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 the Academic Year of 2014/ 2015)

THESIS

Submitted in Partial Fulfillment of The Requirement for Gaining
The Degree of Bachelor of English Language Education

WALISONGO

By:

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EDUCATION AND TEACHER TRAINING FACULTY
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THESIS PROJECT STATEMENT

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(A Classroom Action Research at VII A Class of MTs NU 08
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in the Academic Year of 2014/2015)**

is definitely my work. I am completely responsible for the content of this thesis. Other writer's opinion or finding included in the thesis are quoted or cited in accordance with ethical standards.

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RATIFICATION

Thesis with the following thesis identity:

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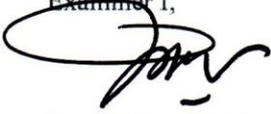
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Assalamu'alaikum wr.wb.

I inform that I have given guidance, briefing, and correction to whatever extent necessary of the following thesis indentification:

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Wassalamu'alaikum. wr. wb.

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ABSTRACT

Laelatul Mukharomah (113411064) "*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)*" Thesis, Semarang: Bachelor Program of English Language Education of Tarbiyah Faculty of Walisongo State Islamic University Semarang, 2015.

The background of this study is based on the phenomenon that learning descriptive text writing as one of the language items that students got difficulty to start it as their comprehend. Especially in VII A of students of MTs Nu 08 Gemuh. They could not interest in teaching learning process, even they got difficulty when they were asked to writer. Discovery learning here is one of the learning model which emphasize in the process of the learning. Students could learn by observing which want to be learnt. They did not need to be afraid about the grammar rule at the first time they wrote, so it would be effective for students in seventh grade as VII A class of students of MTs NU 08 Gemuh.

This research is aimed to find the answer to the following research questions:

1. How is the implementation of Discovery Learning model in teaching descriptive text to improve students' writing skill at seventh grade students of MTS NU 08 Gemuh in academic year of 2014/2015 ?

2. Can discovery learning model improve students' descriptive text writing at seventh grade students of MTs NU 08 Gemuh in academic year of 2014/2015?

3. How is the improvement of students' writing skill in teaching descriptive text after being taught using Discovery Learning model at seventh grade students of MTS NU 08 Gemuh in academic year of 2014/2015 after taught?

The study was to find out whether discovery learning model is more effective to improve students' descriptive text writing than non discovery learning.

The implementation of discovery learning model in teaching descriptive text writing at MTs NU 08 Gemuh Kendal is A Classroom Action Research which is aimed to improve students' achievement in writing descriptive text. This research was conducted in three cycles and was done in four activities including the pre cycle and cycle 1,2, and 3.

The result of 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, the researcher 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 the researcher 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, the researcher 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.

MOTTO

.... وَتَعَاوَنُوْاعَلَى اْلْبِرِّ وَالتَّقْوَى ﺻﻠﻰ وَلَاتَعَاوَنُوْا عَلَى اْلِاثْمِ وَاْلعُدْوَانِ ﺻﻠﻰ ....

Help one another in what is good and pious, not in what is wicked and
sinful.[1] (Q.S. Al-Maida: 2)

[1] Mahmud Y. Yazid, *The Quran: An English Translation of The Meaning of The Quran*, (Beirut: Dar al Chouro, 1980), p.73

EDICATION

This thesis is dedicated to:

❖ My beloved parents (Moh Sodikin and Kumariyah), who always devote their affection, give advice till the writer finished in arranging this thesis. Thank for giving the writer spirit.

❖ My grandfather, H. Ahmad Arief Abdillah, who always give me advices and always prays to me for my successful. Thank a lot to him.

❖ Abah Nur Salim, who prays me for finishing this thesis. Thanks to him.

❖ My beloved Friends (M. Fajrul Falah S.Pd.I dkk.) who always solve my problem when the writer get a difficulty.

❖ All my special classmates of TBI '011.

❖ All inspiring people around me.

