

UTILIZING DISCOVERY LEARNING TO TEACH DESCRIPTIVE WRITING FOR JUNIOR HIGH SCHOOL STUDENTS

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Abstract

This study aims to find out about the application of discovery learning in descriptive writing learning for junior high school students. In its application, what are the obstacles faced by the teacher. Also to find out students' responses to discovery learning methods. After knowing the response rate of students is expected to be a material consideration for choosing the right learning method. This study used a qualitative descriptive method, the population in this study were students of class VII-3 of SMPN 2 Tarik. The sample of the research consisted of 30 students (VII-3) which were taken by using purposive sampling. Data collection techniques in this study are using questionnaires for the students, observation during the learning process, and interview for the teacher. The results showed that, the teacher applied the DL method well. Obstacles faced by teachers in implementing DL methods occur during a discussion process where students are busy discussing themselves with the group. And the majority of students feel enthusiastic in learning descriptive writing using the DL method.

Keyword : Discovery learning, Writing, Descriptive Writing

Abstrak

Penelitian ini bertujuan untuk mengetahui tentang penerapan pembelajaran discovery dalam pembelajaran menulis deskriptif untuk siswa SMP. Dalam aplikasinya, apa kendala yang dihadapi oleh guru. Juga untuk mengetahui respon siswa terhadap metode pembelajaran penemuan. Setelah mengetahui tingkat respons siswa diharapkan menjadi bahan pertimbangan untuk memilih metode pembelajaran yang tepat. Penelitian ini menggunakan metode deskriptif kualitatif, populasi dalam penelitian ini adalah siswa kelas VII-3 SMPN 2 Tarik. Sampel penelitian terdiri dari 30 siswa (VII-3) yang diambil dengan menggunakan purposive sampling. Teknik pengumpulan data dalam penelitian ini menggunakan kuesioner untuk siswa, observasi selama proses pembelajaran, dan wawancara untuk guru. Hasil penelitian menunjukkan bahwa, guru menerapkan metode DL dengan baik. Hambatan yang dihadapi oleh guru dalam menerapkan metode DL terjadi selama proses diskusi di mana siswa sibuk berdiskusi dengan kelompok. Dan mayoritas siswa merasa antusias dalam belajar menulis deskriptif menggunakan metode DL.

Kata kunci: Discovery learning, Writing, Descriptive Writing

INTRODUCTION

One of language skills which considered hard to master compared to other three language skills is writing. According to Langan (2000) writing is a process of

discovery. Therefore, English learners will not know what they are going to write unless they start to write because someone will discover his/her ideas during the process of writing. Writing can be the most difficult skill they do

(Bramer and Sedley, 1981) because English learners might find it hard just to decide the first sentence to write. Therefore writing becomes the most difficult skill for second language learner to master because it needs a long process and complex skills to produce a good writing. In fact, students are required to complete competencies at school. Teachers should encourage their students to develop their writing skill. While task of teachers in the classroom are demonstrating, motivating and provoking, responding, and evaluating of students' writing (Harmer, 2004).

Many genre must be taught in junior high school one of them is descriptive text. It is a genre taught in Junior High School at second semester. A descriptive text is a text which a writer tries to describe something. By mastering the describing ability, they may make a good classification of objects based on the characteristic (Zahrowi:2010). Reep (2009) states that "a paragraph achieves coherence when the sentences proceed in a sequence that supports one point at a time. For example, when a student wants to describe his house, he should have background knowledge about parts of his house, such as how many rooms that this student has?, what is the color of the wall?, how wide or how high the house is. In descriptive text, the students should organize their thinking logically and they can communicate to the other people in detail

when they want to describe people, place, or things.

Therefore it is necessary to use one learning model that supports scientific approach one of them is called Discovery Learning (DL) (Kemendikbud, 2013). Discovery Learning is learning by discovering information just like inquiry-based learning. It requires active participation in scientific investigation. As Bruner (1961) stated that discovery learning can be defined as the learning that takes place when the student is not presented with the subject matter in the final form, but rather is required to organize it himself. It means that students should give their effort to find the information by themselves about the topic given. In the process of learning, Bruner (1961) concerned with the active participation of each student and knows well their abilities. This environment is called Discovery Learning Environment, which is an environment where students can explore, discovering new things, or understanding some knowledge that already learnt. This environment is intended to help the students to learn better and more creative in the learning process. Moreover, in implementing discovery learning, teachers need to follow the steps which are stimulation, problem statement, data collection, data processing, verification, and generalization.

