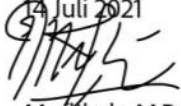


**THE IMPLEMENTATION OF DISCOVERY LEARNING IN TEACHING
WRITING RECOUNT TEXT AT THE 8th GRADE OF MTsN 5 KEBUMEN**

Acc Pembimbing
14 Juli 2021

Murtihah, M.Pd.



THESIS

**Submitted to Faculty of Tarbiya and Teacher of State of Islamic Studies Purwokerto as a
Partial Fulfillment of the Requirement for Achieving the Bachelor Degree on English
Education (S.Pd.)**

**By:
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2021**

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I who declare,



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

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Assalamu'alaikum Warahmatullahi Wabarakatuh

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

I recommended the thesis to be submitted to Dean of Faculty of Tarbiya and Teacher
Training, State Institute of Islamic Studies Purwokerto, and examined in order to get
Undergraduate Degree in English Education (S.Pd.)

Wassalamu'alaikum Warahmatullahi Wabarakatuh

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MOTTO

“No matter how difficult the situation is, it will not last forever.

What follows the night is the day. What follows the winter is the spring”

- Tony Robbins



DEDICATION

I dedicate this file to:

Myself

I always appreciate your courage.

Thank you for never quitting.

Thank you for being me all time.

My parents, Sudadi and Samsul Hikmah

Others might look away yet you are always by my side.

Without your love, guidance, patience, and care,

I could not imagine where I would be.

Thank you for everything.

Words can describe how grateful I am to have you in my life



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First and foremost, Alhamdulillah rabbil'alam, all praises be to Allah the Almighty, the Most Gracious, and the Most Merciful, the creator of all the creations, who has neither beginning and nor ending. I am deeply grateful and extremely thankful to Allah SWT., who has given me His blessing, strength, and guidance in accomplishing this thesis. May the blessing of Allah flows to His last messenger, the Noble prophet, Muhammad SAW, his family and his companions.

This thesis is presented as a partial fulfillment of the requirement for achieving the undergraduate degree of education in Faculty of Tarbiya and Teacher Training of State Institute of Islamic Studies Purwokerto. I cannot thank you enough for the parties that have involved in the completion of my thesis. Appreciation and high respect are addressed to:

1. Dr. H. Suwito, M.Ag., as the Dean of Faculty of Tarbiya and Teacher Training of State Institute of Islamic Studies (IAIN) Purwokerto.
2. Muflihah, S.S., M.Pd., as the Head of English Education Department of State Institute of Islamic Studies (IAIN) Purwokerto and also as my esteemed supervisor who has given me invaluable supervision, great suggestions, and support. I thank you very much, ma'am!
3. All lecturers of Faculty of Tarbiya and Teacher Training of State Institute on Islamic Studies (IAIN) Purwokerto, particularly lecturers of English Education Study Program who have shared all their valuable knowledge and inspirations willingly.
4. All of staffs and officials of State Institute on Islamic Studies (IAIN) Purwokerto.
5. My beloved parents, Sudadi and Samsul Hikmah, and my brothers, Hakam, Ama, who are always being my number one and the best supporters ever.

6. All of my friends of TBI 17, who have shared moments together for four years.

7. All of my friends and seniors who have helped me in accomplishing this thesis.

Thank you very much. Finally, I hope this thesis would be beneficial and be able to provide useful knowledge and information to the readers.

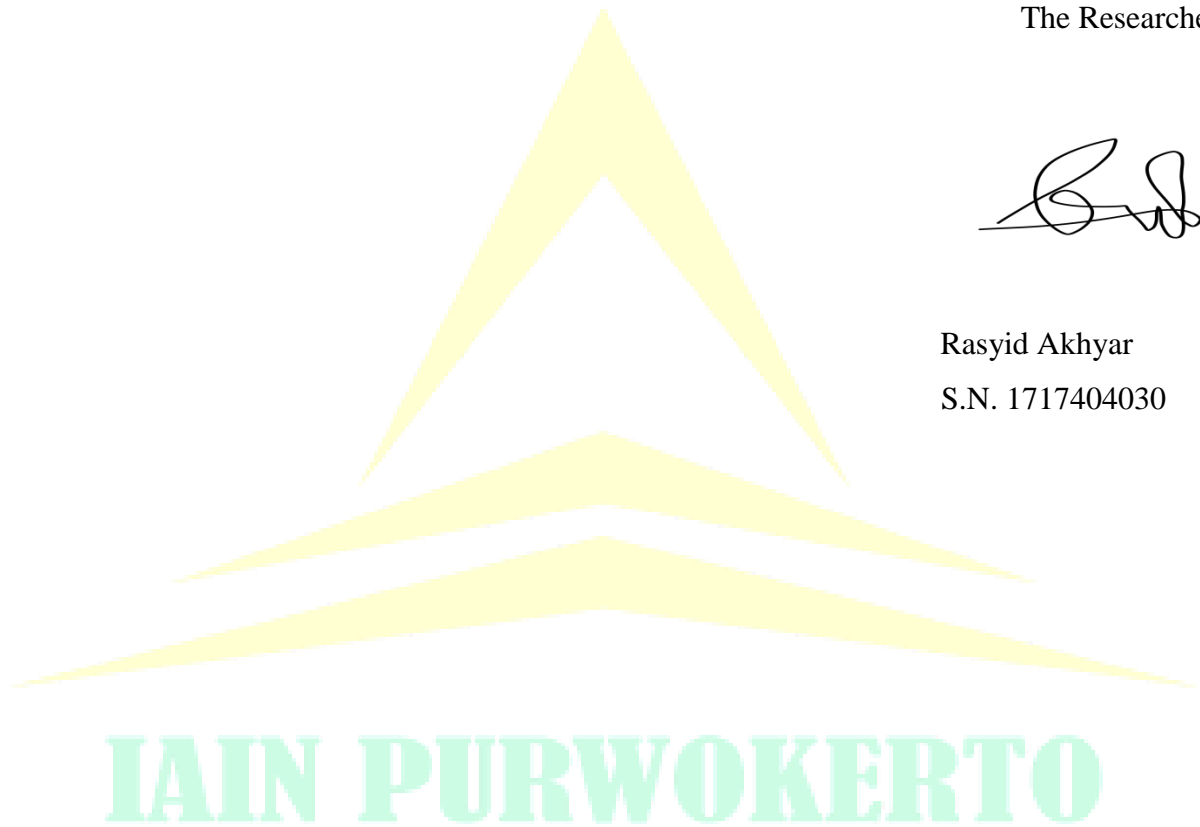
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THE IMPLEMENTATION OF DISCOVERY LEARNING IN TEACHING WRITING RECOUNT TEXT AT THE 8th GRADE OF MTsN 5 KEBUMEN

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ABSTRACT

The background of this study is based on the phenomenon that learning descriptive text writing as one of the language items that students got difficulty to start it as their comprehend especially at 8th grade of MTsN 5 Kebumen. They could not interest in teaching learning process, even they got difficulty when they were asked to writer. Discovery learning is one of the learning models which emphasize in the process of the learning. Students could learn by observing which want to be learnt. The aim of this research is to describe the implementation of discovery learning model in teaching English.

This study was descriptive qualitative study in which data were gathered from observation, interview, and document analysis. The data of this study were the activities in the classroom did by the teacher and students during teaching learning process. The source of data is one the English teacher at MTsN 5 Kebumen.

The findings of four observations reveal that the teacher had implemented discovery learning model based on steps in accordance with 2013 curriculum. In the first meeting, there are five steps appear which are stimulation, problem statement, data collection, data processing, verification, generalization. In the second meeting there are five steps which are problem statement, data collection, data processing, verification, generalization. In the third meeting, there are six steps which are stimulation, problem statement, data collection, data processing, verification and generalization. In the fourth meeting, teacher evaluated learning process during one semester.

Keywords: *discovery learning, writing skill, recount text,*

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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 Curriculum in experiment activities is often conducted to introduce their concepts and developments to the students³. The students learning activity in conducting experiment

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>

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

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 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

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>.

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 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

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.

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.....,

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 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 applies steps of discovery learning more than one steps in one meeting. It can be seen from the result of this research that in third meeting the teacher had

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

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 does 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”**.

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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.



CHAPTER II

LITERATURE REVIEW

A. Discovery Learning

1. Definition of Discovery Learning

Discovery Learning is one of teaching methods in Curriculum 2013. This method changes the passive activities to become active in doing experiment, collecting the data, and analyzing the data of student's learning⁹. These activities are suitable to the implementation of student-centered learning that puts teachers as just a facilitator or expositor. Based on definition, it shows that the learners must be able to solve or guess the problems which are given. By giving the problem, the teacher tries to give stimuli for the students and it makes the learning process more effective¹⁰. Therefore, Pappas 2014 as cited in Ayu Apriyanti stated that according to the history, Discovery Learning was introduced by Jerome Bruner and it's a method of inquiry-based instruction. The students are encouraged 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. In conclusion, discovery learning can be described as a learning model that used to learn by situations where the learner can get the experiences to learn with they own learning where the content of the material is not given by the teacher.¹¹

⁹ Indriyanti R, & Prasetyo, Z. (2018). "*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>

¹⁰ Mufida Irmayanti, Hafifah Gusti et.al, "The Implementation Of Discovery Learning To Teach Speaking At The First Grade Students At Smp Institut Indonesia", Tell Journal, Vol 3, (2), 2015, English Department, Faculty of Teacher Training and Education, Muhammadiyah University of Surabaya, p.....,

¹¹ Apriyanti A, "The Implementation Of Discovery Learning Model In Teaching English At A High School In Yogyakarta", Department of English Language Education Universitas Islam Indonesia. p.3.

According to Jerome Bruner as cited in Laelatul Mukaromah (2014), one of the cognitive instructional models is discovery learning from Jerome Bruner¹². Jerome Bruner is a Psychologist from Harvard. He and his friend state that discovery learning is important, they state:

*Discovery learning, sebuah model pembelajaran yang menekankan pentingnya membantu siswa untuk memahami struktur atau ide-ide kunci suatu disiplin ilmu, kebutuhan akan keterlibatan aktif siswa dalam proses belajar, dan keyakinan bahwa pembelajaran sejati terjadi melalui personal discovery (penemuan pribadi).*¹³

In addition, the best result should not force the best mark in the end of teaching learning process but it has to be got by students. The students are given chance by the teacher to figure out the problem. It means that learning output is independently.

Discovery learning is one of teaching methods in Curriculum 2013. Through this method, learning process which passive activities becomes active in doing experiment, collecting the data, and analyzing the data of student's learning¹⁴. These activities are suitable to the implementation of student-centered learning where teachers are facilitators or expositors. Based on the definition, it shows that the learners must be able to solve or guess the problems given. By giving the problem, the teachers try to give stimuli for the students and it makes the learning process more effective¹⁵. Through involvement of students' activity in teaching learning process, discovery learning model emphasize the important of structure comprehend or the important ideas to a science discipline. This model

¹² Laelatul Mukaromah, "The Use of Discovery Learning Model to Improve Students' Descriptive Text Writing", English Language Education, 2014. p. 28

¹³ Richard I. Arends, *Learning to Teach*, (Yogyakarta: Pustaka Belajar, 2008), p. 48.