ACKNOWLEDGEMENT

Bismillahirrahmanirrahim

All praises be to Allah *Azza wa Jalla*, Who has given us the mercy and blessing in life until this thesis entitled "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 the Academic Year of 2014/2015)" can be completely finished as requirement for the Degree of Bachelor of Education in English Language Education.

The researcher realizes that I cannot complete this thesis without support, cooperation, help and encouragement from a lot of people. Therefore, in this occasion the researcher would like to give his sincere thanks to all of them, especially to:

1. Dr. H. Darmu'in M.Ag as the Dean of Education and Teacher Training Faculty.
2. Dr. H. Muslih, MA. as the Chief of English Education Department.
3. Ismail SM., M.Ag as the first advisor for his careful guidance, clear briefing, helpful correction, and very good advice during the consultation of this thesis. May Allah rewards the best in his life.
4. Sayyidatul Fadlilah M.Pd. as the second advisor for the careful guidance and helpful correction during the consultation. May Allah rewards the best in her life.

5. Lecturers in English Department of Education and Teacher Training Faculty for valuable knowledge, and guidance during the years of my study.

6. Drs. H Achmad Suud, M. Si. as the Headmaster of MTs NU 08 Gemuh Kendal and the English teacher in VII A who helped the writer during the research

7. All of my family members who always give to me their love, prayer, support, and contribution so I could finish conducting this thesis.

8. H. Ahmad Arief Abdillah as my grandfather who always give me prayer and motivation.

9. All of my classmates in TBI B 2011 wish you all the best, my pals.

The researcher realizes that this thesis is still far from perfection, so that I expect constructive suggestion and criticism from all side for the perfection of this thesis project.

Finally, the researcher expects that this thesis would be useful for further study.

Semarang, April 23rd 2015
The writer,

Laelatul Mukharomah
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CHAPTER 1

INTRODUCTION

A. Background of the Research

Human was born with empty mind and knowledge. Since they born, God does not give knowledge yet. They can not understand anything. But, after they grown up under parents' protection, their knowledge also would grow up. Child can grow through communication. That is why human will need a language to grow.

That human use communication is to survive their life in their environment, and it can be studied by them. The ability of communication can be mastered by human. There are many communication form which are used by them, such as language. Based on the Michael Canale, human have two competence in communication, they are *communicative competence* and *actual competence*. He distinguishes between *communicative competence* and *actual competence*. *Communicative competence* is the underlying knowledge of the rules of communication, whereas *Actual competence* is the use of this knowledge in real acts of communication.[1] Based on that, the writer concludes that children can increase their communication through their competition as long as they can create a language based on their community.

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[1]Richard W. et.all., *Language and Communication*, (USA: Longman, 1983), p. 1.

Language is one of the crucial thing human have as human society. Because by using language, they can achieve their goal to make a plan with other people. According to Douglas, language operates in a speech community or culture.[2] In this world, there are many languages based on their regions, so that every society has different language. It is impossible if human make a relationship but the language is different. That is why the government declare to make an international language as a tool to achieve human being's goal. In order to be familiar for all of human being, so it can avoid misunderstanding between them.

Now, English is as an international language, so there are many people who want to master it. The reason of this case is because they believe that English can bring their future better. English will bring people walks around the world if it can be mastered by them. In 1985 Kachru described the world of English in terms of three circles. In the inner circle he put countries such as Britain, the USA, Australia, etc. where English is the primary language. The outer circle contained countries where English had become an official or widely-used second language. These included India, Nigeria, Singapore, etc.[3] It indicates that English

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[2]Douglas Brown, *Principles of Language Learning and Teaching*, (San Francisco: Pearson Education, 2007), P. 6

[3]Jeremy Harmer, *The Practice of English Language Teaching,* Pearson Longman, p. 17.

had become an international language. Because English is international language, so human in the world need to learn it.