Based on mentioned problem the teacher should choose the best model in teaching

writing in order to make students easier to write descriptive text. So, the writer tried to use Discovery learning to solve this problem. Discovery Learning model emphasizes on the learning process, not in the result of the learning. So in this case, students are as problem solver because the model is going to be students-centered.

Based on the previous studies, discovery learning was successfully implemented in teaching other English skills and texts. Sari (2014) has proven that discovery learning could encourage the tenth grade students to be more active in the teaching and learning process. Moreover, the result of the interview given to the students show that most of the students were enthusiastic to follow the teaching and learning process. In addition, Mukharomah (2015) also proven that the students improve their descriptive text writing effectively by using discovery learning model.

Concerning the benefits and the previous studies about discovery learning model, the researcher is interested in implementing discovery learning model in English teaching especially in writing. Based on the discussion above, there are two research questions formulated as follows:

1. How is the implementation of discovery learning in teaching Descriptive writing to Junior High School Student?
2. What obstacles does teacher face in implementing Discovery learning?

3. How are the students' responses in learning descriptive text by using 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).

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

exploration and collaborate with teacher and peers.

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 studentteacher, 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.

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.

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.

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).

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).

RESEARCH METHOD

This research research used descriptive qualitative method which provide an accurate description of observations of the phenomena in the form of words. Descriptive qualitative is a type of research which does not use any calculation or enumerating (Moleong, 2007). According to David Nunan (1992), qualitative research, assumes that all knowledge is relative, that there is a subjective element to all knowledge and research, and that holistic, ungeneralisable studies are justifiable (an ungeneralisable study is one in which the insights and outcomes generated by the research cannot be applied to context or situations beyond those in which data were collected).

This research used qualitative research which is to describe about the implementation of discovery learning to teach writing descriptive text, the students responses, and to describe the obstacles do teacher face when implement DL method.

The research subject of the research is English teacher and students in VII-3 SMPN 2 Tarik, Kab.Sidoarjo. The reason for choosing this subject is based on the initial survey through students from the school having difficulties in learning english because of the wrong method applied by english teacher.And

based on survey on the RPP english teacher use discovery learning. But in the implementation, at the classroom step learning does not fit with the theory of discovery learning. The sampling technique in this study used purposive sampling technique (Sugiyono, 2014: 82).

To collect the data the researcher used questionnaire, observation checklist, and interview guidelines to gain the data. Questionnaire guidelines will be asked for the student, it is used to know the responses of teacher method. In observation checklist used to the teacher performance at the classroom in teaching process. and after that the teacher will be asked to answer the interview guidelines that is designed to describe the obstacles in implementing the DL method.

To state the problem in the research, researcher used the descriptive analysis that focused to know the implementation of DL method, the teacher's obstacles, and the student's responses about the method in learning descriptive writing.

Triangulation by using resources means that the researcher compare and recheck the credibility of information found in the observation with the data of interview and compare it with related documents. Triangulation by using multiple researcher this triangulation usually uses professionals who mastering specific techniques with the belief that expert from

different technique to give different perspective. If every evaluator interprets the same, the validity is enforced. Triangulation by using methods means that the researcher check the credibility of the research and the data resources by using several data collecting techniques and analyze the data by the same method. And the last triangulation by using theories, it is a technique of examining data by finding standard of comparison from an analysis explanation as a supporting data to get a valid evidence of the research result.

In this research used triangulation by using researcher, it means all of the data which found in the observation will compare and recheck the credibility.

