
The Application of Discovery Learning Models in Learning to Write Descriptive Texts

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Abstract

The purpose of this study was to describe the application of discovery learning models in learning to write descriptive texts. The research method uses descriptive methods. Data collection techniques using observation techniques, test writing descriptive text, and documentation. Data analysis techniques by reducing data, data presentation, data interpretation, conclusions. The results showed that the steps of the discovery learning model in learning to write descriptive texts are to describe topics, ask questions, formulate hypotheses, carry out investigations, conduct observations, organize or analyze, and present the results of investigations. Then, the students' ability to write descriptive text obtained an average value of 76.8 with good criteria after applying the discovery learning model. The learning to write descriptive text is carried out to instill the value of responsibility to students and improve the ability to write text descriptive students based on text, images, and places, so students are not passive.

Keywords: discovery learning model, writing descriptive text

Introduction

At a junior high school level, Indonesian language learning needs to provide a learning model that is not boring for students. The learning model provided must also provide an active, innovative, creative, and enjoyable learning experience (Khomsiyatun, 2019; Noermanzah, 2015; Sulaeman &

Ariyana, 2018). Then, learning the Indonesian language and literature is essentially learning to communicate, both verbally and in writing (Kusmiarti et al., 2020). For this reason, teachers need a good understanding of the learning model used to improve student learning outcomes.

Indonesian learning in the 2013 revised curriculum is oriented towards text-based learning models (Manshur et al., 2018; Noermanzah & Friantary, 2019). Indonesian language learning is not just language knowledge, but as a text that serves as a source of user self-actualization in the socio-cultural context (Dewantara et al., 2019). In achieving text-based language, learning models are needed that emphasize mastery of the text. Darmansyah (2010) & Sutikno (2014) explained that the learning model is a way of organizing the content of lessons, delivery of lessons, and management of learning activities. Teachers can use various learning resources that support the creation of the learning process's effectiveness and efficiency to achieve better learning outcomes.

One effort to improve learning outcomes is to invite students to learn based on needs rather than compulsion. The teacher can influence students' mindset to find their abilities through learning experiences by what is seen and felt. This can lead students to determine ideas in writing a text so that the students can be creative and can describe or paint a thing based on the imagination of the things found (Karto et al., 2019; Rahmawati, Syafryadin, Widiastuti, 2019). However, idea could be obtained by reading (Martina, Syafryadin, Utama, 2020). Therefore, to support writing a text, students need to read a lot.

Indonesian language learning in class VII semester 1 has core competencies and basic competencies. The fourth core component is trying, processing, and presenting in the realm of concrete (using, decomposing, assembling, modifying, and making). Abstract domains (writing, reading, calculating, drawing, and composing) by what is learned in schools and sources others are the same in point of view/theory. The basic competence to 3.1 is to identify information in the descriptive text about the object (school, tourist attractions, historic sites, and atmosphere of local art performances) that are heard and read. The indicators to be achieved are able to (1) determine

the general characteristics of the descriptive text that is read and heard; (2) determine the descriptive text that is read and heard; (3) get information from the descriptive text that is read and heard, and (4) express the descriptive text verbally.

Descriptive text is the text that contains a form of discourse that seeks to present a thing or object of conversation that makes the object as if the reader saw the object for himself or as if it was in front of the reader's head (Amrolani et al., 2014). A text with the main idea is conveyed by clearly describing the object, place, or event that is being the topic to the reader. Therefore, the reader seems to feel what is being expressed in the text directly. A descriptive is a form of writing related to the writers' efforts to provide details of the object being discussed or written (Kosasih, 2019).

Descriptive is a form of discourse that presents an object as if the readers saw the object themselves (Suryati, 2019). Descriptive provides an image of something that is experienced, for example, a scene, person or sensation. Descriptive provides a descriptive of an event or events and problems. Through descriptive writing, a writer tries to transfer the messages of his observations and feelings to the reader by exposing the nature and all the details that exist in an object. Rani et al., (2006: 37) explain that discourse descriptive is a type of discourse aimed at the recipient of the message in order to form an image or imagination about something. He further stated that the psychological aspect that can digest descriptive discourse is emotion because with emotion a person can form an image or imagination about something.

Haryati (2018) also explains the descriptive paragraph as a form of describing a situation with sentences, so that it creates a living impression. The depiction or painting must be presented in a lively manner, so that what is depicted lives on in the reader's imagination. The descriptive emphasizes its expression through a series of words. Descriptive allows us to see a visualization of the object. Roughly speaking, it can be said that the descriptive focuses on the appearance of the goods. In the descriptive we see the cultivated object in a living and concrete way.

Furthermore, the descriptive text explains the aspects that can be accepted by the human senses, through observations or

impressions/perceptions to create sensations to produce an impression based on reason and imagination (Budiyono, 2016). Components of the descriptive text are (1) The contents of the descriptive text are broken down into details of the parts of the object. (2) The contents of the descriptive text concretely use special words. (3) The contents of the descriptive text are personal with emotional content so that they use emotional words strong. (4) Students are able to master the linguistic aspects (punctuation and use of letters according to PUEBI). Students must master these components so students can create or compile descriptive texts in oral and written (Sahri, 2015).