In this case, English has been taught in many schools, especially in our country. There are four basic skills that must be mastered in English, they are reading, writing, speaking, and listening skill, but the crucial is speaking because speaking is main communication to express human being's feeling directly. Speaking is a main skill to make a communication directly with other people. Besides, writing is the second important in English after speaking. Both of them have a relationship. Speaking refers to language interactions where language most closely accompanies action, whereas the writing refers to language as a reflection.[4] Because in this research will discuss the second important in English, so the writer intend to clarify about writing. Writing is complex process, because there is grammar rule that have to master for starting write. According to Jeremy, human activity of writing is a fairly recent development in the evolution men and women. Besides, writing has a meaning from different region. Some of the earliest writing found at a place Harrapa in 1999. It is the first recognized written language.[5]

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[4]Jenny Hammond, et.all., *English For Social Purposes,* (Australia: National Centre for English Language, 1992), p.5.

[5]Jeremy Harmer, *How to Teach Writing*, (England: Pearson Education Limited, 2004), p. 1.

In the business field, writing will be important. By writing, business can easy to go on. The businessmen have to master writing. When they want to make a communication with other business, they can write a letter for their business in global area. They can make their business better than they do not know how to write the business letter. Also when they make a conversation with business partner in long distances, it needs a letter for communicating in literature form. Automatically, writing is needed in this case.

Writing is one of the historical things in human being's life, they can make a long term of communication by writing, all about their life in book or encyclopedia. Robert Todd Caroll said that the most important in human history is writing. it provides a relatively permanent record of information, opinions, beliefs, feelings, arguments, explanations, theories, etc. He states that writing allow us to share our communication not only contemporaries, but also future generations.[6] Human need to learn it, especially for their international education. When they got an international education, of course they have to master English, especially in their skill writing. They can make a passage in English for saving in a long time. As Allah stated in An-Nisa' verse 153 that al-Qur'an that have been written is as a proof of power God for Jew who do not believe, here the verse:

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[6]Robert Todd Caroll, *Students Success Guide Writing Skill*, (United State: International Copyright Law, 1990), p.1.

يَسْـَٔلُكَ أَهْلُ ٱلْكِتَٰبِ أَن تُنَزِّلَ عَلَيْهِمْ كِتَٰبًا مِّنَ ٱلسَّمَآءِ ۚ فَقَدْ سَأَلُوا۟ مُوسَىٰٓ أَكْبَرَ

مِن ذَٰلِكَ فَقَالُوٓا۟ أَرِنَا ٱللَّهَ جَهْرَةً فَأَخَذَتْهُمُ ٱلصَّٰعِقَةُ بِظُلْمِهِمْ ۚ ثُمَّ ٱتَّخَذُوا۟

ٱلْعِجْلَ مِنۢ بَعْدِ مَا جَآءَتْهُمُ ٱلْبَيِّنَٰتُ فَعَفَوْنَا عَن ذَٰلِكَ ۚ وَءَاتَيْنَا مُوسَىٰ سُلْطَٰنًا

مُّبِينًا ﴿١٥٣﴾

"The people of the Book ask you to bring down for them a book from heaven. Of Musa they demanded a harder thing than that. They said to him: 'Show us Allah distinctly.' And for their wickedness, a thunderbolt smote them. They worshipped the calf after We had revealed to them Our signs; yet We forgave them that, and bestowed on Musa clear authority."[7]

This verse shows that Jew asked to fall the Al-Quran to see Allah. They said " look Allah to us truelly, so that our eyes can see and witness". Based on the verse above, it can be stated that Allah gave Al-Quran as an evidence to people who did not believe in power of God by asking to write it in a book (Al-Quran). The function of those are in order Al-Quran can be a proof of God power in long time for human future. Allah explains many incidents about Jew that indicates how stuborn and foolish they are in understanding religion.[8] By writing Al-Quran, it can be saved and read for human future, so that they can take a lesson from many foolish Jew incidents.

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[7]Mahmud Y. Yazid, *The Quran: An English Translation of The Meaning of The Quran*, (Beirut: Dar al Chouro, 1980), p. 70.

