vol. 10. 385-397. p. 385.

student writes one word in that whiteboard and every week the words will renew. With such that, the students will read the words every day and the students will remember easily. The purpose of this activity is to add the students' vocabulary. Other activity is all students write the letter to their friend in that class every month. The purpose of this activity is to improve students' writing ability⁵.

Therefore, the researcher would like to observe how the teacher apply discovery learning to teach writing and the students' responses toward this implementation. Then, represent it into descriptive detail. Thus, many teachers will understand the correct phases in implementing discovery learning and will see students' responses toward the implementation of discovery learning.

Related to the explanation above, the researcher conducts a research entitled, "DISCOVERY LEARNING FOR TEACHING WRITING (Qualitative Research at the Eighth Grade Students of MTs Sunan Kalijaga, Bulukerto, Wonogiri)"

B. Research Focus

Based on the background of study above, the following are the research focus:

⁵ The result of interview with English teacher in Mts Sunan Kalijaga on Thursday 21 February.

1. This study focuses on students activity in the use of Discovery Learning model and the students' responses in teaching writing recount text using discovery learning model.
2. This study takes the eighth grade students of MTs Sunan Kalijaga in the schooling year of 2018/2019 as the subject of research.

C. Statement Of The Problems

Based on the research focus above, the following are the problem statements of this study.

1. How does teacher apply discovery learning model for teaching writing recount text at the eighth grade students of MTs Sunan Kalijaga, Bulukerto, Wonogiri?
2. What are the students' responses in teaching recount text using discovery learning model at the eighth grade students of MTs Sunan Kalijaga, Bulukerto, Wonogiri?

D. Objectives of Study

The objectives of this research is to know how teacher apply in teaching writing recount text using discovery learning model and to know students' responses at eighth grade students of MTs Sunan Kalijaga, Bulukerto Wonogiri in the schooling year of 2018/2019.

E. Significances of Study

This research study is expected to give a valuable contributions presented as follow.

1. Theoretical significances

Related to the theoretical significance, the researcher hopes that this research will give a valuable contribution for developing the teaching writing especially in recount text. In other hand, this research expected to rich the knowledge and references of Discovery Learning model.

2. Practical significances

- a. For the students, this research was expected to be a motivation to improve their ability in writing. Besides, the teachers' implementation of this study can ease them in writing recount texts, so that their ability in writing will improve.
- b. For the English teachers, this research is expected to be one input to improve their teaching strategies especially in teaching writing.
- c. For the other researchers, this research is expected to be one of references for relevant researches.

F. Organization Of The Study

The thesis will be divided into six chapters as follows:

Chapter I : INTRODUCTION

This chapter will introduce the whole of the research content which involves: background of the study, research focus, statement of the problems, objectives of the study, significances of the study, and organization of the thesis.

Chapter II: This chapter will discuss about previous research findings and theoretical background.

Chapter III: Research Methodology

This chapter will explain about research design, researcher role, research location, data source, technique of data collection, technique of data analysis, data credibility, and research procedure.

Chapter IV: Findings

This chapter will discuss about general data description and specific data description.

Chapter V : Discussion

Chapter VI : this chapter will explain about the conclusion and recommendations.

CHAPTER II

PREVIOUS RESEARCH FINDINGS AND THEORETICAL BACKGROUND

A. Previous Research Findings

Based on a previous research done by Balim⁶ in his research entitled *The Effects of Discovery Learning on Students' Success and Inquiry Learning Skill*, it was found that Discovery Learning is a method that encourages students to arrive at a conclusion based upon their own activities and observations. Inclusion of activities based on Discovery Learning in science teaching in Turkey is important for meaningful and lifelong learning. The activities in science teaching raise the curiosity of students and drive them to inquire their priorities and perceive the natural phenomena from different aspects, such activities help to correct the conceptual errors of students.

The similarities between his research with her research is the researchers observe about discovery learning model in teaching learning process and the research also take in junior high school. The differences are: Ali G Balim focus on the effect of discovery learning and her research more focus on how teacher apply of discovery learning and students' responses.

⁶ Balim, Ali Gunay. 2009. The Effects of Discovery Learning on Students' Success and Inquiry Learning Skill. *Eurasian Journal of Educational Research*. Vol. 1. No. 1. pp. 1-8.

The other previous research is by Arifani⁷ entitled *The Implementation of Team-Based Discovery Learning to Improve Students' Ability in Writing Research Proposal*, found that the implementation of Team-Based Discovery Learning was very effective in improving students' ability to formulate research topic, develop research proposal draft, and write comprehensive research proposal. The implementation of Team-Based Discovery Learning performed best if the teacher did simplification to diminish the difficulty level of the article journal given to the students.

The similarities between his research with her research is the researchers observe about discovery learning model in teaching learning process. The differences are: Yudhi Arifani focus on writing research proposal and her research focus on writing recount text.

The other previous research is by Novita⁸ entitled *The Implementation of Guided Discovery Learning to Teach Reading of Narrative Text to Tenth Graders*, found that discovery learning was successfully implemented in teaching other English skills and texts. Novita has proven that discovery learning could encourage the tenth grade students to be more active in the teaching and learning process. Moreover, the result

⁷ Yudhi Arifani, *The Implementation of Team-Based Discovery Learning to Improve Students' Ability in Writing Research Proposal. International Education Studies.*, 2016, Vol. 9. No. 2. p. 111-119.

⁸ Novita Sari R, *The Implementation of Guided Discovery Learning to Teach Reading of Narrative Text to Tenth Graders*, Jurnal Mahasiswa Teknologi Pendidikan, 2014.

of the interview given to the students show that most of the students were enthusiastic to follow the teaching and learning process.

B. Theoretical Background

1. Lesson Plan

a. Definition of lesson Plan

There are various definitions of lesson plan have been proposed. Lesson plans are systematic records of a teachers' thoughts about what will be covered during lesson⁹. Richards¹⁰ suggest that lesson plans help the teacher think about the lesson in advance to “resolve problems and difficulties, to provide a structure for a lesson, to provide a map for the teacher to follow, and to provide a record of what has been taught. Harmer¹¹ views a lesson plan as a teaching preparation developed based on the teacher's thought about what will be suitable for the students and on what the curriculum or the syllabus expects them to do. It can be said that a lesson plan is a teaching plan developed by a teacher based on students' interests and needs as

⁹ Jack C Richard & Renandya, *Methodology in language Teaching: An Anthology of Current Practice* (New York: Cambridge University Press, 2007), p.31.

¹⁰ Ibid, p.31.

¹¹ Jeremy Harmer, *The Practice of English Language Teaching*, 4th ed (Harlow: Pearson Education, 2007), p.

well as curriculum's goals through deep and precise thought.

b. A Role of Lesson Plan in Teaching Learning Process

Lesson plan plays an important role in supporting teaching-learning process at schools. According to the Minister of National Education Regulation Number 41 Year 2007 about the Standard of Process¹², every teacher must develop lesson plan completely and systematically so that teaching learning can be administered interactively, fun, challenging, and can encourage students to participate actively as well as can give sufficient space for their creativity and autonomy based on their interests, innates, and also their physic and psychology development. In this regard, a teacher as the agent of change in the classroom is required to be able to develop his lesson plan systematically in order to create interactive and effective learning based on students' interests, ability, and so forth as well as to encourage students to be active and creative in their learning activities.

Referring to Graves¹³, generally, lesson plan has two functions; to give the lesson a

¹² BSNP, *Peraturan Menteri Pendidikan Nationakl RI No.41 Tahun 2007, tentang Standar Proses Untuk Satuan Pendidikan Dasar dan Menengah*, Jakarta.

¹³ K Graves, *Designing Language Courses: A Guide for Teachers* (Boston: Heinle & Heinle,2000)

framework, an overall form to ease a teacher in preparing what materials suitable for students and managing teaching-learning process in the classroom. Another function is to remind a teacher what he is going to do, especially if he gets perplexed or temporarily forgets what he had intended. Therefore, it is a fruitful and meaningful effort if a teacher spends his energy and time to think and develop a lesson plan or more to meet the quality of teaching-learning process in the classroom.

c. Lesson Plan Component

Based on Permendikbud no.65 th.2013, the lesson plan component consist of¹⁴:

1. Identity of institutional unit
2. Identity of lessons
3. Class/Semester
4. Subject Matter
5. Time Allocation
6. Objective of study
7. Basic competency and Indicator of
8. Competence Achievement
9. Material of study
10. Methods of study
11. Media of study
12. Resourcess of study
13. Teaching activity
14. Assesment

¹⁴ *Permendikbud no. 65 tahun 2013 tentang standar proses*

d. Principles for Preparing Lesson Plan

In preparing the lesson plan should pay attention to the principles as follows¹⁵:

- 1) Individual differences in participants include initial abilities, intellectual level, talent, potential, interest, motivation to learn, social skills, emotion, learning style, special needs, learning speed, cultural background, norms, values and students environment.
- 2) Active participant of students
- 3) Focus on students to encourage enthusiasm for learning, motivation, interest, creativity, initiative, inspiration, innovation and independence.
- 4) To development of a reading and writing culture designed to develop a fondness for reading, understanding various readings, and expressions in various forms of writing.
- 5) Provision of feedback and follow-up on lesson plan contains a draft program providing positive feedback, reinforcement, enrichment and remedies.
- 6) Emphasis on the interrelationship and integration between KD, learning material, learning activities, indicators of achievement of competencies, assessment, and learning resources in unified learning experience.

