

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **A. Discovery Learning**

##### **1. Definition of Discovery Learning**

Discovery learning is a technique of inquiry-based learning and is considered a constructivist based approach to education. It is also referred to as problem-based learning, experiential learning and 21st century learning. It is supported by the work of learning theorists and psychologists Jean Piaget, Jerome Bruner, and Seymour Papert. Although this form of instruction has great popularity, there is some debate in the literature concerning its efficacy (Mayer, 2004).

Jerome Bruner is often credited with originating discovery learning in the 1960s, but his ideas are very similar to those of earlier writers such as John Dewey (Monroe, 1911). Bruner argues that "Practice in discovering for oneself teaches one to acquire information in a way that makes that information more readily viable in problem solving"(Bruner, 1961). This philosophy later became the discovery learning movement of the 1960s. The mantra of this philosophical movement suggests that we should 'learn by doing'.

According to van Joolingen (1999) Discovery learning is a type of learning where learners construct their own knowledge by experimenting with a domain, and inferring rules from the results of these experiments. The basic idea of this kind of learning is that because learners can design their own experiments in the domain and infer the rules of the domain themselves they are actually constructing their knowledge. Because of these constructive activities, it is assumed they will understand the domain at a higher level than when the necessary information is just presented by a teacher or an expository learning environment.

According to Borthick & Jones (2000) In discovery learning, participants learn to recognize a problem, characterize what a solution would look like, search for relevant information, develop a solution strategy, and execute the chosen strategy. In collaborative discovery learning, participants, immersed in a community of practice, solve problems together.

The method of the invention (discovery) according to B. Suryosubroto (2002) is a method in which the teacher's learning process allowing students to find their own information that is traditionally notified or preached. Similar opinions is explained by Hamzah B. Uno and Nurdin Mohamad (2012) that Discovery methods are methods that encourage students to be active where students are encouraged to find their own knowledge or new concept. Hidayati (2004) explains that discovery is an activity / lesson finds the concept or principle through the process mentally. Sund (B. Suryosubroto, 2002) further explains that such mental processes are: observing, classifying , explaining, drawing conclusions, and so on.

The role of teachers in this method according to Sri Esti Wuryani Djiwandono (2006) is creating a situation where students can learn on their own rather than providing a package containing information or lessons to students. Teachers help students understand difficult concepts by using demonstrations or drawings. Ahmad Rohani (2004) explains that the discovery of students is required find a principle or relationship that he did not know before through learning experiences that have been arranged and directed by the teacher. Hendro Darmodjo and Jenny RE Kaligis (1992) confirmed that discovery in elementary school students requires considerable teacher engagement much of it by providing guidance and direction for achieve learning objectives and catapult problems and alternatives solution. Students actively explore, observe, and investigation of teacher guidance.

Based on these opinions, the researchers conclude that discovery method is the method that encourages students to learning by discovering the concept of the new activities such as observing, classifying, explaining, and drawing conclusions. In the process of discovery, the teacher is the guide and guide learning by students as well as providing learning resources that students need. Teacher creates situations that help students understand concepts using demonstrations as well an image that is an example of the material to be found.

The discovery method in this study encourages students to find concepts through the process of observing, classifying, explain, and draw conclusions. Master always gives guidance and direction to students in implementing discovery , starting from guiding students to formulate problems and deliver alternatives or steps to solve the solution conclusion. In addition, teachers provide concrete objects, drawings, and information from books to help students understand the material.

## **2. Characteristic of Discovery Learning**

Discovery-based learning is typically characterized by having minimal teacher guidance, fewer teacher explanations, solving problems with multiple solutions, use of hand-on materials, minimal repetition and memorization (Stokke, 2015).

There are multiple essential components that are required for successful discovery-based learning based on Dorier & Garcia (2013) those are:

- a) Teacher guidance where the emphasis is on building upon students' reasoning and connecting to their experiences.
- b) Classroom culture where there is a shared sense of purpose between teacher and students, where open-mindedness and dialogue are encouraged.
- c) Students are encouraged to ask questions, inquire through exploration and collaborate with teacher and peers.

