

CHAPTER I

INTRODUCTION

A. The Background of the Study

English is one of the subjects that must be studied in the 2013 curriculum. In learning English, four skills must be mastered by students following the applicable syllabus and curriculum. These four skills are listening, speaking, reading and writing (FaniYosephin Situmorang and Paisal Manurung, 2020: 593). The four English language skills are divided into two categories, namely receptive skill and productive skill. Reading and listening are considered receptive skills while speaking and writing are known as productive skills. Receptive ability is a process that takes place in listeners who receive meaningful and useful language codes conveyed by the speaker through articulation tools and received through listening devices (Chaer, 2015). In simple terms, the receptive ability is the ability to receive language signals. In this process, it is expected that other people can respond to messages and pay attention to the other person so that they can respond to the speaker's intent. Meanwhile, the productive ability is a person's process in creating or designing language. Productive ability refers to the speaker's self who then generates ideas, codes, concepts and messages that have meaning (Chaer, 2015).

Among the four skills, writing is the one of basic skills that has a very important role in learning English. Dewi Purnamasari, Didin Nuruddin Hidayat and Lia Kurniawati (2021: 2) stated that "writing is a stage in creating, compiling and being able to express an idea into writing". Furthermore, Kristy Dwi Praiwi

(2016: 1) states that writing is a graphic representation of a language that follows a systematic order, graphic images or symbols are not considered a written form unless they are part of the system that can be understood by a reader familiar with the system. Another statement about writing skills comes from Andi, Susi and Suriana Puspita Dewi (2016: 2), states that writing is creating a written product to organize and formulate something that is in the mind. So the writer must decide what the author wants to convey before writing.

Some of these definitions state that writing is a category of productive skill in English which is worn to show the contents of thoughts and feelings that are expressed in written language on paper that contains meaning. By learning writing skills, students can communicate well, not only in spoken language but also in written language. Students need to learn to write to be ready for any challenge. For example, in applying for a job must be able to write a good and correct application letter.

Based on the results of observation and initial interview with Mr. Matanari who is teaching seventh grade English learning at SMP SWASTA SRO MATITI said that writing is still an obstacle for students in the English learning process right now. Students have difficulty writing the genre of text, students have difficulty in making good writing because the students are unable to show and develop something in mind, lack understanding in compiling good words/sentences/paragraphs, have a poor vocabulary, are still confused about the grammar or tenses that should be used, do not use proper words and punctuations for every sentence written. This is because students do not have good guidance on

how to write systematically, so it is very influential, on students' writing learning outcomes.

Student learning scores of seventh grade students (A) SMP SWASTA SRO MATITI in writing descriptive text skills can be seen in the table below:

Table 1.1 The Frequency Table of the Students' English Scores

| No. | Score | Descriptive Frequency | Writing Percentage | Category |
|-------|--------|--------------------------|-----------------------|----------|
| 1. | 71-100 | 4 | 12,1% | High |
| 2. | 61-70 | 10 | 30,3% | Fair |
| 3. | 0-60 | 19 | 57,6% | Low |
| Total | | 32 | 100% | |

The table above shows that there are 33 students in class VII (A) SMP SWASTA SRO MATITI. There are 19 students who get low scores, 10 students who get moderate scores and 4 students who get high scores. Can be concluded that most students' scores in writing skills descriptive text are low. Therefore, it can be believed that one of the causes of the low ability to write descriptive text is the design of the learning process applied by the teacher.

Student success cannot be separated from the quality teaching which is conducted by the teacher. The quality of the learning process has a direct relationship with learning outcomes because the teacher deals directly with students as subjects and objects of learning so the teacher's ability is needed to choose and implement learning models that are in accordance with the characteristics of students. The Ministry of Education 2013 explains that many

models are applied in the 2013 curriculum one of the models is the discovery learning model. The researcher decided to apply this model to develop students' ideas in writing using the Discovery Learning Model.

The Discovery learning model is a writing teaching model that directs teachers to be more creative in creating the right atmosphere and situation so as to encourage students to learn to find, develop and apply their own ideas to writing actively (Friska Bernadetta Siahaan, 2017: 9195). In addition, Linda Lusiana Muslim, Ni Nyoman Sri Putu Verawati & Muh Makhrus, (2021: 11) states that the Discovery learning model is that the teacher only acts as a guide in providing instructions and a facilitator who directs students to be able and skilled in making good texts. Eli Krisnawati (2015: 6) explains that the Discovery learning model is a model used by teachers to stimulate students to be actively involved in finding and expressing an idea that has been designed before writing. Tota Martaida, Nurdi Bukit and Eva Marlina Ginting (2017: 3) said that the Discovery learning model is a teacher providing opportunities for students to formulate their thoughts or plans before writing complete paragraphs. In addition, the reason for applying the discovery learning model in teaching writing skills in the descriptive text is because this model can encourage students to find, apply, develop and express ideas in writing, help students convey ideas and opinions before writing texts so that students are more active and creative in writing text or essay, can be applied in the form of narrative, persuasive, descriptive and expository writing and this model applies to curriculum areas (Saefuddin & Berdiati, 2016:57).

Here the researcher decided to choose the descriptive text material by applying the discovery learning model. the selection of descriptive text material because it follows the seventh grade English syllabus and by following basic competence to *3.4 Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait orang dan jumlah binatang, benda dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan dan kosa kata terkait article a dan the, plural dan singular) and basic competencies 4.4 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait orang dan jumlah binatang, benda dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.*

Based on the background above, researcher are interested in conducting research with the title **“Discovery Learning Model In Teaching Writing Descriptive Text For Seventh Grade Of SMP SWASTA SRO MATITI”**.

B. The Problems of the Study

Based on the problem above, the problem of the study is as follows:

1. How is the implementation of the Discovery Learning Model in teaching writing the descriptive text for seventh grade of SMP SWASTA SRO MATITI?

2. What are the challenges in implementing the Discovery Learning Model in teaching writing the descriptive text for seventh grade of SMP SWASTA SRO MATITI?

C. The Objectives of the Study

Based on the research problems that have been described above, the objective of the study is as follows:

1. To determine the implementation of the Discovery Learning Model in teaching writing the descriptive text for seventh grade of SMP SWASTA SRO MATITI.
2. To reveal challenges in implementing the Discovery Learning Model in teaching writing the descriptive text for seventh grade of SMP SWASTA SRO MATITI.

D. The Scopes of the Study

One of the learning models to upgrade students' writing skills is applied in the 2013 curriculum is the discovery learning model. In this study, the researcher wanted to observe the discovery learning model applied by the teacher to the students. Based on the junior high school syllabus, there are many predetermined materials, the researcher focuses on descriptive text for students' writing skills for seventh grade of SMP SWASTA SRO MATITI.

E. The Significances of the Study

The significances of the study from this research are:

1. Theoretically:

- a. Able to provide a deeper understanding of the application of the discovery learning model.
- b. By applying the Discovery Learning Model in learning English, it is expected to upgrade students' writing skills in terms of developing ideas in learning to write descriptive texts.

2. Practically:

a. For Teacher

As input in enriching English learning models to help students upgrade their descriptive text writing skills.

b. For Frurther Researchs

To conduct other research such as applying the discovery learning model to different learning topics, in order to increase self-potential in understanding more deeply how the discovery learning model is applied.

c. For Students

By implementing the Discovery Learning Model, they will really experience learning English which is useful for maximizing the improvement of students' descriptive text writing skills.