¹⁵ *Permendikbud no. 65 tahun 2013 tentang standar proses*

- 7) Accommodating thematic-integrated learning, integration across subjects, cross-learning aspect, and cultural diversity.
- 8) The application of integrated information and communication technology, systematic, and effective in accordance with the situation and conditions.

2. Writing

Some experts have given many definitions about writing. Writing is more than putting spoken language into written form. This is in line with Brookes and Grundy who state that “written language was thought by some to be spoken language put into written form.....”¹⁶ Furthermore, the assumption that writing is putting the spoken language into written form is only true for activities like taking down dictation or transcribing a tape.

Meanwhile, Rohman states that “writing is usefully described as process, something which shows continuous change in time like growth in organic nature”¹⁷. Furthermore, Sitko¹⁸ also states

¹⁶⁾ Maarek, Samia. 2009. The Effectiveness of Correction Symbols as Feedback in Enhancing Self-Correction in Writing The Case of Firs-Year Students. *Dissertation*. Conctantine: Mentouri University-People’s Democatric Republic of Ageria

¹⁷⁾ McDonald, Christina Russell and McDonald, Robert L. 2002. *Teaching Writing Landmarks and Horizons*. USA: Southern Illinois University Press. p. 7.

¹⁸⁾ Hamman, Lynne. 2005. Self-Regulation in Academic Writing Tasks. *International Journal of Teaching and Learning in Higher*

that writing is a complex activity. It is of fundamental importance to learning, to personal development, and to achievement in the education system. Teachers need to strive continually to find the best way to help pupils find fulfillment as writers.

According to Hedge¹⁹ “writing is a process. In fact, it is a complex process with a member of operations going on simultaneously. Moreover, some writers seem to have a much better understanding of how to make the process work effectively for them and consequently produce more successful pieces of writing”.

From all of the explanation above, it can be concluded that writing is a complex process and activities to arrange and produce written form in which the writer uses certain convention of variables of linguistic aspects (word spelling, sentence structure, punctuation, etc.) in order to express idea, thought, opinion, and feeling so that people, as readers, can understand.

To make a good writing, it needs some criteria. Briefly, from our experiences in the education field, a good writing means writing that contains no bad mistakes which are no errors of

Education (online). Vol. 17, Number 1. p: 15-26, (<http://www.isetl.org/ijtlhe/>), accessed September 2017. p. 15.

¹⁹ Hedge, Tricia. 2005. *Writing*. New York: Oxford University Press. p. 19.

grammar, punctuation, or spelling. In addition, Hyland²⁰⁾ mentions some criteria of good writing, they are:

- a. Accuracy and clear exposition. Both of them are the main criteria of good writing.
- b. The actual communicative content, the thing that must be considered after accuracy and clear exposition.
- c. Syntactic complexity and grammatical accuracy, one of the best measures of good writing.

In writing, learners must concern at least five aspects of good writing are: content, organization, grammar, word choice, and mechanics. Oshima and Hongue have the opinion “unity is very important element of a text”²¹⁾. In short, if a text is about a thing or certain object, all the sentences in the paragraph should talk about that object, so the paragraph expresses relevant meaning. The second aspect of good writing is organization. In making a text, it must use three basic parts: introductory, body, and concluding paragraph.

Oshima and Hongue state that “a text or essay has three main parts: an introductory paragraph, a body (at least one, but usually two or

²⁰⁾ Hyland, Ken. 2003. *Genre and Second Language Writing*. USA: the University of Michigan Press. p. 5-6.

²¹⁾ Oshima, A. and Ann Hague. 1999. *Writing Academic English Third Edition*. London: Longman. p. 31.

more paragraphs), and concluding paragraph.”²²⁾ Grammar is the third important aspect in writing. Good writing must show the correct basic grammar pattern. In this case, the researcher focuses on grammar that is used in writing hortatory exposition text that is included in significant grammatical patterns. Then, the next important aspect in writing is word choice. Word choice should have the correct idiomatic vocabularies and correct word forms. Students have to choose appropriate dictions to express ideas or mind in their writings. The last important aspect in writing is mechanics. They consist of punctuation marks, indentation, and capitalization of letter. When writing a paragraph, we must use correct punctuation marks. In order to use the correct punctuation marks, learners must concern with sentence structure. They also must concern with the indentation and capital letters. For example, indentation is used when making new paragraph and a capital letter is used to start a sentence.

As stated by Boardman²³⁾ there are five points to be concerned in writing paragraph:

²²⁾ *Ibid.* p. 3.

²³⁾ Boardman, C. and Frydenberg, J. 2004. *Writing to Communicate Paragraph and Essay*. 2nd Edition. New York: Longman. p. 10-11.

- a. The first paragraph is started from five aspects to the right or called indentation.
- b. Next, sentences are always started with a capital letter and ended with a period, a question mark, or exclamation.
- c. Each sentence begins where the previous sentence ends, a new sentence does not automatically begin on the next line.
- d. Another important point is to write on every other line. This is called double spacing.
- e. Finally, there should be margins around a paragraph. There should be about one inch of space on each side of paper.

Briefly, those five aspects of good writing should be learnt, mastered, and practiced by the learners for arranging words into sentences and good sentences into good writings.

3. Teaching Writing

a. Definition of Teaching Writing

Teaching sometimes means instructing, explaining, guiding or telling. Pullias states that teaching is waiting, yet there is also time for action²⁴. He also states that teaching is an art that requires a balance of many factors in actual performance: knowledge, skill, and qualities of

²⁴ Earl V. Pullias and James D. Young, *A Teacher is Many Things*, (America: Faucet, 2000), p.14

personality²⁵. In learning English, there are four skills that should be mastered by both teacher and students. They are reading, writing, listening, and speaking. Writing is a skill, which needs to be taught. Because in the context of education, the most examination, they are testing either foreign language abilities or other skills, often rely on the students' writing proficiency in order to measure their knowledge²⁶. Therefore, Writing needs much practice. It is an activity of producing a coherent, fluent, and extended piece of writing. From all of the explanations above, it can be concluded that teaching writing is about establishing effective communication relationship between teacher and students in which the teacher helps students to learn about writing.

b. Principles of Teaching Writing

According to Nation²⁷, there are three teaching principles that must be taken into account by a teacher during teaching writing.

1) Meaning-focused input

In meaning focused input, it is believed that a successful writing process is

²⁵ Ibid, p.18.

²⁶ Jeremy Harmer, *How to Teach Writing*, (New York: Longman, 2004), p.3.

²⁷ Nation, *Teaching ESL/EFL Reading and Writing* (New York: Routledge Publishers, 2009),p. 93-95.

if the writers are well prepared for what they are going to write. Learners should bring their experiences and knowledge during writing. Before they do writing, learners will choose a topic.

2) Meaning-focused output

Learners will be expected to do lots of writing in many kinds of writing genres in order to do practices for many aspects in the writing skills. The aim of writing is to convey a message to reader, so the learners must be taken into account the communicative purposes during the writing process. Writing should interest the learners. Learners use writing for increasing their language knowledge. Learners can use technology in order to develop the writing skills. Writing instructions should be based on careful needs analysis which considers what the learner needs of writing are, what they can do now, and what they want to do.

3) Language focused learning.

In language focused learning, a learning process focuses on the micro skill of languages, and the parts of writing processes.

c. Strategies of Teaching Writing

Harmer²⁸ states that the students should pay attention not only in what they are going to write but also how they are going to write. According to Harmer, there are some strategies in teaching writing²⁹ :

1) Get students to plan writing

In this stage, the teachers need to encourage and plan students to think about what they are going to write. It means that the teachers ask students to plan the content of students' writing and outline. In this case, there are two ways to get students' plan. They are brainstorming and guide task. Brainstorming is quick way to generate a lot of ideas on a subject. The purpose of brainstorming is to make a list of as many ideas as possible without worrying about how you will use them. At the first, the students must make a list. Their list can include words, phrases, sentences, or even questions. In other hand, the guide task is more related to some activities that will lead their ideas to write. In these stages, the teachers can also encourage students to think about the

²⁸ Jeremy Harmer, *How to Teach Writing* (England: Pearson Education Ltd, 2004), p.11.