RESEARCH FINDINGS AND DISCUSSIONS

The researcher used observation checklist to observe the learning process of descriptive text by use DL method through the way the teacher transfers the subject of learning English. In this case, the researcher observed all of activities start from the opening class, learning process and closing the learning process. After that, Interviews used to obtain information about teacher knowledge of the DL method and to find out the obstacles experienced by teachers in implementing DL methods in the classroom. And Questionnaire is a data collection technique done by giving a set of questions or written statement to the respondent to answer, where researchers do

not directly ask the respondent (Sutopo, 2006). The questionnaire was used to obtain information about the students responses toward DL method in learning descriptive writing. The questionnaire consisted of 10 items that must be answered by the students. This questionnaire have 5 option Strongly Agree "SA", Agree "A", Neither Agree nor Disagree "NAD", Disagree "DA", Strongly Disagree "SDA".

a. Findings

1. Students responses in implementing DL method (Questionnaire)

This research uses questionnaire to get the data. The purpose of giving the questionnaire is to get the primary data. The writer distributed the questionnaire on Friday, July 27th, 2018 and was responded by 30 students. The questionnaire consists of 4 Indicators which are divided into 10 questions. The students was asked to give the following responses "very agree(VA)", "agree(A)", "neither agree nor disagree (NAD)", "neither agree(NA)" or "very neither agree(VNA)".

Indicator 1 consist of 3 items that seeks for student's enthusiasm during learning process .In question number 1 until number 2 majority of the students said that the teacher's method make them fell enjoy and more active in learning english. And for question number 3 majority of the students pay attention in learning English because the students not skilled in English learning. Based on the

answer of the indicator 1, it is clear that the majority of the students are enthusiastic in learning English (the percentage is on appendices)

Indicator 2 consists of 4 items that ask the students' responses when teachers implementing the DL method during learning process. In question number 4 all of the students said that the DL method make them skilled in learning descriptive writing. In question number 5 all of the student said that learning in group discussion make them easily to get more ideas. In question number 6 majority of the students said by formulate the problem they can mastering the material, and some of the students said that they cannot too mastering the material because they not understand the language. In question number 7 all of the student said that they are fell more understanding the material when using the DL method. Based on the description above many student students answered "VA" and "A", that indicated that students feel more active, skilled, and easy to understand the material descriptive text using DL method. (the percentage is on appendices)

In Indicator 3 there are 2 items that asked about the students responses after the implementation of the method. In question number 8 and 9 students answered that DL method make them interesting in learning descriptyive writing. The data indicates that after the implementation of DL method, the

students are more interested, and more easily understand the descriptive text material.

Indicator 4 is related to desire to deepen the understanding of material. All of the students said that DL method make them motivated to learned English especially in descriptive writing material. It shows that all of the students want to deepen the material after the implementation of DL method. (the percentage is on appendices)

Based on the result of the questionnaire above, it can be concluded that, the majority of the students are enthusiastic during learning English, but there are student who are not enthusiastic, this is because they do not understand each of word in English. Students feel more active, skilled, and more easily to understand when discovery learning were implemented in descriptive writing. Students' responses after the DL method applied to students feel interested, and more easily understand the descriptive writing. Students want to deepen the material after applied DL method.

2. Teacher's knowledge and obstacles in implemented DL method (Interview)

This part describes the interview result of the English teacher in SMPN 2 Tarik. The teacher is English teacher and homeroom in grade one at SMPN 2 Tarik. She has been teaching there for 23 years. The interview was conducted to know teachers preparation of learning, students responses while learning

English, the teacher's knowledge on DL method, and the student's task after teaching.

a. Student responses through learning English

As the result of the interview to know the students responses during learning English, the teacher explained that the students' responses during learning English are vary because each has her or his own character.

"there are many kind of the responses, for class which are has well student (who wants to pay attention), there are also the class which are has bad students are not pay attention, busy themselves, etc. Because each class is unique, because one class has various student characters. For example, clever students must be able to pay attention and be serious during lessons, while for students who are less intelligent, they usually look for opportunities, are busy themselves, and not pay attention.

"ya, bermacam-macam, ada kelas yg responnya baik (mau memperhatikan) ada juga yg tidak memperhatikan, ramai sendiri, dsb. Karena dalam satu kelas itu bisa di katakan unik, ada bermacam-macam karakter siswa. Contohnya siswa yang pandai

pasti bisa memperhatikan dan serius saat pelajaran, sedangkan untuk siswa yang kurang pintar biasanya mencari kesempatan, sibuk sendiri, dan tidak memperhatikan.”