¹⁴ Indriyanti R, & Prasetyo, Z. (2018). "Improving the Experiment Report Writing Skills of Fifth Graders through the Discovery Learning Method", Jurnal Prima Edukasia, Vol 6, (1), 102-110. doi:<http://dx.doi.org/10.21831/jpe.v6i1.17284>

¹⁵ Mufida Irmayanti, Hafifah Gusti et.al, "The Implementation Of Discovery Learning To Teach Speaking At The First Grade Students At Smp Institut Indonesia", Tell Journal, Vol 3, (2), 2015, English Department, Faculty of Teacher Training and Education, Muhammadiyah University of Surabaya, p.....,

is one of a learning method to improve the way of the active students' learning, so the result that will get is permanent and memorable in their mind.¹⁶ Using discovery learning, students can also think analytically and try to solve their problem by themselves¹⁷. Therefore, Pappas 2014 as cited in Ayu Apriyanti stated that discovery learning is a method of inquiry-based instruction. The students are encouraged 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. In conclusion, discovery learning can be described as a learning model that used to learn by situations where the learner can get the experiences to learn with they own learning where the content of the material is not given by the teacher.¹⁸

If teacher entails students to write, most of them got anxieties and worries because of the grammatical rule in writing English uses. Here, the students' anxieties are decreased by using discovery learning. They would encounter the problem which must be assumed to be written. Besides, using self-discovery in learning builds learners more confident. In discovery learning, students generate knowledge based on new information and data collected in an explorative learning environment¹⁹. Discovery learning happens whenever the learner is not provided with the target information or conceptual understanding and must find it independently. Within discovery learning methods, there is an opportunity to

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¹⁶ Indriyanti R, & Prasetyo, Z. (2018). "Improving the Experiment Report Writing Skills of Fifth Graders through the Discovery Learning Method", Jurnal Prima Edukasia, Vol 6, (1), 102-110. doi:<http://dx.doi.org/10.21831/jpe.v6i1.17284>

¹⁷ M. Hosnan, *Pendekatan Saintifik dan Kontekstual dalam Pembelajaran Abad 21*, (Bogor: Ghalia Indonesia, 2014), p. 282.

¹⁸ Apriyanti A, "The Implementation Of Discovery Learning Model in Teaching English at A High School in Yogyakarta", Department of English Language Education Universitas Islam Indonesia, p.3.

¹⁹ Ali Gunay Balım, "The Effects of Discovery Learning on Students' Success and Inquiry Learning Skill", Eurasian Journal of Educational Research, 2009, p. 2.

provide the learners with intensive, conversely, minimal guidance, and both types can take many forms (e.g., manuals, simulations, feedback, example problems).²⁰

Discovery learning can be known as an active learning. Here, strategy for active learning has a purpose to make independent and creative growing in studying, so that students can create innovations. Learning aim is hope to make students enable to understand a concept through their discovery by doing experiment. For this, it only can be achieved by using strategy in grouping to make a report as well as communication. Mallinson suggest that “If the main goal of science program is to get children to understand, remember, and apply science concept, there’s probably no more powerful tool than having writing science. Research indicated that writing about science improves not only science vocabulary, but also performance in reading and thinking in the discipline”.²¹

2. Advantages of Discovery Learning

The discovery learning literature often claims some advantages. It can be regrouped in two broad categories: development of meta-cognitive skills (including some higher level cognitive strategies) useful in lifelong learning and motivation. The details of these advantages are:²²

- 1) Supports active engagement of the learner in the learning process.
- 2) Fosters curiosity.
- 3) Enables the development of life-long learning skills.
- 4) Personalizes the learning experience.
- 5) Highly motivating as it allows individuals the opportunity to experiment and discover something for themselves.
- 6) Builds on learner's prior knowledge and understanding.
- 7) Develops a sense of independence and autonomy.

²⁰Louis Alfieri, et.all., “Does Discovery-Based Instruction Enhance Learning?”, (City University of New York, 2011), Vol. 103, No. 1, 1–18,P.2.

²¹Trianto, *Model-Model Pembelajaran Inovatif Berorientasi Konstruktik*, (Jakarta: Prestasi Pustaka, 2007), p. 133-134.

²²http://edutechwiki.unige.ch/en/Discoverye_learning, in accessed 16 Dec 2020. 16:11. pm.

- 8) Make them responsible for their own mistakes and results.
- 9) Learning as most adults learn on the job and in real life situations.
- 10) A reason to record their procedure and discoveries - such as not repeating mistakes, a way to analyze what happened, and a way to record a victorious discovery.
- 11) Develops problem solving and creative skills.
- 12) Finds new and interesting avenues of information and learning - such as gravy made with too much cornstarch can become a molding medium.

Developing students' intellectual activity and students' ability to think free, training students' cognitive to discover and solve the problem without people's helping. The shortage of discovery learning; teacher feel fail to detect a problem and there is misunderstand between teacher and students, wasting the time, consuming teacher's work, it is not all students who be able to discover.²³

The other advantages are also stated by Murphy, Malloy, and O'Brien (2010) as follows²⁴:

- 1) Highly Motivating
 - a) In the learning process, students are engaged actively.
 - b) They are responsible for their own successes and failures.
 - c) They have something at stake.
- 2) Problem Solving
 - a) It helps the growth of problem solving and creative skills.
 - b) It is similar to on-job learning that will occur as adults.
 - c) It instills lifelong learning skills

²³ Hosnan, *Pendekatan Saintifik dan Kontekstual dalam Pembelajaran Abad 21...*, p. 288-289.

²⁴ Prawerti R.C, "*The Effectiveness Of Using Discovery Learning Method In Teaching Writing Skill Viewed From The Students' Creativity*", English Education Department Graduate School Sebelas Maret: University Surakarta 2014. p. 35-36.

3) Personalization

- a) The learning experience is tailored to each child.
- b) It gives the students autonomy and independence.

4) Developing an Interest in Learning

- a) Students discover their own ways of learning.
- b) Students require to using their own prior knowledge and understanding.
- c) Fostering curiosity.

5) Memory

- a) If students learn on their own terms, students may be more likely to keep the information which have gotten.
- b) If students learn the information in context, they may be more likely to remember it than if they are taught from a textbook exclusively.

The benefits of discovery learning above makes students to be able to participate actively in teaching learning, developing and planting inquiry in the students, supporting students' problem solving ability, giving interaction field in each-students and students-teacher, so that students can use language well, the material which is learnt can achieve the high level of students' achievement. It is also more unforgettable because the students are involved directly in the discovery process. Students learn how to learn, learning to appreciate themselves, motivating themselves and it is easier to transfer, knowledge will be permanent and remember able, the result of discovery learning has more transfer effect than other result.²⁵

²⁵M. Hosnan, *Pendekatan Saintifik dan Kontekstual dalam Pembelajaran Abad 21*, (Bogor: Ghalia Indonesia, 2014), p. 284.

3. Disadvantages of discovery learning

Murphy, Malloy, and O'Brien (2010) in their article offer some disadvantages of applying the Discovery Learning method. They are²⁶:

1) Not easy to implement

Learners need to have a number of cognitive skills and be intrinsically motivated to learn

2) Pure Model vs. Guided Model

Having students' pre-requisite knowledge and undergo some structured experiences by using discovery learning is most successful achievement but most researchers would argue that pure discovery learning as a general and global teaching strategy for beginning and intermediary learners doesn't work. The debate on how much guiding is needed is somewhat open.

3) (Sometimes huge) cognitive overload, potential to confuse the learner if no initial framework is available, etc.

4) Measurable performance (compared to hard-core instructional designs) is worse for most learning situations.

5) Creations of misconceptions ("knowing less after instruction")

6) In order to benefit from a discovery situation, students must have basic knowledge about the problem and must know how to apply problem-solving strategies. Without this knowledge and skill, they will dither and grow frustrated. Instead of learning from the materials, they may simply play with them.

7) Critics believe that discovery learning is so inefficient and so difficult to organize successfully that other methods are preferable. This seems especially true for lower-ability students. Discovery methods may make too many demands

²⁶ Prawerti R.C, "*The Effectiveness Of Using Discovery Learning Method In Teaching Writing Skill Viewed From The Students' Creativity*", English Education Department Graduate School Sebelas Maret: University Surakarta 2014. p. 37-38.

on these students because they lack the background knowledge and problem-solving skills needed to benefit.

Developing students' intellectual activity and students' ability to think free, training students' cognitive to discover and solve the problem without people's helping. The shortage of discovery learning; teacher feel fail to detect a problem and there is misunderstand between teacher and students, wasting the time, consuming teacher's work, it is not all students who be able to discover.²⁷

Related to the teaching writing, Hanafi and Suhana (2009, 79) proposed some disadvantages of using Discovery Learning method. They are as follows²⁸:

- 1) The students who are less intelligent and have difficulty in thinking or expressing the relationships between concepts and the written text will be frustrated because this method is based on the assumption where student is required to have a prior knowledge and genre text.
- 2) It really needs method which can develop the concepts and skill, while developing aspects of concepts, skills and overall emotions received by using discovery learning is less attention
- 3) It does not provide opportunities for students to discover what they want, since the text or the material has already been chosen by the teacher. Overall process of discovery is based on the teacher guidance.
- 4) Teachers and students are already very familiar with the old style of teaching writing; therefore it will be disappointing method.

4. Discovery Learning as Learning Model to Teach English

In accordance with the applicable curriculum, in implementing the discovery learning model can also be applied in all lessons including English language

²⁷Hosnan, *Pendekatan Saintifik dan Kontekstual dalam Pembelajaran Abad 21...*, p. 288-289.

²⁸ Prawerti R.C, "*The Effectiveness Of Using Discovery Learning Method In Teaching Writing Skill Viewed From The Students' Creativity*", English Education Department Graduate School Sebelas Maret: University Surakarta 2014. p. 37-38.

lessons²⁹. Discovery learning model in teaching and learning process does not present as the whole material to the students, but only present a formulation of the problem that was prepared by the teacher. In the learning process by using discovery learning model, the role of the teacher is not separated just like that, the teacher still must guide learners in finding a concept for learning outcomes not out of goals to be achieved. It is just that the guidance provided by teachers should be reduced so that learners the opportunity to become a scientist by finding knowledge, concepts or subject matter independently.³⁰

To find or get a new science students cannot only believe what they think is right. So that requires a model that can make them believe that what they have found is something that is right, by using discovery learning models they can prove their findings are true and meaningful knowledge for their life.

5. The Steps of Discovery Learning To Implement In The Classroom

On applying Discovery learning method in the classroom, there some procedures that should be implemented in the teaching and learning activities in general as follow:³¹

1) Stimulation (giving stimuli)

Stimulation at this stage serves to provide the condition of learning interaction that can develop and assist students in exploring material by using the questioning technique. Asking question to students can expose students to the internal conditions which encourage their exploration.

²⁹ Mufida Irmayanti, Hafifah Gusti et.all, "*The Implementation of Discovery Learning To Teach Speaking At The First Grade Students At Smp Institut Indonesia*", Tell Journal, Vol 3, (2), 2015, English Department, Faculty of Teacher Training and Education, Muhammadiyah University of Surabaya, p.....,

³⁰ Apriyanti Ayu, "*The Implementation of Discovery Learning Model in Teaching English at A High School in Yogyakarta*", Department of English Language Education: Universitas Islam Indonesia. p.3.

³¹ Musdizal and Hartono R., "*The Influence of Discovery Learning Method and Video on Students' Writing Skill*", International Journal Of Scientific & Technology Research 2019, Vol 9, (1), p.1153

2) Problem statement (identify the problem)

The next stage is giving an opportunity to the students to identify as many agendas as possible which are relevant to lesson material, then one of them is selected and formulated in the form of the hypothesis.

3) Data collection

When the exploring is going, the teacher also gives a chance to students to collect the information as many as possible that related to prove whether is right or no, the function of this stage is to answer the question.

4) Data processing

Data processing is an activity of process data and information that has been gotten from students through interviewing and observation. Then interpreted, all the information will be processed, randomized, classified, tabulated, even if it is calculated in a certain way and interpreted on a given confidence level.

5) Verification

In this stage, all of the students do investigate accurately to prove whether the hypothesis is right or not that is decided with alternative discovery, directly coupled with data processing result.

6) Generalization

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

On applying discovery learning method in the classroom, there some procedures that should be implemented in the teaching and learning activities in general as follow³²:

1) Stimulation (Giving Stimuli)

Stimulation at this stage attends to provide the condition of learning interaction which can develop and assist students in exploring material by

³² Musdizal and Hartono R., "The Influence of Discovery Learning Method and Video on Students' Writing Skill", International Journal Of Scientific & Technology Research 2019, Vol 9, (1), p.1153

using the questioning technique. Teacher can begin the activity by proposing questions, read a book, etc. Asking question to students can expose students to the internal conditions. It 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 (Identify the Problem)

The next stage is giving an opportunity to the students. This stage is purposed to identify as many agendas as possible which are relevant to lesson material, then one of them is selected and formulated in the form of the hypothesis.

3) Data collection

The function of this stage is to answer the question, and then teachers also give a chance to students to collect the information as many related information as possible to prove whether they are right or no. In this stage, the teacher asks students to write a list of their experiences, their activities in that place and time when it happened. The teacher also asks the students to free write everything about the students' experience with that place.

