

A THESIS
DISCOVERY LEARNING MODEL IN LEARNING WRITING AT
ELEVENTH GRADE STUDENTS'
OF SMAN 6 SIDRAP



By

MUH.LUTHFI
REG. NUM.19.1300.079

ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE
PAREPARE

2024

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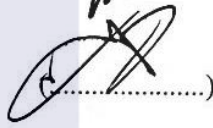
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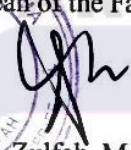
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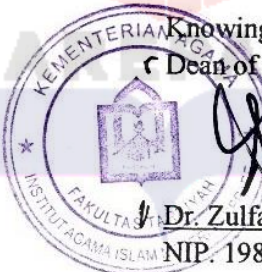
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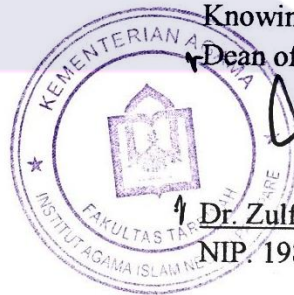
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Stated that thesis was him owning writing and if it can be proved that it is copied, duplicated or complied by other people, this thesis and degree that has been gotten would be postponed.

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ABSTRACT

Muh. Luthfi: *Discovery Learning Model in Learning Writing at Eleventh Grade Students' of SMAN 6 Sidrap*(Supervised by Abdul Haris Sunubi and Mujahidah).

This research, conducted at SMAN 6 Sidrap. The purpose of this research is to know the significance improvement of students ability in writing by using discovery method eleventh grade students at SMAN 6 Sidrap. In this research addresses the challenges in the English writing learning process. Pre-observations identified issues in both teacher and student aspects, where traditional lecture methods were prevalent, hindering students' active engagement. Despite the successful implementation of the discovery learning method in other subjects, English classes remained conventional. Students' disinterest in English, attributed to its perceived difficulty and a lack of vocabulary, posed additional hurdles in mastering English writing. Motivated by these findings, the researcher embarked on an experimental study to assess the efficacy of the Discovery Learning Model in enhancing the writing skills of eleventh-grade students at SMAN 6 Sidrap. Many students expressed difficulty in learning English, particularly in the context of writing texts, making the need for effective pedagogical interventions crucial.

Using a pre-experimental design, the research involved 30 eleventh-grade students over a 45-day period, incorporating pre-test and post-test assessments. Descriptive analysis, facilitated by the SPSS application, provided insights into the effectiveness of the implemented teaching approach.

Results revealed a noteworthy transformation in students' writing skills. Prior to the intervention, only 14% achieved a very good score, with the majority falling into the good category. Post-treatment, all students exhibited a remarkable improvement, attaining very good scores. This study underscores the positive influence of the Discovery Learning Model on English writing skills, offering valuable implications for pedagogical practices in language education.

Keywords: *Writing Skill, Discovery Learning Model.*

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CHAPTER I

INTRODUCTION

A. Background

Language is a system of communication consisting of sounds, words, and grammar, or the system of communication used by people in a particular country or type of work. As social beings, people need communication to each other. Communication is one of the most important tools to get information. There are so many ways to communicate, language is one of them. International world knows as English as the global language. In era globalization, English language the most important for everyone. Government supposed to make standard about English in Indonesia. The teacher is not teaching about English but student knows how they can produce English well and culture about English. As we know, English consist of four skills, reading, writing, listening, and speaking. Writing is a medium of human communication that represents language and emotion through the inscription or recording of signs and symbols.

Writing is also one media of communication. The researcher can conclude that writing is very important as one media of communication, that can help us to have a good socialization, can express our idea, feeling, and our opinion so that we can have a good interaction with our society.

The importance of writing is also supported by Harmer who states that there are four reasons from communication.¹ As we know, the communication can be the form of oral teaching writing. First, some students, instead of acquiring a language in oral

¹ Jeremy Harmer, *How to Teach English: An Introduction to the Practice*. (London: Longman Group Ltd, 1998).

way, benefit greatly from seeing the language that is written down. Writing reinforces the grammatical structures and vocabulary that students have learned. Second, writing process helps students to think and select words as well as sentences to construct good written text. The difference on students' learning styles is the third reason to teach writing. Not all people can deliver what they think orally and quickly. By writing, the students may have more time to think and produce a language in as lower way to reflect what they have learned. Finally, it is essential for students to know how to write letter, how to make report, how to write an essay, etc.

Writing is a difficult subject because they must pay attention to many things (idea, concept, vocabulary and grammar). There are some types of English writing text and one of them is descriptive text. Descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a place and animals, or thing.

Based on pre-observations conducted by researchers by observing the learning process of writing at SMA 6 Sidrap. Researchers found several problems from two aspects, namely teachers and students, English teachers still use the lecture method in learning English so they do not provide opportunities for students to be more active in the learning process. All subjects have used the discovery learning method while learning English has not Using it, from the student aspect, the researchers found that most students did not like English because it was one of the most difficult subjects at school, students also lacked English vocabulary, making it more difficult to learn to write English texts.

Based on the facts above, the researcher is interested to analyze writing skill in this research and used an experimental research. The researcher got information that

many students feel difficult to study English language especially in writing text. As we know, writing is basic language skill to become the complex skill and writing is a productive skill that involves the way to organize the ideas. One of the expert said that writing is vital component of comprehensive synergy of literacy. That is the reason to research writing skill, the researcher believe that there are many ways make students to express the ideas in written form. The researcher decided used Discovery Method. Discovery Method is suitable method with their student ability, the researcher just took these the best way to improve students writing ability used Discovery Method to make students interest and give more motivation.

Based on the explanation, the researcher interested to conduct a research about “Discovery Learning Methods in Learning Writing Students’ at SMAN 6 Sidrap.

B. Research Questions

Based on the background of the study above, the research formulates research question as a follow:

1. Is there any significance improvement of students’ ability in writing by using discovery method eleventh grade students at SMAN 6 Sidrap?
2. How is students’ response after using discovery method eleventh grade at SMAN 6 Sidrap?

C. The Objectives of the Research

Based on the research question, the objective of this research is formulated;

1. To know how significance improvement of students ability in writing by using discovery method eleventh grade students at SMAN 6 Sidrap
2. To know how is the students’ learning writing after implemented discovery learning method at eleventh grade students’ of SMAN 6 Sidrap

D. Significance of Research

The significance of the research is hopefully give contribution for:

1. Students

The research results aim to provide valuable information to the students. By implementing the discovery learning method in writing, students can enhance their writing skills and improve their overall writing comprehension. The findings of the research can serve as a guide for students to choose effective learning strategies and improve their writing abilities.

2. Teachers

The research outcomes will benefit teachers by offering insights into the students' writing comprehension. Teachers can gain a better understanding of the effectiveness of the discovery learning method in enhancing students' writing skills. This knowledge can enable teachers to develop appropriate materials, tasks, and teaching techniques to facilitate their students' writing development.

3. For other researcher

For language researchers, this research can serve as a reference for exploring alternative approaches to teaching writing. The discovery learning method used in this study can be adapted and further investigated to assess its effectiveness in different contexts. Additionally, other researchers can utilize the data collected in this research, such as field notes and observations.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research Finding

Many researchers have conducted their research on using of discovery learning method in learning writing. Their findings are consecutively presented below :

First research is conducted from Nurpahmi which the title “The Use of Discovery Learning Method In Writing Descriptive Text at Eleventh Grade Of SMAN Negeri 8 Pinrang (A Pre Experimental Research)”The research findings indicated that the use of Discovery Learning Method could improve the students’ writing skill in descriptive text. It was proved by the students’ mean score in pre-test was and in post-test was . The findings of this research shows that the value of t-test in the post test is higher than t-table . It means that there was significant difference of the students’ writing skill in descriptive text before and after being taught using Discovery Learning Method at the eleventh grade students of SMAN Negeri 8 Pinrang.²

Second research is from Nur Inna Annisa which the title “The Use of Discovery Method to Improve Students’ Writing on Descriptive Text”. The result showed that there were significance difference on the students’ writing descriptive text in terms of content and organization taught with Discovery Method. The students’ mean score of content was in pre-test to be in post-test. Then, the students’ mean score of organization was in pre-test to be in post-test. The study concluded that teaching

² Nurpahmi, “The Use of Discovery Learning Method In Writing Descriptive Text at Eleventh Grade Of SMA Negeri 8 Pinrang (A Pre Experimental Research)” (Thesis English Education Departement: Makassar, 2010).

writing by using Discovery Method increased the students' ability to write descriptive text at the Tenth Grade of SMAN 1 Sungguminasa.³

Third research is from Desti Zahra S which the title "The Influence Of Using Discovery Learning Model Towards Students' Writing Ability In Descriptive Text At The First Semester Of The Tenth Grade Of Sma Muhammadiyah 2 Bandar Lampung. The result of the analyzing the data by using SPSS was Sig. (2-tailed) of the equal variance assumed was. Then the result was consulted to the level significance. While H_a is accepted if Sig. (pvalue) $< \alpha =$ and H_o is accepted if Sig. (pvalue) $> \alpha =$. So, H_a was accepted. In other words, it could be concluded that is significant influence of using Discovery Learning Model towards students writing ability in descriptive text at the first semester of the tenth grade of SMA Muhammadiyah 2 Bandar Lampung.⁴

B. Some Pertinent Ideas

1. Concept of Discovery Method

a. Definition of Discovery learning

A basic concept of discovery learning is that teachers should facilitate instruction that allows students to discover pre-determined outcomes according to the level of learning required by the curriculum standards. Hopefully, students will pose relevant questions such as "what if there was no light?" or "how does

³ Annisa Nur Inna, "The Use of Discovery Method to Improve Students' Writing on Descriptive Text" (Thesis English Education Departement: Makassar, 2009).

⁴ Desti Zahra S, "The Influence Of Using Discovery Learning Model Towards Students' Writing Ability in Descriptive Text at the First Semester of the Tenth Grade of SMA Muhammadiyah 2 Bandar Lampung in the Academic Year 2018/2019" (Thesis English Education Study Program: Lampung, 2009).

light move from place to place?” Discovery learning allows for deeper thought into the subject.⁵ Steps of Discovery Method.

According to Syah in applying the Discovery Learning method in the classroom, there some procedures that should be implemented in the teaching and learning activities in general as follows.⁶

b. The Procedure of Discovery Method

1) Stimulation

The teacher can show the pictures of some tourism objects and public places to the students and ask them to learn. It means the students should have imagine those places by giving such kind of the prior knowledge of genre text. Students who are less intelligent and have questions and pictures, it will stimulate the students mind to remember their experience.

2) Problem Statement

Problem statements describe problems that want to be solved or overcome in a certain context. This statement details the problem clearly and in detail so that it can be well understood by the people involved in solving it good statement should define the problem appropriately, describe its impact, identify the desired goals, and identify the parties involved.

3) Data Collection

Data collection refers to the process of collecting information or data from various sources for use in analysis, research, decision making, or other purposes. Data can be collected in a variety of forms, including text, images,

⁵ Jerome Brunne, “Discovery Learning Model as the Theoretical Basis of Light Bounces Lesson,” 2009.

⁶ M Syah, *Psikologi Belajar* (Jakarta: RajawaliGrafindo, 2004).

audio, video, or other forms of data. In data collection, it is important to pay attention to research ethics and data privacy.⁷

4) Data Processing

Data processing refers to a series of steps and processes undertaken to transform, analyze, and interpret raw data into meaningful information. Data processing involves the manipulation, transformation, and analysis of data using specific tools, methods, and techniques. Data processing may vary depending on the type of data, the analysis methods used, and the purpose of research or use of such data.

5) Verification

Verification refers to the process of checking the correctness, accuracy, and validity of data, information, or research results. The purpose of verification is to ensure that the data or information collected or presented is true, in accordance with the facts, and trust worthy. In the context of data processing, verification is carried out to ensure the accuracy and reliability of the data processed.

6) Generalization

Generalization is the process of inferring or applying findings or information obtained from a particular sample or population to a broader population. Generalization is an important step in research to make more general conclusions and generalize the findings of the studies conducted.