It shows that between one class with another class is not the same, because each class must have its own uniqueness. For students who are good at it they will want to listen and take the task seriously but for the less intelligent students they will definitely not pay attention and not seriously while doing the task.

b. Preparation and the knowledge about discovery learning

When teacher were asked about the preparation before teaching descriptive by using DL method. Teacher says before starting the lesson teachers always prepare the lesson plan (RPP). Including when explain descriptive using DL method.

“Yes, because RPP is our preparation when we will teach. At least, we know what are the objectives in the learning material, then what are the learning steps and assessments. and all of them must be conveyed to the students”

“Ya harus, karena RPP adalah persiapan kita waktu akan mengajar paling tidak kita tahu

apa tujuan dalam materi pembelajaran, kemudian langkah-langkah pembelajaran dan penilaiannya seperti apa. Semua itu harus di sampaikan pada siswa”

But when teacher asked whether the teacher always use DL method to teach descriptive writing. The teacher said this method cannot be applied to all classes because the character of each class is different.

“Not always, because the character of each class varies. one class that are easy to accept learning, and the other class with students are less intelligent, we as teachers must apply other methods”

“Tidak selalu, karena karakter tiap kelas berbeda-beda. Ada kelas yang mudah menerima pembelajaran ada kelas yang muridnya kurang pandai, itu kita sebagai guru harus menerapkan metode yang bervariasi....(full transcripts at appendices)”

It shows that a suitable class by using this method will be able to achieve the purpose of learning materials. But, for classes that do not fit with this method will not be able to benefit of its learning goals. So the teacher must use other methods.

When researcher asked about the steps of discovery learning teachers explained clearly. It indicates that the teacher understands about the DL method. It shows in the teacher's statement :

"There are many steps in discovery learning, including:

1. *Preparation: setting goals, identifying characteristics, selecting material and determining topics ... (full transcript at appendices "*

"Langkah-langkah discovery learning ini ada banyak ya, diantaranya:

1. *Persiapan :menentukan tujuan, melakukan identifikasi karakteristik, memilih materi dan menentukan topic... (full transcript at appendices"*

Teacher also asked about the obstacles during the implementation of this method in the classroom. Based on the result of observation the obstacles happened when discussing the result of student's worksheet. This is supported by the teacher's statement:

"The problem occurs during the discussion of the task (drawing conclusions). When given the task they are very enthusiastic when discussion activities in each

group ... (full transcript on appendices) "

"Kendalanya terjadi pada saat pembahasan tugas (menarik kesimpulan). Saat di beri tugas mereka antusias sekali melakukan kegiatan diskusi dalam kelompok masing-masing.. (full transcript on appendices)"

- c. Student's responses after learning process by DL method

"After applying the DL method students look enthusiastic, because they don't work by themselves but with the group discussion. Especially for students who are less intelligent they are just sticking with friends who are smarter"

"Setelah merapkan metode discovery learning siswa terlihat antusias, karena tidak mengerjakan tugas sendiri namun bersama-sama dalam satu kelompok. Apalagi bagi siswa yang kurang pandai mereka hanya dompleng (numpang nilai) saja dengan temannya yang lebih pandai"

Based on interviews with teacher, after DL method is applied, the students were enthusiastic and interested in learning descriptive writing. It is because they do not need to do the task alone but with group discussions.

- d. Evaluation method after teaching

And for evaluation of learning materials. Teachers use individual test methods of written text about descriptive writing. This is supported by teacher's statement:

"The evaluation used is by individual tests, can write or speak (speaking)"

"Evaluasi yang digunakan adalah dengan tes individu, bisa tulis atau berbicara (speaking)"

Based on the result of the interview with the teacher it can be conclude that the teacher's knowledge about DL method is very well. She can described the step of DL method properly and suitable with the theory. And the obstacles when implemented the method happened when discussing the result of student's worksheet. It cause the students assume that if they have collected the task it means their work are finished

3. Implemented DL method in teaching descriptive writing (observation)

Based on the observation that has been done by the researcher to know whether the teacher has applied discovery learning well. The observations were conducted in class VII-3, with descriptive writing material.