4) Data processing

Data processing is an activity of processing data and information which has been gotten from students through interview and observation. Then interpreted, all the information will be processed, randomized, classified, tabulated, even if it is calculated in a certain way and interpreted on a given confidence level. Related to teaching writing, in this step, the students are required to classify a sentence whether it is able to develop or not.

5) Verification

Verification intended to make the process of learning run well and creatively if the teacher provides opportunities for students to find a concept, theory, rule or understanding through examples which might be encountered in their life. All of the students investigate accurately to prove whether the hypothesis is right or not. In this phase, the role of the teacher is giving the materials and

example about recounts text to each of the student. Then, the teacher asks students to observe and study by themselves. By this step, the students have experience in discovering the concept, theory and rule by themselves. The teacher also lets the students to find out other information and other example about recount text from other sources. It can be from book or internet. By finding other information, it will help the students to strengthen their idea in developing their draft.

6) Generalization

Generalization is a process of drawing the conclusion that can be a common principle and valid for all events or same problems, by attending verification result, it is formulated principles of generalization. In this stage, the students draw the conclusion about recount text and are ready to use their own finding to develop their draft into a text. The role of the teacher is by giving instruction to the students to write 3 paragraphs about their own experience with the place that they already chosen. They should pay attention for the grammatical, content, vocabulary, organization, and mechanic of the writing a recount text.

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Besides the brief explanation of the steps of discovery learning stated by Mendikbud (2013) above, Murphy, Malloy, and O'Brien (2010) propose five steps that might be effective to be applied in teaching writing. The brief explanation is as follows:³³

1) Orientation

In this stage, learners develop their initial ideas about the subject. They may read introductory material, explore the area, and activate prior knowledge about the subject. In this stage, the teacher also gives stimulation to the students by giving a question as like "Do you have a bad experience?" Through this kind of question, the teacher introduces the material and subject that will be studied and for teaching writing, the teacher gives an example of recount text and asks the students to observe it.

2) Hypothesis Generation

In this stage, learners are required to formulate hypothesis about the problems and questions of the material. A hypothesis is usually a statement about the answer of the problem. In teaching writing, the teacher asks the students to free writing about their past experience without discussing the material first. Therefore, the students make free writing based on their observation to the example given by the teacher.

3) Hypothesis testing

In this step, the students experiment the hypothesis that they have already made in the previous step. The students will find and collect the answer from any sources as like book, internet, etc. In teaching writing, the students will be asked to find the other material or theory to support their ideas in making a draft. They may open the book or browse in the internet.

³³ Prawerti R.C, "*The Effectiveness Of Using Discovery Learning Method In Teaching Writing Skill Viewed From The Students' Creativity*", English Education Department Graduate School Sebelas Maret: University Surakarta 2014. p. 31-33.

4) Conclusion

The student reviews and makes conclusion whether the findings are in line with the hypothesis or not. In teaching writing, the students are asked to make conclusion about their findings. They will infer the concept of the writing a recount text. For example starts from deciding the topic, making a draft, and so on. They also can apply the tense which is used in making a recount text.

5) Regulative Processes

This step involves keeping track of the progress made in the preceding steps. This step also involves planning and setting goals and finally, evaluation. In teaching writing, the teachers ask learners to develop their draft and make it into 3 paragraphs about their past experience. A grammatical, content, vocabulary, organization, and mechanic is something considered in the writing a recount text.

Steps proposed by Mendikbud (2013) is appropriate to be used in this research since it serves connecting and continuing activities that let the students take apart actively especially in teaching writing. These steps also seem interesting since it used another media as like pictures. The steps include: (1) Stimulation. The steps will help students in introducing the subject by giving question and/or picture to student. It will help students in introducing the subject, (2) Problem Statement. In this step, the students are given the opportunity to decide their own topic based on their own past experience, (3) Data Collection. The students are asked to make a draft about their past experience. It will help them to develop their ability in organization, content, and vocabulary, (4) Data Processing. The concepts and theory that the students have already got from the previous step will be processed here. Processing means calculating, classifying, tabulating, the concepts and theory to generate their free writing becomes a draft. It means classified which sentence is able to be developed and which one is unable, (5) Verification. The teacher gives the materials and example about recounts text to each of the student. Then, the teacher asks students to observe and study by themselves. By this step, the students have experience in discovering the concept, theory and rule by themselves, and (6) Generalization. The

students draw the conclusion about recount text and ready used their own finding to develop their draft into a text or paragraphs.

B. The Step of Writing Process

Writing is the most difficult skill in English. A writer should master English grammar and the language is used in writing completely different from the language used in spoken language and the word choice in writing is strictly chosen to make the writer's idea make sense. In conclusion, the writer must know the grammar and vocabulary to create and generate the ideas or thoughts and by using Brain-writing Strategy the writers can generate or create their ideas in by discussing the whole thing that exist in writing.³⁴

Composition Profile Criteria were selected to evaluate the student's writing result.³⁵ The Profile was divided into five major writing components: Content, organization, Grammar, vocabulary, and mechanics that can give the effect to the English-language skills; such as listening, reading, speaking and writing.³⁶

According to Williams (2003), writing process model consists of eight processes of writing.³⁷ First process is pre-writing and it can be defined as generating ideas, strategies, and information for a given writing task. Second process is planning, in the writing process it can be determined as a reflection on the material produced during pre-writing to develop a plan for achieving the aim of the paper. Third process is drafting. This process produces words on a computer or on paper that match (more or less) the initial plan for the work. Fourth process is pausing, Pausing is moments when students are not writing but instead are reflecting on what they have produced and how well it matches their plan; this includes reading. Fifth process is reading. It is

³⁴ Siagian Novriana R, "The Effect of Applying Discovery Learning Method on the Students' Ability in Writing Descriptive Text at Second Grade of SMK Al-Washliyah 3 Medan", Department Of English Education Faculty Of Tarbiyah And Teachers Training Of State Islamic University Of North Sumatera Medan. 2018, p. 8-9.

³⁵ Purnamasari A. & Argawati O. "The Use Discovery Learning Method in Teaching Writing Recount Text to the Tenth Grade of Sman Ngamprah", Volume 3, (4), July 2020 p. 471.

³⁶ Purnamasari A. & Argawati O. "The Use Discovery Learning Method In Teaching Writing Recount Text to The Tenth Grade of Sman Ngamprah", Volume 3, (4), July 2020 p.471.

³⁷ Abas, Hermilinda et all, "Model of the Writing Process and Strategies of EFL Proficient Student Writers: A Case Study of Indonesian Learners", Journal of Social Science and Humanities. 2018. p.,

moments during pausing when the students read what they have written and compared it with their plan. Sixth process is revising. It means that in this process is about literally re-seeing the text with the goal of making large-scale changes so that text and plan match. Seventh process is editing. This process is focused on sentence-level concerns, such as, punctuation, sentence length, spelling and agreement between subjects and predicates and style. Eight processes is publishing. In this process a writer shares the finished text with the intended audience.

Each process comprises various activities that are associated with effective writing and the recursive nature of the writing process³⁸. At the planning stage, questions on audience, writer's position, aiming of paper, organization and writing convention are considered important. At the drafting stage, organizing and planning the time and focusing on related ideas are influential factors for an effective drafting process.³⁹ At the pausing stage, writers are recommended to reflect and reread what they have produced and how well it matches their plan. Similarly, at the reading stage, writers are required to reflect on the process during pausing⁴⁰. At the revising stage, writers should reflect on their role and their readers regarding the topic⁴¹. Next, at the editing stage, writers have produced their draft, then, usually they were read it through what they have written to see where it works and where it does not. This stage is about reflecting and revising which helped by the other readers or editors

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³⁸Abas, Hermilinda et all, "Model of the Writing Process and Strategies of EFL Proficient Student Writers: A Case Study of Indonesian Learners", Journal of Social Science and Humanities. 2018. p.,

³⁹ Abas, Hermilinda et all, "Model of the Writing Process and Strategies of EFL Proficient Student Writers.....p.,

⁴⁰Abas, Hermilinda et all, "Model of the Writing Process and Strategies of EFL Proficient Student Writers p.,

⁴¹ Abas, Hermilinda et all, "Model of the Writing Process and Strategies of EFL Proficient Student Writers p.,

who comment and make suggestions⁴². Finally, at the publishing stage, writers have to make their final paper freely available to the public.⁴³

All writing process above are can be regrouped into two steps. According to Blanchard and Root 2003 said that there are two steps in writing process they are prewriting, and writing.⁴⁴

1) Prewriting

At this stage students are required to prepare the writing process by training their brains by collecting ideas so that it is easy during the writing process.

2) Writing

The next step is the writing process. At this stage students begin to pour their ideas into writing with the results of gathering their ideas at the time of pre-writing.

C. Recount Text

1. The Meaning of Recount Text

A.S Hornby stated that recount is to tell about something. Recount text is a text which retells events or experiences in the past⁴⁵. On the other word, recount text expresses the writer's story, action, or activity to readers.

According to Anderson a recount text is writing about past events or piece of text that retells past events, usually in the order which they happened. The aim of the text is retell the past event or tell someone's experience in chronological order.⁴⁶

⁴² Husna A. and Multazim A, "Students' Difficulties in Writing Recount Text at Inclusion Classes", *Linguistics, Literature and Language Teaching Journal* Vol. 9.(1). 2019. p. 54-55.

⁴³ Abas, Hermilinda et all, "*Model of the Writing Process and Strategies of EFL Proficient Student Writers: A Case Study of Indonesian Learners*", *Journal of Social Science and Humanities*. 2018. p.,

⁴⁴ Purnamasari A. & Argawati O. "*The Use Discovery Learning Method in Teaching Writing Recount Text to the Tenth Grade of Sman Ngamprah*", Vol 3, (4), 2020 p. 471.

⁴⁵ A.S. Hornby, *Oxford Advanced Learners' Dictionary of Current English, Fifth Edition*, (New York: Oxford University Press, 1975), p.975

⁴⁶ Mark Anderson and Kathy Anderson, "*Text Types in English 3*". Australia: Mc Milan, 1988, p.116.

Its goal is to entertain or impart the reader and it has three types of recount: Personal, it retells an activity in the past. Factual, this type documents a series of events sequentially and evaluates their significance and Imaginative, it details of a literary or story recount are placed in a realistic context. In the recount text, the writers can give more information to the reader about their experiences and event. Besides, it can entertain the readers. Derewianka states that ‘The purpose of a recount is to list and describe past experiences by retelling events in which they happened (chronological order)’⁴⁷. Therefore, the writer can describe the experience or chronological order to the readers.

Moreover, according to Sudarwati and Eudia Grace “the purpose of recount text is to tell the readers what happened in the past through a sequence of events.”⁴⁸ It means that recount text is a text used to tell the writer’s experiences or events in the past to the readers. From the definitions above, it can be concluded that recount text is a text which retells events or experiences in the past. The text is used to inform or to entertain the reader.

Moreover, Anderson & Anderson (2003) state that a recount text is a piece of text that retells past events, usually in order in which they happened. The social function of recount texts is to tell past experience by retelling in original sequence⁴⁹. The samples of recount text are experiences, diary and personal letters⁵⁰. While, Knapp & Watkins (2005) says that recount texts are the simplest type of texts, formally, recounts are sequential texts which focus more than sequence a series of events⁵¹. In every story, no matter how simple, need an orientation. Indeed, it is impossible to tell a story unless that there are characters

⁴⁷ Nanik Erawati, “Recount Text,” at www.englishindo.com downloaded at November 26th 2018.

⁴⁸ Th. M. Sudarwati, Eudia Grace, *Look Ahead 1*, (Jakarta: Erlangga, 2007), 30.

⁴⁹ Husna A. and Multazim A, “Students’ Difficulties in Writing Recount Text at Inclusion Classes”, *Linguistics, Literature and Language Teaching Journal* Vol. 9.(1). 2019. p. 3

⁵⁰ Husna H. and Multazim A, “Strategies to Solve Writing Difficulties on Recount Text for Inclusion Students”, *Journal of English Teaching and Research*, Vol. 4. (1). 2019. p.55, <http://jurnal.uin-antasari.ac.id/index.php>, in accessed 16 Dec. 2020 at. 10.30 a.m.

