THE APPLICATION OF DISCOVERY LEARNING MODEL TO IMPROVE WRITING SKILLS ENGLISH WRITING SKILLS OF 8TH GRADE STUDENTS OF SMP ANTONIUS NABIRE

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ABSTRACT

This study aims to assess the effectiveness of the implementation of the Discovery Learning model in enhancing the English writing skills of 8th grade students at Antonius Nabire Junior High School. This study employs a classroom action research approach with four main stages: planning, action, observation, and reflection. The research process is conducted in three cycles, each cycle consisting of the development of learning plans, the execution of learning using the Discovery Learning model, observation of the learning process, and reflection for improvement. Data were gathered through writing tests, observations, questionnaires, and interviews. The results of the study indicate a significant improvement in students' writing skills from the first to the third cycle. Additionally, there was an increase in student motivation and engagement in learning. The majority of students responded positively to this learning model, feeling more motivated and interested in learning. However, there are challenges in implementing this model, such as students' difficulties in organizing ideas and time limitations. This study contributes to the development of more innovative and effective learning methods in enhancing students' writing skills.

Keywords: Discovery Learning Model, Writing Skills, English

ABSTRAK

Penelitian ini bertujuan untuk mengkaji efektivitas penerapan model Discovery Learning dalam meningkatkan keterampilan menulis bahasa Inggris siswa kelas 8 di SMP Antonius Nabire. Penelitian ini menggunakan pendekatan penelitian tindakan kelas dengan empat tahapan utama: perencanaan, tindakan, observasi, dan refleksi.

Proses penelitian dilakukan dalam tiga siklus, dengan setiap siklus terdiri dari penyusunan rencana pembelajaran, pelaksanaan pembelajaran dengan model Discovery Learning, observasi terhadap proses pembelajaran, dan refleksi untuk perbaikan. Data dikumpulkan melalui tes menulis, observasi, angket, dan wawancara. Hasil penelitian menunjukkan peningkatan signifikan dalam keterampilan menulis siswa dari siklus pertama hingga ketiga. Selain itu, terjadi peningkatan motivasi dan keterlibatan siswa dalam pembelajaran. Mayoritas siswa memberikan respon positif terhadap model pembelajaran ini, merasa lebih termotivasi dan tertarik dalam pembelajaran. Meskipun demikian, terdapat tantangan dalam penerapan model ini, seperti kesulitan siswa dalam mengorganisir ide dan keterbatasan waktu. Penelitian ini memberikan kontribusi dalam pengembangan metode pembelajaran yang lebih inovatif dan efektif dalam meningkatkan keterampilan menulis siswa.

Kata Kunci: Model Discovery Learning, Keterampilan Menulis, Bahasa Inggris

INTRODUCTION

Education is a conscious effort to prepare learners through guidance, teaching, and or training activities so that they can develop and have knowledge that they did not previously know. So, education is not only about teaching, but also about guiding and training learners so that they can grow and develop according to their potential (Sarwita, et al, 2021; Telussa, et al, 2022). In the era of globalization, which increasingly emphasizes cross-cultural communication skills, English language skills are one of the competencies that are needed. English as an international language is not only important in the field of education, but also in the world of work and everyday life. Therefore, English education at the junior high school level is very important in forming a strong foundation for students to develop their language skills in the future. According to Susanto (2019), improving English language skills in junior high school students can have a significant impact on their academic and non-academic abilities at the next level of education.

One aspect of English language skills that is important to master is writing skills. Writing skills not only include the ability to string words into sentences, but also the ability to compose coherent and logical paragraphs. Preliminary research conducted on 8th grade students at Antonius Nabire Junior High School shows that they have difficulty in English writing skills. This may be due to the lack of application of effective and interesting learning models for students. This is also supported by research conducted by Fatmawati (2020), which states that many junior high school students still have difficulty in writing good and correct English texts.

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This is caused by various factors, including the lack of effective teaching methods in teaching writing skills.

Traditional teaching methods that are teacher-centered are often considered less effective in improving students' writing skills. In this context, innovative and student-centered learning models, such as Discovery Learning, become an attractive alternative to apply. According to research conducted by Rahmawati and Andriani (2021), Telussa (2024) that the Discovery Learning model can increase student engagement in the learning process and encourage them to actively explore learning materials.

Discovery Learning is a learning model that emphasizes the process of discovery and exploration by students themselves. This model encourages students to think critically and creatively in solving problems, as well as connecting the knowledge they already have with new information found. Widodo and Hartati (2022) state that the application of Discovery Learning in English learning can increase student motivation and independence.

In addition, research conducted by Lestari and Putri (2023) shows that the use of the Discovery Learning model can significantly improve students' writing skills. They found that students taught with this method are more able to compose coherent texts and have a clear structure compared to students taught with conventional methods. This shows that the Discovery Learning model not only increases student engagement, but also the quality of their writing.

The application of the Discovery Learning model in English learning also gets support from international research. For example, a study conducted by Johnson and Smith (2024) found that Discovery Learning can improve students' critical and analytical thinking skills, which are important skills in writing. This research affirms that interactive and student-centered learning methods can produce significant improvements in writing skills.

Based on this background explanation, the researcher is interested in conducting research with the title Application of the Discovery Learning Model to Improve English Writing Skills of 8th Grade Students at Antonius Nabire Junior High School.