The teacher begins the learning by greeting the students, Checking the attendance

and praying before starting the lesson. Because it is done at the beginning of the new school year, the stages of reviewing the material are replaced with a brief introduction. Afterwards explaining the SK, KD, and learning objectives followed by giving motivation to learn for students.

When performing the beginning of the main activities, teacher gave stimulation by using picture for the learners, because this method is just known by the student, the teacher guides students to do the next activity, namely formulation of the problem.

In collecting data, students are asked to read books or collect data from other sources as much as possible. The researcher sees the teacher chooses to leave his students, and does not provide any guidance.

After returning to class, the teacher immediately proceeded to the next activity that is data processing. In the data processing activities the teacher provides exercise in the form of worksheets to discuss.

After that, students verify their findings by working on the worksheet from the teacher. Before discussing the task, students are asked to paste the results of their discussion on the white board. But, because the lesson has ended then the discussion is done at the next meeting. Teacher ended the lesson by making conclusions about the day's lesson, and then proceeding to pray after that.

On the next observation, the teacher started the lesson with greeting, and greet the students then proceed to pray. Afterwards, the teacher asks about the previous lesson. Then the teacher continues the previous activity of discussion of the worksheet that has been collected at the previous meeting.

After all worksheets have been completed, The teacher gave evaluation to descriptive writing materials. The teacher gave some sample images, each discussion group gets one picture. Then the students are asked to describe the picture.

Before the learning ends the teacher asked the students to collect the evaluation results. After that, the teacher ended the lesson by giving a short motivation and ending with a closing greeting.

Based on the result of observation at grade VII-3 can be concluded that the teacher has implement all of the steps in the DL method properly. But in its implementation there are several errors its like, leaving the class at the "data collection" stage. And when returned to the class she did not ask about the students' difficulties but directly gave them a worksheet. Though not necessarily all students understand what material is being discussed.

b. Discussion

1. The implementation of DL method in learning descriptive writing.

The use of DL method in learning descriptive writing has been implemented

properly, there the step of DL method based on the teacher's implemented and by the expert. Before started the DL method the teacher make some group discussion, by divided all of students.

a. Stimulation

Based on Dedikbud (2014) in 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. And from the result of observation in this activity teacher gave students a stimulus by used picture for the learners. Based on teacher's RPP, The teacher provides stimulation in the form of pictures of famous people such as presidents, soccer players, etc. in observations conducted by researchers the teacher gave a picture of President Barack Obama, Mayor of Tri Rismaharini, and President Joko Widodo. the reason of chosen the picture is to make the students easily to describe the attitude and characteristics of the person easily. when given a stimulus by used picture, the student's responses is good, and when the teacher asks students to name a few adjectives about a person's physical and characteristics and , some students can responses immediately and some other students remain silent and wait for the next teacher's explanation.

b. Formulate 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 (Dedikbud:2014). In this research the activity is not be able to applied properly, because this method is a new by the students. The teacher still gave more guided in the form of giving questions about pictures, who is he ?, where does he live ?, etc. some student responses by answered the teacher's question clearly, and the other student who have less intelligence still tried to understand the material. The researcher tried to help the student by gave a little guided to the students who have less intelligence.

c. Data collection

To answer questions (formulate the problem), students are given the opportunity to collect various information. Teachers facilitate students with providing concrete examples, drawings, or books (Dedikbud:2014). Here, teacher asked the student read some books to collect the data. Based on research's observation students are asked to mention some adjectives word about the physical character and characteristic of someone in the picture.