²⁹ *Ibid*, p.11-12.

purpose of their writing and for whom they are writing.

- 2) Encourage students to draft, reflect and revise writing

In this stage, the students are guided to believe that their drafts are not the final product. They still need to reflect and revise them. In this process, the students will work collaboratively with their classmates in order to produce a good writing. They will respond to each other's draft in terms of language and content and give suggestion to each other.

- 3) Respond to students' writing

There are three ways in respond the students' writing. First, teachers are responding to work-in-progress. It is applied when teachers is talking to the students in group while the other are still working on their own. And second way is reformulation (comparing). The teachers write their own version of a good writing. It will crucial for students as comparison with their works. And the last is peer-response. It will be really pleasant for them because they can discuss together. It means that the each student will get suggestion as what they need.

d. The Component of Teaching Writing

1) The Formulation of the Object

Writing as a skill, needs much practice. It is an activity of producing a coherent, fluent, and extended piece of writing. Teaching writing in secondary school needs appropriate method in order that the students are active and creative in teaching of writing. One of method for teaching writing is discovery learning. Discovery learning is one of learning models suggested by ministry of education in Indonesia to be implemented in applying 2013 curriculum. The learning process in the 2013 curriculum was explained in *Permendikbud* 2014 no.103 section 2³⁰:

1. Learning is carried out based on activities with characteristics:
 - a) interactive and inspiring;
 - b) fun, challenging, and motivating students to actively participate;
 - c) contextual and collaborative;
 - d) provide sufficient space for initiative, creativity and independence of students;

³⁰ Peraturan Kementerian Pendidikan dan Kebudayaan, nomor 103 tahun 2014 tentang Pembelajaran Pada Pendidikan Dasar Dan Pendidikan Menengah, pasal 2.

- e) In accordance with the talents, interests, abilities, and physical and psychological development of students.
- f) Learning uses approaches, strategies, models, and methods that refer to the characteristics as referred to in paragraph (1).
- g) The learning approach as referred to in paragraph (2) is an educator's perspective used to create a learning environment that allows the learning process to occur and the achievement of specified competencies.
- h) The learning strategy as referred to in paragraph (2) is systematic and systemic steps used by educators to create a learning environment that enables the learning process to occur and the achievement of specified competencies.
- i) The learning model as referred to in paragraph (2) is a conceptual and operational framework of learning that has names, characteristics, logical sequences, arrangements, and culture.
- j) The learning method as referred to in paragraph (2) is a method or technique used by educators to handle a learning

activity that includes lectures, questions and answers, discussions.

- k) The learning approach as referred to in paragraph (3) uses a scientific approach / scientific process based approach.
- l) The scientific approach / scientific process-based approach as referred to in paragraph (7) is the organization of learning experiences in a logical sequence covering the learning process: observe; ask; collecting information / trying; reasoning / associating; communicate.
- m) The logical sequence referred to in paragraph (8) can be developed and used in one or more meetings.
- n) The scientific approach / scientific process-based approach as referred to in paragraph (8) is carried out using the direct or indirect learning mode as the basis for implementing various strategies and learning models in accordance with the Basic Competencies to be achieved.

On the other hand, there are some competencies that should be done by the students in grade 8. A competency is the capability to apply or use a set of related

knowledge, skills, and abilities that enable learners to successfully perform their work. The core competency and basic competency used in grade 8 can be seen below³¹:

KOMPETENSI INTI	KOMPETENSI DASAR
<i>1. Menghargai dan menghayati ajaran agama yang dianutnya</i>	<i>1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional.</i>
<i>2. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya</i>	<i>2.1 Menghargai perilaku santun dan peduli dalam melaksanakan komunikasi antar pribadi dengan guru dan teman. 2.2 Menghargai perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman. 2.3 Menghargai perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.</i>
<i>3. Memahami dan menerapkan pengetahuan (faktual,</i>	<i>3.1 Memahami teks untuk meminta perhatian, mengecek pemahaman, memuji, dan minta</i>

³¹ Kurikulum 2013, Kompetensi Dasar Sekolah Menengah Pertama, Permendibud 2013, p.69-70.

<p><i>konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata</i></p>	<p><i>ijin/permisi.</i></p> <p><i>3.2Memahami tujuan, struktur teks, dan unsur kebahasaan dari teks khusus lisan dan tulis, berbentuk undangan pribadi, ucapan selamat (greeting card), pesan singkat, pengumuman singkat (notice), sangat pendek dan sederhana.</i></p> <p><i>3.3Memahami tujuan, struktur teks, dan unsur kebahasaan dari teks deskriptif lisan dan tulis tentang orang/binatang/benda, sangat pendek dan sederhana.</i></p> <p><i>3.4Memahami tujuan, struktur teks, dan unsur kebahasaan dari teks recount lisan dan tulis tentang pengalaman/kegiatan,/kejadian/ peristiwa, sangat pendek dan sederhana.</i></p> <p><i>3.5Memahami tujuan, struktur teks, dan unsur kebahasaan dari teks prosedur lisan dan tulis berbentuk resep dan manual, sangat pendek dan</i></p>
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	<p>sederhana.</p> <p>3.6Memahami tujuan, struktur, dan unsur kebahasaan dari jenis teks naratif, lisan dan tulis, berbentuk fabel, pendek dan sederhana.</p> <p>3.7Memahami pesan dalam lagu.</p>
<p>4.Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori</p>	<p>4.1Menyusun teks lisan untuk mengucapkan dan merespon pernyataan meminta perhatian, mengecek pemahaman, memuji, dan minta ijin/permisi, dengan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.2Menyusun teks khusus lisan dan tulis, berbentuk undangan pribadi, ucapan selamat (greeting card), pesan singkat, pengumuman singkat (notice), sangat pendek dan sederhana, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.</p> <p>4.3Menangkap makna dalam teks undangan pribadi, ucapan selamat atas suatu kebahagiaan dan</p>

prestasi, pesan singkat, pengumuman singkat (notice), lisan dan tulis, sangat pendek dan sederhana.

4.4 Menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, tentang orang/binatang/benda, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.

4.5 Menangkap makna dalam teks deskriptif lisan dan tulis, sangat pendek dan sederhana.

4.6 Menyusun teks recount lisan dan tulis, sangat pendek dan sederhana, tentang pengalaman/kegiatan, kejadian/peristiwa, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.

4.7 Menangkap makna dalam teks recount lisan dan tulis, sangat pendek dan sederhana.

	<p>4.8 <i>Menyusun teks prosedur, lisan dan tulis, sangat pendek dan sederhana, berbentuk resep dan manual, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.</i></p> <p>4.9 <i>Menangkap makna dalam teks prosedur, lisan dan tulis, berbentuk resep dan manual, sangat pendek dan sederhana.</i></p> <p>4.10 <i>Menangkap makna teks naratif, lisan dan tulis, berbentuk fabel, pendek dan sederhana</i></p> <p>4.11 <i>Menangkap pesan dalam lagu.</i></p>
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2) Materials

Materials are used by the teacher as different ways to help the students in learning process. Edge state that materials exist in order to support learning and teaching, so they should be designed to suit the people

and the processes involved³². It means that in teaching learning process need the materials.

Material is one of the important aspect in teaching program. From textbook, picture, video, and etc, teachers rely greatly on a diverse range of materials to support teaching and learning process. The following are list of the materials based on the core competency and basic competency in the formulation of the object above at the eighth grade students of SMP/MTs :

- a) *Teks meminta perhatian, mengecek pemahaman, memuji, dan minta ijin/permisi.*
- b) *Teks lisan dan tulis: undangan pribadi, ucapan selamat (greeting card), pesan singkat, pengumuman singkat (notice).*
- c) *Teks deskriptif lisan dan tulis tentang orang/binatang/benda.*
- d) *Teks recount lisan dan tulis tentang pengalaman/ kegiatan,/kejadian/ peristiwa.*
- e) *Teks prosedur lisan dan tulis berbentuk resep dan manual.*
- f) *Teks naratif, lisan dan tulis, berbentuk fabel.*
- g) *Pesan dalam lagu.*

³² Julian Edge, *Essential of English Language Teaching* (London: Longman, 1994), p.9.

3) Approach

Approaches in teaching writing will be explained as follow³³:

a) Product Approaches

In this approach, learning to write has four stages: familiarization; controlled writing; guided writing; and free writing. The familiarization stage aims to make learners aware of certain features of particular text. In controlled and guided writing section, the learner practice the skills with increasing freedom until they are ready for the free writing section, when they use the writing skill as part of a genuine activity such a letter, story or essay.

b) Process Approaches

Writing in process approaches is seen as predominantly to do with linguistic skills, such as planning and drafting, and there is much less emphasis on linguistic knowledge, such as knowledge about grammar and text structure.

c) Genre Approaches

Genre approaches are strong similarities with product approaches. In some ways, genre approaches can be

³³ Richard, Badger & Goodith, White, A Process Genre Approach to Teaching Writing (ELT Journal, 2000), 153.

regarded as an extension of product approaches. Genre are also influenced by other features of the situation, such as the subject matter, the relationship between the writer and audience and the pattern of organization.