[8]Ahmad Musthofa Al-Maraghi, *Tafsir Al-Maraghi*, (Semarang: PT. Karya Toha, 1993), p. 15-16.

In the English, writing is hard skill to master. It is caused by grammatical in English. Almost human who is studying writing, they can read, even speak English, but when they are asked to write, they cannot. They get difficulty to master grammar or the form of tenses. Because of the writing is important, but difficult to be learnt, some efforts have been done to solve the problem. The main objective is to make writing become easier to be learn, so that teacher has to an interesting teaching method. Improving writing in Junior High School is not easy. It happened in MTs NU 08 Gemuh. Based on the teacher English who teach there, she said that students got difficulty when they were asked to write. Students assumed that to write is afraid, they have to face, because they have to master all about grammar and make them confused. They could not arrange descriptive text well. Students got difficulty to understand it. Even, they got confused about the generic structure of descriptive text. It can be effected from teachers and students themselves. From teacher, it can be seen in teaching method. Almost all of teachers use *one way method* in their teaching English. It can be seen from the observation of pra riset that was done by researcher, the researcher saw teaching learning process, it just used *one method*. Then the the result of the pre test, there were no students who got required mark that had been determined in KKM based on the school. The average of the result was 51.17. There is another evidence to support this case, Mrs. Tsin Tsuwayroh as a English teacher, she said in

conversation at 3${}^{\text{th}}$ December 2014 that when she was tired, she just give an exercise, then student asked to do it by themselves. From students, it can be seen from the consequence of teacher's monotonous method, so that students have no any motivation to learn it. They sometimes feel bored of teacher's method. It can be seen from asking question that was done between researcher and students during teaching learning process. They state that they was confused when they were asked to start to write, they said that they did not understand about the grammar because the teacher English rarely used new method in teaching learning. It can be concluded that teaching learning process has a problem in VII A Class. It can be effected from teachers and students themselves. As Suharsimi states that there are six influences in teaching learning process, they are (1) Students follows teaching learning process actively, (2) Teacher manages teaching learning well, (3) The lesson, (4) Media or tool which can support in teaching learning, (5) Manager, who manage teaching learning held, (6) Environment. If students and the teacher do not support in teaching learning process, it will not be success. That is why, the writer tend to do an action research classroom in that school.

A classroom action research was conducted in teaching descriptive text. Descriptive text is one of the genres that must be taught in Junior High School and Senior High School. Descriptive text here is a lesson in Junior High School at second semester in academic year of 2014/2015. Descriptive text is a text about

telling or describing people, thing, or animal which the purpose is to describe them. By descriptive text, students can describe all thing around them.

The teacher should choose the best model in teaching writing in order to make students easier to write descriptive text. Based on the phenomena in this research, the writer used Discovery learning to solve this problem. Discovery Learning model emphasize 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.

Therefore, the writer conducted classroom action research under the title – **The Use of Discovery Learning Model to improve Students' Descriptive Text Writing (A Classroom Action Research at Seventh Grade of MTs Nu 08 Gemuh in the Academic Year 2014/2015).**

B. Reasons for Choosing The Topic

The reasons of the writer for choosing the topic can be formulated as follow:

1. Writing is one of the crucial skill in the English that will be useful for students' future better

2. Descriptive text is one of the genres that must be taught to students of junior high school at seventh grade. Moreover, its language feature use simple present tense is the most familiar and easy tense of other tenses to be learnt by students at seventh grade.

3. Discovery learning is one of the learning model that stimulate students prior knowledge and improve students' writing by emphasizing in process, step by step to write.

4. The writer wants to encourage students who have good capability in writing class.

C. Questions of The Research

1. How is the implementation of Discovery Learning model in teaching descriptive text to improve students' writing skill at VII A Class of MTS NU 08 Gemuh in academic year of 2014/2015 ?

2. Can discovery learning model improve students' descriptive text writing at VII A Class of MTs NU 08 Gemuh in academic year of 2014/2015?

