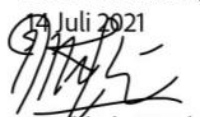


**THE IMPLEMENTATION OF DISCOVERY LEARNING IN TEACHING
WRITING RECOUNT TEXT AT THE 8th GRADE OF MTsN 5 KEBUMEN**

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THESIS

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CHAPTER I

INTRODUCTION

A. Background of Study

In English learning, there are four skills which have to be mastered: reading, writing, listening and speaking. Aspects of student success are also considered. Expressing ideas or feeling to the reader in which order to be impressed becomes the purpose of writing. According to Harsyaf (2009), writing is transforming ideas into language. It means that our writing first and then generating the idea using appropriate language (e.g. grammar and vocabulary) need to be considered¹. Writing skill is an inseparable part of the whole learning process that the students experience during their study at school. Writing requires skills; thus, a continuous practice is needed². A good writer spends many years and a lot of practices. Students must be given an extra room to write since their linguistic, cognitive skills and writing ones as well will be improved by giving them a proper teaching. Developing writing skill can be done gradually. The longer time it takes to develop the skill, the better skill the students might get in applying for correct grammar and sentence order.

Basically, writing is one of the skills which have to be deep taught and mastered by the students. Therefore, the written products are often the result of thinking, drafting, and revising procedures which requires specialized skills, skills which are not every writer develops naturally. It means that writing is not a simple task. It needs the process of building the idea and constructing a text. According to Rita and Zuhdan (2018), the learning process using 2013

¹ Krisnawati Eli, "The Implementation of Teaching Writing Using Discovery Learning to The Eighth Grade Students at Smpn 1 Grogol In Academic Year", Jurnal Prima Edukasi: 6 (1), 102-110. p.5

² Indriyanti, R., & Prasetyo, Z. "Improving The Experiment Report Writing Skills of Fifth Graders through the Discovery Learning Method", Jurnal Prima Edukasia, 6 (1), 102-110. doi:<http://dx.doi.org/10.21831/jpe.v6i1.17284>

Curriculum in experiment activities is often conducted to introduce their concepts and developments to the students³. The students learning activity in conducting experiment strongly requires accuracy, determination, hard work, and creativity that support the results of their experiment⁴. Writing activity in elementary school is an attempt to express the students' thoughts and feelings.

Teaching English focuses on improving students' competencies to be able to use the language in achieving communication goals in various contexts, both spoken and written. One approach that focuses on increasing the competence of students to use the language they are learning in various communication purposes is text-based teaching. This learning is learning that refers to the function of language and its use, which is a unity of meaning both spoken and written.

The text is studied not as an end goal, but as a tool for carrying out various activities in real life. At this basic level, the teaching material consists of short and simple texts. Learning is designed to provide experience in using English texts to understand and apply factual, conceptual and procedural knowledge related to visible phenomena and events, through speaking, listening, reading and writing activities in the concrete realm. The use of text also aims to develop an attitude of respecting and living up to religious and social values, including honest behavior, discipline, responsibility, care (tolerance, mutual cooperation), polite, self-confidence, in interacting effectively with the social and natural environment within the range of interactions. and its existence.

In general, English competence is the ability to communicate in three types of discourse, (1) interpersonal, (2) transactional, and (3) functional, orally and in writing, at the level of informational literacy, to carry out social functions, in the context of personal, social life. cultural, academic, and professional. Students are

³ Indriyanti, R., & Prasetyo, Z. Improving The Experiment Report Writing Skills Of Fifth Graders Through The Discovery Learning Method.....,

⁴Indriyanti, R, & Prasetyo, Z, “*Improving The Experiment Report Writing Skills of Fifth Graders through The Discovery Learning Method*”. 2018, Jurnal Prima Edukasia, 6(1), 102-110. doi:<http://dx.doi.org/10.21831/jpe.v6i1.17284>.

guided to use various forms of text for basic literacy needs, with a coherent and cohesive acceptable structure and appropriate linguistic elements.

In Indonesia, students of Junior High School learn several short functional texts, such as: description, recount, narrative, procedural and report. Those types of text would be introduced to students about the social functions, the generic structures of each text and the language features of the types. By introducing them, the students will know and understand the differences between one to another text. Thus, they are able to write the texts by themselves in the right order of generic structures and the correct use of the language features of genres. However, the students faced difficulties to generate their idea in writing skill. From the result of preliminary research in November 9, 2020, by conducting direct interviews with Ms. Samsul Hikmah, S.Ag, as the teacher who uses the discovery learning method in teaching recount text explained that in the process of learning writing recount text was still low.