4) Media

The teacher and student need a media to support the teaching learning process. The media used in teaching learning process should be suitable with the situation and conditions, and balance with the students' ability. According to Bowker³⁴ the media is usually defined as asset of tools that include television, film, video, photography, music, magazines and computer software. Media are not only tools but also simulation that can convey knowledge as learning sources to change attitude and increase the students' skill.

5) Evaluation

Evaluation is an intrinsic part of teaching and learning³⁵. Evaluation can be defined as the systematic gathering information for the purpose of making

³⁴ Andrew Goodwyn, English Teaching and Media Education (Philadelphia: Open University Press, 1992). P.28.

³⁵ Pauline Rea Dickins and Kevin Garmaine, Evaluation (Oxford University Press, 1992), p.3.

decisions. Evaluation does not necessarily entail testing. Tests are often used for pedagogical purpose, either as means of motivation students to study, or as means of reviewing material thought, in which case no evaluative decision is made on the basis of test result.

4. Teaching Writing in Junior High School

English is a tool to communicate verbally and written. The ability to communicate is the capability to produce oral and written text in four skills, which are listening speaking reading and writing. English learning in junior high schools is targeted to make the students achieve the functional level which is to communicate verbally and written to solve their daily problems. Teaching writing for junior high school students can be a little tricky at times.

Junior High school students are often mature enough in writing, and junior high school students have an unvarnished imagination that is easy to direct towards learning, but getting junior high school students to open up requires careful planning and good classroom control. Brown (1987:6) said that Teaching is helping someone to learn how to do something. Teaching writing can be difficult for any teacher, since the approach will be different for almost every student. Students should know the parts

of a sentence forwards and backwards. Grammar, one of the most complex parts of writing, is learned much easier if this is understood.

Harmer³⁶ states that ‘When helping students to become better writers, teachers have a number of crucial tasks to perform’. It means teachers have very important role in teaching writing. They have to influence their students to be good writers. To realize that there are several tasks that must be done by the teachers. They are demonstrating, motivating and provoking, supporting, responding, and evaluating.

a. Demonstrating

Demonstrating is a task of teachers to remind their students on their writing in order that their students do not deviate what should they write. It means that teachers must make their students aware of their writing. Teacher must give direction to their student; they must draw about the main purpose of what their students will write during the class process. It is done in order that students write their writing in right way or they will not deviate from the layout issue that is given or decided by teachers.

b. Motivating and Provoking

Motivating and provoking are the tasks of teachers to give motivate and provoke their

³⁶ Jeremy Harmer, *How to Teach Writing* (England: Pearson Education Ltd, 2004), p.41-42.

student when their students lost of their word on the writing or they lose of their idea. It means that teachers must help students, when their students lost of words when they are writing. Teachers must provoke the students to have ideas, enthusing them to explain that writing is important, and writing is fun. When teachers want to do provoking, they must prepare first before teaching in class. It is needed when students get stuck. It will absolutely help students to get ideas immediately in order to make writing class will not be wasted.

c. Supporting

Supporting is a task of teachers to support their students when they get problems on their writing. It means that teachers must help their students, when the students get difficulties. The teachers must give support them to write in class, always available (except during exam writing of course), and prepare to help students overcome difficulties.

d. Responding

Responding is a task of teachers to respond and give reaction to their students writing result. It means that if the students have finished their writing, teachers must react to the content and construction of their students writing. Teachers are responding the writing result. Besides, teachers must give suggestion in order to

improve their students' ability in writing, and write how well it is going so far.

e. **Evaluating**

Evaluating is a task of teachers to evaluate the students' writing result. It means that teachers must give evaluating of the writing result of their students. Teachers must show where students write well, and where they make mistake. Of course, teachers must give the score. It is different from responding. Teachers can use it not only to grade or to give score, but also as a learning opportunity.

5. Discovery Learning

Many names have been given to the methods of teaching that emphasize teaching and learning practices that actively engage students in, and help them make sense of, what they are learning, but discovery learning is the term that most often is used to describe such methods.

a. Definition of Discovery Learning

Discovery learning is a method that encourages students to arrive at a conclusion based upon their own activities and observations. Salkind³⁷ states that "Discovery learning is a general approach that involves mindful

³⁷ Neil J Salkind, *Encyclopedia of Educational Psychology* (Singapore: Sage Publications, 2008), 255.

participation and active inquiry in the acquisition of concepts and strategies. In classroom contexts, it refers to a form of curriculum in which students are encouraged to actively explore and figure out the concepts, solutions, or strategies at hand.” It means that this method is particularly appropriate for achieving important objectives in social studies, science, geography, history, health, environmental education and mathematics, because discovery learning is a kind of teaching that is based on the student finding things out for themselves, looking into problems, and asking questions. Essentially, it's all about students coming to their own conclusions and asking about things in their course that might not make particular sense. Obviously, as soon as enquiries are made, they can learn new things and hence will have become part of an innovative, thought-provoking and interesting educational journey.

b. The Aims of Discovery Learning

Bell states that there are many specific aims in discovery learning, as follows:

- 1) Students have a chance to involve actively in teaching learning.
- 2) Students learn to discover rule in concrete as well as abstract situation, also students extrapolate information that have given.

- 3) Students learn to formulate answer question strategy that not confused and use answer question to obtain information.
- 4) Students form the way of working together effectively, giving information each other, and listening and using people's ideas.
- 5) Students' concept skills and principles that have been learnt is meaner.
- 6) Students' skill in discovery learning is easier to transfer in new activity and to apply in new learning situation.³⁸

c. Procedure of Discovery Learning

In Discovery Learning, teacher should must give a change to students to be a problem solver, mathematician, and historian. Lesson material is not given in the beginning of teaching learning, but students should must do some activities collect information, comparing, category, analyzing, integrating, reorganizing material as well as making conclusions. Syah³⁹ states that in the application of Discovery Learning, there are some procedures that should be done in the teaching learning process. They are:

³⁸ M. Hosnan, *Pendekatan Saintifik dan Kontekstual dalam Pembelajaran Abad 21*, (Bogor: Ghalia Indonesia, 2014), p. 284.

³⁹ Syah, *Psikologi Pendidikan dengan Pendekatan Baru* (Bandung: PT REMaja Rosdakarya, 2004) p. 244.

1) Stimulation

First of all, in this stage students are hoped on thing which makes confusing, then it does not give generalization, in order there is desirability to investigate by themselves. Besides, teacher can begin the activity by proposing questions, read a book, etc. That will give direction on the starting of problem solving. The function of this stage is to supply learning interaction condition which can develop and help students in exploring material.

2) Problem Statement

After that, teacher gives a change to students to identify as many as possible the agendas of problem that related with the material, then one of them is chosen and arranged in form of hypothesis.

3) Data Collection

When the exploring is going, teacher also gives a change to students to collect the information as many as possible that related to prove whether hypothesis is right or no. The function of this stage is to answer the questions or to prove whether hypothesis is right or no, so that students are given a change to collect many relevant information, read literature, observe object, interview, and do experiment.

4) Data Processing

According to Syah data processing is activity of process data and information that has been gotten from students through interviewing, observing, etc. then interpreted. All of the information from the result of reading, interview, observation etc. All of them are processed, classified, tabulated, even if it needs, calculated with particular way as well as interpreted in believed level.

5) Verification

In this stage, all of students do investigate accurately to prove whether hypothesis is right or no that is decided with alternative discovery, direct coupled with data processing result. According to Bruner, verification has purpose in order learning process would run well and creative if teacher gave a change to students to discover a concept, theory, rule or comprehension through the example of their daily activity.

6) Generalization

Generalization is process of draw the conclusion that can be common principle and valid for all events or same problems, by attending verification result. Based on the verification result, so it is formulated principles of generalization.

d. The Advantages and Disadvantages of Discovery Learning

According to Marzano, the advantages of discovery learning are as follows:⁴⁰

- 1) Students can participate actively in teaching learning
- 2) Developing and planting inquiry in the students
- 3) Supporting students' problem solving ability
- 4) Giving interaction field in each-students and studentteacher, so that students can use language well
- 5) The material which is learnt can achieve the high level students' ability. It is also more unforgettable because the students are involved directly in the discovery process
- 6) Students learn how to learn
- 7) Learning appreciate themselves
- 8) Motivating themselves and it is easier to transfer
- 9) Knowledge will be permanent and remember able
- 10) The result of discovery learning has more transfer effect than other result
- 11) Developing students' intellectual activity and students' ability to think free

⁴⁰ Hosnan, p. 288-289.