3. How is the improvement of students' writing skill in teaching descriptive text after being taught using Discovery Learning model at VII A Class of MTS NU 08 Gemuh in academic year of 2014/2015?

D. Objectives of The Research

1. To describe the implementation of Discovery Learning model in teaching descriptive text to improve students' writing skill at VII A Class of MTS NU 08 Gemuh in academic year of 2014/2015.

2. To identify whether discovery learning model can improve students' descriptive text writing at VII A Class of MTs NU 08 Gemuh in academic year of 2014/2015?

3. To describe the improvement of students' writing skill in teaching descriptive text after being taught using Discovery Learning model at VII A Class of MTS NU 08 Gemuh after taught in academic year of 2014/2015.

E. Limitation of The Study

Research should be limited in it is scope, so that the problem being examined is not too wide and the research is effective. The limitation of this study are :

1. The research subject of this research is the students of VII A class of MTs NU 08 Gemuh Kendal in Academic year of 2014/2015.

2. The instrument of the study which is the instructional program and the achievement test will be developed by the researcher herself.

3. Because of many kinds of learning model, Discovery Learning model as chosen as the employed model and text that is used in this research focuses on descriptive text.

4. The researcher used Discovery Learning model to descriptive text with many instruments.

F. Pedagogical Significance

This research is important for five reasons as follows:

1. For students

   a. Students can improve their writing skill by using Discovery Learning.

   b. Students can be more confident to write the descriptive text.

   c. Students can develop their knowledge about genre, especially descriptive text by themselves.

   d. Students can share their creativity with others.

   e. Students love the activity and are willing to persevere through the reading, writing, speaking, and thinking skills that they incorporate.

2. For teachers

   a. Teachers can use Discovery Learning to improve their students' writing skill.

   b. Teachers will get a new innovative model in enhancing their teaching model. Their model with definitely affect the teaching process quality. In short, the teachers will help their students in achieving the best result.

3. For the school

   The result of this research can be used to improve English teaching and learning process.

4. For researcher

The researcher can use this learning model to improve her skill in teaching writing skill through Discovery Learning.

5. For readers

The researcher hopes that this research can give more information and contribute the knowledge.

CHAPTER II
THE USE OF DISCOVERY LEARNING MODEL TO IMPROVE STUDENTS' DESCRIPTIVE TEXT WRITING

A. Previous Research

There are some researchers conducted in improving students' descriptive text writing. Related to this research, the researcher chooses some literatures about previous research which are relevant to the improving students' descriptive text writing.

1. Thesis under the title *The Use of Sketch as A Learning Aid to Improve Students' Writing Skill in Descriptive Text* by Ahmad Syiifaus Syari, IAIN Walisongo Semarang. In his research, he had a strategy to teach students' writing by using game to find out how the successful students' writing skill by using game. He conducted an action research as the methodology of this research. This study was conducted of the VIII B grade students of SMP H. Isriati in the academic year of 2010/2011. The result of the test showed that the students were successful an effective in writing descriptive text by using *sketch.*[1]

   The differences between his research and the researcher's are the strategy and the year. He used Sketch as a learning aid, while the researcher used Discovery Learning model to improve students' writing skill in descriptive text. In

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[1]Ahmad Syiifaus Syari, "The Use of Sketch as a Learning Aid to Improve Students' Writing Skill in Descriptive Text"*, Thesis* (Semarang: Program Sarjana IAIN Walisongo Semarang, 2010), p. 7

his research, he only concerned in learning aid by using sketch to create the class be fun, while the researcher's research is in learning model that will be enhanced using discovery learning. The similarities are both his research and the researcher concern in improving students' writing skill in descriptive text.