RESEARCH METHOD

This research is a classroom action research (CAR) aimed at improving the English writing skills of 8th grade students at Antonius Nabire Junior High School through the application of the Discovery Learning model. CAR was chosen because it allows the researcher to directly intervene in the learning process and observe the changes that occur continuously. The subjects of this study are 8th grade students at Antonius Nabire Junior High School, consisting of 30 students. The selection of this

class is based on initial observations that show that their English writing skills are still low and need improvement.

This research uses the CAR model with four main stages: planning, action, observation, and reflection. The research process will take place in three cycles, with each cycle consisting of: 1) Planning: Developing a learning plan that uses the Discovery Learning model, including the creation of teaching materials and assessment instruments. 2) Action: Implementing learning according to the plan that has been prepared. 3) Observation: Observing the learning process and recording data related to students' writing skills and their responses to the learning method. 4) Reflection: Evaluating the results of observations and determining improvements that need to be made for the next cycle.

Data is collected through several techniques, namely: 1) Writing Test: Students are given writing assignments at the end of each cycle to measure the improvement of their writing skills. 2) Observation: The researcher observes the learning process to record student engagement and their responses to the Discovery Learning model. 3) Questionnaire: Students fill out a questionnaire to provide feedback on their experiences during learning with the Discovery Learning model. 4) Interview: Interviews are conducted with several students to get more in-depth information about their experiences in this learning.

The instruments used in this study include: 1) Lesson Plan Sheet (RPP): Used as a guide in carrying out actions. 2) Observation Sheet: Used to record student engagement and responses during the learning process. 3) Writing Test: Test questions given to students to measure their writing skills. 4) Questionnaire and Interview Guide: Used to collect data about students' experiences during learning.
The data obtained is analyzed using qualitative and quantitative descriptive techniques. Qualitative data from observations, questionnaires, and interviews are analyzed by describing relevant findings, while quantitative data from writing tests are analyzed by calculating average scores and the percentage of improvement in students' writing skills.

$$P = \frac{F}{N} \text{ X } 100\%$$

To ensure the validity of the data, this study uses triangulation techniques, which is combining data from various sources (observations, questionnaires, interviews, and writing tests) and rechecking the data that has been collected through discussions with colleagues and reflections with students."

RESEARCH RESULTS AND DISCUSSION

1. **Improvement of Writing Skills** The results of the writing tests in each cycle show a significant improvement in students' writing skills. In the first cycle,

the average score of students' writing tests was 60, increased to 70 in the second cycle, and reached 80 in the third cycle. This increase reflects the effectiveness of the application of the Discovery Learning model in helping students develop their writing skills. This research shows that the Discovery Learning model is effective in improving students' English writing skills. The increase in writing test scores shows that this method helps students in developing their ability to compose good sentences and paragraphs. These findings are consistent with previous research by Sari et al. (2023) which shows that Discovery Learning can improve students' writing skills.

2. **Student Engagement and Motivation Observations** during the learning process show an increase in student engagement in each cycle. In the first cycle, only 50% of students were actively involved in learning activities. This percentage increased to 70% in the second cycle, and 85% in the third cycle. Increased motivation and student engagement are important factors in the success of learning. The Discovery Learning model encourages students to actively participate in the learning process, which in turn increases their motivation. This shows that the Discovery Learning method has successfully increased student engagement in the learning process. The results of this study are in line with what was said by Widodo (2023) that this method can increase students' learning motivation, which has a positive impact on their participation in teaching and learning activities.

3. **Student Response to the Learning Model** The results of questionnaires and interviews show that most students give a positive response to the application of the Discovery Learning model. As many as 80% of students feel more motivated and interested in English writing learning. Students feel that this method makes them more active and creative in learning. These findings are in line with research by Putri and Kurniawan (2021) which states that Discovery Learning can increase students' motivation and interest in learning English.

4. **Challenges and Obstacles Although** the results are positive, there are several challenges faced during the research. Some students still find it difficult to organize their ideas in structured writing. In addition, the time required for each learning session becomes longer because students need more time for exploration. Research by Rahmawati (2020) shows that time constraints and difficulties in organizing ideas are common challenges in writing learning.

5. **Increase in Creativity and Independence** The application of Discovery Learning also has a positive impact on students' creativity and independence. Students become more independent in searching for information and composing their writing. The increase in creativity and independence of

students is one of the main benefits of the application of Discovery Learning. Students who are used to searching for information and solving problems independently will be more prepared to face challenges in the future. These results are in line with the findings of Brown (2019) which show that discovery-based learning methods can increase students' independence and creativity in learning.

CONCLUSION

This research shows that the application of the Discovery Learning model is effective in improving the English writing skills of 8th grade students at Antonius Nabire Junior High School. Some of the main conclusions from this research are: 1) Improvement of Writing Skills: The application of the Discovery Learning model significantly improves students' writing skills, as seen from the increase in writing test scores from the first to the third cycle. 2) Motivation and Student Engagement: The Discovery Learning model successfully increases motivation and student engagement in the learning process. Students show increased active participation and greater interest in learning English writing. 3) Positive Student Response: The majority of students give a positive response to the use of the Discovery Learning model, feeling more motivated and interested in learning. 4) Challenges in Application: Some challenges in the application of this model include students' difficulties in organizing ideas and time constraints. 5) Increase in Creativity and Independence: The Discovery Learning model helps students become more creative and independent in learning. They are more capable of searching for information and composing their writing on their own initiative, supporting the findings.

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