The first step is stimulation. Stimulation at this stage serves to provide the conditions of learning interactions that can develop and assist students in

⁷ M Syah, *Psikologi Belajar* (Jakarta: RajawaliGrafindo, 2004).

exploring materials. In this case Bruner in provides stimulation by using questioning technique.⁸ Related to the teaching writing skill especially in Descriptive text, the teacher asks the students a question for example “Have you ever gone to some tourism objects?” or “How does this tourism object look like?”.

The second step is problem statement. Syah giving an opportunity to the student to identify as many agenda as possible which are relevant to lesson material, then one of them is selected and formulated in the form of hypotheses (answers while the question of the problem In teaching writing for this stage Each student should have one place to be selected.⁹ Selecting the picture of tourism objects or public places is based on their real experience with them. Then, the teacher asks the students to remember and imagine their experience in that place.

The third step is data collection. When the exploration is ongoing. At this stage, the answer of hypothesis questions will be looked for to prove the truth of the hypothesis itself. In this stage, the teacher asks students to write a list what are their experiences, what are their activities in that place, or when it happened. By finding in internet, going to the library, observing surrounding, or looking up to the picture, it processing is the activity of processing the data and information that has been obtained by the students either through interviews, observation, or others. Related to teaching writing,

⁸ Jerome Brunne, “Discovery Learning Model as the Theoretical Basis of Light Bounces Lesson,” 2009.

⁹ M Syah, *Psikologi Belajar* (Jakarta: RajawaliGrafindo, 2004).

in this step the teacher asks the students to process their free writing to become a draft. Process here means classifying which sentence is able to be developed and which one is unable;

Forth step is data processing. According to Syah data role of the teacher is by giving instruction to the students to write 2 paragraphs about description of a place that they already chosen. They should pay attention for the grammatical, content, vocabulary, organization, and mechanic of the writing a descriptive text.¹⁰

The fifth step is verification. At this stage the students perform a careful examination to prove whether true or not the hypothesis determined by finding the alternatives and associated with the outcome of data processing Syah. In this phase, the role of the teacher is giving the materials and example about descriptive 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 themselves¹¹. 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;

The last step is generalization. The generalization/draw the conclusion stage is that the process of drawing a conclusion which can be used as a

¹⁰ M Syah, *Psikologi Belajar* (Jakarta: RajawaliGrafindo, 2004).

general principle and applies to all events or the same problem, with regard to the result of verification.

- c. The advantages and disadvantages of Discovery Method in teaching and learning process are:

The major advantages of discovery learning by Zvavanhu.¹²

- a) It makes children produce original ideas and stimulates imagination.
- b) Learning by discovery encourages divergent thinking flexibility of thoughts.
- c) Children can develop wider perspectives and insights so that they begin new relationships and patterns in which they discover new and original ways of doing things.
- d) Opportunities to free express and experiment with things is openly exposed to pupils who learn by Discovery Method.
- e) The ability to express oneself is therapeutic and experience develops self-confidence and self actualisation.

- d. The disadvantages of Discovery Method in teaching and learning process are:

However, Prawerti proposed some disadvantages of using Discovery Learning method. They are as follows.¹³:

- a) This method is based on the assumption that there is a readiness of mind to learn. It means the students should have the prior knowledge of genre text. The students who are less intelligent and have difficulty in thinking or expressing the relationships between concepts and the written text will be frustrated;

¹² James Chamunorwa, *Education is Life Itself so Lets Preserve it!*. (Posted by: Zvavanhu, 2010) <https://zvavanhuchopper.blogspot.com> (accessed on 25th September, 2023).

¹³ Ringgi Candraning Prawerti, 2014. "The Effectiveness of Using Discovery Learning Method (Compared With Direct Method) in Teaching Writing Skill Viewed From The Sudents' Creativity" (*Thesis English Education Departement: Surakarta, 2014*).

- b) Discovery Learning is more suitable for developing understanding, while developing aspects of concepts, skills and overall emotions received less attention. Therefore, in teaching writing, it really needs method which can develop the concepts and skill;
- c) 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;
- d) Teachers and students are already very familiar with the old style of teaching writing; therefore it will be disappointing method.

2. The Concept of writing

a. Definition of writing

Writing is a method of representing language in visual or tactile form. Writing systems use sets of symbols to represent the sounds of speech, and may also have symbols for such things as punctuation and numerals

Narayan, says that writing composed with craft touches readers on several levels intellectual, emotional, aesthetic, and an outward facing performance for readers.¹⁴ Kulo, find out that writing is a method of representing language in visual or tactile form. Writing systems use sets of symbols to represent the sounds of speech, and may also have symbols for such things as punctuation and numerals.¹⁵ Nadler state that writing is the uses of appropriate letters and symbols according to

¹⁴ Kirin Narayan, "Alive in the Writing: Crafting Ethnography in the Company of Chekhov," *Chicago and London: Journal of the Royal Anthropological Institute*, 18.4 (2012).

¹⁵ Omniglot. 2022. *What is writing?* <https://www.omniglot.com/writing/definition.htm> (accessed on 25th September 2023).

the standard usage of a given language.¹⁶

Lieberman and Wood say that writing produces occasions to foreground and clarify thinking; to record, shape, and analyze experiences; to express internal lives; to explore ideas learned from others.¹⁷

Based on the definition mentioned it can be concluded, that writing is the physical act of committing signs, words or ideas to some medium and arranging them to form sentences by putting them into written form according to the standard usage of a given language in order to record, shape, and analyze experiences, to express internal lives, to derive meaning, and to explore ideas learned from others.

1. Use of action verbs to describe the subject's behavior.
2. Use of adverbials to provide more information about this behavior.
3. Use of similes, metaphors and other types of figurative language, particularly in literary descriptions.

b. The Process of Writing

Writing is one of productive skills need a process. Harmer in Yatimah states that Writing process is the stages that a writer goes through in order to produce something in its final written form".¹⁸ There are four steps in writing processes:

¹⁶ Nadler, "Alive in the Writing: Crafting Ethnography in the Company of Chekhov" *Journal of the Royal Anthropological Institute*, 18,4 (2012).

¹⁷ Ann Lieberman and Wood Diane R, "Inside Rational Writing Project; Connecting Network "Learning and Classroom Teaching" *The Journal of Negro Education*, 73.1 (2003).

¹⁸ Duratul Yatimah, 2014. The Effectiveness of Using Animation Film as The Medium In Writing Narrative Text. An Experimental Study in the Second Grade Students of SMP Negeri 3 Salatiga in the Academic Year 2013/2014". (Thesis; English Education Departement: Salatiga, 2014).

1). Planning

When planning, think about three main issues. In the first place, think about purpose of writing since this will influence not only the type of text the wish to produce, but also the language they use and the information they choose to include. Secondly, think about the audience, they are writing for, since this will influence not only the shape of writing, but also the choice of language. Thirdly, consider the content of the structure of the piece that is how best to sequence the fact, idea or argument which decided. This stage called pre-writing.

2). Drafting

The first version of writing called draft. It must use the idea that generated in the planning as a guide. This stage need an editing for checking the text.

3). Editing

It is almost impossible to write a perfect paragraph on the first try. The first try is called first draft. Perhaps the order of information is not clear enough or the discourse marker is wrong. The way to revise and improve the first draft is called editing. Editing is essential part of preparing a piece of writing for public reading or publication. Richards and Willy stated that “in editing, the writers check grammar, spelling, punctuation, diction, sentence structure, and accuracy of supportive textual material such as quotations, examples and the like”.

4). Final Version

Actually, edited draft is making the changes they consider to be necessary, they produce their final version. That is look considerably different from both

the original plan and the first draft, because things have changed in the editing process. After that, ready to send the written text to its intended audience.

c. Indicators of writing

Kane say that there are three rules in writing, they are: grammar , the rules which structure the language; usage, concerning how we should use the language in certain situations; mechanics, conventions of writing require that a sentence begin with a capital letter and end with full-stop, punctuation (period, question mark, or exclamation point and so on).¹⁹

Brown , there are six categories that are often the basis for the evaluation of students writing. They are Content, Organization, Discourse, Syntax, vocabulary, and mechanics.²⁰

Based on some theories above, the researcher was concluded that the indicators of writing are content, organization, grammar, vocabulary, and mechanics. Content: Generate ideas and provide supporting details and the researcher decided to conduct one of them such as content and organization. Indicators of writing focus on;

- a. Grammar: Using correct grammar.
- b. Vocabulary: Use effective word/idioms
- c. Mechanics: Using of correct English writing descriptors

Explanation:

Grammar: use correct grammar: effective complex construction, correct agreement, tense, number, word order/function, articles,

¹⁹ Jenny Kane, *The Three Writing Rules*. <http://jennykane.co.uk/blog/the-three-writing-rules/> (accessed on 25th September 2023).

pronouns, prepositions. English tenses in grammar are tools to help speakers to express time in the language. They are of great use and importance in both ways of communication, verbal and written. Tenses help the speaker to construct the correct sentence based on the sentence pattern.

Grammar has many patterns that depend on situation and condition, generally called by “tenses”. Tenses are an important material in learning English, because it helps us to compose sentence well, especially in using verb. There are three forms of English grammatical rules and each form is appropriate in usage. Tenses are any of the forms of a verb used to indicate the time of the action of state expressed by the verb.

Vocabulary: Use effective word/idioms: sophisticated range, effective word/idiom choice and usage, word form mastery, appropriate register. Vocabulary is one of the language aspects dealing the process of writing. Vocabulary as one of the requirements of good writing is always dependent on the effective use of the word. In the personal description, word plays a dual role; to communicate and to evoke the reader to understand and feel. This two-fold purpose is evident even in such a practical and common of writing as an advertisement. Effective use of words also associated with connotative or figurative language. They are all important nearly in all forms of writing, but particularly in personal description.

Mechanics: use correct English writing: demonstrating mastery of conventions, correct spelling, punctuation, capitalization, paragraphing.

Mechanics includes the capitalization, punctuation, and spelling appropriately. This aspect is very important since it leads the reader to understand or recognize immediately what the author means certainly. The use of mechanical in writing will guide the reader easy to understand the conveying ideas or messages. The writing mechanics that we are interest in throughout this research is “punctuation” the punctuation devices of our concern are the comma and the period. It may seem strange to consider punctuation as a cohesive device when writing, as it may seem to be dividing the writing up. It is through breaking up the writing into chunks and working to create a hierarchy of importance for the different parts of the text, punctuation is by far a good means to make connections so that the writing begins to take on an overall structure. Based on the definition mentioned, the researcher concluded that tried analyze the indicators of writing in terms organization and content. As we know, there are five the indicators of writing but the researcher only choose organization and content, because in general descriptive text focus in content to make a text. Organization is important to make a text has correlation between paragraph one in another paragraph. As we know, at the tenth grade students in senior high school are the new students, that the students were focused produce and how to make a good writing. That is the reason of the researcher only choosed to analyze indicators of writing in terms of organization and content.

d. Kinds of text

According to Jamasyah, the are five kinds of text are follow:

1) Narrative

The purpose of narrative may vary depending on the context in which it is used, but at its core, it aims to entertain, convey a message, educate, express emotions, and broaden the reader's understanding and perspective. Narrative opens a window to understand others better and increases mutual understanding.

2) Recount

The main purpose of recount is to describe or retell an event or experience that has occurred. Recount is to provide information, create memories, entertain, convey messages or lessons, as well as improve language skills.

3) Descriptive

The purpose of descriptiveness is to provide a clear picture, describe characteristics and traits, create sensory experiences, understand or clarify, as well as reveal aesthetics or beauty. Using detailed and accurate, descriptive descriptions helps the reader or listener gain a better understanding and experience a more vivid experience related to the object or phenomenon being described.

4) Report

Report is a formal form of writing that contains information, facts, data, or findings that are collected, organized, and presented systematically. The main purpose of a report is to convey accurate, objective, and comprehensive information to readers or interested parties.

5) Explanation

The purpose of explanation is to provide clear understanding, clarify or clarify information, assist decision making, educate or teach, and clarify the process or steps involved. By providing detailed, structural, and easy-to-understand explanations, explanations can help readers or listeners gain a better understanding of a topic or concept.