12) Training students' cognitive to discover and solve the problem without people's helping
While Philips states that discovery learning claims the following advantages. Discovery learning:

- 1) promotes creative thinking;
- 2) sees failure as a natural and, at times, essential step on the way to success;
- 3) is engaging and motivational to the student learner;
- 4) promotes the development of higher-level thinking skills;
- 5) enhances the confidence of the learner in the learning process;
- 6) develops skills in students that are needed for the workforce, such as problem solving, communication, collaboration, and presentation skills.⁴¹

However, besides having many advantages, of course there are some disadvantages. The following are disadvantages of discovery learning according to Peter Westwood⁴²:

⁴¹ D C Phillips, *Encyclopedia of Educational Theory and Philosophy* (Singapore: SAGE), 237.

⁴² Peter Westwood, *What Teachers Need to Know About* (Australia: Acer Press, 2008), p.30.

- 1) Discovery can be a very time-consuming method, often taking much longer for information to be acquired than would occur with direct teaching.
- 2) Discovery methods often require a resource-rich learning environment.
- 3) Effective learning by discovery usually depends upon learners having adequate literacy, numeracy, independent study skill and self-management.
- 4) Students may learn little of value from discovery activities if they lack an adequate knowledge base for interpreting their discoveries accurately.
- 5) Although students become actively involved, they may still not understand or recognize the underlying concept, rule or principle.
- 6) Young children (and older children with learning problems) often have difficulty forming opinions making predictions, drawing conclusions from evidence.
- 7) Teachers are not necessarily good at creating and managing discovery learning environment, resulting sometimes in poor outcomes. There is evidence that teachers may develop a better understanding of the processes and problems in the approach if

they experience them firsthand as learners through in-service or pre-service workshop.

- 8) Teacher may not monitor activities effectively, so are not able to give the individual encouragement and guidance that is frequently needed by learners.



CHAPTER III

RESEARCH METHODS

A. Research Design

This study is a descriptive qualitative research. The data collected by the form of words or pictures rather than numbers. This research targeted to understand how teacher apply discovery learning in teaching writing recount text and to know students' responses toward the implementation of discovery learning. The data collected in a variety of ways, such as interviews, observations, and document review.

B. Researcher's Role

Researcher as people who do observation observe closely the research object. To obtain data this study, the resercher went directly spaciousness. In addition, the researcher did not directly participate in the implementation. She acted as a non-participant observer who recorded the process of the implementation.

In this regard, the researcher created a good relationship with the English teacher of MTs Sunan Kalijaga as the informant and the source of data so that the data obtained truly valid. In implementation of this study, researcher was present in the field, namely by visiting the research area at certain times, both scheduled and non-scheduled.

C. Research Location

The researcher conducts this research in MTs Sunan Kalijaga that located in Njagir, Bulukerto, Wonogiri. This school is near the highway which is in the middle of the Njagir village. The school is easily accessible from all directions from the east, north, south and west of the village.

The subjects of this research are an English teacher of eighth grade and 13 students of eighth grade. The researcher chose the English teacher of eight grade as the subject because she teaches English in eighth grade, in which the class was chosen as the setting of the study by the researcher. She also implement discovery learning to teach English which is in line with this research. In addition, the students of eighth grade were chosen because the learning material that they are going to be learned was in line with material used in this research.

D. Data Source

In this research, the researcher used interview guide, fieldnote, and document to collect the data. Therefore, the researcher took effort to get data from the informants. In this research, the informants were : Eighth grade students of MTs Sunan Kalijaga and Miss Linda as English teachers at MTs Sunan Kalijaga.

E. Technique of Data Collection

Data are needed in a research, so collecting data is one of the most important steps in doing a research. There were some techniques of data collecting used. Concerning this case, the researcher uses interview, observation, and documentation as the techniques for collecting data.

1. Interview

The researcher interviewed the Mr. Marno as one of the founder of MTs Sunan kalijaga on Thursday, May 2th 2019. It is to gather the information of the historical background of MTs Sunan kalijaga. The researcher also interviewed the students of eighth grade on Saturday, April 27th 2019. The researcher interviewed them in the end of teaching-learning process using discovery learning model. It was conducted to know the students' responses about the implementation of discovery learning in teaching writing recount text.

2. Observation

The researcher came to MTs Sunan kalijaga on Saturday, 27 April 2019. The researcher observed the teaching learning process using discovery learning at the eighth grade students to see, hear and record what happen during teaching and learning process. The researcher has coordination with the English teacher to arrange the observation.

3. Documentation

The documentation that was gotten in this research were the lesson plan, observation transcript, interview transcripts.

F. Technique of Data Analysis

In this research, the researcher did some procedures to get a data analysis:

1. Making Data Reduction

During the study, the researcher who directly spaciousness will surely find a lot of data, complex and complicated. Then it is necessary to undertake analyze is of the data by reduction data. The steps that are used by the researcher to reduce the data are:

a. Selecting of the data

In this step, the researcher collects the data used during analysis by selecting the condition of how discovery learning model is implemented.

b. Focusing

After selecting the data, the researcher focuses on how teacher constructs lesson plan of discovery learning and applied it in teaching writing recount text. Then, the researcher know the students' responses about learning writing recount text using discovery learning.

2. Making Data display

After the data has been reduced, the next step is data display. Presentation of data in this research has the form of a brief description and in the form of a chart. In presenting this data is equipped with data analysis which includes analysis of the results of observations, analysis of the results of documentation and analysis of the results of interviews.

3. Making the conclusion or verification based on analyzed data.

G. Data Credibility

As for checking the validity and truth of a data, it is done by:

1. Diligence Observation

The diligence observation in this study is doing intensive observation toward collecting data about discovery learning for teaching writing at the eighth grade students of MTs Sunan Kalijaga, Bulukerto Wonogiri.

2. Triangulation

The researcher compared the observational data with interview data and data from the documentation. Therefore, what is obtained from data sources can be verified when compared to similar data obtained from other sources different.

H. Research Procedure

The procedures in doing this research are as follows:

1. Planning

The researcher determines the title of the research, arranging research proposal and making instrument.

2. Doing research

The researcher involves actively in the class where the researcher conducts the research.

3. Collecting data

The researcher collects the necessary data through observation, interview, and documentation.

4. Analyzing data

The researcher analyzes the data gathered by reducing the data, display the data and making conclusion.

5. Reporting data

The researcher reports all the data as the result of the research, this report is written in thesis form.



CHAPTER IV

RESEARCH FINDINGS

A. General Data Description

1. The Historical Background MTs Sunan Kalijaga

MTs Sunan Kalijaga was established in 2006. Stand on the basis of community leaders and religious leaders around. Previously, MTs Sunan Kalijaga was *Tsalamiyah wustho* which is equivalent with package b. In 2007 it became a formal school called MTs Sunan Kalijaga. First headmaster was Mr. Gianto. At the beginning, MTs Sunan Kalijaga does not have its own building and still borrowed a resident's house called Miss Jami for teaching learning process. In 2009 MTs already had its own building⁴³.

2. The Geographical Location of MTs Sunan Kalijaga

MTs Sunan Kalijaga was locates at⁴⁴:

RT/RW	: 001/009
Village	: Njagir
Sub District	: Krandegan
Regency	: Bulukerto
Province	: Wonogiri

To visit and reach this school very easy because it is located on edge street.

⁴³ Look at the Interview Transcript number: 08/I/2-5/2019

⁴⁴ Look at Documentation Transcript number: 12/D/2-5/2019

3. The Vission, Mission and Aim of MTs Sunan Kalijaga

The vission of MTs Sunan Kalijaga are excel in achievement, skillful and virtuous based on culture, faith and piety. The mission of MTs Sunan Kalijaga are forming independent human, creative, accomplished, innovative, faithful and pious people, mastering knowledge and technology. The aim of MTs Sunan Kalijaga are: laying the foundation of knowledge, personality, noble character and the skills to live independently and follow more education⁴⁵.

B. Specific Data Description

1. The Application of Discovery Learning to Teach Writing Recount Text at The Eighth Grade Students of MTs Sunan Kalijaga Bulukerto Wonogiri

a. Lesson Plan

To know how English teacher in MTs Sunan Kalijaga construct lesson plan of discovery learning, researcher interviewed the English teacher on Friday, 26 April 2019. She said that a teacher must pay attention to the steps in preparing the lesson plan. Mrs. Linda as english teacher in MTs Sunan Kalijaga said that

⁴⁵ Look at Documentation Transcript number: 13/D/2-5/2019

before preparing the lesson plan, there are several things that must be known⁴⁶:

- 1) Lesson plan is described from the syllabus to direct the learning activities of students in an effort to achieve basic competencies.
- 2) Every teacher in the education unit is obliged to prepare a lesson plan in a complete and systematic manner.
- 3) Lesson plan is prepared for each KD that can be held in one or more meetings.
- 4) The teacher designs a piece of lesson plan for each meeting that is adjusted to the scheduling in the education unit.