2. The tittle is *Improving Students' Writing Organization of Descriptive Text Through The Use of Teams Games Tournament* by Septa Nur Afiyani, IAIN Walisongo Semarang. The purpose of the research is to know how much the improvement of students' writing organization of descriptive text after being taught through TGT (Team Games Tournament). She used an Action Research method. Data was collected through documentation, observation, and test. Her research built the use of TGT to improve students' writing organization of descriptive text. The result of this research showed the improvement of the students' ability in writing descriptive text.[2]

      The differences between her research and the researcher's is method of learning. Her research used Team Games Tournament, while the researcher's used discovery learning as a learning model to improve students' descriptive text writing. The similarities are, both her research and the

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[2]Septa Nur Afiyani, "Improving Students' Writing Organization of Descriptive Text through the Use of Teams Games Tournament"*, Thesis* (Semarang: Program Sarjana IAIN Walisongo Semarang, 2010), p. Vii.

researcher's focus on improving students' writing skill in descriptive text and also conduct a Classroom Action Research.

3. The research is entitled *The Effect of Using Discovery Learning Strategy in Teaching Grammatical Rules to First Year General Secondary Student on developing Their Achievement and Metacognitive Skill* by Prof. Dr. Abdelrahman Kamel Abdelrahman Mahmoud, Professor of curriculum and teaching methods, Faculty of Education, Fayoum University, Egypt. The purpose of this research is to Determine the effectiveness of discovery learning strategy in the teaching of grammatical rules in the development and skills beyond the knowledge of students in the first grade secondary. The result of this research is Discovery learning strategy succeeded in teaching grammatical rules in the development of skills beyond the knowledge of students in the first grade secondary school year, which is reflected in the level of the students in the test scores. [3]

The differences between his research and the researcher's are the subject and research method. He used discovery learning in teaching grammatical rules, but the writer

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[3]Abdelrahman Kamel Abdelrahman Mahmoud, "The Effect of Using Discovery Learning Strategy in Teaching Grammatical Rules to First Year General Secondary Student on developing Their Achievement and Metacognitive Skill", *International Journal of Innovation and Scientific Research*, (Vol. 5, No. 2 Juli/2014), p. 151.

used discovery learning to improve students' descriptive text writing. While the research method, he used experiment research, the writer used classroom action research. The similarity is both of his research and the researcher's used discovery learning.

B. Literature Review

In this chapter, the researcher discussed some related topics in order to build comprehension frame of thinking of this research. The related topics to be discussed are:

1. General Concept of Writing

Writing as one of the four skills of listening, speaking, reading, and writing has always formed part of the syllabus in the teaching of English.[4] Writing is the way to express ideas in written form using letters, words, art or media, and it requires mental process in order to express the ideas. Westwood said that "Written language is perhaps the most difficult of all skills to acquire because its development involves the effective coordination of many different cognitive, linguistic and psychomotor processes".[5] Writer adds that writing is difficult to be learnt. It includes many aspect of skill in

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[4]Jeremy Harmer, *How to Teach Writing*, (Malaysia: Pearson Education Limited, 2004), p. 31.

[5]Alma Prima Nurlaila, "The Use of Mind Mapping Technique in Writing Descriptive Text"*, Thesis* (Jakarta: Journal English Education Study Program of Indonesia University of Education, 2013), p.9.

understanding it. David states that writing is clearly a complex process, and competent writing is frequently accepted as being the last language skill to be acquired.[6] Students would achieve the writing skill after they understood and capable to write, but many students are lazy to start to write. It will make students to be pessimist in writing, because they do not know at all about the grammar. As a Robert said:

Furthermore, many students were never required to learn proper spelling and grammar. These poor students come to think that "English" and "Writing" are nothing but spelling and grammar. To them, writing means inevitable failure. Good writing is something they believe they will never be able to achieve, because they not only identify good writing with proper spelling and grammar, but they are governed by the self-serving and false notion that they cannot learn how to spell correctly or how to construct grammatically correct sentence.[7]

Seeing this phenomena, the writer concludes that the important thing for teacher is, giving an activity for their students in order to reduce the students' boring rather than use one way method in teaching learning process. By using discovery learning, it will help students to write without any worry to begin it, because they can write step by step, it will reduce students' difficulty. Discovery learning does not

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[6]Nunan David, *Language Teaching Methodology,* (London: Phoenix ELT, 1995), p. 91.