6) Rubric Writing Assessment

No	Aspect	Criteria	Score
1	Content	• Relevant to topic	4
		• Mostly relevant to topic but lack detail	3
		• Inadequate development of topic	2
		• Not relevant to topic	1
2	Organization	• Idea clearly stated and supported, well organized (generic structure)	4
		• Loosely organized but main ideas stand out, not well organized (generic structure)	3
		• Idea confused or even no main idea, bad organized (generic structure)	2
		• Does not communicate, not organized	1
3	Language use	• Few errors agreement, tense, number, word order, article, pronouns of preposition	4
		• Several errors of greement, tense, number, word order, article, pronouns of preposition	3
		• Frequent errots of greement, tense, number, word order, article, pronouns of preposition	2
		• Dominated by errors	1
4	Mechanics	• Few errors of spelling, punctuation, capitalization, and paragraphing	4
		• Occasional errors of spelling, punctuation, capitalization, and paragraphing	3
		• Frequent errors of spelling, punctuation, capitalization, and paragraphing	2
		• Diminated by errors	1

d. Student responses after using the Discovery Learning

Student responses after using the Discovery Learning method can vary depending on various factors, including the way the material is taught, the student's learning style, and their involvement in the learning process. Here are some possible responses that might occur:

1) High Satisfaction and Engagement

Students may feel satisfied and enthusiastic because they are given the opportunity to explore and discover concepts on their own. They can feel more involved in learning because they have an active role in seeking understanding.

2) Increased Independence

Discovery Learning can help increase students' independence because they must actively seek solutions and understanding on their own. Students may feel more confident when they succeed in finding answers or concepts independently.

3) Frustration and Confusion

Some students may feel frustrated or confused if the material being studied is complex or if the instructions are not clear. Lower student engagement or lack of help can lead to confusion.

4) Creativity and Critical Thinking

Discovery Learning encourages creativity and critical thinking. Some students may demonstrate critical thinking skills and creative solutions in solving tasks or problems.

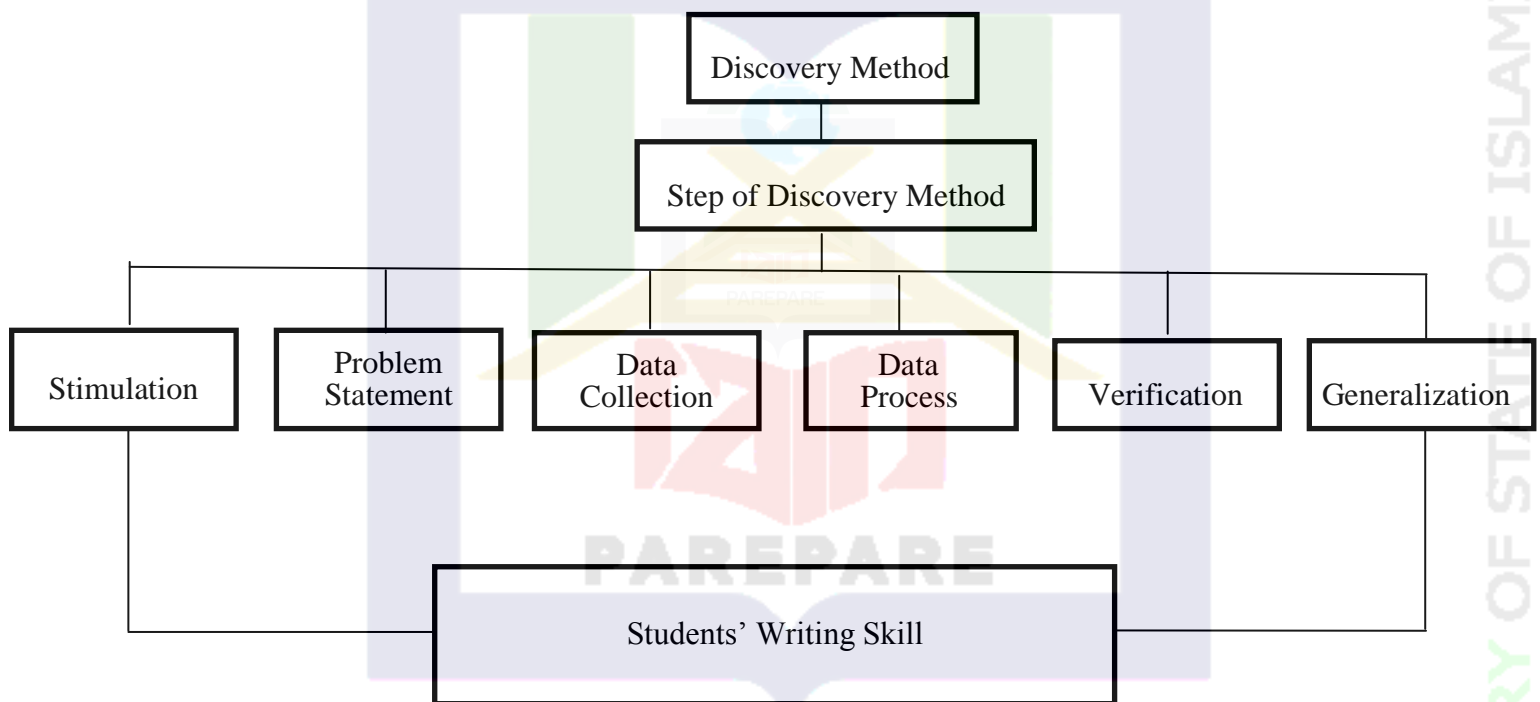
5) Different Levels of Acceptance

Every student has a different learning style, so their responses may vary. Some students may have more success with this method, while others may need more guidance or structure.

Student responses may vary and may be influenced by many factors, including the quality of learning materials, teacher guidance, and support provided. It is also important for teachers to get feedback from students to continuously improve learning methods and ensure the success of the learning process.

C. Conceptual Framework

The main focus of this research is using discovery learning method in learning writing at eleventh grade students' of SMAN 6 Sidrap. The researcher design the conceptual framework of this research by showing diagram below :



Picture 2.1 Conceptual Framework

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research used pre-experimental research design by using pre-test and post-test with quantitative approach, because the researcher established possible cause and effect between dependent and independent variable. This research used to know the student response after using discovery method in learning writing in at SMAN 6 Sidrap .

Table 3.1 Pretest-Posttest Design

O1 X O2

Keterangan:

O1 : Pretest

X : Treatment

O2 : Posttest

B. Location and duration of the research

The location of the research conducted in SMAN 6 Sidrap. Is located in Jln. Jenderal Sudirman, no 69 Bojoe, Arawa Kec Watang Pulu, Kabupaten Sidrap, Sulawesi Selatan and the research took 45 days, where the pretest is carried out at the first meeting , then the second meeting and the fifth meeting are treated while the last meeting is the post test including of analysis data.

C. Population and Sample of Research

1. Population

The population of this research are eleventh Grade Students' at SMAN 6 Sidrap. The total of the students are 197, so the total student shows in table below:

Table 3.1 Population of Research

No	Major	Total Students
1	XI MIPA 1	31
2	XI MIPA 2	30
3	XI MIPA 3	32
4	XI IPS 1	30
5	XI IPS 2	37
6	XI IPS 3	34
Total Population		197

2. Sample

According to Sugiyono the simple is part of the number and characteristics possessed by the population. So, the sampling technique in this research is *Purposive Sampling*. The reason why the researcher chosen because has met the criteria to become a sample (purposive sampling) According to Sugiyono purposive sampling is about sample which proper to the criteria of the class.²¹ The sample chosen for class experiment for XI

²¹ Suharsimi Arikunto, *Dasar Evaluasi Pendidikan*, Edition of (Cet. X, Jakarta: Bumi Aksara, 2016), p.245.

MIPA 2 which number of students was 30 students. The reason why the researcher choose class XI MIPA 2 at SMAN 6 Sidrap because no previous researcher has conducted similar researcher at SMAN 6 Sidrap to conduct an experiment at that school the characteristic of the sample is available for implementing experiment research.

D. Instrument of the Research

Instrument of the research is writing test, and there are two tests namely pretest and posttest. Pretest doing to know the student's writing ability and the posttest doing to know the students' abilities after carrying out treatment fourth meeting.

E. Procedure of Collecting Data

1) *Pre-test*,

The way to carry out a pretest is that the researcher provides a topic that discussed, for example a topic about an unforgettable experience, friends and animals, and then the researcher asks the students to write based on topic. From the students writing the researcher have assess several aspects such as "vocabulary".

2) Treatment

The researcher gave the treatment to students' and give some materials about writing material. This treatment conducted for four meetings. The procedure of the treatment as follow:

1. First meeting the researcher explained about discovery method in leaning writing.

2. Second meeting: the researcher doing discovery method, where the researcher shared the topic about “unforgettable experiences, about friends, and animals.
 3. Third meeting: the students’ trying to do writing based on the topic showed.
 4. Four meeting: the researcher and students review their writing result, and evaluated students writing skill.
- 3) *The post-test*

The way to carry out a posttest is that the researcher provides a topic that discussed, for example a topic about an unforgettable experience, Ambitions, Fake friends, Palestine, Animals, and then the researcher ask the students to write based on topic. From the students writing the researcher will assess several aspects such as “vocabulary”.

F. Technique of Data Analysis

In quantitative research, data analysis techniques directed to answer the problem formulation has been determined. The way to analyze student response data is using Microsoft Excel. Caused the data was quantitative, then analyzes the data using statistical methods that have been available.²²

1. Descriptive Analysis

Method that serves to describe or give an overview of the object under study through data or samples that have been collected does not exist without doing analysis and making conclusions, this analysis focused on mean, standard deviation and some of any test before conducting infrential analysis.

²² Sugiyono, *Metodologi Penelitian Kuantitatif Kualitatif Dan R&D* (Bandung: Alfabeta, 2014), Cet Ke-4, P.243.

- a) Scoring the students' correct answer of pre-test and post-test by using formula :

$$\text{score} = \frac{\text{Student correct answer}}{\text{The total number of them}} \times 100$$

Data analysis used descriptive statistic, which describes the existing data to obtain fact from respondents, hence more easily to understand. The analysis used with descriptive statistic was done by collecting, compiling, presenting, and analyzing all data of all variables in terms of percentage, frequency distribution, histogram, diagram, graph, mean, mode, median, and standard deviation.

- b) Classifying the score students' classification as follow:

Table 3.2 Classification of Students' Writing Score

No	Scores	Classification
1	80-100	Very good
2	66-79	Good
3	56-65	Fair
4	40-55	Poor
5	<39	Very poor ²³

(Score: *Suharsimi Arikanto, 2013;281*)

- c) Percentage of students' reading score using the following formula:

$$P = \frac{F}{N} \times 100\%$$

Where:

P : Percentage

F : Frequency

N : Total Number of Students

²³ Suharsimi Arikunto, *Dasar Evaluasi Pendidikan, Edition of Revisi* (Cet. X, Jakarta: Bumi Aksara, 2011), p.245.

d) To find out the average score following formula :

$$\bar{x} = \frac{\sum x}{N}$$

Where :

\bar{x} : Mean Score

$\sum x$: The total number of the students score

N : The number of student

e) Calculating standard deviation of students' score in pre-test and post-test following formula:

$$S = \sqrt{\frac{SS}{N}}, \text{ where } SS = \sum X^2 - \frac{(\sum x)^2}{N}$$

Where : S : The standard Deviation

SS : The square root of the sum of square

$\sum X^2$: The sum of square

$(\sum x)^2$: Total square of the sum

N : Total number of student ²⁴

Standard deviation is used for measuring the mean score as valid as result data, which become generally score for representative the population average.

²⁴ Rukminingsi, et al. "Metode Penelitian Pendidikan Penelitian Kuantitatif, Penelitian Kualitatif, Penelitian Tindakan Kelas," (Yogyakarta: Erhaka Utama, 2020).

- f) The formula used in finding out the difference between students' score in pre-test and post-test following formula:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\left(\frac{SS_1 + SS_2}{n_1 + n_2 - 2}\right) \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

Where :

t	: Test of significance
\bar{x}_1	: Mean score of Pre Test
\bar{x}_2	: Mean score of Post Test
SS_1	: Sum square of Pre Test
SS_2	: Sum square of Post Test
n_1	: Number of students' of Pre Test
n_2	: Number of students' of Post Test
1	: Constant number
2	: Number of class ²⁵

T test become very essential test for comparing the two findings result data which has different category of sample and average result.