⁵¹ Husna A. and Multazim A, “Students’ Difficulties in Writing Recount Text at Inclusion Classes”, *Linguistics, Literature and Language Teaching Journal* Vol. 9.(1). 2019. p. 3

set up in a particular time and place, although many postmodern narratives play with these conventions.

Recount text is a text that retells something that have already happened value to the readers⁵². While, Knapp & Watkins (2005) says that recount texts are the simplest type of texts, formally, recounts are sequential texts which focus more than sequence a series of events⁵³. In every story, no matter how simple, need an orientation. Indeed, it is impossible to tell a story unless that there are characters set up in a particular time and place, although many postmodern narratives play with these conventions.

2. Generic Structure of Recount Texts

According to Lancashire Country Council (2008), a recount text has several generic structure consists of orientation, events and reorientation. Each generic structure has social functions. The explanations of them are explained below:⁵⁴

- 1) Orientation: Orientation gives reader the background information needed to understand the text, and the reader will recognize about the scene setting and the context of the text.
- 2) Events: events are ordered in a chronological sequence. Sometimes, additional details are added to the give some information for the reader.
- 3) Re-orientation: In this concluding paragraph, the writer can give his/her personal comment or statement.

Whereas Hardy and Klarwein (in Emilda, 2010: 13) state the generic structure of recount text consist of orientation, series of events and re-orientation. In orientation, the writer sets the recount in time and place, while the series of events arranged in temporal sequence and often expressed in terms. The re-orientation is the optional elements.

⁵²Husna A. and Multazim A, "Students' Difficulties in Writing Recount Text at Inclusion Classes", Linguistics, Literature and Language Teaching Journal Vol. 9.(1). 2019. p. 3

⁵³ Husna A. and Multazim A, "Students' Difficulties in Writing Recount Text at Inclusion Classes", Linguistics, Literature and Language Teaching Journal Vol. 9.(1). 2019. p. 3

⁵⁴Husna H. and Multazim A, "Strategies to Solve Writing Difficulties on Recount Text for Inclusion Students", Journal of English Teaching and Research Vol. 4. (1). 2019. p.3

Composition Profile Criteria were selected to evaluate the student's writing result.⁵⁵ The Profile was divided into five major writing components: content, organization, grammar, vocabulary, and mechanics that can give the effect to the English-language skills; such as listening, reading, speaking and writing.⁵⁶

Writing has always formed parts of the syllabus in the teaching of English⁵⁷. One of them is in Junior high school at 8th grade as a subject which has taken place in this research. Having different literature in every region, sometimes writing becomes difficult. The importance which is given to writing differs from learning situation to teaching situation. In some cases, it shares equal billing with the other skills; in other curricula it is only used, if at all, in its writing-for-learning' role where students write predominantly to argument their learning of the grammar and vocabulary of the language⁵⁸. Partly because of the writing nature process and the need for accuracy in writing, the mental processes that student goes through when writing differs significantly from the way they approach discussion or other kinds of spoken communication. When writing, students frequently have more time to think than they do in oral activities. They can go through what they know in their minds, and even.

3. The step of writing recount text

Before the teacher asks students to write, they are required to think about what they are going to such as; when students are planning, what they want to say and what the purpose of their writing is and who the audiences is they are writing for. Here, teacher should encourage them to think not just the content of.

Students who are unused to process-writing lesson will need to be encouraged to reflect on what they have written, learning how to treat first drafts as first attempt and not

⁵⁵Purnamasari A. & Argawati O. "The Use Discovery Learning Method in Teaching Writing Recount Text to the Tenth Grade of Sman Ngamprah", Volume 3, (4), July 2020 p. 471.

⁵⁶Purnamasari A. & Argawati O. "The Use Discovery Learning Method In Teaching Writing Recount Text to The Tenth Grade of Sman Ngamprah", Volume 3, (4), July 2020 p.471.

⁵⁷ Jeremy Harmer, *How to Teach Writing*, (Malaysia: Pearson Education Limited, 2004), p.31.

⁵⁸ Amel Purnamasari and Ningtyas Orilina Argawati, "THE USE DISCOVERY LEARNING METHOD IN TEACHING WRITING RECOUNT TEXT TO THE TENTH GRADE OF SMAN NGAMPRAH," *PROJECT (Professional Journal of English Education)* 3, no. 4 (July 23, 2020): p.51, <https://doi.org/10.22460/project.v3i4.p470-476>.

as a finished products. Teacher may want to train them in using and responding to correction symbol. Teacher may offer them revision —checklistl to use when looking through what they have written with a view to making revision. One way of encourage them to draft, reflect, and revise is to have students involved in collaborative writing⁵⁹. A pair or group of students working together on a piece of writing can respond to each other's ideas, making suggestion for changes, and contributing to the success of the finished product.

According to Williams (2003), writing process model consists of eight processes of writing.⁶⁰ First process is pre-writing and it can be defined as generating ideas, strategies, and information for a given writing task. Second process is planning, in the writing process it can be determined as a reflection on the material produced during pre-writing to develop a plan for achieving the aim of the paper. Third process is drafting. This process produces words on a computer or on paper that match (more or less) the initial plan for the work. Fourth process is pausing, Pausing is moments when students are not writing but instead are reflecting on what they have produced and how well it matches their plan; this includes reading. Fifth process is reading. It is moments during pausing when the students read what they have written and compared it with their plan. Sixth process is revising. It means that in this process is about literally re-seeing' the text with the goal of making large-scale changes so that text and plan match. Seventh process is editing. This process is focused on sentence-level concerns, such as, punctuation, sentence length, spelling and agreement between subjects and predicates and style. Eight processes are publishing. In this process a writer shares the finished text with the intended audience.

Each process comprises various activities that are associated with effective writing and the recursive nature of the writing process⁶¹. At the planning stage, questions on

⁵⁹ Purnamasari and Argawati, p.51.

⁶⁰ Abas, Hermilinda et all, "*Model of the Writing Process and Strategies of EFL Proficient Student Writers: A Case Study of Indonesian Learners*", Journal of Social Science and Humanities. 2018. p.,

⁶¹ Abas, Hermilinda et all, "*Model of the Writing Process and Strategies of EFL Proficient Student Writers: A Case Study of Indonesian Learners*", Journal of Social Science and Humanities. 2018. p.,

audience, writer's position, aiming of paper, organization and writing convention are considered important. At the drafting stage, organizing and planning the time and focusing on related ideas are influential factors for an effective drafting process.⁶² At the pausing stage, writers are recommended to reflect and reread what they have produced and how well it matches their plan. Similarly, at the reading stage, writers are required to reflect on the process during pausing⁶³. At the revising stage, writers should reflect on their role and their readers regarding the topic⁶⁴. Next, at the editing stage, writers have produced their draft, then, usually they were read it through what they have written to see where it works and where it does not. This stage is about reflecting and revising which helped by the other readers or editors who comment and make suggestions⁶⁵. Finally, at the publishing stage, writers have to make their final paper freely available to the public.⁶⁶

All writing process above are can be regrouped into two steps. According to Blanchard and Root 2003 said that there are two steps in writing process they are prewriting, and writing.⁶⁷

1) Prewriting

At this stage students are required to prepare the writing process by training their brains by collecting ideas so that it is easy during the writing process.

⁶² Abas, Hermilinda et all, "*Model of the Writing Process and Strategies of EFL Proficient Student Writers*.....p.,

⁶³ Abas, Hermilinda et all, "*Model of the Writing Process and Strategies of EFL Proficient Student Writers* p.,

⁶⁴ Abas, Hermilinda et all, "*Model of the Writing Process and Strategies of EFL Proficient Student Writers* p.,

⁶⁵ Husna A. and Multazim A, "Students' Difficulties in Writing Recount Text at Inclusion Classes", *Linguistics, Literature and Language Teaching Journal* Vol. 9.(1). 2019. p. 54-55.

⁶⁶ Abas, Hermilinda et all, "*Model of the Writing Process and Strategies of EFL Proficient Student Writers: A Case Study of Indonesian Learners*", *Journal of Social Science and Humanities*. 2018. p.,

⁶⁷ Purnamasari A. & Argawati O. "*The Use Discovery Learning Method in Teaching Writing Recount Text to the Tenth Grade of Sman Ngamprah*", Vol 3, (4), 2020 p. 471.

2) Writing

The next step is the writing process. At this stage students begin to pour their ideas into writing with the results of gathering their ideas at the time of pre-writing.

In addition, Brown (2001: 335) wrote that there are nine processes in writing approach i.e. (1) focus on the process of writing that leads to the final written product, (2) help student writers to understand their own composing process, (3) improve students' strategies by pre writing, drafting and rewriting, (4) give students time to write and rewrite, (5) place central importance on the process of revision, (6) allow the students determine what they want to say as they write, (7) give students feedback throughout the composing process (not just on the final product) as they attempt to bring their work closer to the intention, (8) encourage from both the instructor and peers, and (9) include individual conferences between teacher and student during the process of composition.⁶⁸

D. Teaching Recount Text by Using Discovery Learning

Another opinion states that teaching writing in the first learning did not need to give them a difficult theme for writing; they are just need to give an abstract thing like animal or people who they like for their assignment to write. Devitt states that teaching writing in the first learning did not need to use grammatical structure, just write as they can as for their improvement. It would be suitable for seventh grade as subject in this research. Bruner (1961) states that learning happens by discovery which prioritizes reflection, thinking, experimenting and exploring, it shows that is why People who use self-discovery in learning turn out to be more self-confident. Here, discovery learning is important to form students' confident in their writing, so that students did not need afraid to start it because of less grammatical. Cohen argues that students can study by experience themselves to develop their understanding in genre, because knowledge can best be acquired through experience.

⁶⁸ Daniar Sofeny, "The Effectiveness of Discovery Learning in Improving English Writing Skill of Extroverted and Introverted Students," *Jurnal Penelitian Humaniora* 18, no. 1 (March 14, 2017): p.11-12, <https://doi.org/10.23917/humaniora.v18i1.3639>.

CHAPTER III

RESEARCH METHOD

This research is a qualitative research and also called descriptive research. This method is used because it is compatible with this research where the data are in form of words. Qualitative writers have adopted a hermeneutic perspective on the text-that is, the perspective which views the text as interpretation can never be judged to be true or false. Text is only one among many possible interpretations (Patton 2002:114). It does not present the data and the result in the form of statistics but it present in the form of description. This research presents a descript analysis of generic structure of the implementation of discovery learning in teaching writing recount text at the 8th grade of MTsN 5 kebumen.

A. Subject of the Research

Subject of the study is a person, a thing or a micro-organism which is being the information source of the data collection needed during the research.⁶⁹ The subject of this research is one of English teacher of the 8th grade of MTsN 5 Kebumen. Actually, there are three teachers who use discovery learning but in this research only picked one teacher because the teachers have same schedule to implement discovery learning in teaching recount text. As the reason, this research only picked one teacher up to get the data. Besides, it was picked to be the subjects of the research because discovery learning in MTsN 5 Kebumen can be applied in any situation and condition although in pandemic situation.

B. Object of the Research

Object of the research is the topic of the research. The object of this research is the implementation of discovery learning in teaching writing recount text which is conducted at MTsN 5 Kebumen. It decides as; the topic is the object of the research because during this pandemic and online learning, the learning process still requires discovery learning method to teach English, especially for one of the productive skill, it is writing skill. Besides, this research

⁶⁹ Agung Widhi Kurniawan & Zarah Puspitaningtyas, *Metode Penelitian Kuantitatif*, Yogyakarta: Pandiva Buku, 2016, p.58.

agreed with Kant, Piaget, Vygotsky, and Burner as well as education Philosopher Dewey that learning is based on knowing and doing. If teacher takes into consideration that a child already has some prior knowledge, then the teachers are able to show students how their life is connected to content without having to work to create that connection. It takes work to successfully use discovery learning method in the classroom and it relates to implement in recount text because the discovery learning method is hands-on, focuses on the process, and encourages students to look for solutions. Instead of just teaching students to memorize rules or concepts, this method lets them apply ideas to their life, creating memorable lesson that will help turn them into lifelong learners.