Improving the ability to write descriptives also needs a learning model that can enable students' ability to understand the descriptive text. The selection of the right learning model will help increase the ability to write descriptive texts (Sulaeman & Ariyana, 2018). One learning model that can improve writing skills is the discovery learning model. Discovery learning is a learning model that tends to ask students to make observations, experiments, or scientific actions to get conclusions from the results of these scientific actions (Fajri, 2019). With discovery learning, students can learn independently and in groups with a scientific process through the stages of observing, questioning, trying, reasoning, and communicating (Yusnawarni, 2017).

Through Discovery Learning, students can determine their information and concepts about learning material (Seung, 2009). Students are invited to think critically to describe objects in an interesting way. This is under Juliyanti & Suryani's research (2018) that the discovery learning model can increase students' understanding of the main ideas and ideas in the form of descriptive text. With the help of discovery learning models, students can write descriptives well, especially detail, and describe an event so that the reader can see, hear, and experience what is described.

Suryati (2019) explains that the use of the discovery learning method in compiling a written descriptive text is more suitable to be applied compared to other learning methods. This is because the discovery learning method is formed from ideas in the form of mind maps that can be adapted to the structure of the descriptive text, namely the general descriptive and descriptive

of this section is different from the text with the name of the descriptive text and there are two structures, namely general descriptive and section descriptive.

The discovery learning model has also been shown to improve the writing skills of fantasy text stories for students of class VII5 of SMP Negeri 3 Ambon (Souhuwat, 2019). Some of the relevant research results above show that the discovery learning model can provide understanding to students in writing descriptives and writing fantasy text. For that reason, the discovery learning model will be tried to apply to learn to write descriptives in grade VII students of SMPN 14 Tangerang City. The formulation of the problem in this study is, "How is the application of discovery learning models in learning to write descriptives in grade VII students of SMPN 14 Tangerang City?" To describe the application of discovery learning models in learning to write descriptives in grade VII students of SMPN 14 Tangerang City. The results of this study are expected to explain Indonesian language teachers' steps to write a descriptive with a discovery learning model and to explain the ability to write a descriptive of grade VII students of SMPN 14 Tangerang City.

Research Methodology

This research uses a descriptive method. The descriptive method used is expected to be able to explain data quantitatively and qualitatively (Creswell, 2014). The discovery learning models application was used in learning to write the descriptive text for grade VII students of SMPN 14 Tangerang City. Using descriptive methods is expected to be able to clearly describe the steps of learning to write descriptive text using the discovery learning model and the ability to write descriptive text after the discovery learning model is applied.

The subjects of the research were VII grade students of SMPN 14 Tangerang City. Then, the data collection technique used observation, test, and documentation techniques. Research instruments are:

1. Teacher observation sheet in carrying out learning to write descriptive text using discovery learning models
2. Test writing descriptive
3. Documentation of learning implementation plans and photos of learning activities

The assessment indicators write descriptive text, namely the aspects of the suitability of the title with the contents, the use and writing of the spelling, choice of words or diction, sentence structure, inter-sentence integration, and integration between paragraphs. Then, the rating classification is 80-100 with very good criteria, 70-79.9 with good criteria, 60-69.9 with enough criteria, and values > 59.9 with fewer criteria.

Data analysis techniques in this study were steps, namely, reducing observation and test data, presentation of test and observation data, interpretation of observation and test data, conclusions. The data validity test uses the triangulation of data collection techniques in the form of observation, tests, and documentation. Then, in the analysis of test data, the inter-rater validity test of the two assessors' ability to write descriptive texts is used. Also, in each activity to analyze the data so that the data is analyzed scientifically.

Findings and Discussion

Findings

From the results of the analysis of observational data, tests, and documentation of the learning implementation plan, the application of the discovery learning model to learning to write descriptives in grade VII students of SMPN 14 Tangerang City showed good results. The Indonesian language teachers implemented the Indonesian language learning to manage the class well, starting from exploration, elaboration, and confirmation activities. They applied the discovery learning model following the steps of the discovery learning model compiled in the learning implementation plan document.

Indonesian language teachers implemented the steps of learning to write descriptive text using discovery learning models in class VII SMPN 14 Tangerang City. Namely, describe topics, ask questions, formulate hypotheses, carry out investigations, conduct observations, organize or analyze, and display the results of investigations. What is interesting is that when making observations, the teacher assigns activities carried out in several shopping centers in the city of Tangerang so that students are motivated to make observations and enthusiasm to express their ideas and can organize writing in the form of

descriptive text. Moreover, the results of students' writing by using discovery learning model can be seen in table 1.