### **3. The Aims of Discovery Learning**

Hosnan (2014) states that there are many specific aims in discovery learning, there are students have a chance to involve actively in teaching learning,

- 1) Students learn to discover rule in concrete as well as abstract situation, also students extrapolate information that have given.
- 2) Students learn to formulate answer question strategy that not confused and use answer question to obtaining information.
- 3) Students form the way of working together effectively, giving information each other, and listening and using people's ideas.
- 4) Students' concept skills and principles that have been learnt is meaner.
- 5) Students' skill in discovery learning is easier to transfer in new activity and to apply in new learning situation.

### **4. The Benefits and Shortage of Discovery Learning**

According to Marzano (1992), the benefits of discovery learning are students can participate actively in teaching learning. It can develop and planting inquiry in the students and supporting students' problem solving ability and giving interaction field in each-students and studentsteacher, so that students can use language well. The material which is learnt can achieve the high level students' ability. The material also more unforgettable because the students are involved directly in the discovery process. In discovery learning students learn how to learn and appreciate themselves, Motivating themselves, and easier to transfer and the knowledge will be permanent and remember able. And the result of discovery learning has more transfer effect than other result.

Marzano (1992) also explain the shortage of discovery learning there are teacher feel fail to detect a problem and there is misunderstand between teacher

and students. The DL method is wasting the time also consuming teacher's work. And It is not all students who be able to discover.

The benefit of DL method according to Sri esti wuryani (2006) is a result the curiosity student of the learning material also to motivate them to continue the work untul they find the answer. And then this method teaching the skill to resolve the problem, analyse, and manipulate the information.

### **5. Steps of Discovery Learning**

There are several steps that the teacher must take in learning by applying the discovery method. The steps of the discovery method are also described Bruner (1966) Initially teacher determining learning goals and identify the characteristics of students. After that, select the lesson material. Next, determining topics that can be studied inductively (from examples to generalizations), and then develop the learning materials in the form of examples, illustrations, tasks, etc. for students to learn, and organize lesson topics from simple to complex, from the concrete to the abstract, finally conduct the assessment of student learning outcomes and results.

Ahmad Rohani (2004) mentions that there are five the steps taken in learning with discovery.

- a. Formulation of problems to solve students.
- b. The provision of temporary answers / hypothesis submission.
- c. Students search for information, data, facts, needed for answer the hypothesis / solve the problem and test the hypothesis.
- d. Drawing conclusions from answers / generalizations.
- e. Application of conclusions from answers / generalizations.

While Dedikbud (2014) stages in implementing learningDiscovery Learning there are 6, namely:

- a. Stimulation (Stimulation / Giving Stimulation),

- b. Problem Statement (Statement / Identification of Problems),
- c. Data Collection (Data Collection),
- d. Data Processing (Data Processing)
- e. Verification (Verification),
- f. Generalization (Drawing Conclusions / Generalization)

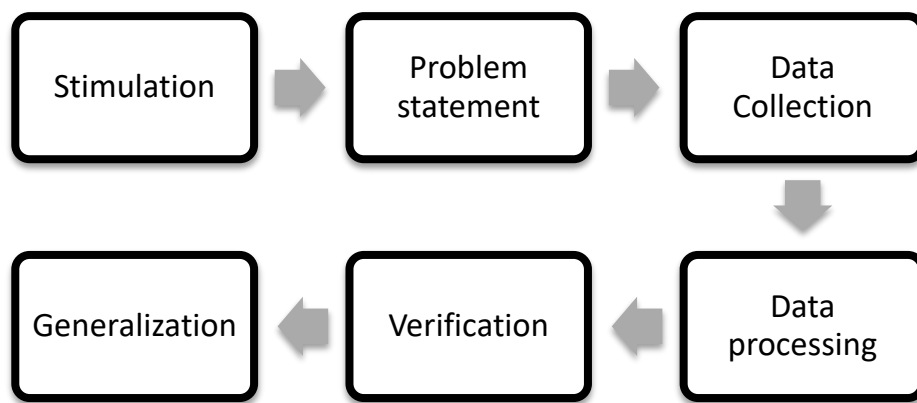


Figure 2.1. The step of discovery learning

Based on the opinions of experts, it is concluded discovery steps in this study are as follows.

a. Stimulation

At this stage the teacher provides stimulation by asking students observing media in the form of concrete objects or related images with material and inquires related to the media .

b. Formulation of the problem

The teacher guides the students to formulate the problem in the form question. Then the teacher explains the steps that should be taken by students to answer the formulation of the problem.

c. Data collection

To answer questions, students are given the opportunity to collect various information. Teachers facilitate students with providing concrete examples, drawings, or books.

d. Data analysis

Data analysis is done by students to process all the information obtained at the data collection stage and presented in form the answer to the formulation of the problem. Teacher guides students in case of difficulty.

e. Verification

The teacher guides the students to verify the answers found, whether the questions that have been formulated can be answered or not.

f. Generalization

Based on the results of the verification, the teacher guides the students interesting certain generalizations or conclusions based on the findings.