C. Techniques of Collecting Data

Technique of collecting data is the most important step in research because the main purposes of research to obtain data are⁷⁰:

1. Observation

In this research, observation is used to gain the data about the implementation of discovery learning in teaching writing recount text at the 8th grade of MTsN 5 Kebumen. To obtain valid data, this research used participant observation model (passive participant). It means there is no interact and participate with the subject research but this research presented at the scene of action.

The data was conducted during teaching and learning process at the classroom when the teacher taught in writing recount text material by using discover learning so that, the implementation of discovery learning to teach writing recount text is able to be known in teaching learning process by the teacher and how the teacher reaching goal of discovery learning to teach recount text. Checklist observation was made to be used for analyzing the data. Activities which used during learning process will be analyzed by following these two points; the principles of discovery learning and steps of discovery learning. (Pappas, 2014) said that the Discovery Learning Model integrates the following 5 principles; problem solving, learner

⁷⁰ Sugiyono. *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta, 2015.

management, integrating connecting, information analysis, and failure & feedback⁷¹. Moreover, (Badan Pengembangan Sumber Daya Manusia Pendidikan dan Kebudayaan dan Penjamin Mutu Pendidikan, 2013) said that the Discovery Learning Model integrates the following 6 steps; stimulation, problem statement, data collection, data processing, verification, and generalization⁷². The researcher found all the principles and the steps of discovery learning occurred in during observations. This research investigated the teacher's way to develop students' ability to participate in discourse and observed teaching and learning process from beginning until the end. The result of this step had written the stages during the learning process. Thus, the description about the implementation of discovery learning in writing recount text can be known.

2. Interview

Interview is a meeting of two persons to exchange information and idea through question and responses, resulting in communication and joint construction of meaning about a particular topic. Interview is used not only as a data collection technique e if the researcher wants to conduct a preliminary research to find problems that need to be investigated but also it is used to know things in more depth from the respondent. Interviewing provide the researcher a means to gain a deeper understanding of how the participant interpret a situation or phenomenon that can be gained through observation.

This research used the semi-structured interview. Applying, this technique in an interview created to relax and flexible situations. The interview conducted with English teachers by providing a list of questions as guidance and incidentals questions while having the interview to know the teacher's strategies in teaching recount text by using discovery learning model. For collecting the data from the interview, the researcher used the procedure as follows:

- a. The researcher prepared the concept of questions that would be asked to the English teachers and selected students.

⁷¹ Ayu Apriyanti, *The Implementation of Discovery Learning Model In Teaching English at A High School In Yogyakarta*. Department of English Language Education Universitas Islam Indonesia. p. 4-5.

⁷² Ayu Apriyanti, *The Implementation of Discovery Learning Model In Teaching English at A High School In Yogyakarta*.....p.,

- b. The researcher also prepared the recorder to record the informants' answers. The researcher asked and talked in a friendly way according to the concept of question that had been prepared.
- c. The researcher recorded informants' answers.
- d. The researcher wrote interview transcript based on the results of recording.

3. Documentation

Documentation is a record of events that have already passed either in the form of writing, drawings, or monumental works from someone. The documents used as the data of this research consisted of some documentation in the form photographs during the learning process and also used notes when the conducting interviews.

Documents which were gotten in this research were: 1) Rencana Pembelajaran Semester (RPS). 2) Rencana Pelaksanaan Pembelajaran (RPP). 3) Contents of recount text.

D. Techniques of Analyzing Data

Data analysis is the process of systematically searching and arranging the interview transcripts, field notes, and other materials that you accumulate to increase your own understanding of them and to enable you to present what you have discovered to others.⁷³ Data analysis in qualitative research is an ongoing activity which occurs throughout the investigative process rather than after process. These are some techniques that researcher uses to analyze the data based on Miles and Huberman model:

1. Data reduction

Data reduction is needed to choose appropriated data to be used in research. Focus on related data to the research is important in order to avoid the things that out of the research. There are some steps to reduce the data. They are collecting the data, selecting the appropriate data with focus of the research and removing unnecessary data. In collecting the data, the entire data from the observation, documentation, and interview were selected to find a result. This data

⁷³ Sugiyono. *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta, 2015.

reduction took place after the data collection had been completed; all field notes were read, understood and getting conclusion which contain a description of the results of the study.

In this researcher, the data was collected through an interview, observation, and documentation. All of the collected data was selected, transcribed, and focused by referring to the formulation of the research problems being investigated in the research. In other words, irrelevant data should be discarded while the relevant data should be included.

2. Data display

The purpose of data display is to give the description about the next plan that should be done by researcher. All the data obtained from observation, interview, and documentation were described. The most frequently data to present in qualitative research is a text that is a descriptive. It used to display the achievement of this research.

After the data was collected and reduced, the transcribed data in the form of narrative was displayed. In the process of reducing and displaying the data, it should be based on the formulation of the research problems.

3. Conclusion and Verification

Verification is deciding the validity and accuracy of something. It is needed to be done in order to check whether the evidence that support the research is valid. However, the conclusion depended on the evidence that researcher found in the field.

Since the beginning of the research, a temporary conclusion made. In the last step, the conclusion verified to the notes taken, furthermore, it is brought to the perfect conclusion. Making a conclusion is the process of drawing the content of data collected in the form of a good statement and having clear data. The conclusion drawing can be started from a tentative conclusion which still needs to be completed. Verification means testing the provisional conclusions for their validity. Then, after getting the data, it is analyzed continuously and verified about the validity.

After displaying the data, a conclusion was drawn. In this research, a temporary conclusion and final conclusion drawing were used to make the data valid. The conclusion drawn was started since the beginning of the research after the data were collected by making a temporary conclusion. Then, in the last step, the final conclusion was drawn. In other words, it can be said

that the conclusion was analyzed continuously and verified about the validity to get a perfect conclusion.



CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. MTsN 5 Kebumen

1. Background of History

Madrasah Tsanawiyah Negeri 5 Klirong originated from the 4 years Public Religion Teacher Education (PGAN 4 Years) in Klirong because there is a changing from 4 years PGAN Klirong which was founded by KH. Margono Roestam. At the time he served as Head of the Klirong District Religious Affairs Office and also as a member of the Kebumen Regency Gotong Royong DPRD, a representative of the Nahdathul Ulama (NU) Party. So MTsN 5 Kebumen was born in 1977.

Table 4.1 the list name of head master at MTsN 5 Kebumen

1.	KH. Margono Roestam	(1969 – 1974)
2.	H. Abu Nawas	(1975 – 1980)
3.	Drs. Romelan	(1981 – 1984)
4.	Drs. Muh. Machzum	(1985 - 1988)
5.	Drs. Dawud	(1988 – 1992)
6.	Drs. Nasimun	(1992 – 1999)
7.	H. Tholib, BA	(1999 – 2001)
8.	H. Ngazizi , BA	(2001 – 2003)
9.	Drs. M. Ali Juraimi	(2003 – 2005)
10.	Drs. Moh. Dawamudin, M.Ag.	(2005)
11.	Drs. Mohamad Makhi	(2005 – 2011)
12.	H. Muchlas, S.Pd	(2011 – 2015)
13.	Drs. H. Siswanto MPd.I	(2015 – 2019)
14.	Drs. H. Moh. Zaenal Muhtadin	(2019 – sekarang)

2. Vision and Mission

MTsN 5 Kebumen has a vision and mission so that MTsN 5 Kebumen becomes an independent, has achievement and interest

Vision and Mission MTsN 5 Kebumen as follows:

a. Vision

“Realization of Religious, Intelligent and Skilled People”

b. Mission

- 1) Strengthening the Islamic aqidah which is rahmatan lil’alamin
- 2) Fostering appreciation of Islamic teachings and national culture so that it becomes a source of wisdom in action.
- 3) Conducting religious skills training, getting used to congregational prayer, dhuha prayer and circumcision fasting.
- 4) Organizing effective learning and guidance so that each of students develop optimally according to their potential.
- 5) Fostering a spirit of excellence intensively to all madrasah citizens by implementing participatory management.
- 6) Build synergies with educational institutions outside the madrasah, parent of students and the surrounding community in order to improve the quality of madrasah.

3. Educator and Staff of Educator

Table 4.2 the educator and staff educator

NO.	STAFF OF EDUCATOR	L	P	AMOUNT
1.	Civil Servant Teacher	19	28	47
2.	Honorary Teacher	2	9	11
	AMOUNT	21	37	58

4. Staff of Administration

Table 4.3 the staff of administration

NO.	STAFF OF EDUCATOR	L	P	AMOUNT
1.	Civil Servant	1	2	3
2.	Honorary Servant	9	4	13
	AMOUNT	10	6	16

5. Potential of Madrasah

1) Potential of Human Resources

Table 4.4 the potential of human resources

Teacher	Amount
Master Degree	6
Undergraduate	51
Associate Degree	1
Administration	Amount
Bachelor	4
Diploma I/III	4
SLTA	7
SMP/SD	1

6. Potential of Infrastructure MTsN 5 Kebumen

a) Workspace

Madrasah Head Room, Administration Room, Madrasah Deputy Head Room, Committee Room, Teacher Room and Home Room, Computer Laboratory, IPA Laboratory Room, Language Laboratory Room, Library Room And Representative Counseling for the convenience of students' teaching and learning process.

b) Supporting Facilities

Volleyball court, table tennis, badminton court, volleyball equipment, badminton equipment, javelin throwing equipment, disc and bullet repelling equipment, soccer and basketball equipment

c) Study Room

Classroom which can accommodate 943 students and it is very possible for teaching and learning activities to run well

d) Potential Madrasah Environment

Madrasah Buildings

located at the junction of Jalan Raya Soka – Petanahan – Klirong district, near the Klirong Police Office, close to Klirong High School, close to the Klegenwonosari and Klirong Communities, near Klirong district square, Klirong district Office and Klirong district Post Office

Potential of the Surrounding Community

The majority of communities around MTs Negri 5 Kebumen are civil servants, traders and farmers who really care about education. The cooperation between agencies is also going well.

7. Achievements

Academic achievement in the form of graduation level, during the last five years passed 100%. Moderate achievement in the non-academic field in the last two years includes:

- a) Champion III KSM Mathematics Tk. MTs in Kebumen Regency in 2018.
- b) Winner of Pi LCTP Competition in Kwaran Klirong in 2018
- c) Champion II in the LCTP Competition in Kwaran Klirong in 2018

B. Findings

1. Observation

Checklist observation was made to be used for analyzing the data. The activity which used during the class was analyzed by the following steps of discovery learning. During the class, the observation checklists were made and it intended to analyze the implementation discovery learning in teaching writing recount text at 8th MtsN 5 Kebumen.

Table 4.5 the observation checklist at the first observation

No	Principles of Discovery Learning	Yes	No
1.	Stimulation	✓	
2.	Problem Statement	✓	
3.	Data Collection	✓	
4.	Data Processing	✓	
5.	Verification	✓	
6.	Generalization		✓

The table above is focused on the implementing of discovery learning at MTsN 5 Kebumen. (Badan Pengembangan Sumber Daya Pendidikan dan Kebudayaan dan Penjamin Mutu Pendidikan, 2013) said that the Discovery Learning Model integrates the following 6 steps; stimulation, problem statement, data collection, data processing, verification, and generalization. The table above shows how many steps of discovery learning occurred in the first observation.

There are five point appear in the first observation which suitable with Pappas, (2014) steps which are problem statement, Data Collection, Data Processing, Verification and Generalization. In the stimulation step, students were stimulated by giving statement of teacher activity in the past. Problem statement step was implemented by asking what they did in the past activity to the students. The data collection was implemented by giving an example of recount text to be observed carefully by students. The data processing was implemented by teacher through asking students to discuss what recount text telling about. In the verification steps, teacher required students to observe and discuss a tenses using and what the recount text telling about.

Table 4.6 the observation checklist at the second observation

No	Principles of Discovery Learning	Yes	No
1.	Stimulation		✓
2.	Problem Statement	✓	
3.	Data Collection	✓	
4.	Data Processing	✓	
5.	Verification	✓	
6.	Generalization	✓	

The table above is focused on the implementing of discovery learning at MTsN 5 Kebumen in the second meeting. There are five points appear which are Problem Statement, Data Collection, Data Processing, Verification and Generalization. In the problem statement, students were asked by question “What they did yesterday”. The data collection was implemented by an exercise and made a group discussion and the students were asked to write their past activity. For the data processing, students are given the individual work by choosing one of their friends’ group past activity and rewriting them in a short essay. In the verification, teacher and student discuss all of the tasks each other. For the generalization step, the teacher asks students to make a conclusion based on their analysis fault.