The result shown that the problems of the student at 8th MTsN 5 Kebumen are students find difficulties in expressing their ideas to write recount text. They get trouble when they jot down their ideas. Therefore, it needs teacher's skills in teaching, in order to students can improve their skills in writing. In fact, some of the students cannot understand well and be speechless. One of ways to make students interested to the material about writing recount text is using a certain technique. The good technique which needs to be implemented in teaching writing is discovery learning. According to Ormrod, 1995:442 in Fauziati as cited in Krisnaati, discovery learning is method of teaching which is inquiry-based, that is a method of teaching which focuses on active, hands on learning opportunities for students.⁵ Thus, students are expected to draw on their own experiences and prior knowledge and interact with their environment by exploring or manipulating

⁵ Eli Krisnawati "The Implementation of Teaching Writing Using Discovery Learning to The Eight Grade Students at SMP 1 Grogol in Academic Year 2014/2015." Thesis Article: University of Nusantara PGRI Kediri. p. 5-6.

objects, struggling with questions of performing experiments. It is a technique which can be used in writing recount text. Moreover, Anderson (2003) stated that a recount text is one of texts which retell events or experiences in the past time⁶. The social function of this text is to tell the past experiences by retelling events in sequence. The samples of recount are experiences, diaries, personal letters and incident reports⁷. In this event, using discovery learning is to find out the solution of the problems above. Discovery learning is one of techniques which can be used in writing recount text. It can be defined as a learning model which let the students to find out a new concept which they do not know before. It also changes the learning process which was teacher oriented to become student oriented. Further, Brunner as cited in Pappas, (2014), discovery learning model can be a proper learning model that encourage the students to build the past experiences and knowledge, using their intuition, imagination and creativity, and looking for new information to discover the facts, correlations and new truths with this learning model.⁸

Based on the explanation above, the research is really important. By this research, it will be known about the teaching writing and the implementation of teaching writing by discovery learning. It will be very useful not only for the students but also for the teacher. For the student, discovery learning in teaching writing can encourage motivation and creative to the students to make a paragraph and develops their ability in writing. In this way, teachers provide students with certain tools for learning a concept, and the students make sense of the tools. Discovery learning is used mostly while students solve problem. It produces students' results which are constructivists as they work with others and learn from firsthand experiences. New information and skills are discovered as

⁶Husna Atika, "Students' Difficulties In Writing Recount Text At Inclusion Classes", LET: Linguistics, Literature and Language Teaching Journal Vol. 9 No. 1 2019. p.53

⁷Husna Atika, "Students' Difficulties in Writing Recount Text at Inclusion Classes", p.....,

⁸ Purnamasari A. & Argawati O. "The Use Discovery Learning Method In Teaching Writing Recount Text To The Tenth Grade Of Sman Ngamprah" , p. 470-476

students use prior knowledge and past experiences. Students find problems, gather information, develop hypotheses, and prove their solutions. The benefits of discovery learning include students having a role in their own learning and developing their creativity as they work on problems.

This study was chosen in order to determine the activities which occur during the teaching process of writing recount texts and to identify the benefits obtained by students from writing the recount text using the discovery Learning. This study shows that in the MTsN 5 Kebumen, discovery learning can be applied in any situation and condition although in pandemic situation. Besides, the school has a unique which makes different from another school. MTsN 5 Kebumen can apply steps of discovery learning more than one step in one meeting. It can be seen from the result of this research that in third meeting the teacher had implemented all of steps of discovery learning. It becomes a special opportunity to get information about the implementation of discovery learning in this pandemic situation because there are not schools which do the teaching learning face to face. The unique becomes the great opportunity to do this research in 2021 era and it will give nice information about teaching recount text using discovery learning method. Here, the discovery learning method can help students to learn better about writing recount text because students can think critically and creative. By this reason, it provides that students who are taught by using this method play an active role in the teaching and learning process. The composition of their writing also shows good results in terms of content, organization, grammar, vocabulary, and mechanics. Therefore, it is recommended to apply this learning model to teach writing recount texts.

The aim of this research is to describe the implementation of discovery learning in teaching recount text at the 8th grade of MTsN 5 Kebumen. The research method which has used was qualitative research where any statistics analysis for the data was not used. This study only describe how the

implementation teaching writing using discovery learning at the 8th grade of MTsN 5 Kebumen.