## **B. The General Concepts of Writing**

### **1. Definition of Writing**

Victoria Fromkin and Robert Rodman stated that writing is one of the basic tools of civilization. Without it, the world as we know it could not exist (Fromkin & Rodman 1983). It means that the development of writing was one of the great human writing. It is difficult for many people to imagine language without spoken word seems intricately tied to the written word. Children speak before they learn to write and millions of people in the world speak languages with no written form. Among these people oral literature abounds, and crucial knowledge is memorized and passed between generations. But human memory is short-lived, and the brain's storage capacity is finite. Writing overcame such problems and allowed communication across the miles and through the years and centuries.

Writing permits a society to permanently record its poetry, its history and technology.

Writing is one of the ways to express things in our mind, feeling, ideas or thought. Marianne Celce and Murcia stated that writing is a production of the written word that results in a text but the text must be read and comprehended in order for communication to take place (Celce & Murcia;2000).

Writing is a complex socio cognitive process involving the construction of recorded messages on paper or on some other material and, more recently, on a computer screen (John & Christine;1994). John Harris adds that writing is a process that occurs over a period of time, particularly if we take into account the sometimes extended periods of thinking that precede creating an initial draft (Harris:1995).

From some definition, writing is a system of human communication which represents a symbol. By writing we can share our idea, feeling, or anything that exist in our mind. Writing prosecutes students to focus on generating idea, organizing coherently, revising it into good composition, using discourse markers and rhetorical conventions cohesively, and editing text for appropriate grammar, Therefore, students who want to be able to write a good writing, they must learn to write regularly.

## **2. Writing Process**

Perhaps we can personally appreciate what it means to be asked to write something-say, a letter to an editor, an article for a newsletter, a paper for a course you are taking-and to allow the very process of putting ideas down on paper to transform thoughts into words, to sharpen your main ideas, to give them structure and coherent organization. Peter Elbow (1973) expressed this concept as follow (Brown:2001):



The common sense, conventional understanding of writing is as follows. Writing is a two-step process. First you figure out your meaning, then you put it into language: figure out what you want to say; don't start writing till you do; make a plan; use an outline; begin writing only afterward. Central to this model is the idea of keeping control, keeping things in hand. Don't let things wander into a mess.

The writer assumes that before writing the writer must figure the meaning into language and the written in keeping control. Writing is a process and that what we write is often heavily influenced by the constraints of genres, and then these elements have to be present in learning activities. The Anthony Seow stated that writing process as a private activity may be broadly seen as comprising four main stages: planning, drafting, revising and editing(Richard:1996).

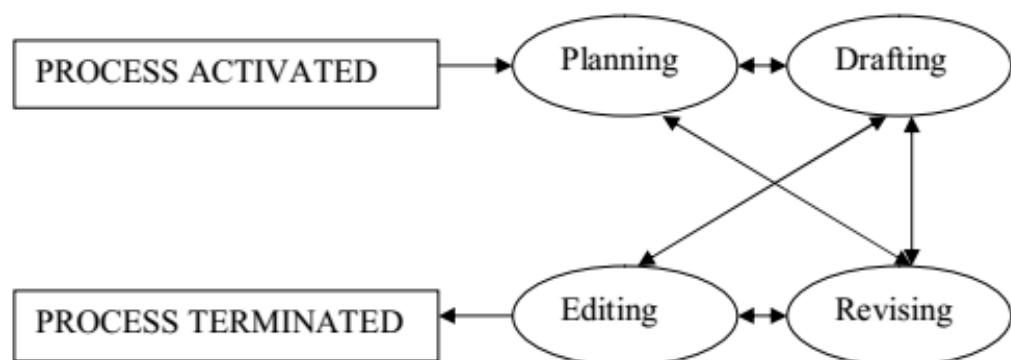


Figure 2.2 Process writing

### 1) Planning (Pre-Writing)

Pre-Writing is any activity in the classroom that encourages students to write. It moves students away from having to face a blank page toward generating tentative ideas and gathering information for writing.