Table 4.7 the observation checklist at the third observation

No	Principles of Discovery Learning	Yes	No
1.	Stimulation	✓	
2.	Problem Statement	✓	
3.	Data Collection	✓	
4.	Data Processing	✓	
5.	Verification	✓	
6.	Generalization	✓	

The table above is focused on the implementing of discovery learning at MTsN 5 Kebumen 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. In the problem statement, teacher gives an opportunity to the students by asking them to observe the organization of recount text through the video. For the data collection, teacher gives a chance to students to write a list of organization of the recount text in which video. In the data processing the teacher requires students to classify a sentence whether it is able to develop or not. The verification step was implemented by giving students opportunity to find out other information about recount text from other sources. In the generalization step students are required to draw the conclusion that can be common a principle and valid for all events or same problem by attending verification result.

2. Interview

Participant's point of view on implementing of Discovery learning model in the class is investigated. From the participant's perspective in general, it shows that although it is challenging to do teaching activities using discovery learning models, teacher and students can enjoy the learning process because teacher get more benefits from activities than challenges. The sample of interview transcript can be seen in table:

Table 4.8 the interview transcript

Subject	Line	Transcription	Theme	Code
I		Assalamualaikum warahmatullahi wabarakatuh Good morning Mrs. #00:00:05		
P	1	Waalaikumsalam warahmatullahi wabarakatuh #00:00:08#		
I		Yes, beforehand, we know that in MTsN 5 Kebumen uses the 2013 curriculum isn't it? #00:00:19#		
P	2	Yes, right #00:00:20#		
I		Yes #00:00:20#		
P	3	Since the beginning of the 2013 curriculum as a high school pilot, MTsN 5 Kebumen #00:00:29#		
I		Oh yeah, in indonesia is also		

		used the 2013 curriculum right? #00:00:33#		
P	4	Yes #00:00:33#		
I		E... According to the 2013 curriculum based on government regulations, there are 3 learning models, such as Problem based learning, Project based learning and Discovery learning. Did you apply these 3 learning models? #00:00: 54#		
P	5	Yes, applies too, it depends on KD that matches with the learning model, which model is adjusted to the KD #00:00:17#	Principle of Discovery Learning	(I/1/PDL/5)
I		Oh yeah, it means that based on your RPP you usually use Discovery Learning model right? #00:00:17#		
P	6	Yes, a lot, the discovery learning model looks the most #00:01:21#	Principle of Discovery Learning	(I/1/PDL/6)
I		Oh, the most? That's why? Mrs. #00:01:25#		
P	7	yes, because, from here the students will find they own concept after learning, like that #00:01:38#	Principle of Discovery Learning	(I/1/PDL/7)
I		Yes, so they can learn on their own right? #00:01:41#		
P	8	Right. #00:01:41#		
I		Did you make a groups discussion for the learning process to implement discovery learning in teaching writing recount text? #00:02:00#		
P	9	It depends. Usually discovery learning is in group, right. #00:02:04#	Principle of Discovery Learning	(I/1/PDL/9)
I		Yes, can you give me more explanation? #00:02:07#		
P	10	So, for example the teaching writing recount text, it	Principle of Discovery	(I/1/PDL/10)

		depends, if the task about writing their story it means he is alone. If the task about analysis the organization of recount text it means 2 people in pairs, or more than 2 people. #00:02:10#	Learning	
I		Oh.. yeah thank you, how about the feedback to them who are good in study of a material? #00:02:13#		
P	11	We give a reward, if they good, we give them a compliment right. So it makes them happy. #00:02:20#	Principle of Discovery Learning	(I/1/PDL/11)
I		Did you give treatment for them who wrong in the learning process? #00:02:27#		
P	12	Yes, if they are wrong, it should actually be like this.... We give an explanation and give a motivation, "you should study hard, and maybe your study is not optimal yet. #00:02:30#	Principle of Discovery Learning	(I/1/PDL/12)
I		Oh yes thank you, Tanks for the time and the opportunity to get more information about teaching writing recount text trough discovery learning. #00:02:35#		
P	13	Yes, you're welcome. #00:02:35#		

For discovery learning to be effective, the teacher also applying the steps of discovery learning such as stimulation, problem statement, data collection, data processing, verification, and generalization. Data from the interview indicates that the teacher has applying steps of discovery learning.

For the interview, it can be conclude that most of classroom activities were done by implementing discovery learning model. According to the steps of discovery learning which include Learning Management. The teacher should allow students to work either alone or with others, and learn at their own pace. By the implementing this learning model, the student will find their own learning.

Yes, applies too, it depends on KD that matches with the learning model, which model is adjusted to the KD #00:00:17# (I/1/PDL/5)

“Yes, a lot, the discovery learning model looks the most #00:01:21# (I/1/PDL/6)

Yes, because, from here the students will find they own concept after learning, like that #00:01:38# (I/1/PDL/7)

“It depends. Usually discovery learning is in group, right. #00:02:04# (I/1/PDL/9)

“So, for example the teaching writing recount text, it depends, if the task about writing their story it means he is alone. If the task about analysis the organization of recount text it means 2 people in pairs, or more than 2 people. #00:02:10# (I/1/PDL/)

From the interview (I/1/PDL/11 and I/1/PDL/12), it can be conclude that most of classroom activities was done by implement discovery learning model. According to the principles of discovery learning that include **Failure & Feedback**, learning doesn't only occur when we find the right answers. It also occurs through failure. Discovery learning does not focus on finding the right end result, but the new things we discover in the process. And it's the instructor's responsibility to provide feedback, since without it learning is incomplete.

“We give a reward, if they good, we give them a compliment right. So it makes them happy”. #00:02:20# (I/1/PDL/11)

“Yes, if they are wrong, it should actually be like this....

We give an explanation and give a motivation, “you should study hard, and maybe your study is not optimal yet”. #00:02:30# (I/1/PDL/12)

This finding is in line with research finding conducted by Pappas, (2014) that has integrated five principles of discovery learning, and also confirmed by data from document analysis on Teacher’s lesson plan.

3. Document Analysis

Teacher’s lesson plan and textbook were used as document to be analyzed. The documents analysis indicates that discovery learning model in writing recount text gave the teacher several advantages and challenges in teaching. The teacher should combine the principles and steps of discovery learning to be implemented in the class.

Table 4.9 excerpt of document analysis

Learning Model 1) Approach 2) Learning Model 3) Learning Method	: Scientific : Discovery Learning : Question & Answer, Interview, Discussion and Role Play
Learning Media 1) Media ❖ Worksheet ❖ Assessment sheet 2) Tools/Materials ❖ Laptop & in focus	
Learning Resources ❖ English dictionary ❖ Student’s and teacher’s experiences	

From the Teacher’s lesson plan, finally we can see that discovery learning appears in the description of the learning method. Based on the 2013 curriculum this learning method has 3 sub-components, namely approach, learning model, and learning method. The approach is scientific, the learning model here appears to be discovery learning and problem based learning, and the method is with question and answer, interviews, discussion and role play.

C. Discussion

1. The Planning of Material Used in Discovery Learning

This section will explain about the planning of using discovery learning at 8 grade of MTsN 5 Kebumen. It consists of preparation of material and the teacher's note of the activity which will be implemented in the classroom by using discovery learning model based on the result of the research. Each of explanations will discuss some materials in which consist of teacher's planning to be implemented using discovery learning. Here the explanation of planning of discovery learning:

- 1) The first material to be implemented in the first meeting by using discovery learning.

The teacher arrange sentence which tells his story. The sentence is purposed to stimulate students. For the data problem statement planning of discovery learning the teacher makes a question. The question is "What did you do in the past activity?". By this question student have an opportunity to identify as many agendas as possible which are relevant to the lesson material. In the data collection planning of discovery learning step, the teacher makes an example of recount text which will be observed by students. This purposed to get an answer the problem statement. For the data processing planning of discovery learning, teacher makes lists of assessment. It consists of instrument for classifying the text. In the verification planning of discovery learning, teacher also makes a lists activity which will be done by student to discuss text of recount text. The title of text is "Visiting Doctor" topic. This topic was created by the teacher to be implemented in the first meeting. Visiting doctor is topic which contains a story. It tells about someone experience who visits a doctor to ask suggestion for their healthy. By choosing the topic students will be able to understand what recount text telling about.

- 2) The second material to be implemented in the second meeting by using discovery learning.

The second material which will be used in the second meeting is the material trough power point. The content of material is language focus. The teacher also put a

question. The question is “What did you do yesterday”. The students will be given problem statement by the question. For the data collection planning of discovery learning the teacher makes lists of activity. It consists of group discussion which required students to write their past activity. In the data processing planning of discovery learning the teacher also makes lists of activity which consists of individual discussion by choosing their friends’ group past activity and rewriting them in a sort essay. For the verification planning of discovery learning the teacher make lists of activity which consists of discussion all of the tasks. In the generalization planning of discovery learning the teacher makes lists of activity which consists of making conclusion based on students’ analysis result. It was pictures being trough power point.

- 3) The third material to be implemented in the second meeting by using discovery learning.

It was about video. The video was telling about holiday. The teacher made the video and put on a transcript of story creatively, so that the student interested. For the stimulation planning of discovery learning the teacher writes lists of activity which consists of observing the object in which the video. In the problem statement planning of discovery learning the teacher makes lists of activity which consists of observing the organization of recount trough the video. For the data collection planning of discovery learning the teacher makes list of activity which consists of instruction for students to write lists of organization of the recount text in which video. In the data processing planning of discovery learning the teacher write instruction which will be given to students. The instruction is requiring students to classify a sentence whether it is able to develop or not. For the verification planning of discovery learning the teacher prepare other sources about information of recount text where it will give students experiences in discovering the concept, theory and rule. For the generalization planning of discovery learning the teacher write an

instrument for student to conclude that can be common a principle and valid for all events or some problem by attending verification result.

- 4) The fourth material to be implemented in the fourth meeting by using discovery learning

It is worksheet. The worksheet was about structures and linguistic elements of recount text in the first and second meeting. It was made to be become evaluation of the learning process. The teacher makes lists of activity which will be implemented. There are four learning activity will be implemented. The first learning activity is making group discussion and giving assessment. The second learning activity which will be implemented in the classroom is writing the topic and making first draft. The third learning activity is discussion together to get correction, suggestion and recommendation. The fourth learning activity which will be implemented in the classroom to evaluate is giving correction for student. Therefore, student should make recount text according to their story. After they had done their writing they should read in the front of class. By giving the worksheet students could work individually or group discussion.

The logo of IAIN Purwokerto is a large, stylized yellow triangle with a smaller yellow triangle inside it, creating a mountain-like shape. Below this graphic, the text "IAIN PURWOKERTO" is written in a bold, green, sans-serif font.