Then she told about steps for arrange the lesson plan⁴⁷. They are:

- 1) Introduction Activities
 - a) Orientation

Focus students' attention on the material to be taught, by showing interesting objects, providing illustrations, reading news in newspapers, displaying animated slides, natural phenomena, social phenomena, or others. In this lesson plan, the teacher used the sinchan's picture to attract students' attention. The reason for choosing sinchan's

⁴⁶ Look at Interview Transcript number: 02/1/26-4/2019

⁴⁷ Look at Interview Transcript number: 02/1/26-4/2019

picture to attract attention is sinchan one of the cartoon characters who is very familiar.

b) Apperception

Provide initial perceptions to the students about the material to be taught. On this occasion, teacher gave an example of recount text and told that the text in daily life was called diary so they had an idea on their mind of what the recount text was.

c) Motivation

Mrs. Linda motivated students by telling them to study hard so that their dreams will be achieved later and making their parents proud. She also gave a quiz at the end learning process and who gets the highest score will get a reward, so students will pay attention to the subject matter so that the students can answer the question correctly when the quiz.

d) Giving Reference

Mrs. Linda gave an example of recount text model and asked students to observed together to find out about social function, structure and language feature of recount text so students have reference for the next activity.

2) The Main Activities

In the main activities, Mrs. Linda Used Discovery Learning model that there are six steps⁴⁸. They are:;

a) Stimulation

Mrs. Linda begin the activity by gave a sinchan's picture and proposing questions like "what sinchan is doing?". Mrs. Linda said that the function if this step is to supply learning interaction condition which can develop and help students in exploring material.

b) Problem Statement

Mrs. Linda gave the clue like she asked the students to open their book about narrative text, so that the students will confused and have questions about differences between these two texts. Then students will find hypothesis for the problem they found.

c) Data Collecting

"In this step, I usually gave opportunity to explore them to get the data as many as possible from many resources like read literature, interviewed with friends, open dictionary. The function of this step is to answer the questions or to prove whether hypothesis is right or no." said Mrs. Linda.

⁴⁸ Look at Interview Transcript number: 02/I/26-4/2019

d) Data Processing

Mrs. Linda said that in this step she guided her students to list all of the information that had been gathered like make a table so students will easy to learn and read it.

e) Verification

In verification step, Mrs. Linda asked students to perform in front of class, to present their work. After that teacher gave corrections, score, and comment. So students know the result of their work.

f) Generalization

After Mrs. Linda has verified the results of the students' work, she guided students to get the concept just not the hypothesis.

3) Closing Activities

In last activities⁴⁹, Mrs. Linda guides students to draw conclusions about what is learned that day. She also gives quiz for her students to know students' understanding of recount text. After that she asks students to write their own recount text as homework. "In this step, I also inform the plan of learning activities for the next meeting so students can study at home to preparing the next material" said Mrs. Linda.

⁴⁹ Look at Interview Transcript number: 02/I/26-4/2019

She also said that lesson plan is the important aspects to contribute to the success of the teaching process, so good teachers have to think carefully and systematically about what they are going to do in the classes and how they are going to organize the teaching learning process.

b. Teaching in the Class

To know how English teacher in MTs Sunan Kalijaga apply discovery learning in teaching writing recount text, the researcher observed in the class on Saturday, April 27th 2018⁵⁰. The subjects were an English teacher and the eighth grade students of MTs Sunan Kalijaga. The lesson started at 7 AM and ended at 08.30 AM. The VIII class was chosen because the learning material that they are going to learn was in line with the research.

In opening the lesson, the teacher greeted the students as she entered the classroom. Then, she introduced the researcher to the students. The teacher told the students that the researcher would join the class and observed the teaching and learning process. After that, she let the researcher to sit in the back of the class. After introduced the researcher, the teacher asked one of the students to lead the class to pray together.

⁵⁰ Look at Observation Transcript number: 01/O/27-4/2019

After that, the teacher started to check the attendance list by calling the students' name one by one. There were eleven students that attended the class, two student absent. After checking the attendance list, the teacher reviewed the last meeting lesson about narrative text.

In the main activity, the teacher followed the steps of discovery learning. First step was stimulating the students, the teacher gave a picture to the students. The teacher asked the students to observe the picture and asked about what sinchan is doing in the last holiday? Then student who called Wulan answered that question "first sinchan breakfast then he played with his friend in the beach miss". "Oh good wulan" said Mrs. Linda. Then teacher asked the students to open their book page 94 and asked them to read the text. After the students reading the text, the teacher led the students to observe the text together to find out about the social function, structure and language feature of the text. The students were interested to the teaching and learning process. It can be seen from the students who responded to the questions given by the teacher actively. In addition, after the students know about the social function, structure and language feature of the text, the teacher asked the students to identify the past verbs used in the text. The verbs could be in the form of regular or

irregular verb. Then, the students were actively mentioning the past verbs they found and the teacher asked the students the meaning of those verbs in Indonesian language. The teacher did this in order to emphasize that recount text were written by using past verbs. Moreover, by translating the verbs into Indonesian, it helps the students to understand the meaning of the text⁵¹.

After stimulating the students, the teacher led the students to ask about the purpose of recount text and the differences and similarities between recount text and narrative text, as the students already learnt about narrative text in the last meeting. The students started to ask whether both of the texts were the same or not and. The teacher did not answer all, she only answered a little to stimulate students so that the knowledge gained from the students themselves.

Third, in collecting the data, the teacher made the students into four group and led the students to analyze the text that entitled “when I was child” in groups. She assisted the students to find the main point of each paragraph, information details and specific information of texts. The teacher led the students to find all the information from the first until the last paragraph.

⁵¹ Look at Observation Transcript number: 01/O/27-4/2019

Next, in data processing stage, the teacher guided the students to list all of the information that they had been gathered. Then, the teacher helped the students to categorize the information by writing every point on whiteboard.

After collecting and processing the data, the teacher guided the students to perform in front of class to presentation the data that had been collected. The teacher built a comfortable learning process by listen to students' jokes and laugh at them. It makes the students felt relax in the class and have no burden to speak their thought because the teacher always listen to them. Furthermore, the students and teacher were discussed the text together to check whether their work were already correct.

In generalization step⁵², teacher and students drew the conclusion together. It was the process could be used as a general principle and applied to all events or similar problem, with regard to the outcome of verification. She asked the students about what they had learnt that day and the students said that they had learnt about recount text. Then, the teacher asked the students whether they found any difficulty while learning recount text. The students seem to understand about what they learnt. Then Mrs. Linda gave some quiz that consist three questions. She just

⁵² Look at Observation Transcript number: 01/O/27-4/2019

gave five minutes to answer the question and asked the leader of eighth grade students to collect the quiz of his friends. Then as homework Mrs. Linda asked students to write their own recount text

Finally, the teacher ended up the lesson by giving the students the information about what will they do next meeting. Then, the teacher closed the class by greeting the students as she left.

c. Evaluation

To know the evaluation the teaching learning process using discovery learning that was done on April 27th 2019, the researcher came back to MTs Sunan Kalijaga on April 30th 2019. At 09.30, researcher interviewed English teacher MTs Sunan kalijaga. Starting with Mrs. Linda explaining what the evaluation is.

“In every walk of life the process of evaluation takes place in one or other form. If the evaluation processes is eliminated from human life then perhaps the aims of life may be lost. In education how much a child has succeeded in his/her aims, can be determined through evaluation. Thus there is a close relationship between evaluation and aims”⁵³.

⁵³ Look at Interview Transcript number: 09/I/30-4/2019

To know the result of teaching learning process on Saturday 27 April 2019, teacher does evaluation for learning activities. Teacher collected the score of students from the attitude of the students while teaching learning process, score of quiz and the score of students' writing⁵⁴. From the result of the task of writing recount text, Mrs. Linda said that students' writing were good, it was proven by students could write their past events with coherence using past tense. It's just that there were still some error grammar like writing verb on the subject of the third person singular (correct: she drinks). "It means that for the future I must pay more attention for grammar lesson" Said Mrs. Linda.

Teacher also said that the result of teaching learning process using discovery learning made students more active by showing student-centered, where the teacher no longer explains the material but only stimulate the students. However, there were still some passive students, where he just kept quiet when his friend had been very active in his presentation and actively responded to his friends' presentation. "As a teacher, we should not blame passive students because every student has different abilities. The truth is we find the solution so that the passive student becomes active, and the

⁵⁴ Look at Interview Transcript number: 09/I/30-4/2019

active one becomes active again” said Mrs. Linda.