When planning, writers have to think about three main issues. First, they have to consider the purpose of their writing since this will influence not only the type of the text they wish to produce, but also the language they use, and the information they choose to include. Secondly, experienced writer think of the audience they are writing for, since this will influence not only the shape of the writing but also the choice of language. Thirdly, writers have to consider the content structure of the piece – that is, how best to sequence the facts, ideas, or arguments which they have decided to include.

## 2) Drafting

At the drafting stage, the writers are focused on the fluency of writing and are not preoccupied with grammatical accuracy or the neatness of the draft. This first 'go' at a text is often done on the assumption that it will be amended later.

## 3) Revising

Students reexamine what was written to see how effectively they have communicated their meanings to the reader. Revising is done to improve global content and the organization of ideas so that the writer's intent is made clearer to the reader.

To ensure that rewriting does not mean recopying. Students should collect and keep the draft and rewrite. Another activity for revising, students work in pairs to read aloud each other's drafts before they revise.

## 4) Editing

At this stage, students are engaged in tidying up their texts as they prepare the final draft for evaluation by the teacher. They edit their own or their peer's work for grammar, spelling, punctuation, diction, sentence structure and accuracy of supportive textual material such as quotations, examples and the like. Formal

editing is deferred till this phase in order that its application not disrupts the free flow of ideas during the drafting and revising stage.

Process writing as a classroom activity incorporates the four basic writing stages - planning, drafting (writing), revising (redrafting) and editing - and three other stages externally imposed on students by the teacher, namely, responding (sharing), evaluating and post writing. Process writing in the classroom is highly structured as it necessitates the orderly teaching of process skills, and thus it may not, at least initially, give way to a free variation of writing stages cited earlier. Teacher often plan appropriate classroom activities that support the learning of specific writing skills at every stage. And to encourage process writing, teachers can model the selection of topics or the writing process itself.

### **3. Writing purpose**

The first thing that teacher do before teaching writing is be sure that students have some writing aim. Before students write, they usually have aims in mind and construct their writing with a view to achieving that purpose. According to Jeremy, there are two purpose in writing. The first, *real purpose* is precisely the ones that teacher can predict. Students have to write formal and semi-formal letters of the same type. Similarly, teacher might well get students to take at the language of e-mail and have them practice writing their own, or get them to write a report of a process or situation. Second, *invented purposes* are those which, however engaging, are unlikely to be directly relevant to students' future needs (Harmer:2004). Writer adds that the purpose of writing is to make teacher more creative to teach writing, so teacher can improve students' writing based on the students' needs. According to Peter, a primary aim of teaching writing, is to provide students with the knowledge to become effective users of written English. The aim is not to provide students with simplistic formulas or rules and regulations for

correct' English. While rules and formulas have their uses, on their own they do not produce powerful writers, writers who will become competent, confident and articulate users of the English language (Knap & Matkin:2005).

#### **4. Teaching Writing**

Writing has always formed part of the syllabus in the teaching of English (Harmer:2004). One of them is in Junior high school at seventh grade as a subject which has taken place in this research. Sometimes, writing is difficult, because it is has different literature in every region. The importance given to writing differs from teaching situation to teaching situation. In some cases, it shares equal billing with the other skills; in other curricula it is only used, if at all, in its writing-for-learning' role where students write predominantly to argument their learning of the grammar and vocabulary of the language. Partly because of the nature of the writing process and also because of the need for accuracy in writing, the mental processes that student goes through when writing differ significantly from the way they approach discussion or other kinds of spoken communication. When writing, students frequently have more time to think than they do in oral activities. They can go through what they know in their minds, and even consult dictionaries, grammar books, or other reference material to help them. Writing encourage students to focus on accurate language use and, because they think as they write, it may well provoke language development as they resolve problems which the writing puts into their mind (Harmer:1998).

The pedagogical implication of process writing is basic writers can be guide, through invention strategies, multiple drafting, and copious revision, to adopt the practices of experts. The basic of a process teaching approach have been summarized by Silva.