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2. The Implementation of Discovery Learning to Teach Writing Recount Text at 8th of MTsN 5 Kebumen

There are some steps in implementing Discovery Learning method. They are stimulation, problem statement, data collection, processing data, verification, and generalization. Discovery learning model in teaching and learning process does not present as the whole material to the students, but only present a formulation of the problem that was prepared by the teacher. The application of Discovery Learning is very suitable with Curriculum 2013 to teach writing recount text. Each teacher meeting follows procedure of Discovery Learning. On applying Discovery learning method in the classroom, there are some procedures which should be implemented in the teaching and learning activities in general as follow:

1. Stimulation

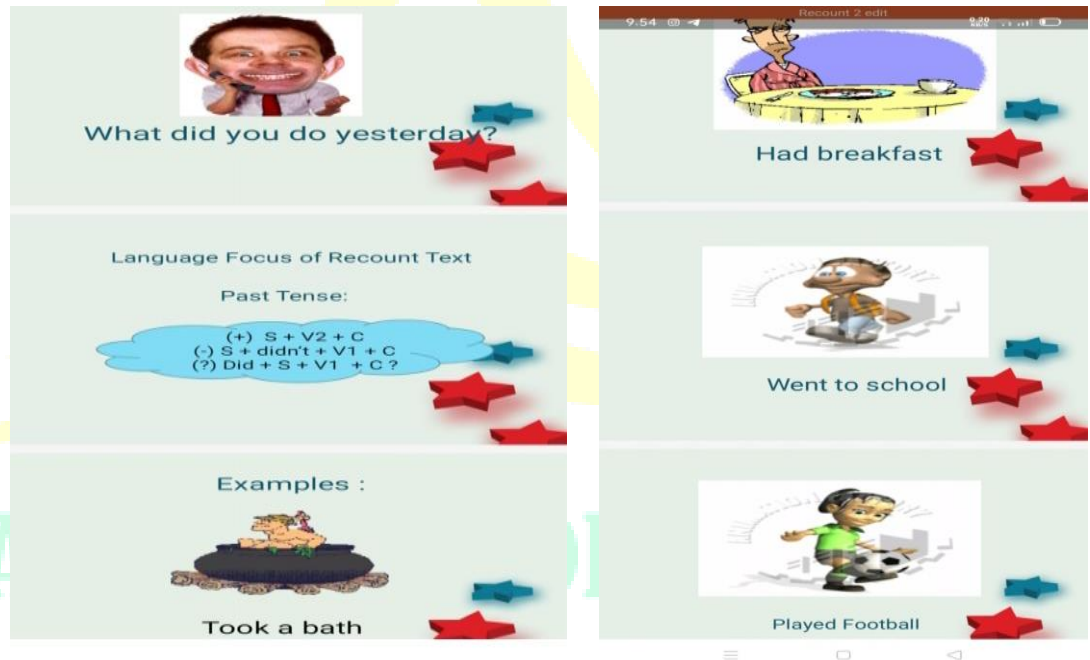
At this step, the teacher starts the activity by asking question which lead to the preparation of problem solving. In the first meeting, Students were stimulated by giving statement of teacher's activity in the past. Teacher asks questing about their activity before going to the school. In the third meeting, a teacher opens the class and the introduction of the material being taught. The teacher gives stimulation to students with the instructions for observing the objects, so that the students want to think toward what are the objects about. The students will be stimulated by a video. The video was made by teacher creatively so that the student interested. The topic in which video was about someone story of holiday. In the video teacher also put on a transcript of the story. Here the link of the video which has been uploaded in You Tube: <https://youtu.be/RqgilRUQ7tU>

The result above is suitable from the theory where the stimulation step attends to provide the condition of learning interaction which can develop and assist students in exploring material by using the questioning technique. Teacher can begin the activity by proposing questions, read a book, etc. Asking question to students can expose students to the internal conditions. It 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 the students were stimulated teacher starts to give them problem. In the first meeting teacher gives problem statement by giving instruction to the students. They asked to mention “What they did in the past activity”. In the second meeting, a teacher gives material through power point which was made creatively. The material tells about language focus of recount text. Some pictures are also put on power point to make student more interested. The teacher stars to give students a problem. The students were still asked by question “What they did yesterday”. Here the material which has been designed by the teacher in the second meeting:



Picture 4.1 the material at second meeting

In the picture above, teacher give material trough power point. Students are given the form of language focus of rcoun text. A teacher also give examples to make them esier for getiing comprehension. In the third meeting the teacher gives an opportunity to the students by asking them to observe the organization of recount text

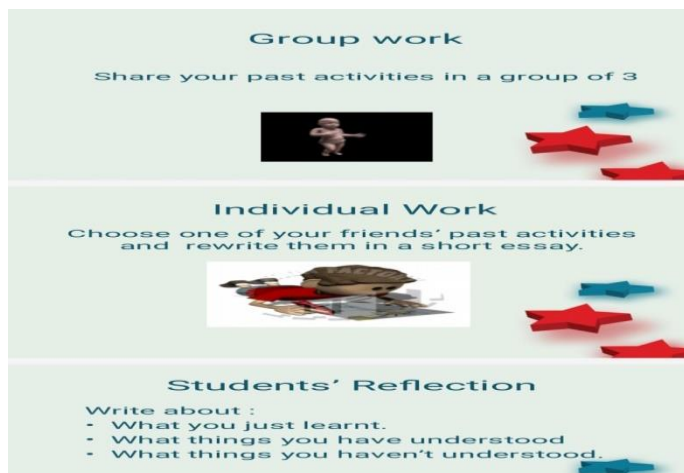
through the video. Here the link of the video which has been uploaded in YouTube:
<https://youtu.be/RqgilRUQ7tU>

By this learning activity, problem statement stage of discovery learning can be implemented. It suitable from the theory that the problem statement is the activity to give learners an opportunity and this step is purposed to identify as many agendas as possible which are relevant to lesson material, then one of them is selected and formulated in the form of hypothesis.

3. Data Collection

Furthermore, the data collection is implemented. In the first meeting, teacher gives an example of recount text and students are invited to observe the text carefully. The teacher gives them a chance to collect the information as many as possible based on the text and then they were asked to read the text in the front of class. The teacher also gives a feedback to them. If they good in work teacher gives a compliment. If they wrong in their study the teacher gives a motivation. A collecting data stage of discovery learning is implemented by this learning activity. In the second meeting, The teacher also give students an opportunity to identify the picture. they were asked to discuss about the language focus in recount text. After they have done the discussion they were asked something which has been not understood yet. The teacher also give an example to make their study easier.

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Picture 4.2 the material at second meeting

In the picture, teacher give an exercise and make a group discussion. The students were asked to write their past activity. By this activity, they can give information each other based on the material which has been given. Teacher also motivates students to be active in group discussion. In the third meeting, teacher gives a chance to students to write a list of organization of the recount text in which video. Students do the assessment individually. Here the lnk of the video which has been uploaded in You Tube: <https://youtu.be/RqgilRUQ7tU>

The function of this stage is to answer the problem statement which has been given. By this learning activity the students have a chance to collect the information as many related information as possible to prove whether they are right or no. So, the data collection can be implemented trough this learning activity.

4. Data Processing

For the data processing of implementing discovery learning through a material, teacher asked students to discuss what recount text telling about. They are also required to classify a sentence whether it is able to develop or not. By this step, information can be processed. In the second meeting, students are given the indivudal work by choosing one of their friends' group past activity and rewriting them in a short essay. After they have done the discussion the teacher asked them to read their work in the from of class. In the third meeting, Data Processing is implemented

through classified information. The teacher requires students to classify a sentence whether it is able to develop or not. By this step, students can process information which has been gotten through their analysis in problem statement step. This stage is named Data Processing.

5. Verification

Verification stage is implemented by discussion an example of recount text which tells about someone experience who visits a doctor to ask suggestion for their healthy. Students are required to observe a tenses using and what the recount text telling about. Here the text of recount text:

Visiting a Doctor

Last week I went to see a doctor. I waited for the doctor to finish his examination. He is Heart specialist. He is an excellent doctor and his examinations on me were complete. He listened to my heartbeat and took my blood pressure and temperature. He also took my eyes and throat. He examined me accurately. When he completed his examination he said that the heart trouble was not a minor illness. He advice to me to lose some weight, get enough sleep and nutritious meal. Smoking and drinking are very harmful. After giving me advice he wrote a prescription. I felt better after I spoke the doctor. Then I went to home and dropped to the drugstore to buy medicine. It was the first time I saw a specializing doctor.

By this step, the students have experience in discovering the concept, theory and rule by themselves. The teacher also lets the students to find out other information and other example about recount text from other sources. It can be from book or internet. By finding other information, students are helped to strengthen their idea. In the second meeting, For verification stage, teacher and student discuss all of the tasks each other. Here students get a reward and motivation from their work. If the students wrong in their study the teacher give a motivation while students who are good in study teacher give a reward. By this stage student can get information deeper about the material from different various sources. In the third meeting, the teacher asks

student to study by themselves. The teacher also lets students to find out other information about recount text from other sources. By this step, the students have experience in discovering the concept, theory and rule by themselves. It will help students to strengthen their idea in developing their draft.

6. Generalization

At this stage the teacher gives the teacher asks them to make a conclusion based on their analysis fault after the verification step in the second meeting. Teacher asks question to them. The question is “What you just learnt, What things you have understood, What things you have not understood”. In the third meeting, students are required to draw the conclusion that can be common a principle and valid for all events or same problem by attending verification result. The teacher gives instruction to the students to write the organization of recount text which has given through the video. They should pay attention for content. After they have done they are required to read orally. Here the teacher gives correction to them whom wrong in their work. This step is named Generalization. This step is named generalization.

Based on the result above, the teacher had implemented the steps of discovery learning. It suitable from the theory where the discovery learning has six steps to be implemented as follow:

1) Stimulation (Giving Stimuli)

Stimulation at this stage attends to provide the condition of learning interaction which can develop and assist students in exploring material by using the questioning technique. Teacher can begin the activity by proposing questions, read a book, etc. Asking question to students can expose students to the internal conditions. It 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 (Identify the Problem)

The next stage is giving an opportunity to the students. This stage is purposed to identify as many agendas as possible which are relevant to lesson material, then one of them is selected and formulated in the form of the hypothesis.

3) Data collection

The function of this stage is to answer the question, and then teachers also give a chance to students to collect the information as many related information as possible to prove whether they are right or no. In this stage, the teacher asks students to write a list of their experiences, their activities in that place and time when it happened. The teacher also asks the students to free write everything about the students' experience with that place.

4) Data processing

Data processing is an activity of processing data and information which has been gotten from students through interview and observation. Then interpreted, all the information will be processed, randomized, classified, tabulated, even if it is calculated in a certain way and interpreted on a given confidence level. Related to teaching writing, in this step, the students are required to classify a sentence whether it is able to develop or not.

5) Verification

Verification intended to make the process of learning run well and creatively if the teacher provides opportunities for students to find a concept, theory, rule or understanding through examples which might be encountered in their life. All of the students investigate accurately to prove whether the hypothesis is right or not.

In this phase, the role of the teacher is giving the materials and example about recounts text to each of the student. Then, the teacher asks students to observe and study by themselves. By this step, the students have experience in discovering the concept, theory and rule by themselves. The teacher also lets the students to find out other information and other example about recount text from other sources. It can be from book or internet. By finding other information, it will help the students to strengthen their idea in developing their draft.

6) Generalization

Generalization is a process of drawing the conclusion that can be a common principle and valid for all events or same problems, by attending verification result, it is formulated principles of generalization. In this stage, the students draw the conclusion about recount text and are ready to use their own finding to develop their draft into a text. The role of the teacher is by giving instruction to the students to write 3 paragraphs about their own experience with the place that they already chosen. They should pay attention for the grammatical, content, vocabulary, organization, and mechanic of the writing a recount text.

3. The Evaluation of Teaching Recount Text Using Discovery Learning Method Used in 8th Grade Mtsn 5 Kebumen

This evaluation was done in the fourth meeting. In the fourth meeting, teacher gives a worksheet. In the first learning activity, teacher makes groups discussion and each of groups are given assessment to arrange paragraph randomly. This activity is purposed to get students' comprehension. After arranging the paragraph teacher gives a confirmation about their fault whether it wrongs or no. In the second learning activity, students are required to write a topic and make a first draft. The group discussion includes a warming up before students continue to fundamental activity. It means making recount text. In the third learning activity, the students discuss together to get correction, suggestion and recommendation this activity is purposed to share idea. They revise and collaborate the first draft based on the recommendation or suggestion from their friends. After they have revised and collaborated the first draft they give their work to teacher for getting correction from the teacher. In the fourth learning activity, teacher gives a correction for the wrong result.

Through the worksheet students could be better understand toward the materials which taught. Finally, the teacher asked students to generalize or conclude toward the activities of Discovery learning which had implemented in teaching writing recount text based on the material.



Picture 4.3 the learning activity at the fourth meeting

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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.

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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.

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Appendix

A. The Transcript of Interview

Subject	Line	Transcription	Theme	Code
I		Assalamualaikum warahmatullahi wabarakatuh Good morning Mrs. #00:00:05		
P	1	Waalaikumsalam warahmatullahi wabarakatuh #00:00:08#		
I		Yes, beforehand, we know that in MTsN 5 Kebumen uses the 2013 curriculum isn't it? #00:00:19#		
P	2	Yes, right #00:00:20#		
I		Yes #00:00:20#		
P	3	Since the beginning of the 2013 curriculum as a high school pilot, MTsN 5 Kebumen #00:00:29#		
I		Oh yeah, in indonesia is also used the 2013 curriculum roght? #00:00:33#		
P	4	Yes #00:00:33#		
I		E... According to the 2013 curriculum based on government regulations,		

there are 3 learning models,
such as Problem based
learning, Project based
learning and Discovery
learning. Did you apply
these 3 learning models?