²⁵Nurvitasyasari, "The Use of Show and Tell (S&T) Method in Teaching Vocabulary at The Second Year Students' of Juniar High School (SMP) Negeri 4 Galesong Selatan Kabupaten Takalar," (Thesis, English Education Department, Makassar, 2017).

CHAPTER IV
FINDING AND DISCUSSION

A. Finding

**1. The Improvement of Students Ability in Writing by Using Discovery Model
Eleventh Grade Students at SMAN 6 Sidrap.**

After conducting the research, the researcher obtained two kind of data; the score of pre-test and post-test. Pre-test was given to students before being given treatment to determine students' writing skill and then given a post-test to determine students' writing skill after treatment. From the results of the post-test, it was aimed to find out that the use of Discovery Model in improving student writing skill in SMAN 6 Sidrap

a. Result of Pre Test

NO	NAME	SCORE	CATEGORY
1	Responden 1	77	Good
2	Responden 2	79	Good
3	Responden 3	80	Very Good
4	Responden 4	80	Very Good
5	Responden 5	80	Very Good
6	Responden 6	77	Good
7	Responden 7	80	Very Good
8	Responden 8	77	Good
9	Responden 9	78	Good
10	Responden 10	70	Good
11	Responden 11	70	Good
12	Responden 12	76	Good
13	Responden 13	75	Good
14	Responden 14	73	Good
15	Responden 15	75	Good
16	Responden 16	78	Good
17	Responden 17	79	Good

18	Responden 18	77	Good
19	Responden 19	72	Good
20	Responden 20	78	Good
21	Responden 21	75	Good
22	Responden 22	73	Good
23	Responden 23	77	Good
24	Responden 24	72	Good
25	Responden 25	76	Good
26	Responden 26	78	Good
27	Responden 27	75	Good
28	Responden 28	74	Good
29	Responden 29	77	Good
30	Responden 30	75	Good
AVERAGE		76.10	
SD		280	

The table above provides an illustration, namely, after a pre-test was carried out to test students' writing skills before being taught the discovery learning method, their scores were then categorized as stated in the table above.

Table 4.1 Result of pre test category

NO	Category Mastery	Pre-Test Result	
		Frequency	Percent
1	(Very Good) 80-100	4	14,00 %
2	(Good) 66-79	26	86,00 %
3	(Fair) 56-65	0	-
4	(Poor) 40-55	0	-
5	(Very Poor) <39	0	-
Total		30	100

According to the data above, the findings show that, students which get score in very good was 4 students which percentation of 14 % from 100%, while category of good was 26 students or 86 % from total students', while category of fair was 0 students from total students', while category of poor was 0 students from total students', while category of very poor was 0 students or 0% from total students'.

Based on the result above, the researcher is going to presented the descriptive statistic for the students discovery learning model in learning writing at SMAN 6 Sidrap explained below :

Table 4.2 Descriptive of pre test

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pre Test	30	70.00	80.00	76.1000	2.84484
Valid N (listwise)	30				

Sources : SPSS Windows 22

According to the data above, the students discovery learning model in learning writing at SMAN 6 Sidrap was category of good, which mean showed for 76 % or below of <KKM. The students' need to be more active in learning writing using discovery learning model to get improve for the next test in post test.

a. Result of Post Test

NO	NAME	SKOR POST TEST	CATEGORY
1	Responden 1	80	Very Good
2	Responden 2	85	Very Good
3	Responden 3	87	Very Good
4	Responden 4	85	Very Good
5	Responden 5	84	Very Good
6	Responden 6	82	Very Good
7	Responden 7	87	Very Good
8	Responden 8	82	Very Good
9	Responden 9	85	Very Good

10	Responden 10	80	Very Good
11	Responden 11	81	Very Good
12	Responden 12	80	Very Good
13	Responden 13	80	Very Good
14	Responden 14	82	Very Good
15	Responden 15	81	Very Good
16	Responden 16	83	Very Good
17	Responden 17	85	Very Good
18	Responden 18	82	Very Good
19	Responden 19	83	Very Good
20	Responden 20	84	Very Good
21	Responden 21	83	Very Good
22	Responden 22	84	Very Good
23	Responden 23	85	Very Good
24	Responden 24	83	Very Good
25	Responden 25	82	Very Good
26	Responden 26	84	Very Good
27	Responden 27	82	Very Good
28	Responden 28	80	Very Good
29	Responden 29	82	Very Good
30	Responden 30	85	Very Good
AVERAGE		82.93	
SD		200	

The table above provides an illustration, namely, after a post test was carried out to test students' writing skills after being taught the discovery learning method their scores were then categorized as stated in the table above.

Table 4.3. Result of post test category

NO	Category Mastery	Post-test Result	
		Frequency	Percent
1	(Very Good) 80-100	30	100 %
2	(Good) 66-79	0	-

3	(Fair) 56-65	0	-
4	(Poor) 40-55	0	-
5	(Very Poor) <39	0	-
Total		30	100

According to the data above, the finding show that, students which get score in very good was 30 students which presentation of 100 % from 100%, while category of good was 0 students from total students', while category of fair was 0 students from total students', while category of poor was 0 students or 0% from total students', while category of very poor was 0 students or 0% from total students'.

Based on the result above, the researcher is going to presented the descriptive statistic for the students discovery learning writing in learning writing at SMAN 6 Sidrap, explained below:

Table 4.4 Descriptive of post test

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Post Test	30	80.00	87.00	82.9333	2.03306
Valid N (listwise)	30				

According to the data above, the students discovery learning model in learning writing at SMAN 6 Sidrap was very good, which mean showed for 82 or above of >KKM. The teacher can used this learning model to give improvement in learning process.

b. Result of T Test

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
air 1	Post Test	-	2.32	.423	-	-	-16.129	29	.000
	Post Test	6.83333	.057	.68	7.69985	5.96682			

Based on the results of the analysis, it is obtained that the t-count value is 16,129 where to find out whether the t-count value is significant with a 95% or 0.05 confidence interval, it must be compared with the value in the t table. And to see the t table it must be based on (dk) or degrees of freedom (df) whose magnitude is n-1, in this case it means $30-1 = 29$. If you refer to the t table value of 1,699.

If the calculated t value was 16,129 and the t value from the table (t distribution table) was 1.699, then the researcher concluded that there is a significant difference between the two groups of data being compared.

2. Student's response after using discovery method eleventh grade at SMAN 6

Sidrap

No	Answer					TOTAL
	1	2	3	4	5	
1	2	2	2	3	3	12
2	1	2	2	3	3	11
3	2	2	2	3	3	12
4	2	3	2	3	2	12
5	2	2	2	3	2	11
6	2	2	2	2	3	11
7	2	2	2	3	2	11
8	1	2	2	3	3	11
9	2	2	1	3	3	11
10	2	2	2	3	3	12
11	1	1	1	3	3	9
12	2	2	2	3	4	13
13	2	2	2	4	3	13
14	2	1	2	4	3	12
15	2	2	2	3	3	12
16	2	2	2	3	2	11
17	2	2	2	2	2	10
18	2	2	2	3	3	12
19	1	2	2	3	4	12
20	2	2	2	3	2	11
21	1	2	2	4	4	13
22	2	1	2	3	2	10
23	2	2	1	4	2	11
24	2	2	2	3	4	13
25	1	2	2	2	4	11
26	1	2	2	3	3	11
27	2	2	2	3	4	13
28	2	2	2	4	4	14
29	2	2	2	3	4	13
30	2	1	2	4	3	12

Based on the table above regarding how students respond after using the discovery learning model, results from questions are obtained. Does the discovery learning model make me active in learning writing? Most students answered (2) or "agree" that the discovery learning model truly makes them active in learning writing. Then, does the discovery learning model in learning make lessons more enjoyable? The second question also receives positive responses from students because almost all students agree, and some even strongly agree that using the discovery learning model in learning writing is very enjoyable. Moving on to the next question, can the implementation of the discovery learning model improve the quality of my writing? From the responses of students who answered (2) or "agree" and (1) "strongly agree," it is concluded that the discovery learning model in learning writing can effectively improve students' writing quality.

Regarding the question, does the discovery learning model make me less skilled in learning writing? From students' responses, the conclusion is drawn that almost all students say "disagree" and even "strongly disagree" if the discovery learning model makes them less skilled in learning. Next, regarding the question, do I understand the writing material less when using discovery learning? From students' responses, it can be concluded that they disagree and strongly disagree if they are said to understand the writing material less when using the discovery learning model. In conclusion, based on the data obtained in the field, positive responses are obtained from students, and it is proven that using the discovery learning model in learning writing is very effective in improving students' writing abilities, especially for SMAN 6 Sidrap students.

NO	SCALE	1	2	3	4	5
1	Strongly Agree	8	8	8	0	0
2	Agree	92	85	88	42	54
3	Neutral	0	0	0	0	0
4	Disagree	0	8	4	58	46
5	Totally Disagree	0	0	0	0	0

In the table above, 1-5: These numbers indicate the response choices or scores given by respondents based on the level of agreement/disagreement on that scale. For example, in the "Strongly Agree" row, there is a value of 8 in columns 1, 2, and 3, while columns 4 and 5 have a value of 0, indicating that the majority of respondents strongly agree with that statement.

In the "Agree" row, there are different values in each column, reflecting varying levels of agreement among respondents. The "Neutral" row indicates that no respondents gave a score in that column, or it can also be interpreted as no responses indicating a level of agreement or disagreement. In the "Disagree" row, there is a variation in scores indicating the level of disagreement among respondents with that statement. The "Strongly Disagree" row indicates that the majority of respondents strongly disagree with that statement.

This table can provide an overview of the extent to which respondents agree or disagree with a specific statement or topic. The total scores in each column can be used to calculate averages, compare agreement levels between categories, or perform other statistical analyses to gain further insights.

NO	SCALE	1	2	3	4	5
1	Strongly Agree	2	2	2	0	0
2	Agree	24	22	23	11	14
3	Neutral	0	0	0	0	0
4	Disagree	0	2	1	15	12
5	Totally Disagree	0	0	0	0	0

This table depicts the results of a survey or assessment using a scale of 1 to 5, where:

- 1: Strongly Agree
- 2: Agree
- 3: Neutral
- 4: Disagree
- 5: Strongly Disagree

The "NO" column indicates the number or identification for each question or statement being assessed. The "SCALE" column provides a brief description of the level of agreement or disagreement being measured. The following columns show the number of respondents who provided ratings on each scale (1-5) for each question or statement. For example, for question number 2, 24 respondents gave a rating of "Agree" with a score of 1, 22 respondents with a score of 2, 23 respondents with a score of 3, 11 respondents with a score of 4, and 14 respondents with a score of 5.

Table Deskriptif Angket

		Statistics					
		1	2	3	4	5	Total
N	Valid	26	26	26	26	26	26
	Missing	0	0	0	0	0	0

As the conclusion this table provides an overview of the distribution of responses to a question or statement. The majority of respondents (92.3%) agree, while a small portion (7.7%) strongly agree..

B. Discussion

1. The improvement of students ability in writing using discovery method eleventh grade students at SMAN 6 Sidrap

The improvement of student's ability in writing using discovery method eleventh grade students at SMAN 6 Sidrap. Shows a noticeable change, as seen from the following data: The students' ability in writing using discovery, was categorized as very good, which means it scored 87.00 or above, surpassing the Standard Accumulation Score (>KKM). The analysis obtain t-value of $16,129 > 1.699$. This indicates a significant improvement in student's ability in writing using discovery method eleventh grade students at SMAN 6 Sidrap. This research aimed to evaluate the effectiveness of using discovery method in enhancing student's ability in writing. The research results indicate that after using discovery method, student's ability in writing showed a significant improvement at SMAN 6 Sidrap.