Translated to the classroom context, this approach calls for providing a positive, encouraging, and collaborative workshop environment within which students, with ample time and minimal interference, can work through their composing process. The teacher's role is to help students develop viable strategies for getting started (finding topic, generating ideas and information, focusing, and planning structure and procedure), for drafting (encouraging multiple draft), for revising (adding, deleting, modifying, and rearranging ideas); and for editing (attending to vocabulary, sentence structure, grammar and mechanics)(Hyland:2004)

According to Jeremy, before the teachers start to teach writing, they should to concentrate on the process of writing, and in this regard, there are a number of strategies (Harmer:2004)

**a. The way teacher get students to plan**

Before teacher ask students to write, teacher should encourage them to think about what they are going to. When students are planning, teacher can encourage them to think not just the content of what they want to say, but also what the purpose of their writing is, and who the audiences is they are writing for.

**b. The way teacher encourage them to draft, reflect, and revise**

Students who are unused to process-writing lesson will need to be encouraged to reflect on what they have written, learning how to treat first drafts as first attempt and not as a finished products. Teacher may want to train them in using and responding to correction symbol. Teacher mau offer them revision checklist to use when looking through what they have written with a view to making revision. One way of encourage them to draft, reflect, and revise is to have students involved in collaborative writing. a pair or group of students working together on a piece of

writing can respond to each other's ideas, making suggestion for changes, and contributing to the success of the finished product.

**c. The way teacher respond to their students' writing**

Teacher may write out their own version of how a section of text might look better such reformulation. It will be beneficial to the students who compares their version with their teacher's.

If English teachers are to offer courses that truly prepare students to write in other disciplines, they will have to explore why those disciplines study certain subjects, why certain methods of enquiry are sanctioned, how the conventions of a discipline shape a text in that discipline, how individual writers represent themselves in the text, how a texts is read and disseminated, and how one text influences subsequent texts. In short, English teachers will have to adopt a rhetorical approach to the study of writing in the disciplines, an approach that examines the negotiation of meaning among writers, readers, and subject matters (Swales:1990)

**5. Text-type (Genre of Text)**

Genre is used to refer to particular text-type, not to traditional varieties of literature. It is a type or kind of text, defined in terms of its social purpose; also the level of context dealing with social purpose (Hartono:2005). It means each genre of text, such as Bible translation, novels, reading primers, textbooks and newspaper, has served social and cultural functions. Genre is a term for grouping texts together, representing how writers typically use language to respond to recurring situations (Hyland:2004).

According to Gerrot and Wignell, there are many kinds of genres of text(Gerrot&Wignell:1995). They are:

### 1. Recount

It is a kind of genre that social function to retell event for the purpose of informing or entertaining.

### 2. Report

Report is a kind of genre that social function to describe the way things are with reference to range of natural, man-made and social phenomena in our environment.

### 3. Narrative

Narrative is a kind of genre that social function to amuse, entertain and to deal with actual or vicarious experience in different ways. Narratives deal with problematic events which lead to crisis or turning point of some kinds, which in turn finds a resolution.

### 4. Description

It is a kind of genre that social function to describe a particular person, place, or thing

### 5. Procedure

Procedure is a kind of genre that social function to describe how something is accomplished through a sequence of actions or steps

## **C. Descriptive Text**

### **1. Definition of Descriptive Text**

A descriptive text is a text which lists the characteristics of something (Zahrowi:2010). Descriptive text is usually also used to help the writer develop an aspect of their work, e.g. to create a particular mood, atmosphere or to describe a place so that the reader can create vivid pictures of characters, place, object etc. In description, a writer uses words to paint a picture of something-a person, a scene, or even a feeling. In describing, the writer tells the most significant

features or attributes, of the “thing” he or she is talking about. Descriptions range from very precise to very creative. In science, descriptions tend to be exact, as when an author describes an apparatus or a particular organism. Descriptions in poetry are more imaginative. In general, descriptions do not occur alone: They blend with definitions and explanation (Henning:1999).

From those, it can be said that descriptive text is a text which say what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing.

## **2. Social Function**

Descriptive text aims to describe a particular person, place or thing (Hartono:2005). It means that descriptive text aims at giving vivid details of how something or someone looks. A descriptive text tells the readers what the thing is, or what the thing does. A description should be so unique that a description of one thing should be different from a description from another thing. In other words, descriptive text is not used to generalize. All different readers should be able to show the same thing being described in the text.