2. The Students’ Responses toward the Application of Discovery Learning for Teaching Writing Recount Text at the Eighth Grade Students of MTs Sunan Kalijaga Bulukerto Wonogiri

In order to support the data of the application of discovery learning, it was important to add students’ responses in teaching recount text using discovery learning. The researcher took six samples of students. Furthermore, the result of interview was divided into six sections. Those were students’ responses to the implementation of stimulation, problem statement, data collection, data processing, verification, and generalization step. The students’ responses toward the implementation of discovery learning are presented below:

a. Stimulation

In the observation before, it could be seen that students interested in stimulation step because the topic interconnected with their daily life. In giving stimulation, teacher used the topic that made students in Junior High School interested. The topic was about whatever around them that were known by them. They were familiar with all of the topics. It could be called with contextual topics. So they were enthusiastic and curious in the following stimulation. In the

data interview⁵⁵, researcher got the reason why student who called Sofyan that interviewed about stimulation step so interested because teacher gave the interesting picture and the example in daily life.

b. Problem Statement

In problem statement step students had the enthusiasm in the activities. They got the model of text which made them were curious before, what text would be learned. With the model text, they got the clue, what text it was. Within the problem statement step, the students had their own opinions as well as regarding activities they had there. The opinions were the gates to seek the detailed information of the learning step based on their perspectives. According to the interview data⁵⁶, Fauji who interviewed about problem statement step did not less in the activities. It made he had more spirit because the picture were contextual. The word of spirit in this occasion indicated by he was so curious about his hypothesis and immediately wanted to find the truth of the hypothesis.

c. Data Collection

Based on the data that have been obtained at the interview technique, researcher interviewed Nanik about data collection step.

⁵⁵ Look at Interviewed Transcript number: 03/I/27-4/2019

⁵⁶ Look at Interviewed Transcript number: 04/I/27-4/2019

She said that “I think in data collection step so amazing, she guided me and my friends to search the information as many as possible from many resources. My friends and I could search from the book, dictionary, interview with friends, and others. She also went around the students to become a facilitator”⁵⁷.

d. Data Processing

Based on the data that have been obtained at the interview technique, researcher interviewed Wulan about data processing step. She said that I am less interest because the time was limit”⁵⁸. Actually, it was enough because the time was 20 minutes. So, it could be found that the factor was also ability and capability of each student was different.

e. Verification

Based on the data that had been obtained at the interview technique, it can be said that student who called Lilik had been satisfied with the score of her work. She was enthusiastic to know about the result for evaluating herself. She was enthusiastic because she could adjust the shortage before⁵⁹. One factor that made them had high enthusiastic were because the teacher. She always gave the motivation words in the duty of

⁵⁷ Look at Interviewed Transcript number: 05/1/27-4/2019

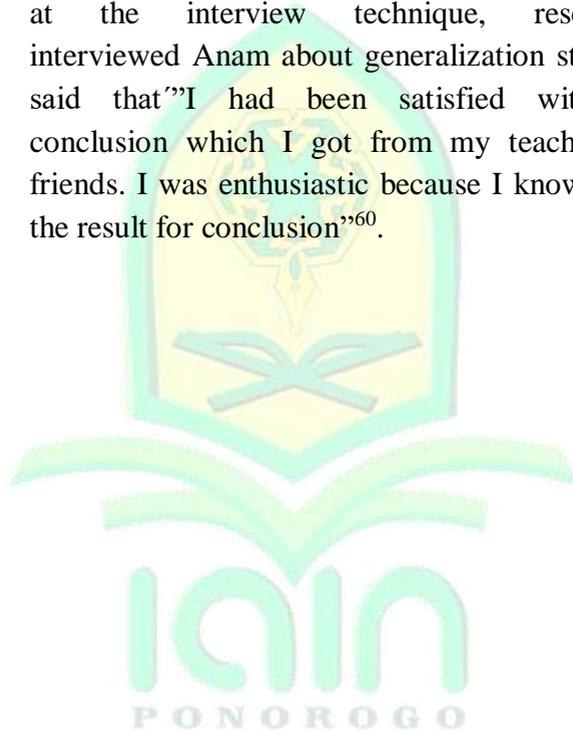
⁵⁸ Look at Interviewed Transcript number: 06/1/27-4/2019

⁵⁹ Look at Interview Transcript number: 07/1/27-4/2019

every student. She was fast in giving assessment because she always observed their students one by one every meeting. Therefore, Mrs. Linda knew about each of their students well.

f. Generalization

Based on the data that have been obtained at the interview technique, researcher interviewed Anam about generalization step. He said that "I had been satisfied with the conclusion which I got from my teacher and friends. I was enthusiastic because I know about the result for conclusion"⁶⁰.



⁶⁰ Look at Interview Transcript number: 08/I/27-4/2019

CHAPTER V

DISCUSSION

A. The Application of Discovery Learning to Teach Writing Recount Text at the Eighth Grade Students of MTs Sunan Kalijaga Bulukerto Wonogiri

1. Lesson Plan

English teacher in MTs Sunan Kalijaga prepares the lesson plan before teaching in the class. It can be known that Mrs. Linda conducts the lesson as in the plan in order to achieve the goal of the course. She has some steps to arrange the lesson plan. In orientation teacher gave the picture to stimulate students, then she gave apperception by gave example of recount text, she also motivated students by knowing in the last teaching learning process will there is a quiz. Then teacher gave the clue so students have hypothesis. For answer the hypothesis, teacher gave opportunity to students explore to get information from dictionary, literature book, interviewed with friends, etc. and she also gave opportunity to students to present all information that had been gathered in front of class. After that teacher verified the students' task and make conclusion together.

Referring to Graves⁶¹, generally, lesson plan has two functions; to give the lesson a framework, an overall form to ease a teacher in preparing what materials suitable for students and managing teaching-learning process in the classroom. Another function is to remind a teacher what he is going to do, especially if he gets perplexed or temporarily forgets what he had intended. Therefore, it is a fruitful and meaningful effort if a teacher spends his energy and time to think and develop a lesson plan or more to meet the quality of teaching-learning process in the classroom.

From data observation and from all explanation above, it can be discussed that what teacher wrote on lesson plan was realized according to the plan. Generally, the lesson plans developed by the English teacher MTs Sunan Kalijaga were appropriate with lesson plan component based on Permendikbud no.65 th.2013 that they are Identity of institutional unit, Identity of lessons, Class/Semester, Subject Matter, Time allocation, Objective of study, Basic competency and Indicator of Competence Achievement, Material of study, Methods of study, Media of study, Resourcess of study, Teaching activity and Assesment.

⁶¹ K Graves, *Designing Language Courses: A Guide for Teachers* (Boston: Heinle & Heinle,2000)

2. Teaching in the Class

According to the result of observation done by the researcher by using field notes⁶², it can be known that the teacher applied discovery learning for teaching writing recount text. The teacher did all of the stages of discovery learning. The teacher can also encourage the students to be more active. It can be seen from the activity in which the teacher gave them some tasks, asked them to answer it both individual and in group, discuss it together, present their work and find information by themselves.

In research finding above, it concluded that all the six steps were relevant with the procedures of discovery learning⁶³. It could be discussed that the activities in stimulation step was appropriate and relevant with the theory of stimulation. Teacher was asking questions about a general topic interconnected with recount text. She was also presenting picture in the stimulation step. She did not introduced directly. Using picture and visualization provided texts to help the students identified and wrote recount text. It indicated that she also lead to the preparation of solving. Syah⁶⁴ said that teacher started teaching learning activities by asking questions, suggestions reading books, and

⁶² Look at Observation Transcript number: 01/O/27-4/2019

⁶³ Syah, *Psikologi Pendidikan dengan Pendekatan Baru* (Bandung: PT REMaja Rosdakarya, 2004) p. 244

⁶⁴ *Ibid*, p. 244.

other learning activities that lead to the preparation of solving.

Through picture and text, teacher gave students the opportunity to identify and analyze their problem face. It was a useful technique in building students so that they were accustomed to find a problem. It means is exploration can be both rewarding and safe. It is a valuable technique for building lifelong habits discovery in the student. The activity gave teachers an opportunity to the students to identify as many agenda issues relevant to the subject matter, then one of them is selected and formulated in the form of hypotheses. In line with Djamarah⁶⁵ was subsequently selected issues should be formulated in the form of a question, or hypothesis, namely a statement (statement) as a temporary answer to questions.

The teacher's activity in data collection step was that guide the students to look for other sources rather than read a single text book only. The other sources were as opening dictionary and book, internet surfing. These represented that the teacher has guided the students. It was line with Harmer⁶⁶, the role of teacher in teaching writing are motivating and supporting. It is recommended that the teacher

⁶⁵ Syaiful Bahri Djamarah, *Strategi Belajar Mengajar* (Jakarta: Rineka Cipta, 2002), p.22.

⁶⁶ Jeremy Harmer, *How to Teach Writing* (England: Pearson Education Ltd, 2004), p.41

should add some activities related to teaching writing such as giving the examples of recount texts.