Discovery learning is one of Jerome Brunner's very influential cognitive instructional models. According to Brunner, discovery learning corresponds to the active search for knowledge by humans and automatically produces good results. Making your own efforts to find solutions to problems and the knowledge that accompanies them will produce meaningful knowledge.²⁶

Discovery is a mental process where students are able to assimilate a concept or principle. The mental processes in question include: observing, digesting, understanding, classifying, making guesses, explaining, measuring, making

²⁶ Heinz Neber. "Discovery Learning" Encyclopedia of the Sciences of Learning, ed. Seel.N. (New York: Springer Science & Business Media,2012).

conclusions and so on. With this technique, students are left to discover for themselves or experience their own mental processes, the teacher only guides and gives instructions. Thus, discovery learning is learning that involves students in the process of mental activity through exchanging opinions, discussing, reading for themselves and trying for themselves, so that children can learn on their own.²⁷

From the definition above, it can be concluded that the learning model is a form of teacher strategy that is used as a guide in the learning process by taking into account the character of the subject content, teacher competence and student conditions. This is done to lead students to changes in competence consisting of cognitive, affective and psychomotor aspects.

According to Wilcox, in discovery learning, students are encouraged to learn largely through their own active involvement with concepts and principles, and teachers encourage students to have experience. and conduct experiments that allow them to discover principles for themselves.²⁸ The correlation between the results of this research and Wilcox's theory is that students' efforts to find a problem for themselves in a topic will certainly help students have new experiences so that they have the potential to improve students' writing abilities..

According to Bell, discovery learning is learning that occurs as a result of students manipulating, structuring and transforming information in such a way as to discover new information. In discovery learning, students can make estimates (conjectures), formulate a hypothesis and find the truth using an inductive or deductive process, make observations and make extrapolations. Discovery learning is

²⁷ Jerome Brunne, "Discovery Learning Model as the Theoretical Basis of Light Bounces Lesson," 2009. P. 32.

²⁸ M. Hosnan, Pendekatan Saintifik dan Kontekstual dalam Pembelajaran Abad 21; Kunci Sukses Implementasi Kurikulum 2013, (Bogor: Ghalia Idonesia, 2016) hlm. 281.

one of the learning methods used in the modern constructivist approach. In discovery learning, students are encouraged to learn on their own through active involvement with learning concepts and principles.²⁹ The correlation between Bell's theory and this research lies in students' enthusiasm and efforts to connect various information that students find, through experimental and exploration activities so that students' responses are very positive using the discovery learning model.

Discovery learning is a model for developing active ways of learning for students by discovering for themselves, investigating for themselves, so that the results obtained will be loyal and long-lasting in memory, and will not be easily forgotten by students. By learning discovery, children can also learn to think analytically and try to solve the problems they are facing themselves.

At the beginning of the meeting I gave the students a theme, namely unforgettable memories, then the students started to write about that theme. I saw that the students started to get confused in writing after that the students could only write a few sentences in their writing. After seeing their writing, there were many wrong vocabulary words in their writing. At the next meeting I explained the good use of vocabulary in writing. I also provide stimulus to students to stimulate students to write and be able to develop the ideas given, namely I tell unforgettable memories from high school until now. First of all, I tell the atmosphere when I entered school, how to teach teachers when I was at school because there are many new teachers now. who attended this school and what memories were bad and good memories at school. So I provide a way to avoid getting stuck in writing, namely by brain storming where we first determine the sub-topics within a given theme, for example

²⁹ Trianto dan Sunardi, *Model-model Pembelajaran Inovatif Berorientasi Konstruktivistik*, (Surabaya: Prestasi Pustaka Publisher, 2007), hlm.42.

the topic about love. I ask students to mention anything related to love, some mention heartache, sweet promises, cheating, the beginning of meeting with his girlfriend, the reason for breaking up. At the third meeting I started giving themes and divided them into 3 groups. Each group had to choose 3 different themes such as dreams, idols and sports. Each student had to take a different topic. For example, group one took the theme of dreams, so each student had to write down their dreams after graduating from high school.

The researcher also explained more the correlation between this research and previous research, First research is conducted from Nurpahmi which the title “The Use of Discovery Learning Method In Writing Descriptive Text at Eleventh Grade Of SMAN Negeri 8 Pinrang (A Pre Experimental Research)” The research findings indicated that the use of Discovery Learning Method could improve the students’ writing skill in descriptive text. It was proved by the students’ mean score in pre-test was and in post-test was . The findings of this research shows that the value of t-test in the post test is higher than t-table . It means that there was significant difference of the students’ writing skill in descriptive text before and after being taught using Discovery Learning Method at the eleventh grade students of SMAN Negeri 8 Pinrang.³⁰

Second research is from Nur Inna Annisa which the title “The Use of Discovery Method to Improve Students’ Writing on Descriptive Text”. The result showed that there were significance difference on the students’ writing descriptive text in terms of content and organization taught with Discovery Method. The students’ mean score of content was in pre-test to be in post-test. Then, the students’ mean score of

³⁰ Nurpahmi, “The Use of Discovery Learning Method In Writing Descriptive Text at Eleventh Grade Of SMA Negeri 8 Pinrang (A Pre Experimental Research)” (Thesis English Education Departement: Makassar, 2010).

organization was in pre-test to be in post-test. The study concluded that teaching writing by using Discovery Method increased the students' ability to write descriptive text at the Tenth Grade of SMAN 1 Sungguminasa.³¹

Third research is from Desti Zahra S which the title "The Influence Of Using Discovery Learning Model Towards Students' Writing Ability In Descriptive Text At The First Semester Of The Tenth Grade Of Sma Muhammadiyah 2 Bandar Lampung. The result of the analyzing the data by using SPSS was Sig. (2-tailed) of the equal variance assumed was . Then the result was consulted to the level significance. While H_a is accepted if Sig. (pvalue) $< \alpha =$ and H_o is accepted if Sig. (pvalue) $> \alpha =$. So, H_a was accepted. In other words, it could be concluded that is significant influence of using Discovery Learning Model towards students writing ability in descriptive text at the first semester of the tenth grade of SMA Muhammadiyah 2 Bandar Lampung .³²

The improvement of students ability in writing using discovery method eleventh grade students at SMA 6 Sidrap is supported by various theories that highlight the importance of learning writing and its impact on students' writing ability. Some theories that may support the mentioned approach include: Constructivism Theory: This theory emphasizes that students construct their own knowledge through active learning experiences. In the context of writing, a constructivist approach may focus on student learning through exploration, experimentation, and reflection to understand writing concepts more deeply.

³¹ Annisa Nur Inna, "The Use of Discovery Method to Improve Students' Writing on Descriptive Text" (Thesis English Education Departement: Makassar, 2009).

³² Desti Zahra S, "The Influence Of Using Discovery Learning Model Towards Students' Writing Ability in Descriptive Text at the First Semester of the Tenth Grade of SMA Muhammadiyah 2 Bandar Lampung in the Academic Year 2018/2019" (Thesis English Education Study Program: Lampung, 2009).

Cognitive Development Learning Theory: Proposed by Jean Piaget, this theory emphasizes the importance of stages in students' cognitive development. The implementation of a discovery learning model may be designed to align with the cognitive development stages of high school students to help them better understand and internalize writing concepts.

Social Learning Theory: Developed by Albert Bandura, this theory emphasizes the crucial role of social interaction in learning. In the context of writing, a discovery learning model may involve collaboration and discussion among students, enabling them to learn from each other through their social experiences. Problem-Based Learning Theory: This theory suggests that learning becomes more meaningful when students are faced with real problems. Using a discovery learning model, students may be assigned challenging and meaningful writing tasks, allowing them to develop their writing skills through concrete problem-solving.

Social Cognitive Theory: Also developed by Albert Bandura, this theory highlights the important role of modeling and imitation in learning. By applying the discovery learning model, students can be provided with examples or guidance to enhance their writing skills."

2. Student's response after using discovery method eleventh grade at SMA 6 Sidrap.

The students' responses were analyzed using a questionnaire consisting of 5 short questions to assess whether the students had a positive or negative response. These questions were formulated in the form of a questionnaire and distributed to all students after being taught the discovery method in writing. The obtained results are as follows:

Regarding how students responded after using the discovery learning model, the question "Does the discovery learning model make me active in writing learning?" yielded responses from most students, with (2) or "agree" being the common answer, indicating that the discovery learning model indeed makes them active in learning to write. Next, the question "Does the discovery learning model make lessons more enjoyable?" also received positive responses from students. Almost all students agreed, and some even strongly agreed that using the discovery learning model in learning writing is very enjoyable.

Moving on to the question "Can the implementation of the discovery learning model improve the quality of my writing?" The responses from students who answered (2) or "agree" and (1) "strongly agree" indicated that the discovery learning model in learning writing can effectively enhance the quality of students' writing. Concerning the question "Does the discovery learning model make me less skilled in writing learning?" Conclusions drawn from student responses indicated that almost all students disagreed and even strongly disagreed that the discovery learning model makes them less skilled in learning to write.

Finally, regarding the question "Do I have less understanding of the writing material when using discovery learning?" The results from student responses indicated that they disagreed and strongly disagreed if they were considered to have less understanding of writing materials when using the discovery learning model. In conclusion, based on the data obtained in the field, positive responses were received from the students. It is evident that using the discovery learning model in learning writing is highly effective in improving the writing skills of students, particularly those in SMAN 6 Sidrap.

CHAPTER V

CLOSING

A. Conclusion

1. The improvement of students ability in writing using discovery method eleventh grade students at SMAN 6 Sidrap. showed the students' the result data that obtain t-value of $16,129 > 1.699$. This indicates a significant improvement in student's ability in writing using discovery method eleventh grade students at SMAN 6 Sidrap.
2. Student's response after using discovery method eleventh grade at SMAN 6 Sidrap. The results from student responses indicated that they disagreed and strongly disagreed if they were considered to have less understanding of writing materials when using the discovery learning model. In conclusion, based on the data obtained in the field, positive responses were received from the students. It is evident that using the discovery learning model in learning writing is highly effective in improving the writing skills of students, particularly those in SMAN 6 Sidrap.

B. Suggestion

Based on the data above, the suggestion offer to:

1. The Teacher
The teacher is suggested to do more teaching by exploit some of the strategy on how the students get the materials easily.
2. The Next Researcher
Next researcher is suggested to do more research which may develop the using of discovery learning model in scope of research.

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APPENDICES



Appendix 01 : Instrument

	KEMENTERIAN AGAMA REPUBLIK INDONESIA INSTITUT AGAMA ISLAM NEGERI PAREPARE FAKULTAS TARBIYAH Jl. Amal Bakti No.8 Soreang 91131 Telp.(0421) 21307
	VALIDASI INSTRUMEN PENELITIAN

Name of the Student : **MUH. LUTHFI**

The Title of Thesis : **Discovery Learning Method in Learning Writing at Eleventh Grade Students' of SMAN 6 SIDRAP**

Student Reg. Number : **19.1300.079**

Faculty : **Tarbiyah**

Study Program : **English Education Program**

PRE TEST AND POST TEST

Listen to the researcher's commands. Then write a paragraph about the requested topic (Unforgettable experiences (**Chased by Dog**), Bestfriend (**My Friend Adri**), Dream (**Be a Police**), Sport (**Football**), Idol (**Taehyung**), Family (**My Mother**))

Notice the example below.

Chased by dog

One sunny afternoon, as I was exploring a quaint village in the countryside, I stumbled upon a hidden path that led me into a dense forest.

Lost in the beauty of nature, I ventured deeper, oblivious to the fact that I had strayed from the main trail. Suddenly, a ferocious growl shattered the tranquility, and I turned to see a large, menacing dog bounding towards me. My heart raced, and I sprinted as fast as I could, adrenaline coursing through my veins. The chase seemed endless, but I finally found a safe haven in an old, gnarled tree. It was an unforgettable experience, a thrilling mix of fear and excitement, and it taught me to appreciate the importance of adventure and the unexpected in life.

That heart-pounding encounter with the relentless pursuit of the dog served as a vivid reminder that sometimes, life's most memorable experiences emerge from the most unexpected moments.

Football

Football, also known as soccer in some parts of the world, stands as the world's most popular and widely played sport. Its universal appeal transcends cultural and geographical boundaries, bringing people together through a shared passion for the beautiful game. From the roaring crowds in massive stadiums to children kicking a ball in the streets, football has the power to unite and ignite a sense of camaraderie.