## **3. Generic Structure of Descriptive Text**

One way in understanding descriptive text is by identifying the generic structure of that text. The simple generic structure that is taught in junior high school is divided into the following two elements namely identification and description(Anderson:1997).

- 1) Identification / a general opening statement in the first paragraph:
  - Identifies phenomenon to be described.
  - a) This statement tells the audience what the text is going to be about.
  - b) This includes a short description of the subject.



- c) This can include a definition of subject.
- 2) Description / A series of paragraphs about the subject: Describes parts, qualities, characteristics.
  - a) Each paragraph usually begins with a topic sentence.
  - b) The topic sentence at the beginning of each paragraph previews the information contained in the rest of the paragraph.
  - c) The sentences after the preview give more details.
  - d) Each paragraph should give information about one feature of the subject.
  - e) These paragraphs build a description of the subject of the report.
  - f) They may include technical language that is related to the subject.

By identifying the generic structure of the text, it is easier to understand the text. It specifies the text that given the reader in order to it is more interesting to read.

#### **4. Grammatical feature of descriptive text**

##### a. Present tense

When describing things from a technical or factual point of view, the present tense is predominantly used; for example, has, eats, sings, lays, swim.

##### b. Relational verb

Relational verbs are used when classifying and describing appearance/qualities and parts/functions of phenomena (is, are, has, have),for example: 1) Eric the Red is an old man. Eric the Red has a greatcoat.

##### c. Action verb

Action verbs are used when describing behaviors/uses; for example, 1) An ant has three body parts. Some ants have wings. The queen ant *lays* the eggs. Ants *live* in colonies.

d. Mental verb

Mental verbs are used when describing feelings in literary descriptions; for example, 1) She *felt* unhappy. 2) He *liked* dancing.

e. Adjective

Adjectives are used to add extra information to nouns and may be technical, everyday or literary, depending on the text; for example, 1) It is grey and brown

### C. STUDENT'S RESPONSE TOWARDS TEACHING & LEARNING

Response is usually defined as an imagination or an estimation that remains after we do an observation (Bigot and friends, 1950 p. 72 as cited in sumadi Suryabrata, 2004). The impression becomes a consciousness that can be developed in the context of the current experience as well as in that of the future time. According to John Frederick Herbart (1776-1841), response is a basic element of human. It is viewed as a psychological power that can help or create a balance, a hindrance, or a vandal of balance. Response is acquired through sensation and observation (Wasty Soemanto, 1998).

1. Response Styles

Mann, in his research at University of Chicago, promoted several response styles of university student that is divided into the categories below.

a. Obedient Student

This kind of student is a good student because they obey and follow whatever they are ordered to do – they obey rules, authorities, regulations, and perceive that a teacher is the one who gives praises and awards. They center themselves to the tasks given. They never oppose their teachers' orders. These students are neither really innovative nor creative. They also do not have high intelligences, but they can show a satisfying result in learning.

b. Dependent Student

These students are very dependent to their teachers to help them in learning process. They are always in fear: fear of examination or grade, fear of getting turn in class activities. They are easily offended tend to make people like them with obeying rules. They just have little faith about their own intelligences. They are easily ruled by warn, critic, or punishment. They also have difficulties involving themselves in lesson.

c. Independent Student

These students are very intelligent. They have strong faith in themselves so that they can feel comfortable. They are able to see the activities and materials in the class objectively. They do not tend to have a strong personal bond with their teachers, because they can think critically themselves – they have their own perception.

d. Pretentious Student

These students are social students. They often make fun, make people laugh, speak a lot, have boast, and so on. They like to socialize as well as to gather with people. They really appreciate other people's opinion and underlie their opinion with others' view. Therefore, such attitudes hinder their intellectual progress.

e. Stolid Student

Most of students may be included in this category. Such students feel that themselves not having capability. They are easily shocked, sensitive, and defensive – they tend to view their teacher as a menacing to their personal identity. At the meantime, they also need their teacher's attention and award. They are afraid of failures so that their self esteem is very much depends on achievements in the class. Due to the big fear of failures, they tend to always keep stolid (S. Nasution, 2005).