#00:00: 54#

P 5

**Yes, applies too, it
depends on KD that
matches with the learning
model, which model is
adjusted to the KD**

Principle of (I/1/PDL/5)
Discovery
Learning

#00:00:17#

I

Oh yeah, it means that
based on your RPP you
usually use Discovery
Learning model right?

#00:00:17#

P 6

**Yes, a lot, the discovery
learning model looks the
most**

Principle of (I/1/PDL/6)
Discovery
Learning

I

Oh, the most? That's why?

Mrs. #00:01:25#

P 7

**yes, because, from here
the students will find they
own concept after
learning, like that**

Principle of (I/1/PDL/7)
Discovery
Learning

#00:01:38#

I Yes, so they can learn on
their own right? #00:01:41#

P 8 **Right. #00:01:41#**

I Did you make a groups
discussion for the learning
process to implement
discovery learning in
teaching writing recount
text? #00:02:00#

P 9 **It depends. Usually** Principle of (I/1/PDL/9)
discovery learning is in Discovery
group, right. #00:02:04# Learning

I Yes, can you give me more
explanation? #00:02:07#

P 10 **So, for example the** Principle of (I/1/PDL/10)
teaching writing recount Discovery
text, it depends, if the task Learning
about writing their story
it means he is alone. If the
task about analysis the
organization of recount
text it means 2 people in
pairs, or more than 2
people. #00:02:10#

I Oh.. yeah thank you, how
about the feedback to them
who are good in study of a
material? #00:02:13#

P	11	<p>We give a reward, if they good, we give them a compliment right. So it makes them happy.</p> <p>#00:02:20#</p>	<p>Principle of Discovery Learning</p>	(I/1/PDL/11)
I		<p>Did you give treatment for them who wrong in the learning process?</p> <p>#00:02:27#</p>		
P	12	<p>Yes, if they are wrong, it should actually be like this....</p> <p>We give an explanation and give a motivation, “you should study hard, and maybe your study is not optimal yet.</p> <p>#00:02:30#</p>	<p>Principle of Discovery Learning</p>	(I/1/PDL/12)
I		<p>Oh yes thank you,</p> <p>Tanks for the time and the opportunity to get more information about teaching writing recount text trough discovery learning.</p> <p>#00:02:35#</p>		
P	13	<p>Yes, you’re welcome.</p> <p>#00:02:35#</p>		

B. The Table of Checklist Observation

No	Principles of Discovery Learning	Yes	No
1.	Stimulation	✓	
2.	Problem Statement	✓	
3.	Data Collection	✓	
4.	Data Processing	✓	
5.	Verification	✓	
6.	Generalization		✓

Table 4.5 the observation checklist at the first observation

No	Principles of Discovery Learning	Yes	No
1.	Stimulation		✓
2.	Problem Statement	✓	
3.	Data Collection	✓	
4.	Data Processing	✓	
5.	Verification	✓	
6.	Generalization	✓	

Table 4.6 the observation checklist at the second observation

No	Principles of Discovery Learning	Yes	No
1.	Stimulation	✓	
2.	Problem Statement	✓	
3.	Data Collection	✓	
4.	Data Processing	✓	
5.	Verification	✓	
6.	Generalization	✓	

Table 4.7 the observation checklist at the third observation

C. The Lesson Plan and Syllabus of Teaching Writing Recount Text Using Discovery Learning

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : MTs Negeri 5 Kebumen

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VIII / Genap

Materi Pokok : Recount Text (Menceritakan Pengalaman semasa kecil)

Alokasi Waktu : 4 JP

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A. Tujuan Pembelajaran

Melalui pembelajaran dengan model Discovery learning, peserta didik diharapkan :

- Menunjukkan kesungguhan dalam belajar bahasa inggris tentang : Kalimat deklaratif (Pernyataan) dan interogatif (Pertanyaan) dalam bentuk kalimat simple past tense
- Membandingkan fungsi social, struktur teks, unsur kebahasaan beberapa teks personal recount lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman pribadi diwaktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya

B. Langkah-Langkah Pembelajaran

Kegiatan Pendahuluan (15 Menit)	
Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap disiplin	
Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi selanjutnya.	
Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan&manfaat) dengan mempelajari materi : Recount Text : Pengalaman semasa kecil .	
Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh,	
Kegiatan Inti (90 Menit)	
Kegiatan Literasi	Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topik materi Recount Text: Pengalaman semasa kecil dengan cara melihat, mengamati, membaca melalui tayangan yang di tampilkan.
Berfikir Kritis	Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan gambar yang disajikan dan akan dijawab melalui kegiatan belajar khususnya pada materi Recount text : Pengalaman semasa kecil
Kerja Kelompok	Peserta didik dibentuk dalam beberapa kelompok untuk mendiskusikan, mengumpulkan informasi, mempresentasikan ulang, dan saling bertukar informasi mengenai Recount Text : apa yang diingat yang pernah dilakukan semasa kecil
Komunikasi/Berbagi	Peserta didik mempresentasikan hasil kerja kelompok atau individu secara klasikal, mengemukakan pendapat atas presentasi yang dilakukan kemudian ditanggapi kembali oleh kelompok atau individu yang mempresentasikan

Kreatifitas	Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait Recount Text : tentang pengalaman semasa kecil . . Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami
KegiatanPenutup (15 Menit)	
<ul style="list-style-type: none"> • Peserta didik dan guru merefleksi kegiatan pembelajaran. • Peserta didik dan guru menarik kesimpulan dari hasil kegiatan Pembelajaran. • Guru Memberikan penghargaan(misalnya Pujian atau bentuk penghargaan lain yang Relevan kepada kelompok yang kinerjanya Baik. • Menugaskan Peserta didik untuk terus mencari informasi dimana saja yang berkaitan dengan materi/pelajaran yang sedang atau yang akan pelajari. • Guru menyampaikan materi pembelajaran berikutnya. • Guru menutup kegiatan pembelajaran dengan mengucapkan salam. 	



C. Penilaian Hasil Pembelajaran

1. Penilaian Sikap: Observasi dalam proses pembelajaran
2. Penilaian Pengetahuan: Tes lisan dan tes tulis bentuk uraian
3. Penilaian Keterampilan: Praktek/Rubrik

Klirong, 2021

Guru Bahasa Inggris

Samsul Hikmah, S. Ag

A. Penilaian, Pembelajaran Remedial dan Pengayaan

1. Teknik Penilaian

a. Penilaian Kompetensi Sikap Spiritual

No	Teknik	Bentuk Instrumen	Butir Instrumen	Waktu Pelaksanaan	Keterangan
1	Observasi	Jurnal	Terlampir	Saat pembelajaran berlangsung	Penilaian untuk dan pencapaian pembelajaran (<i>assessment for and of learning</i>)
2	Penilaian diri		Terlampir	Saat pembelajaran usai	Penilaian sebagai Pembelajaran (<i>assessment as learning</i>)
3	Penilaian antar tema		Terlampir	Setelah pembelajaran usai	Penilaian sebagai pembelajaran (<i>assessment as learning</i>)

b. Penilaian Kompetensi Sikap Sosial

No	Teknik	Bentuk Instrumen	Butir Instrumen	Waktu Pelaksanaan	Keterangan
1	Observasi	Jurnal	Terlampir	Saat pembelajaran berlangsung	Penilaian untuk dan pencapaian pembelajaran (<i>assessment for and of learning</i>)
2	Penilaian diri		Terlampir	Saat pembelajaran usai	Penilaian sebagai Pembelajaran (<i>assessment as learning</i>)
3	Penilaian antar tema		Terlampir	Setelah pembelajaran usai	Penilaian sebagai pembelajaran (<i>assessment as learning</i>)

B. Pedoman Penilaian

Pengetahuan

Teknik Penilaian : Tes Tertulis

Bentuk Instrumen : Jawaban Singkat

No.	Indikator Soal	Contoh Butir Soal
1.	Disajikan teks recount, peserta didik mencari kata kerja a dalam bentuk <i>past tense</i> dan adverbial penghubung.	Task 1
2.	Disajikan tabel, peserta didik menuliskan kata kerja dalam bentuk <i>past tense</i> dan adverbial penghubung dalam cerita yang sudah ditemukan.	Task 2

C. Pedoman penskoran dan rubrik penilaian :

Pedoman penskoran: Setiap soal jika benar skor 1, jika salah skor 0

Keterampilan

Teknik Penilaian : Unjuk Kerja

No	Indikator	Contoh Butir Soal
1.	Disajikan potongan kertas berisi text paragraph recount , peserta didik menyusun kembali urutan cerita dengan benar.	Task 3
2.	Berdasarkan cerita yang telah disusun, peserta didik menjawab pertanyaan yang telah disediakan berdasarkan isi teks <i>recount</i> yang sudah disusun.	Task 4

G. Pedoman penskoran dan rubrik penilaian :

H.

No	Aspek yang dinilai	Kriteria	Skor
1	Kesesuaian isi dengan tujuan penulisan pesan	100% isi sesuai	5
		80% isi sesuai	4
		60% isi sesuai	3
		40% isi sesuai	2
		20% isi sesuai	1
2	Pilihan kata	100% pilihan kata tepat	5
		80% pilihan kata tepat	4
		60% pilihan kata tepat	3
		40% pilihan kata tepat	2
		20% pilihan kata tepat	1
3	Keterpaduan kalimat	100% kalimat terpadu dan runtut	5
		80% kalimat terpadu dan runtut	4
		60% kalimat terpadu dan runtut	3
		40% kalimat terpadu dan runtut	2
		20% kalimat terpadu dan runtut	1
4	Penulisan kosa kata	100% penulisan kosa kata tepat	5
		80% penulisan kosa kata tepat	4
		60% penulisan kosa kata tepat	3
		40% penulisan kosa kata tepat	2
		20% penulisan kosa kata tepat	1
5	Ketepatan tata bahasa	100% penggunaan tata bahasa tepat	5
		80% penggunaan tata bahasa tepat	4
		60% penggunaan tata bahasa tepat	3
		40% penggunaan tata bahasa tepat	2
		20% penggunaan tata bahasa tepat	1

Rubrik untuk penilaian ketrampilan berbicara.

ASPEK	KETERANGAN	SKOR
Pelafalan	Sangat jelas sehingga mudah dipahami	4
	Mudah dipahami meskipun pengaruh bahasa ibudapat dideteksi	3
	Ada masalah pengucapan sehingga pendengar perlu konsentrasi penuh	2
	Ada masalah pengucapan yang serius sehingga tidak bisa dipahami	1
Tata bahasa	Tidak ada atau sedikit kesalahan tata bahasa Kadang-kadang ada kesalahan tetapi tidak mempengaruhi makna	4
	Sering membuat kesalahan sehingga makna sulit dipahami	3
	Kesalahan tata bahasa sangat parah sehingga tidak bisa dipahami	2
		1
Kosakata	Menggunakan kosakata dan ungkapan yang tepat	4
	Kadang-kadang menggunakan kosakata yang kurang tepat sehingga harus menjelaskan lagi Sering menggunakan kosakata yang tidak tepat Kosakata sangat terbatas sehingga percakapan tidak mungkin terjadi	3
		2
		1
Kelancaran	Sangat lancar.	
	Kelancaran sedikit terganggu oleh masalah bahasa	4
	Sering ragu-ragu dan terhenti karena keterbatasan bahasa	3
	Bicara terputus-putus dan terhenti sehingga percakapan tidak mungkin terjadi.	2
		1

Instrumen Penilaian Pengetahuan :

No.	Indikator Soal	Contoh Butir Soal
1.	Disajikan teks recount, peserta didik mencari kata kerja dalam bentuk <i>past tense</i> dan adverbial penghubung.	Task 1
2.	Disajikan tabel, peserta didik menuliskan kata kerja dalam bentuk <i>past tense</i> dan adverbial penghubung dalam cerita yang sudah ditemukan.	Task 2



IAIN PURWOKERTO

D. The interview Section



E. The Teaching Learning Process