The essence of football lies not only in the thrill of goals and victories but also in the values it instills. Teamwork, discipline, and perseverance are fundamental principles that players learn on the pitch, which extend beyond the game into everyday life. The sport's ability to foster friendship and understanding makes it a powerful tool for promoting social cohesion. Whether in a local park or on the grand stage of international competitions, football has the capacity to inspire and create lasting memories for players

and fans alike. As a global phenomenon, football serves as a testament to the universal language that transcends barriers, fostering a sense of unity and belonging among diverse communities worldwide.

Becoming a Police Officer

Embarking on the journey to become a police officer is a decision that requires dedication, courage, and a deep sense of responsibility. The role of a police officer extends far beyond the conventional perception of enforcing laws and maintaining order; it involves safeguarding the community, upholding justice, and fostering a sense of security among the citizens. The process of becoming a police officer typically involves rigorous training, both physically and mentally, to prepare individuals for the challenges they may face on the job. Aspiring officers undergo comprehensive education on criminal law, investigative techniques, and community relations, equipping them with the knowledge and skills necessary to make split-second decisions in high-pressure situations. Beyond the formal training, aspiring officers must also cultivate qualities such as empathy, communication, and problem-solving, as they are crucial in establishing trust and positive relationships within the communities they serve.

Moreover, the journey to become a police officer is often fueled by a genuine desire to contribute to society and make a positive impact. Many individuals are drawn to this profession because they aspire to create safer and more secure environments for their fellow citizens. The commitment to public service is a fundamental aspect of being a police officer, and it requires a strong sense of duty and integrity. While the profession is undeniably demanding, the satisfaction of knowing that one plays a vital role

in ensuring the well-being of others can be immensely rewarding. In essence, becoming a police officer is not just a career choice; it is a commitment to serve and protect, fostering a safer and more harmonious society for everyone.

My Best Friend Adri

Adri, a petite and vivacious friend, had a heart as vast as the ocean. Despite her diminutive stature, she possessed an unwavering courage and an infectious enthusiasm that captivated everyone around her. Adri's infectious laughter filled the air whenever we embarked on our adventures together, from exploring hidden forest trails to braving roller coasters at the amusement park. Her small frame held a reservoir of strength, and her friendship was a treasure beyond measure.

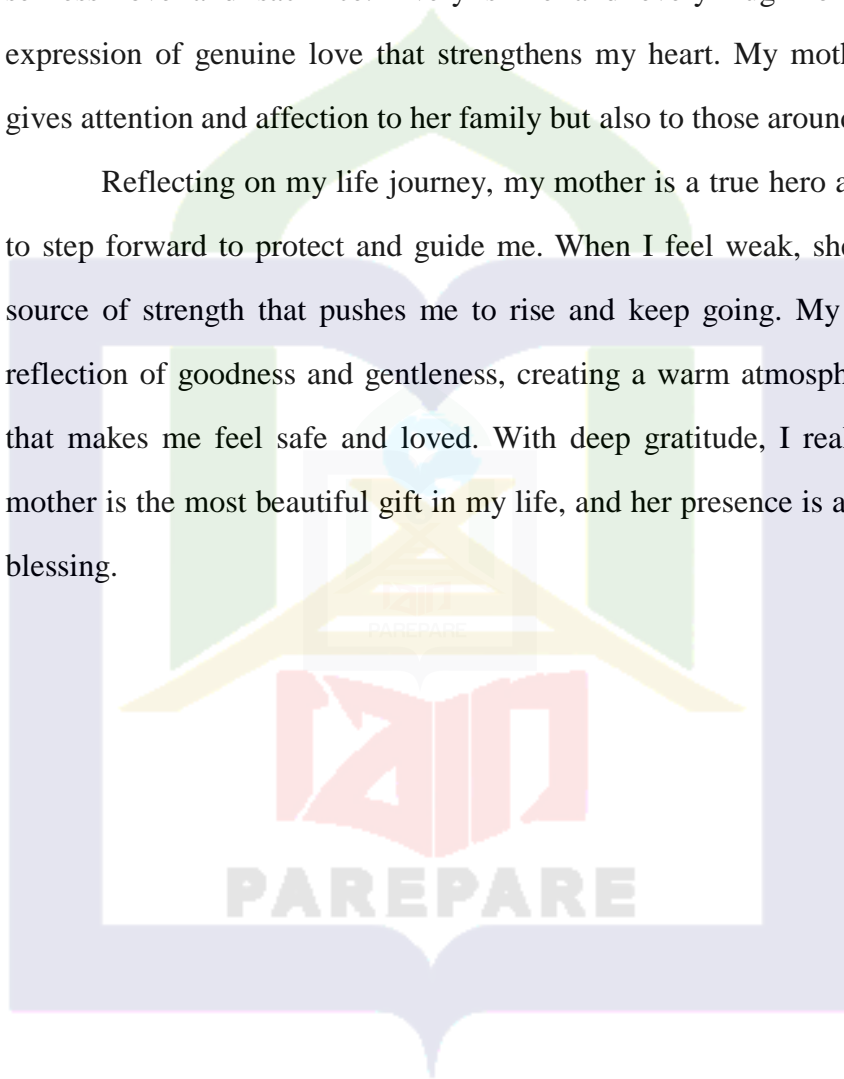
Our bond with Adri transcended her size, as she proved that the most remarkable qualities often came in the smallest packages. Her unwavering support, boundless kindness, and unwavering loyalty made her a true giant in our hearts. In the grand tapestry of our lives, Adri was the tiny but essential thread that added color, warmth, and a unique charm, making her a cherished friend indeed.

My Mother: The Source of Inspiration and Strength

My mother is a figure that never fades with time, being the source of inspiration and strength throughout my life. She is not just a mother but also a loyal friend who always supports and understands every twist and turn of my life journey. Her joyfulness is like the sunshine that brightens my days, bringing warmth to every moment. There are no words that can fully describe how precious her presence is to my family.

As time passes, my mother has imparted so many noble values and life wisdom. Discipline, honesty, and hard work are just a few of the valuable lessons she has instilled in me. She has also taught the true meaning of selfless love and sacrifice. Every smile and every hug from her is an expression of genuine love that strengthens my heart. My mother not only gives attention and affection to her family but also to those around her.

Reflecting on my life journey, my mother is a true hero always ready to step forward to protect and guide me. When I feel weak, she becomes a source of strength that pushes me to rise and keep going. My mother is a reflection of goodness and gentleness, creating a warm atmosphere at home that makes me feel safe and loved. With deep gratitude, I realize that my mother is the most beautiful gift in my life, and her presence is an invaluable blessing.

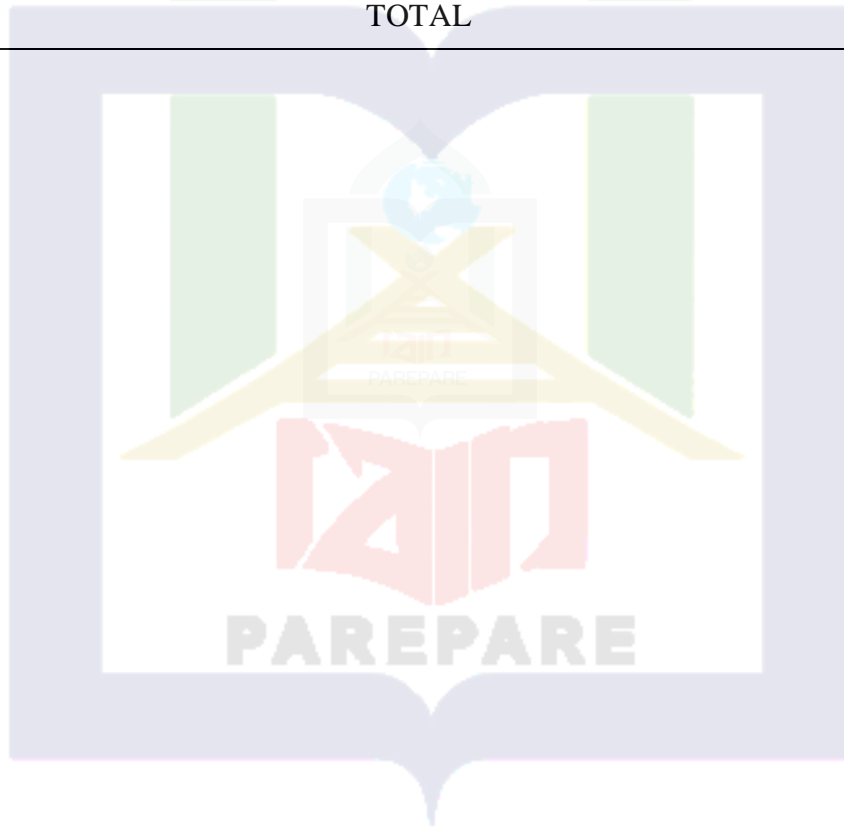


Draf Pertanyaan Angket

1. Model discover learning membuat saya aktif dalam pembelajaran writing
2. Model discovery learning dalam pembelajaran membuat pelajaran semakin menyenangkan
2. Model discovery learning dalam pembelajaran membuat pelajaran semakin menyenangkan
3. Dengan diterapkannya model discovery learning dapat meningkatkan kualitas writing saya
4. Model discovery learning membuat saya kurang terampil dalam pembelajaran writing
5. Saya kurang mengerti materi writing pembelajaran saat menggunakan discovery learning

No	Nama	Jawaban					TOTAL
		1	2	3	4	5	
1	Responden 1	4	4	4	2	2	16
2	Responden 2	4	4	4	4	4	20
3	Responden 3	4	4	4	2	2	16
4	Responden 4	4	2	4	2	4	16
5	Responden 5	4	4	4	4	2	18
6	Responden 6	4	4	4	4	2	18
7	Responden 7	4	4	4	2	4	18
8	Responden 8	4	4	4	4	4	20
9	Responden 9	5	5	4	4	2	20
10	Responden 10	4	4	4	2	2	16
11	Responden 11	5	5	5	2	2	19
12	Responden 12	4	4	4	2	4	18
13	Responden 13	4	4	4	4	2	18
14	Responden 14	4	4	4	2	4	18
15	Responden 15	4	4	4	2	2	16
16	Responden 16	4	4	4	2	4	18
17	Responden 17	4	4	4	4	4	20
18	Responden 18	4	4	4	2	2	16
19	Responden 19	4	4	4	2	4	18

20	Responden 20	4	4	4	2	4	18
21	Responden 21	4	2	2	4	4	16
22	Responden 22	4	4	4	4	2	18
23	Responden 23	4	4	4	4	2	18
24	Responden 24	4	4	4	2	4	18
25	Responden 25	4	4	5	2	4	19
26	Responden 26	4	4	4	4	4	20
27	Responden 27	4	5	4	2	4	19
28	Responden 28	5	4	2	4	4	19
29	Responden 29	4	4	4	2	4	18
30	Responden 30	4	4	2	4	5	20
TOTAL							542



Lesson plan :**Rencana Pelaksanaan****Pembelajaran****RPP**

Sekolah : SMAN 6 SIDRAP

Kelas/ Semester : XI/2

Mata Pelajaran : Bahasa Inggris

Jurusan : XI MIPA 2

Materi Pokok : Memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal (*Descriptive Text*)

Alokasi Waktu : 2 x 45 menit (1 x pertemuan)

A. Kompetensi Inti :

KI 1: Menghayati dan mengamalkan ajaran agama yang dianutnya

KI 2: Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia

KI 3: Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai

dengan bakat dan minatnya untuk memecahkan masalah.

KI 4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidahkeilmuan.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar Pengetahuan	Kompetensi Dasar Keterampilan
<p>3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana, sesuai dengan konteks penggunaannya</p>	<p>4.4 teks deskriptif</p> <p>4.4.1 menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif, lisan dan tulis, pendek dan sederhana terkait tempat wisata dan bangunan bersejarah terkenal</p> <p>4.4.2 menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>
IPK Pengetahuan	IPK Keterampilan

<p>3.3.1 Mengidentifikasi struktur teks dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana sesuai dengan konteks penggunaannya.</p>	<p>4.3.1 Merespon teks deskriptif lisan dan tulis sederhana terkait tempat wisata dan bangunan bersejarah terkenal.</p> <p>4.3.1 Menyusun teks deskriptif sederhana terkait tempat wisata dan bangunan bersejarah terkenal.</p> <p>4.3.2 Mendemonstrasikan teks deskriptif terkait tempat wisata dan bangunan</p>
<p>3.3.2 Menyebutkan fungsi social beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana.</p>	<p>bersejarah terkenal.</p>

C. Tujuan Pembelajaran

Dengan kegiatan diskusi dan tanya jawab pada materi descriptive text, peserta didik diharapkan minimal (75%) mampu:

1. Mengidentifikasi struktur teks dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana melalui diskusi dengan baik dan benar.
2. Menyebutkan fungsi social beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana melalui diskusi dengan baik dan benar.