When the ongoing exploration, teacher provided an opportunity for students, so according to Shah⁶⁷, it gathers as much information relevant to prove whether or not the hypothesis. In line with Djamarah⁶⁸, teacher serve the question or do not prove the hypothesis, so the students are given the opportunity to collect (collection) of various relevant information, read the literature, observing the objects, interviews with sources, conduct their own trials and so on. The consequences of this step was that students learn actively to find something related to the problems faced, thus it inadvertently connected students with the knowledge problem that has been owned.

In data processing, students did the process data that were collected then they were written as a product of their writing project. It is in line with Syah⁶⁹ that the data processing is an activity of process data and information that has been obtained by the students through interviews, observation, and so on, then interpreted.

In the group, they performed their tasks in front of class by a student in each of group who felt interested in talking or presenting the task. Here, the

⁶⁷ Syah, p.244.

⁶⁸ Djamarah, p.22.

⁶⁹ Syah, p.244.

sort of performing task divided into three forms namely spoken, written, and project. It was conducted to accommodate several of students' abilities because every student was unique. They had various abilities. The students who felt comfortable in writing were guided to do the writing task. In contrast, for those who were interested in talking, the suggested task was speaking. Moreover, for those who felt easy in making the product, the teacher asked them to print the results of their writings and made a project. Here, students also did the coding or categorization that served as the formation of concepts and generalizations individually. The generalization of the student got a new knowledge about alternative answers or settlement that needs proof logically.

From the description above, it could be concluded that the teacher facilitated the students to express their learning style. It is in line with Brown⁷⁰ that a teacher is a facilitator who facilitates the proper task. Furthermore, the teacher also provided useful experience. It expected to gain competence in data processing step. The competence which is developed in this activity was to develop attitudes of honesty, through, tolerance, the ability of systematically thinking. It is to express their opinion

⁷⁰ H. Douglas Brown, *Language Assessment: Principles and Classroom Practices*, (New York: Longman, 2011), p. 340.

briefly and to develop good and correct language skill.

It also could be discussed that in verification step, the teacher gave correction and feedback in the students' task of group work and individual work. This was appropriate to Harmer⁷¹ that one of the roles of teacher is to respond to the students. The meaning of respond is to react to the content and construction of a performing task and make suggestion for its improvement.

In generalization step, teacher and students drew the conclusion. It was the process could be used as a general principle and applied to all events or similar problem, with regard to the outcome of verification. It was in line with Djamarah⁷² that based on the results of the verification stage earlier, students learned to draw certain conclusions or generalizations. Finally, it formulated in words the principles that underlied generalizations.

3. Evaluation

To evaluate teaching learning on 27 April 2019, English teacher at MTs Sunan Kalijaga does assessment by making a quiz that consist three question and the time to answer just five minutes. It is to know students' understanding about recount text. She collected the score from the attitude of the students while teaching learning process, the

⁷¹ Harmer, p.41.

⁷² Djamarah, p.22.

performance while present in front of class, the score of quiz and the score of students' writing.

Dickins and Garmaine state⁷³ that evaluation is an intrinsic part of teaching and learning. It is important to the students because it can provide a wealth of information to use for the future direction of classroom practice, for the planning of course, and for management of learning tasks and students.

Based on the explanation above, it can be concluded that evaluation helps to build an educational program, assess its achievements and improve upon its effectiveness. Evaluation plays an enormous role in the teaching-learning process. It helps teachers and students to improve teaching and learning. In learning, it contributes to the formulation of objectives, designing of learning experiences and assessment of learner performance. Besides this, it is very useful to bring improvement in teaching and curriculum. It provides accountability to the society, parents, and to the education.

⁷³ Pauline R Dickins and K Garmaine, *Evaluation* (Oxford University Press, 1992) p.3

B. The Students' Responses Toward The Application of Discovery Learning for Teaching Writing Recount Text at the Eighth Grade Students of MTs Sunan Kalijaga Bulukerto Wonogiri

Students were delighted with the various reasons which they stated in the interview. According the interview data, students were enthusiastic and curious in the following stimulation step. Teacher used the topic that made students interested that were known by them. In spite of there were some of them still had questions in their mind what the material that would be learned. Students were interested with the stimulation was because teacher gave the interesting picture. It could be discussed that students' response toward application recount text using stimulation step of discovery learning good respond.

According to the interview data⁷⁴, some of students knew about the material and some of them were not know about it. It caused every students had difference language sensitivity. Some of them learned before the class be started, some of them were not. But, they had high confident therefore they did not less in the activities. It made them had more spirit because the pictures were contextual. The factor made students were active in the step was because of the teacher behavior. She guided the students to search the information as many as possible from many resources they had. They could search from the book, dictionary, google,

⁷⁴ Look at Interview Trnscript number: 03/1/27-4/2019

interviewed with friends, and others. She also went around the students to become a facilitator for them.

When data processing, students were less interest with writing English because the time was limit but actually they want to try to do it. One of the factor they still had needed to try was the teacher. Students had been satisfied with the score of their work. They were enthusiastic to know about the result for evaluating themselves, so they could adjust the shortage before. One factor that made them had high enthusiastic were teacher always gave the motivation words in the duty of every student. She was fast in giving assessment because she always observed their students one by one every meeting. Therefore, she knew about each of their students well. Students had been satisfied with the conclusion of they got from their teacher or friends. They were enthusiastic to know about the result for conclusion, because all of them had already searched the data by themselves. Then, they must get the conclusion for getting the generalization step in application of discovery learning.

CHAPTER VI

CLOSING

A. Conclusion

The conclusion is divided into two parts based on the research questions posed in the first chapter. Referring to the first research question which was about the application of discovery learning, it can be concluded that before teaching writing using discovery learning, teacher prepares the lesson plan. It can be known that English Teacher on MTs conducts the lesson as in the plan in order to achieve the goal of the course. She has some steps to arrange the lesson plan.

When teaching in the class teacher used six procedures of teaching using discovery learning. They are: 1). Stimulation; 2). Problem Statement; 3). Data Collecting; 4). Data Processing; 5). Verification; 6). Generalization.

After that, teacher did evaluation to know the result of teaching learning process. Teacher gave students some quiz. Next, teacher collected the score from the attitude of the students while teaching learning process, the performance while present in front of class, score of quiz and the score of students from students' writing.

In accordance with the second research question was about the students' responses. Researcher interviewed six students about six steps of discovery

learning. The students' responses are good in five steps, except data processing. Why the students' response is not good in data processing, because limited of time.

B. Recommendation

The researcher would like to give some suggestions that can be useful to enhance the quality of teaching writing, especially in teaching writing recount text.

1. For the English Teacher of MTs Sunan Kalijaga Bulukerto Wonogiri

Since discovery learning contributes positive result in students' writing ability, the teacher should mind the time management since discovery learning passing through some stages. One material should be made into two meetings so that the material delivered is truly conveyed and the students become truly understood.

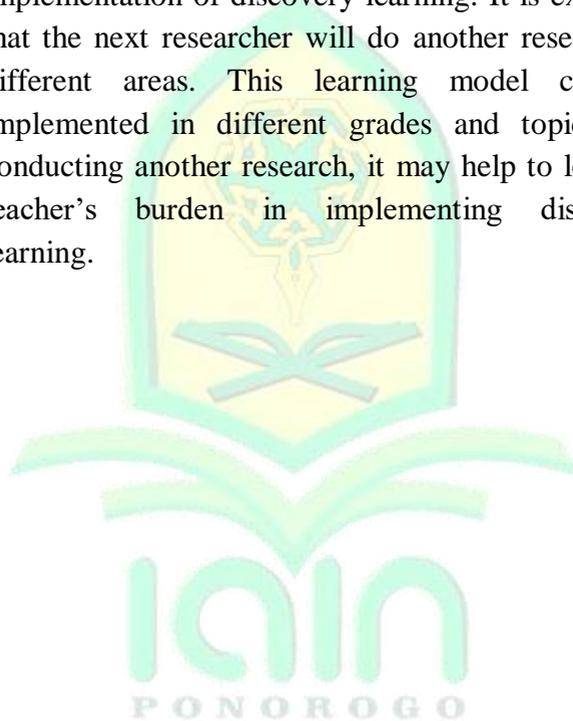
2. For the Eighth Grade Students of MTs Sunan Kalijaga

The students should pay attention well to the teacher's instruction and explanation. They should show good effort to the teacher as she already gives her best to prepare the learning activities. The researcher hopes that the students keep active in the teaching and learning process as the 2013 curriculum was presented to help them to learn better. Most importantly, in discovery learning, the students will

not only get the information but they will comprehend the material well because they are the one who gather the information about the topic given.

3. For the Next Researchers

There should be further research about the implementation of discovery learning. It is expected that the next researcher will do another research in different areas. This learning model can be implemented in different grades and topics. By conducting another research, it may help to lose the teacher's burden in implementing discovery learning.



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