[7]Robert Todd Caroll, *Students Success Guide Writing Skill*, (United State: International Copyright Law, 1990), p. 1.

emphasize in the result, but the process of students' learning, especially to write descriptive text in this case.

a. 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.[8] 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.

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[8]Jeremy Harmer, *How to Teach Writing*, (Malaysia: Pearson Education Limited, 2004), p. 39-40.

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.[9]

b. **Writing process**

In short, writing process comprises the mechanics by which writers create publishable product. It is the method all writer use to generate ideas, choose, and organize these ideas, write and revise their piece and format them for publication.[10] Jeremy state that writing process is a way of looking at what people do when they compose written text.[11] According to Jack Richard, to have an effective teaching writing, teachers need to systematically teach students problem-solving skills connected with the writing process.[12] According to Cynthia and Frydenberg, there are six steps in the writing process, 1) analyzing the assignment, 2) brainstorming, 3) organizing ideas, 4) writing the first draft, 5) rewriting the first draft, 6) writing

[9]Peter Knap and Megan Watkins, *Genre, Text, Grammar, Technologies for Teaching and Assessing Writing,* (Australia: University of New South Wales, 2005), p. 17.

[10]Garth Sundem, M.M, *Improving Student Writing Skill,* (U.S.A: Shell Education, 2006), p. 41.

[11]Jeremy Harmer, *How to Teach Writing*, (Malaysia: Pearson Education Limited, 2004), p. 12.

[12]Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching*, (USA: Cambridge University Press, 2002), p. 316.

the next (or final) draft.[13] Writer concludes that students need a process to create product of writing, so that students have some stages to make a text. It means that it is not be instant to create a text. In this case, teachers also use some strategies to instruct it to be understandable for students. Sundem states that writing process instruction is to comprehend students to discover for themselves the mechanic of composition in writing.[14] Discovery Learning is suitable to be used in teaching especially in teaching writing, because Discovery Learning emphasizes in process not in result. According to Sundem, there are some strategies to encourage students to write[15] :

1) **Prewriting**

Before starting to write, writer try and decide what it is he/she is going to say. This is the name of prewriting. When planning, writers have to think about three main issues. In the first place they have to consider the purpose of their writing since this will influence (among other things) not only the type of text they wish to produce, but also the language they use, and information they choose to include.

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[13]Cynthia A. Boardman and Jia Frydenberg, *Writing to Communicate*, (United State of America: Pearson Education, 2008), p. 31.

[14]Garth Sundem, M.M, *Improving Student Writing Skill,* (U.S.A: Shell Education, 2006), P. 41.

[15]Sundem, M.M, p. 42.

Secondly, experienced writers think of the audience they are writing for. Thirdly, writers have to consider the content structure of the piece-that is, how best to sequence the fact, ideas, or argument which they have decided to include.[16] Three usable formats for prewriting include the following: [17]

a) Bubbling (mind web)

In this activity, students write the topic in the center of the page, students will circle it and connect related ideas like cartoon quote bubbles. Students may turn in a sheet with their finished assignment packet or something more simple, like the template, depending on how many details they include . From the central topic, the ideas connected directly to it may represent paragraphs in a draft, and the bubbles connected to these will likely become ideas that support the paragraph.

b) Outlining

Outlining is the most directed and specific of the three methods of prewriting. In outlining,

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[16]Jeremy Harmer, *How to Teach Writing*, (Malaysia: Pearson Education Limited, 2004), p. 4-5.

[17]Garth Sundem, M.M, *Improving Student Writing Skill,* (U.S.A: Shell Education, 2006), p. 43.

students describe the function and contents of each paragraph of their writing by organizing ideas into topic sentences and supporting details.

c) **Cartoon Strip**

Especially in the early grades and for students with emergent organizational skills, prewriting in the form of a picture by picture comic strip can be useful, not only will students define the flow of events in their piece, but they may also be motivated by enjoying the process. This technique is especially appropriate for narrative/ fiction writing.