3. Merespon teks deskriptif lisan dan tulis sederhana terkait tempat wisata dan bangunan bersejarah terkenal melalui diskusi dengan benar.
4. Menyusun teks deskriptif sederhana terkait tempat wisata dan bangunan bersejarah terkenal melalui diskusi dengan baik dan benar.
5. Mendemonstrasikan teks deskriptif terkait tempat wisata dan bangunan bersejarah terkenal melalui practice dengan baik dan benar.

D. Materi Pembelajaran

➤ Fungsi sosial

Membanggakan, menjual, mengenalkan, mengidentifikasi, mengkritik, dsb.

➤ Struktur text

Dapat mencakup

- Identifikasi (nama keseluruhan dan bagian)
- Sifat (ukuran, warna, jumlah, bentuk, dsb.)
- Fungsi, manfaat, tindakan, kebiasaan.

➤ Unsur kebahasaan

- Kosakata dan istilah terkait dengan tempat wisata dan bangunan bersejarah terkenal
- Adverbial terkait sifat seperti *quite, very, extremely*, dst.
- Kalimat deklaratif dan interogatif dalam tense yang benar
- Nomina singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their*, dsb.
- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan.

➤ Topik

Deskripsi tempat wisata dan bangunan bersejarah yang dapat menumbuhkan perilaku yang termuat di KI.

E. Metode Pembelajaran

Pendekatan :

Scientific Approach Model

: Scientific

General

Metode : Diskusi, tanya jawab dan wawancara.

F. Media dan Alat Pembelajaran

1. Media

- ❖ Slide Power point tentang materi deskriptif teks sederhana.
- ❖ Gambar tentang tempat wisata

2. Alat

- ❖ Papan tulis & Spidol
- ❖ Laptop

3. Bahan

- ❖ Worksheet atau lembar kerja (siswa)
- ❖ Lembar penilaian

G. Sumber Pembelajaran

- ❖ Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris Kelas X, Kemendikbud, Revisi Tahun 2017
- ❖ LKS Bahasa Inggris untuk kelas X semester ganjil
- ❖ Kamus Bahasa Inggris
- ❖ www.britishcourse.com/descriptive-text-definition-purpose-structures-language-features-php

H. Langkah – langkah Pembelajaran

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan <i>(Pre-Activity)</i>	<p>Guru</p> <p>Orientasi</p> <ul style="list-style-type: none"> ❖ Guru masuk kelas dan menyapa siswa dan berdoa untuk memulai pembelajaran ❖ Guru memeriksa kehadiran siswa pada hari ini ❖ Menstimulus atau mengarahkan siswa supaya mereka fokus pada materi yang akan dibahas terkait pendapat dan pikiran <p>Apersepsi</p> <ul style="list-style-type: none"> ❖ Mereview pembelajaran yang telah dilakukan tentang materi expression intention serta mengaitkan pada pembelajaran selanjutnya tentang pendapat dan pikiran ❖ Mengajukan beberapa 	10 menit

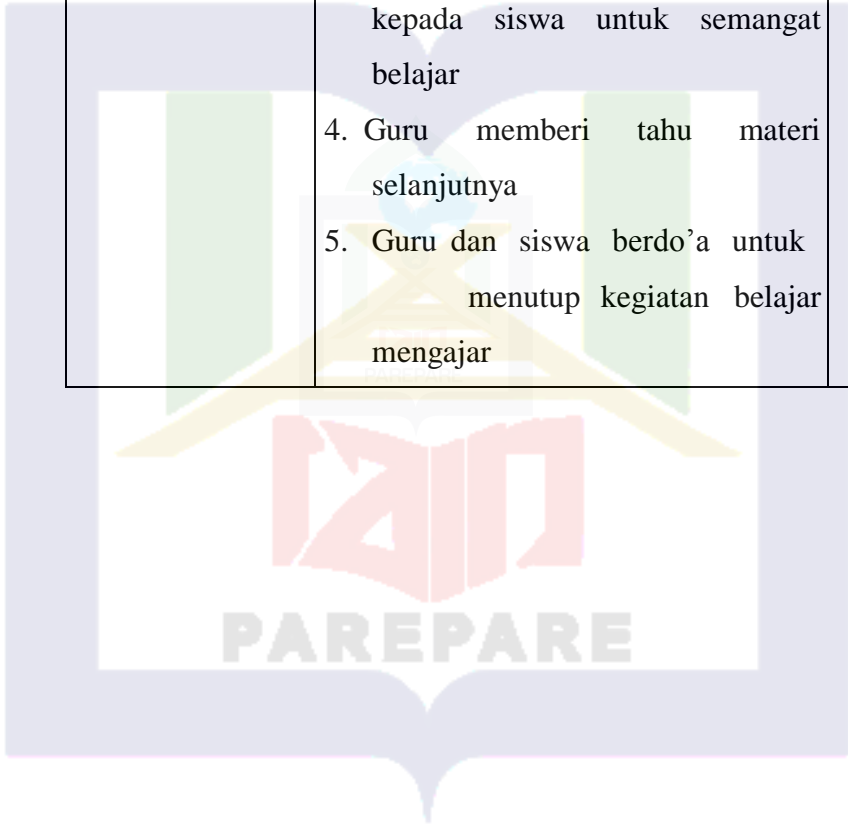
	<p>pertanyaan mengenai teks deskriptif</p> <p>Motivasi</p> <ul style="list-style-type: none"> ❖ Guru memberikan gambaran berupa manfaat dari materi teks deskriptif dalam kehidupan sehari-hari ❖ Menyampaikan tujuan pembelajaran mengenai teks deskriptif pada pertemuan hari ini <p>Pemberian Acuan</p> <ul style="list-style-type: none"> ❖ Menjelaskan materi teks deskriptif yang akan di bahas pada pertemuan ini ❖ Pembagian kelompok belajar untuk materi teks deskriptif ❖ Menjelaskan langkah-langkah pembelajaran yang sesuai terkait teks deskriptif 	
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<p>Kegiatan Inti (<i>Main Activity</i>)</p>	<p>Kegiatan Literasi (Mengamati) Guru memberikan rangsangan kepada siswa untuk memperhatikan Slide PPT dan dilanjutkan dengan gambar terkait teks deskriptif dengan cara mengamati, mendengar, membaca, dan menyimak yang terdapat pada slide PPT gambar yang ditampilkan</p> <p>Critical Thinking (Berpikir Kritis) / Menanya</p>	<p>70 menit</p>
	<ol style="list-style-type: none"> 1. Guru memberikan kesempatan pada siswa untuk mengidentifikasi pertanyaan pada gambar yang disajikan pada PPT terkait teks deskriptif. 2. Pertanyaan berupa materi terkait teks deskriptif yang belum dipahami dari apa yang diamati untuk mengembangkan rasa ingin tahu agar membangun pikiran yang kritis <p>Kegiatan Literasi (Pengumpulan Data) / Mengexplorasi Mengumpulkan</p>	


	<p>informasi untuk menjawab pertanyaan yang telah diidentifikasi dengan kegiatan :</p> <ol style="list-style-type: none"> 1. Mengamati objek terkait teks deskriptif melalui slide PPT dan gambar yang ditampilkan 2. Membaca buku pegangan terkait teks deskriptif untuk memahami situasi yang dapat memunculkan pendapat dan pikiran tentang teks deskriptif. 3. Menyusun daftar pertanyaan berkaitan teks deskriptif yang belum dipahami untuk ditanyakan kepada guru 4. Mengajukan pertanyaan yang telah disusun sebelumnya kepada narasumber/guru 	
	<p>Collaboration / Kerjasama (Mengasosisasi)</p> <ol style="list-style-type: none"> 1. Guru membentuk siswa berkelompok untuk mendiskusikan bersama mengenai materi teks deskriptif. 2. Guru meminta siswa untuk mencatat informasi terkait teks deskriptif yang telah didapat baik dari slide PPT, buku 	

	<p>pegangan, dan penjelasan dari guru dengan tulisan yang rapi di buku dan menggunakan bahasa indonesia yang baik dan benar</p> <p>3. Guru meminta siswa untuk membuat teks deskriptif sederhana.</p> <p style="text-align: center;">Communication (Generalization) / Mengkomunikasi</p> <p>1. Guru meminta siswa menyampaikan apa yang telah di dapatkan pada materi teks deskriptif dari hasil diskusi dari kelompoknya dengan menggunakan bahasa Inggris dan menyampaikan hasil teks deskriptif.</p> <p>2. Guru meminta siswa untuk menyimpulkan point – point materi teks deskriptif</p>	
an	Kegiat 1. Guru dan siswa mereview atau	10 enit

<p>Penutup (<i>Post Activity</i>)</p>	<p>merefleksi kembali materi yang telah dijelaskan terkait teks deskriptif.</p> <p>2. Guru memberikan sebuah tugas terkait teks deskriptif kepada siswa untuk dikerjakan secara individu dan dibahas dipertemuan selanjutnya</p> <p>3. Guru memberikan motivasi kepada siswa untuk semangat belajar</p> <p>4. Guru memberi tahu materi selanjutnya</p> <p>5. Guru dan siswa berdo'a untuk menutup kegiatan belajar mengajar</p>	
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Appendix 02 : Administration


**KEPUTUSAN
DEKAN FAKULTAS TARBİYAH
NOMOR : 2711 TAHUN 2022
TENTANG
PENETAPAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBİYAH
INSTITUT AGAMA ISLAM NEGERI PAREPARE**

DEKAN FAKULTAS TARBİYAH

Menimbang : a. Bahwa untuk menjamin kualitas skripsi mahasiswa Fakultas Tarbiyah IAIN Parepare, maka dipandang perlu penetapan pembimbing skripsi mahasiswa tahun 2022;
b. Bahwa yang tersebut namanya dalam surat keputusan ini dipandang cakap dan mampu untuk diserahi tugas sebagai pembimbing skripsi mahasiswa.

Mengingat : 1. Undang-undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 12 Tahun 2005 tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012 tentang Pendidikan Tinggi;
4. Peraturan Pemerintah RI Nomor 17 Tahun 2010 tentang Pengelolaan dan Penyelenggaraan Pendidikan;
5. Peraturan Pemerintah RI Nomor 13 Tahun 2015 tentang Perubahan Kedua atas Peraturan Pemerintah RI Nomor 19 Tahun 2005 tentang Standar Nasional Pendidikan;
6. Peraturan Presiden RI Nomor 29 Tahun 2018 tentang Institut Agama Islam Negeri Parepare;
7. Keputusan Menteri Agama Nomor 394 Tahun 2003 tentang Pembukaan Program Studi;
8. Keputusan Menteri Agama Nomor 387 Tahun 2004 tentang Petunjuk Pelaksanaan Pembukaan Program Studi pada Perguruan Tinggi Agama Islam;
9. Peraturan Menteri Agama Nomor 35 Tahun 2018 tentang Organisasi dan Tata Kerja IAIN Parepare;
10. Peraturan Menteri Agama Nomor 16 Tahun 2019 tentang Statuta Institut Agama Islam Negeri Parepare.

Memperhatikan : a. Surat Pengesahan Daftar Isian Pelaksanaan Anggaran Petikan Nomor: SP DIPA-025.04.2.307381/2022, tanggal 17 November 2021 tentang DIPA IAIN Parepare Tahun Anggaran 2022;
b. Surat Keputusan Rektor Institut Agama Islam Negeri Parepare Nomor: 494 Tahun 2022, tanggal 31 Maret 2022 tentang Pembimbing Skripsi Mahasiswa Fakultas Tarbiyah IAIN Parepare Tahun 2022.