**D. Previous Study**

The research will describe some works which are relevant to these thesis to make the thesis arrangement easier:

Laelatul Mukharomah :“The Use of Discovery Learning Model to Improve students’ Descriptive Text Writing (A Classroom Action Research at VII A Class of MTs NU 08 Gemuh Kendal in Academic Year of 2014/2015)” The result of her study shows that using discovery learning model can improve students’ achievement in writing descriptive text. It can be seen that KKM which was determined in the school is 7,5. This is proven by students’ written test that improve in every cycle until achieve KKM. In this research, the researcher took a test of their achievement in each cycle. In the beginning, she took pretest, but there is no students who get a required mark based on KKM. It can be seen in students’ ability in pre test, the low score was 20 and the high score was 60. The result of the average is very low, 51.17. Then she took in cycle 1, there are only 8 students who got required mark based on KKM and the average of the students’ achievement was 67.2. In the second cycle, she got 19 required marks from the students. The average of second cycle was 74.4 . It was little improved from cycle 1, but only 19 students of 34 students who got required mark in this cycle. The last cycle is more improved. It can be seen from the result of the average 82.3. Also all of students got required mark based on KKM. The result of the research shows that the students improve their descriptive text writing effectively by using discovery learning model.

Yosef Patandung : “Pengaruh model discovery learning terhadap peningkatan motivasi belajar IPA Siswa(Journal of Educational Science and Technology”The purpose of his study were to describe the implementation of discovery learning model in science learning, learning motivation, and to examine the influence of the application of discovery learning model toward the motivation of the fifth grade students of SDN Mannuruki in science subjects. His research is a

quantitative research which used true experimental design with pre-test-post-test control group design. The result of his research shows that: (i) The implementation of discovery learning model at the experimental group followed the syntax of discovery learning model namely observation, constructing questioning, making hypothesis, collecting data and making conclusion; (ii) The motivation of the fifth grade students of SDN Mannuruki in science learning categorized as medium before applying the discovery learning model; (iii) There is a significant effect of the implementation of discovery learning model toward the motivation of the fifth grade students of SDN Mannuruki in Science learning where the significant value is  $0.0015 < \alpha 0.05$ . Therefore, he can be concluded that there is a significant effect of the implementation of discovery learning model toward the motivation of the fifth grade students of SDN Mannuruki in science learning.

Maharani Islami Nastiti : "The Implementation of Discovery Learning to Teach Writing Recount Text to the Tenth Graders of SMKN 1 Madiun" Writing is one of language skills that has to be mastered by the students. However, writing can be the most difficult thing to do (Bramer and Sedley, 1981:21) because students might find it hard just to decide the first sentence to write. Besides, students are needed to produce a written work which is recount text in order to complete specific competency at school. Hence, teachers need to consider appropriate learning model to be applied in teaching writing. The purpose of this study is to describe the implementation of discovery learning to teach writing recount text. Discovery learning is one of 2013 curriculum's learning models. This learning model may help students to learn better because it focuses on the process of learning. This study is a descriptive qualitative research. The subjects of the study are an English teacher and 30 tenth grade students of SMK Negeri 1 Madiun. On top of that, the findings are positive. Students who were taught by using discovery learning model played

active role in the teaching and learning process. Their writing compositions also showed good result in terms of content, organization, vocabulary, language use and mechanics. Therefore, it is recommended to implement this learning model to teach writing recount text.

The aims of research above is examining the effect of the application of DL method to the students, and in this study it is not aimed to know the application of the method but also the difficulties of the teacher in applying the DL method and to know how the student response to the DL method.

### **C. Conceptual Framework**

Another opinion states that teaching writing in the first learning did not need to give them a difficult theme for writing, they are just need to give an abstract thing like animal or people who they like for their assignment to write (Watkins:2005). Devitt states that teaching writing in the first learning did not need to use grammatical structure, just write as they can as for their improvement(Devitt:2004). It would be suitable for seventh grade as subject in this research. Bruner (1961) states that learning happens by discovery, which prioritizes reflection, thinking, experimenting, and exploring. That is why People who use self discovery in learning turn out to be more self confident(Balim:2009).

Here, discovery learning is important to form students' confident in their writing, so that students did not need afraid to start it because of less grammatical. Cohen argues that students can study by experience themselves to develop their understanding in genre, because knowledge can best be acquired through experience(Cohen:2008). From the explanation above, it can be concluded that Discovery Learning is needed in teaching writing, especially in writing descriptive text, because Discovery Learning is one of the learning model that emphasize in contextual teaching, so that students can learn subject deeply and actively

#### D. Conceptual Framework