Table 1. The results of students' writing

No.	Names	Scores
1.	A1	74
2.	A2	70
3.	A3	65
4.	A4	68
5.	A5	85
6.	A6	78
7.	A7	80
8.	A8	85
9.	A9	80
10.	A10	85
11.	A11	75
12.	A12	80
13.	A13	65
14.	A14	82
15.	A15	70
16.	A16	75
17.	A17	76
18.	A18	80
19.	A19	85
20.	A20	85
21.	A21	86
22.	A22	78
23.	A23	70
24.	A24	75
24.	A25	85
26.	A26	75
27.	A27	80
28.	A28	75
29.	A29	85
30.	A30	75
31.	A31	75
32.	A32	65
33.	A33	75
34.	A34	70
35.	A35	76
Total		2688
Mean score/average		76,8

Based on table 1, the ability to write descriptive text after applying the discovery learning model obtained an average value of 76.8 with good criteria. The students can write titles according to content, use spelling, pour words or

diction according to the characteristics of paragraph descriptives, arrange sentences according to the structure of effective sentences, and integrate between sentences and between paragraphs to form a good descriptive text. The weaknesses in the ability to write descriptive text, there are still some students who still experience errors in writing spelling, standard words, and the use of punctuation.

Discussion

The application of discovery learning models in learning to write descriptives in grade VII students of SMPN 14 Tangerang City showed good results. The results of observations, the Indonesian language teachers who implemented Indonesian language learning, can manage the class well, starting from exploration, elaboration, and confirmation activities. The applied the discovery learning model following the steps of the discovery learning model that is compiled in the learning implementation plan document. The learning steps taken are by the opinions of Sani (2014) & Roestiyah (2008), namely describing topics, asking questions, formulating hypotheses, carrying out investigations, conducting observations, organizing or analyzing, and displaying the results of investigations.

Then, from the results of the ability to write descriptive text after the implementation of discovery, learning models obtained an average value of 76.8 with good criteria. The students can write titles according to content, use spelling, pour words or diction according to the characteristics of paragraph descriptives, arrange sentences according to the structure of effective sentences, and integrate between sentences and between paragraphs to form a good descriptive text. This is also under Juliyanti & Suryani (2018) 's research that the discovery learning model can motivate students to write descriptive texts by investigating, observing, and organizing sentence by sentence into integrated paragraphs.

The application of discovery learning models in learning to write descriptives in grade VII students of SMPN 14 Tangerang City shows that the teacher's role as a facilitator is also important, especially in guiding students individually, in groups, and classically (Abdullah, 2005). Also, the ability to

manage class interactively is needed, especially in the activities of presenting topics, asking questions, formulating hypotheses, carrying out investigations, conducting observations, organizing or analyzing, and displaying the results of investigations.

The Discovery learning model will gain several advantages if done well and by the needs of students, especially in developing cognitive abilities, affective, and psychomotor students. This is because the discovery learning model refers to the application of a scientific approach that requires students to be active in developing their ideas and creativity. This is following the opinion of Roestiyah (2008) that the advantages of using discovery learning models are

1. this model helps students develop, increase readiness, and mastery of skills in the cognitive process/introduction of students;
2. students gain knowledge that is very personal/individual so that they can be sturdy/deep that is left in the souls of the students;
3. can arouse the enthusiasm of student learning;
4. this model can provide opportunities for students to develop and progress according to their respective abilities;
5. able to direct the way students learn, so they have more strong motivation to study harder;
6. helps students to strengthen and increase their confidence with their discovery process; and
7. student-centered is not on the teacher, and the teacher is only a study partner or facilitator.

Discovery learning models in learning to write descriptives for class VII students of SMPN 14 Kota Tangerang can run well with the help of teachers as guides and motivators in each learning process, starting from activities explaining topics, asking questions, formulating hypotheses, carrying out investigations, making observations, organizing or analyze, and present the results of the investigation. With the help of the Indonesian language teacher, students have no difficulty, especially when formulating activity topics, presenting the results of investigations in the form of written descriptives. For this reason, discovery learning model learning can improve students' ability to write descriptive texts with the help of professional Indonesian teachers, especially

professionals in mastering the material and mastering the art of managing an active, innovative, and fun class. This is in accordance with the opinion of Darmadi (2010) and Permadi & Arifin (2013) that competent teachers, both professional competence, pedagogical competence, social competence, and personality competence have a very good chance of creating high-achieving students because generally teachers are used as role models for their students.

Conclusion and Suggestion

The application of discovery learning models in learning to write descriptives in grade VII students of SMPN 14 Tangerang City showed good results. The observations results on the Indonesian language teachers who implement Indonesian language learning, they are able to manage the class well, starting from exploration, elaboration, and confirmation activities. The steps of the discovery learning model in learning to write descriptives are to explain topics, ask questions, formulate hypotheses, carry out investigations, conduct observations, organize or analyze, and present the results of investigations.

Then, from the results of the ability to write descriptive text after the implementation of discovery, learning models obtained an average value of 76.8 with good criteria. The students can write titles according to content, use spelling, pour words or diction according to the characteristics of paragraph descriptives, arrange sentences according to the structure of effective sentences, and integrate between sentences and between paragraphs to form a good descriptive text.

From the results of this study, it is expected that the discovery learning model can be used as one of the learning models that Indonesian language teachers can use to improve the ability to write student descriptive texts. The discovery learning model is also expected to be followed up by other researchers to be applied to other materials about writing skills or other language skills.

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