Based on the situation above, the writer is interested to conduct research entitled **“The Implementation of Teaching Writing Using Discovery Learning to The Eighth Grade Students at MTsN 5 Kebumen in Academic Year 2021/2022”**.



B. Operational Definition

The following definitions are provide to make readers have the same understanding or perception for some terms used in this research. They are also aimed to avoid ambiguity or misunderstanding. There are three key terms, they are:

1. Discovery Learning

Discovery Learning is one of teaching methods which used some procedures for implementing in the classroom, such as: “Stimulation”, “Problem Statement”, “Data Collection”, “Data Processing”, “Verification and generalization”.

2. Writing Skill

Writing skill is a form of communication which allows students to put their ideas and feelings on paper, to organize their knowledge and beliefs into convincing arguments, and to convey meaning through well-constructed text.

3. Recount Text

Recount text is a text which retells event or experiences in the past time.

C. Research Questions

Based on the background of study above, the research questions are formulated as follows:

1. How is the planning of discovery learning method used in 8th grade MTsN 5 Keumen?
2. How is the implementation of discovery learning in teaching recount text at 8th grade MTsN 5 Kebumen?
3. How is the evaluation of teaching recount text using discovery learning method used in 8th grade MTsN 5 Kebumen?

D. Objectives and Significances of the Research

1. The Objectives of the Research

- a. To describe the planning of discovery learning method used in 8th grade MTsN 5 Keumen.
- b. To find out the implementation of discovery learning in teaching recount text at the 8th grade of MTsN 5 Kebumen.
- c. To describe how the evaluation in teaching recount text using discovery learning method used in 8th grade MTsN 5 Kebumen.

2. The Significances of the Research

The significances of this study are divided into two aspects. They are theoretical and practical significances.

a. Theoretical Significances

- 1) This study is expected to be able to provide a deeper understanding about the implementation of discovery learning in teaching recount text.
- 2) This study is expected to be able to be beneficial for language teaching by using discovery learning method as a model of learning recount text.
- 3) This study is expected to be able to be used as a reference for further research.

b. Practical Significances

- 1) For the teacher

The result of this research is expected to be beneficial for language teaching by implicating discovery learning method as a model of learning recount text.

- 2) For the readers

The result of this research is expected to be beneficial for the other researcher with similar topic about the implementation of discovery learning in teaching recount text.

E. Review of Relevant Studies

Based on several sources related to this research, this study is presented some previous related research. Here are the results compared between this research and the previous studies:

1. Thesis under title *A Systematic Review of Second Language Learning with Mobile Technologies* by Veronica Persson and Jalal Nouri, Stockholm University, Sweden. This research provides a systematic literature review of the research done in mobile assisted second language learning (MASLL) published since 2010. 54 articles were selected using predefined selection criteria. The documents were analyzed and coded using the categories: educational form and level, study design, location, context, role of technology, pedagogical practice and learning impact.

The differences between their research and this research are the subject. They used mobile technologies, while this research used discovery learning. The similarities both use a systematic review to analyze.

2. Thesis under title *The Use of Discovery Learning Model to Improve Students' Descriptive Text Writing at VIIA Class of MTs NU 08 Gemuh Kendal* by Laelatul Mukharomah, IAIN Walisongo Semarang. In this research, the teacher had strategy to teach students' writing by using discovery learning to find out how successful the students' writing skill would be by using discovery learning.

The difference between her research and this research is research design. She conducted action research as the research methodology, while this research used descriptive qualitative method. The similarities are both focus on discovery learning.

3. Journal written by Rini May Rianti in 2012 which discusses *The Use Discovery Learning Method In Teaching Writing Recount Text To The Tenth Grade Of Sman Ngamprah*. The similarity of this research is both together researching in formal education and using the qualitative descriptive method. The journal focuses on determining the activities that occur during the teaching process of writing recount texts using the discovery learning method and to identify the benefits obtained by students from writing the recount text using the discovery learning method in the 2013 curriculum there is one learning model called discovery learning while the research focuses on describing how the implementation of using discovery learning in teaching recount text. The journal discusses how to use discovery learning method in teaching writing recount text to the tenth grade of SMAN Ngamprah while the authors examined how the implementation of the application of discovery learning method in teaching recount text at 8th grade senior high school.
4. Journal written by Ashild Dronen Herdleaver in 2008 which discusses *The Implementation Of Teaching Writing Using Discovery Learning to The Eighth Grade Students At SMP N 1 Grogol In Academic Year 2014/2015*. The similarity of this research is both together researching discovery learning as a method of teaching writing. The subject of the journal is VIII-D class and the English teacher of SMPN 1 Grogol while the subject of the research is English teacher of MTsN 5 Kebumen. The journal observed the application of writing description and report while the research describes the implementing of discovery learning will be used in teaching recount text.