MEMUTUSKAN

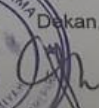
Menetapkan : **KEPUTUSAN DEKAN FAKULTAS TARBİYAH TENTANG PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBİYAH INSTITUT AGAMA ISLAM NEGERI PAREPARE TAHUN 2022;**


Kesatu : Menunjuk saudara; 1. Dr. Abd. Haris Sunubi, M.Pd.
2. Mujahidah, M.Pd.
Masing-masing sebagai pembimbing utama dan pendamping bagi mahasiswa :
Nama : Muh. Luthfi
NIM : 19.1300.079
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Discovery Learning Method In Teaching Writing At Second Grade Students of SMAN 6 Sidrap

Kedua : Tugas pembimbing utama dan pendamping adalah membimbing dan mengarahkan mahasiswa mulai pada penyusunan proposal penelitian sampai menjadi sebuah karya ilmiah yang berkualitas dalam bentuk skripsi;

Ketiga : Segala biaya akibat diterbitkannya surat keputusan ini dibebankan kepada anggaran belanja IAIN Parepare;

Keempat : Surat keputusan ini diberikan kepada masing-masing yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya.

Ditetapkan di : Parepare
Pada Tanggal : 01 Agustus 2022
Dekan,

Zulfah





KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBİYAH

Alamat : Jl. Amal Bakti No. 08 Soreang Parepare 91132 Telp. (0421) 21307 Fax.24404
PO Box 909 Parepare 91100, website: www.iainpare.ac.id, email: mail@iainpare.ac.id

Nomor : B-5208/In.39/FTAR.01/PP.00.9/12/2023

12 Desember 2023

Lampiran : 1 Bundel Proposal Penelitian

H a l : Permohonan Rekomendasi Izin Penelitian

Yth. Kepala Dinas Penanaman Modal dan PTSP
Provinsi Sulawesi Selatan
di,-

Kota Makassar

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama : MUH. LUTHFI
Tempat/Tgl. Lahir : Sidrap, 23 September 2001
NIM : 19.1300.079
Fakultas / Program Studi : Tarbiyah/ Pendidikan Bahasa Inggris
Semester : IX (Sembilan)
Alamat : Kel. Bangkai Kec. Watangpulu Kab. Sidenreng Rappang

Bermaksud akan mengadakan penelitian di wilayah Kab. Sidenreng Rappang dalam rangka penyusunan skripsi yang berjudul "**Discovery Learning Mode In Learning Writing at Eleventh Grade Students' of SMA 6 Sidrap**". Pelaksanaan penelitian ini direncanakan pada bulan Desember Tahun 2023 sampai bulan Januari Tahun 2024.

Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

Wassalamu Alaikum Wr. Wb.



Drs. Zuban, M.Pd.
NIP. 19630420 200801 2 010

Tembusan:

1. Rektor IAIN Parepare



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBİYAH

Alamat : Jl. Amal Bakri No. 08 Sorong Parepare 91132 ☎ (0421) 21307 Fax.24404
PO Box 909 Parepare 91100, website: www.iainpare.ac.id, email: mail@iainpare.ac.id

Nomor : B.4727/In.39/FTAR.01/PP.00.9/11/2023
Lamp. : 1 berkas draf proposal penelitian
Hal. : Undangan Menguji Proposal Penelitian

15 November 2023

Kepada

Yth. 1. Dr. Abdul Haris Sunubi, S.S, M.Pd. (Pembimbing Utama)
2. Dr. Mujahidah, M.Pd. (Pembimbing Pendamping)
3. Hj. Nurhamdah, S.Ag., M.Pd. (Penguji I)
4. Yulie Asni, M.Pd. (Penguji II)

di,-

Parepare

Dengan hormat kami mengundang Bapak/Ibu untuk menghadiri Seminar Proposal Penelitian untuk penyusunan skripsi bagi mahasiswa berikut :

Nama : MUH. LUTHFI
NIM : 19.1300.079
Program Studi : Pendidikan Bahasa Inggris
Judul Usulan Penelitian : DISCOVERY LEARNING METHOD IN LEARNING WRITING AT ELEVENTH GRADE STUDENTS' OF SMA 6 SIDRAP

Seminar proposal penelitian tersebut akan dilaksanakan pada :

Hari/Tanggal : Selasa/ 21 November 2023
Pukul : 09.20-10.35 WITA
Tempat : Ruang Meeting Fakultas Tarbiyah

Partisipasi aktif dalam pelaksanaan Seminar Proposal Penelitian sangat diharapkan terutama dalam memberikan koreksi dan masukan yang berkaitan dengan penelitian tersebut.

atas perhatian dan kesediaan Bapak/Ibu dihartukan terima kasih.



Tembusan :

1. Ketua Program Pendidikan Bahasa Inggris;
2. Mahasiswa Ybs;
3. Arsip



PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

Jl. Bougenville No.5 Telp. (0411) 441077 Fax. (0411) 448936
Website : <http://simap-new.sulselprov.go.id> Email : ptsp@sulselprov.go.id
Makassar 90231

Nomor : **31786/S.01/PTSP/2023** Kepada Yth.
Lampiran : - Kepala Dinas Pendidikan Prov.
Perihal : **Izin penelitian** Sulawesi Selatan

di-
Tempat

Berdasarkan surat Dekan Fak. Tarbiyah Institut Agama Islam Negeri Parepare Nomor : B-5208/In.39/FTAR.01/PP/00/9/12/2023 tanggal 12 Desember 2023 perihal tersebut diatas, mahasiswa/peneliti dibawah ini:

Nama : **MUH.LUTHFI**
Nomor Pokok : **19.1300.079**
Program Studi : **Pendidikan bahasa Inggris**
Pekerjaan/Lembaga : **Mahasiswa (S1)**
Alamat : **Jl. Amal Bakti No. 8 Soreang Kota Parepare**
PROVINSI SULAWESI SELATAN

Bermaksud untuk melakukan penelitian di daerah/kantor saudara dalam rangka menyusun SKRIPSI, dengan judul :

" DISCOVERY LEARNING METHOD IN LEARNING WRITING AT ELEVENTH GRADE STUDENTS OF SMA 6 SIDRAP "

Yang akan dilaksanakan dari : Tgl. **18 Desember 2023 s/d 18 Januari 2024**

Sehubungan dengan hal tersebut diatas, pada prinsipnya kami **menyetujui** kegiatan dimaksud dengan ketentuan yang tertera di belakang surat izin penelitian.

Demikian Surat Keterangan ini diberikan agar dipergunakan sebagaimana mestinya.

Diterbitkan di Makassar
Pada Tanggal 18 Desember 2023

**KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU
SATU PINTU PROVINSI SULAWESI SELATAN**



ASRUL SANI, S.H., M.Si.
Pangkat : **PEMBINA TINGKAT I**
Nip : **19750321 200312 1 008**

Tembusan Yth
1. Dekan Fak. Tarbiyah Institut Agama Islam Negeri Parepare;
2. *Pertinggal.*



PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENDIDIKAN
UPT SMA NEGERI 6 SIDRAP

Alamat: Jln. Jend. Sudirman No. 88A Bopet Kel. Arawa Kec. Watang Pulu Kabupaten Sidrap Telp. (0421) 3991630 Kode Pos 91681

SURAT KETERANGAN PENELITIAN

Nomor : 422/ 018 - UPT SMA.6 / SDR / DISDIK

Yang bertanda tangan dibawah ini:

Nama : H. MUHAMMAD ARIF, S. Pd., M. Si
NIP : 196908061993011001
Pangkat/Gol. : Pembina Tk. 1/ IV/b
Jabatan : Kepala Sekolah
Unit Kerja : UPT SMA Negeri 6 SIDRAP

Dengan ini menyatakan bahwa :

Nama : MUH. LUTHFI
Nim : 19.1300.079
Fakultas/Program Studi : Tarbiyah/Pendidikan Bahasa Inggris

Adalah benar telah melakukan penelitian pada UPT SMA Negeri 6 Sidrap dengan judul penelitian "*DISCOVERY LEARNING MODE IN LEARNING WRITING AT ELEVENTH GRADE STUDENTS' OF SMA 6 SIDRAP*"

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk digunakan sebagaimana mestinya.

Sidrap, 16 Januari 2024

Kepala Sekolah
UPT
SMA NEGERI 6 SIDRAP
KABUPATEN SIDRANG
DINAS
H. MUHAMMAD ARIF, S. Pd., M. Si
Pangkat: Pembina Tk. 1
NIP. 196908061993011001

PAREPARE

Appendix 03 : Result Data

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pre Test	30	70.00	80.00	76.1000	2.84484
Valid N (listwise)	30				

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Post Test	30	80.00	87.00	82.9333	2.03306
Valid N (listwise)	30				

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Post Test	-	2.32	.423	-	-	-16.129	9	.000
	Post Test	6.83333	2.057	68	7.69985	5.96682			

NO	NAME	SCORE	CATEGORY
1	Responden 1	77	Good
2	Responden 2	79	Good
3	Responden 3	80	Very Good
4	Responden 4	80	Very Good
5	Responden 5	80	Very Good
6	Responden 6	77	Good
7	Responden 7	80	Very Good
8	Responden 8	77	Good
9	Responden 9	78	Good
10	Responden 10	70	Good
11	Responden 11	70	Good
12	Responden 12	76	Good
13	Responden 13	75	Good
14	Responden 14	73	Good
15	Responden 15	75	Good
16	Responden 16	78	Good
17	Responden 17	79	Good
18	Responden 18	77	Good
19	Responden 19	72	Good
20	Responden 20	78	Good
21	Responden 21	75	Good
22	Responden 22	73	Good
23	Responden 23	77	Good
24	Responden 24	72	Good
25	Responden 25	76	Good
26	Responden 26	78	Good
27	Responden 27	75	Good
28	Responden 28	74	Good
29	Responden 29	77	Good
30	Responden 30	75	Good
RATA RATA		76.10	
SD		280	

NO	NAMA	SKOR POST TEST	CATEGORY
1	Nur safikha Nabila	80	Very Good
2	Dahlia	85	Very Good
3	Nur Aprilia Putri	87	Very Good
4	Selviani	85	Very Good
5	melinda	84	Very Good
6	Risma Tajuddin	82	Very Good
7	meisa putri	87	Very Good
8	Alfiah Muthmainah	82	Very Good
9	Nur Azisah Aziz	85	Very Good
10	Nurhikmah	80	Very Good
11	Lucrentia Ilham	81	Very Good
12	Ananda Pratiwi R	80	Very Good
13	Nabila Fauziah	80	Very Good
14	Lili angraini	82	Very Good
15	Fitri Rahmadani	81	Very Good
16	Indah Nurul	83	Very Good
17	Adelia	85	Very Good
18	Nur Anisa	82	Very Good
19	Sahrul	83	Very Good
20	Amelia	84	Very Good
21	Ismail	83	Very Good
22	Aris	84	Very Good
23	Fathurrahman	85	Very Good
24	Ardi amirullah	83	Very Good
25	Ilham	82	Very Good
26	Wahyuni	84	Very Good
27	Bahri	82	Very Good
28	Taufik s	80	Very Good
29	sultan k	82	Very Good
30	Firdaus	85	Very Good
RATA RATA		82.93	
SD		200	

Appendix 04 : Documentation



CURRICULUM VITAE



Full name is Muh. Luthfi, the writer was born in Sidrap. 23th September 2001. He is the first child, from his parents Syarifuddin and Isia. He is a student of the English Education Program at the Faculty of Tarbiyah at the State Islamic Institute (IAIN) Parepare. His educational background, he began studying at SD Negeri 3 Lawawoi in 2007/2008 - 2012/2013 and then continued his studying at SMP Negeri 1 Watang Pulu in 2013/2014 - 2015/2016 and SMA Negeri 6 Sidrap graduated in 2018/ 2019. He once contributed to the society in Enrekang in 2023 gaining academic result and public recognition. He also gained several experience related to the English expertise. Then he continued his studying at the Tarbiyah Faculty of IAIN Parepare and completed his study with the title

"DISCOVERY LEARNING MODEL IN LEARNING WRITING AT ELEVENTH GRADE STUDENTS' OF SMA 6 SIDRAP".