But, teacher make a mistake that is while the students collecting the data the teacher just leaving from the class and does not provide any guidance.

d. Data analysis

Based on Dedikbud (2014) 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. To implemented this step teacher asked to the student to discussed with their group discussion fo made a paragraph by used the result of data collection. It make students feel enthusiastic because they don't work alone but in discussion groups.

e. Verification

According to Bruner, verification has purpose in order learning process would run well and creative if teacher gave a change to students to discover a concept, theory, rule or comprehension through the example of their daily activity. In this activity the teacher discussing the student's worksheet whether the theories and concepts they find to answer this worksheet are correct or incorrect. In here, the teacher face a problem because the students are not pay attention the teacher's explanation.because students assume that if they have collected the

task it means their work is finished. Therefore, the researcher advises the teacher to create the results of the students' assignments by attaching their assignments to colored paper and then stucked the assignment on the whiteboard to discussed the assignment together. And exactly, the student can to pay attention into the teacher's explanation.

f. Generalization

In this research teacher explained again about descriptive writing briefly based on the result of the verification. As a result of the verification is moderately, where are partial of the student is understand about the material, and the other student is not really understand. Therefore, the teacher guided students to made a conclusions together about descriptive writing material.

2. The obstacles do teacher face in implementing discovery learning

During implementation of the DL method the teacher face an obstacles, that is in step "verification" when the teacher discussing the student's worksheet. The students were busy discussing themselves with the group and did not pay attention to the explanation from the teacher. As the student's assume that if they have collected the task it means their work is finished This happens continuously until it come step "generalization". To overcome it

the teacher tries to call attention from students. Because if students do not pay attention, it will cause students not to know about descriptive material correctly. Therefore, the researcher advises the teacher to create the results of the students' assignments by attaching their assignments to colored paper and then stucked the assignment on the whiteboard to discussed the assignment together. And exactly, the student can to pay attention into the teacher's explanation.

3. The students' responses in teaching descriptive text using discovery learning

To answer the research question about the students responses in teaching descriptive writing by using DL method can use data of questionnaire whereas the majority of the students feel more active, skilled, and more easily to understand when discovery learning were implemented in descriptive writing. And students' responses after the DL method applied they feel more interested, and more easily understand the descriptive writing it make they want to deepen the material.

Based on previous study by Laelatul Mukarromah "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)" Based on the result of her research, the majority of the students joined the class enthusiastically it

make DL method can improve students' achievement in writing descriptive text. It is suitable with the data questionnaire of the researcher because if the students are interested in descriptive writing learning, their achievements in descriptive writing also can increase.

Based on the description above the teacher has well implemented the DL method. All of the DL steps start from Stimulation until the generalization goes well. The students gave variety responses to DL methods, this is due to the intellectual knowledge of each student in learning English is differently. For students with high intelligent they can easily follow the learning well, and provide positive responses such as responding to questions from the teacher at the stimulation stage, and be able to process the data from the data collection properly. For students who have less intelligent, they tend to be passive and do not respond directly to stimulation from the teacher in the stimulation stage, and when processing data they can only *ride* on smart students in the discussion group. In Implemented the DL method the teacher made a group discussion, it makes the students enthusiastic in learning descriptive writing by used DL method, because they does not do the task alone but in the group discussion. The obstacles happen in task discussion (verification) because students assume if they have collected the task then their work has

been completed. To overcome this obstacle, the teacher provides motivation and applies the advice from the researcher to make the discussion process more interesting by stick the student worksheet on colorful paper and then sticked it on the whiteboard. In this way students also want to pay close attention to the stage of generalization students can draw conclusions about learning descriptive writing

CONCLUSION

Based on the research finding and discussion above, The teacher can Implemented the DL method properly and suitable with the theory and get a good response from students. Although there are still mistake in the implementation by the teacher. And to overcome this, the researcher gives advice to the teacher that, before entering the next stage, the teacher is better to ask about the student's difficulties during the learning process. And the advice received a good response from the teacher and was willing to apply the suggestion.

The obstacles that teacher face it happened in Verification step, and to advice this the researcher gave advice to the teacher to create the results of the students' assignments by attaching their assignments to colored paper and then sticked the assignment on the whiteboard to discussed the assignment together. And exactly, the student can to pay attention into the teacher's explanation

Majority of the Students were enthusiastic when learning English, but there are student who don't enthusiasm, this is because they do not understand each of word in English. Students feel more active, skilled, and more easily to understand when discovery learning were implementing in descriptive writing. Students' responses after the discovery learning method applied to students feel interested, and more easily understand the descriptive writing. Students want to deepen the material after applied discovery learning method.

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