F. Structure of the Research

To make a systematic research, it is necessary to classify the structure of this research. This research is divided into five chapters, they will explain as follows:

Chapter I presents introduction. It consists of background of study, operational definitions, research questions, objectives and significances of the research, reviews of relevant studies, literature review, research methods and structure of the research.

Chapter II explains the theories of discovery learning, process of writing and recount text and each of them are divided into some sub sections.

Chapter III explores research method which deals with the research design, subject of the study, object of the study, instruments for obtaining data, techniques of collecting data, techniques of analyzing data, and triangulation.

Chapter IV presents the results of the research which discusses the implementation of discovery learning in teaching writing recount text at the 8th grade of MTsN 5 Kebumen.

Chapter V presents conclusion and suggestion of the research. In this chapter, the researcher concludes and gives some suggestions related to the research.



IAIN PURWOKERTO

CHAPTER V

CLOSING

A. Conclusion

Based on the research of the implementation of discovery learning in teaching writing recount text at 8th Grade of MTsN 5 kebummen and this research succeeded in answering the research questions:

1. The planning of using discovery learning to teach writing recount text consists of preparation of material and the teacher's note of the activity which is implemented in the classroom by using discovery learning model. Each of meetings use a different material to be implemented. There are four materials. The first material is a text of recount text by the title "Visiting Doctor". The second material is power point which tells a language focus. The third material is the video which shows holiday. The fourth material is worksheet.
2. The implementation of discovery learning in teaching writing recount text in at 8th grade of MTsN 5 Kebumen. From the observation findings, it was found that the teacher had implemented discovery learning model based on principles and steps in accordance with 2013 curriculum. In the first meeting there are five points appear in the first observation which suitable with Pappas, (2014) steps which are problem statement, Data Collection, Data Processing, Verification and Generalization. In the second meeting there are five points appear which are Problem Statement, Data Collection, Data Processing, Verification and Generalization. In the third meeting there are six points appear which are Stimulation, Problem Statement, Data Collection, Data Processing, Verification and Generalization. The stimulation was implemented by giving the instructions for observing the objects, so that the students want to think toward what are the objects about.

3. The evaluation of teaching recount text using discovery learning at 8th grade of MTsN 5 Kebumen. It consists of giving worksheet to student. There are four learning activities which are implemented to evaluate learning process during one semester. The first learning activity is making group discussion and giving assessment. In the second learning activity is writing a topic and making a first draft. In the third learning activity is discussion to get correction, suggestion and recommendation. In the fourth learning activity is giving correction to students for their wrong result of study.

From the interview findings, the principles and steps of discovery learning model encourages the teacher to make the students find their own way of learning. In addition, from document analysis finding, syntax of discovery learning model written by the teacher on the Rencana Pokok Pembelajaran (lesson plan) also guides the teacher to be aware of discovery learning steps. In classroom teaching and learning process, it gives students experience to combine their prior knowledge with new knowledge from English textbooks, while the teacher is a facilitator in their own learning.

The researcher concludes that the implementation of discovery learning model helps the teacher in teaching English. Teaching English language by applying the principles and steps of discovery learning gives the teacher benefit in the implementation of discovery learning model. Moreover, the principles and steps of discovery learning model cannot be separated from the implementation of discovery learning because in the implementation of this learning model the principles and steps should be applied based on the 2013 curriculum.

B. Suggestion

Suggestions are given for the first, for the English teacher, it is better for the teacher to introduce and explain the goal of the material to students to make students understand and know what they should learn. The teacher should apply all the role of discovery learning to develop and get more experience especially in teaching writing.

For the students, they should pay more attention to their teacher. The students should be active and creative in enriching their knowledge in vocabulary to explore their idea in writing and also the students should learn more about the grammar so the students can arrange the sentence with good grammar and structure. It is better for the students to activate their both prior knowledge and experiences to solve the problem in discovery learning.

For the other researchers, after reading this study, the next researchers are expected to be able in adding or completing the necessary addition of the material that might make this research to be more perfect. The detail suggestion can be seen as follow: the first is observation checklist. The observation checklist is only implemented in main activity, it is resulted in the limited data can be found through this instrument. The whole activity should be added to gain the complete data. The second is students' assessment.

IAIN PURWOKERTO

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