2) **Drafting**

Some students will fly through the planning stage of their writing, giving it the minimum required effort and inserting ideas on the fly as they draft. Here, the process of drafting:

a) **Drafting need not be perfect writing**

Many students will focus on the fact that their draft doesn't sound published as it flows off their pen. They know that words are misspelled, certain things could have been better said, and maybe the punctuation is sketchy at best, and they won't be able to continue until they "fix" the problem. While some drafters may simply be

perfectionists, the majority of writers fear exposing a perceived lack of writing ability. In this stage, let the students to give their word even though it is wrong, but as many as they give as many as ideas they will get.

b) Drafting is Cyclical

Dahl and Farnan describe the various paths students take through the writing process as, "..not a straight superhighway from idea to finished text, but more like a twisting mountain road with a lot of switchbacks". A prewrite is a valuable road map, but if students hit a traffic jam along the way, encourage them to be flexible in determining an alternate route.

c) The Teacher's role while Playing

As students are drafting, teacher will be giving individual and small group help as needed. However, be wary of distracting students in this step; what looks like "stuck" might actually be "deep in thought". Give encouragement, but not at the expense of breaking a student's concentration. As teachers circulate, also ask students if they would mind sharing interesting parts of their draft with the class toward the end of the period.

3) Revising

Revising is often neglected in the writing process. Students often feel that they have already written the paper, and they see any extra work, such as revising, as just that extra work. But in revising lies the greatest potential for learning. While revising, students learn techniques to make their writing better techniques they can apply the next time they draft. Students will see "before" and "after" versions, and by comparing the two, they will demonstrate to themselves the specific elements that make for a better piece of writing. Teachers must keep in their mind to revise their work:

a) Teach the Mechanic of Revising

When asking peers or adults to help revise their work, students will need a legible draft that can be easily read and that allows for a fluid reading. Teachers will need to demonstrate these mechanics . Also, before asking students to revise their work, teach the common revision/ proofreading marks. The most important points are showing students how to add and delete material and demonstrating techniques they might not think of, such as actually cutting up

their draft and pasting it back together to change large scale organization.

b) Students Need Specifics

In this case, children tend to overestimate their own and others' comprehension of text, and thus, they do not identify specific areas of text that could benefit from revision. At first, teachers may need to ask students to revise very specific elements. Once teachers have picked a revision topic, such as word choice, work as a class to revise the passage such that each student gains a picture of exactly what makes one word "better" than another. After demonstrating, ask students to apply the same technique in their own writing.

c) One Thing at a Time!

This will help students put specific language to their nagging idea that something isn't quite right. As many of the traits are interrelated (disturbing a piece's organization will affect sentence fluency), teacher may want to encourage students to revise in the following order: ideas, organization, word choice, voice, sentence fluency.

4) Proofreading/Editing

Editing as part of the writing process should first be done by the author and then again by a peer or adult, using the appropriate editing marks. The students check their work to make sure that their grammar or punctuation is correct. Teachers remind students to be especially aware of the following grammar issues:

a) Punctuation—Does each sentence end with the proper mark? Are phrases broken into sentences where appropriate? Are there run ons or fragments? Are pauses marked by commas? .

b) Capitalization—Are beginnings of sentences, dates, and proper nouns capitalized?

c) Agreement—Do sentences agree in number and tense?

d) Tense—Is tense consistent throughout? The Writing Process

5) Publishing

After all of the process done, the last step is publish their work into mass, or submit it to their teacher. The neatness and presentation of a piece of writing will help ensure that readers take it seriously.

Below are ideas for publishing student work with purpose:

a) Publish in the school

b) Create a class magazine

c) Submit to the local newspaper

2. Learning Model

One of the main problem in teaching learning at school is still has a low students' understanding in their knowledge. Based on the research, it was caused from tradisional teaching learning process. In this case, atmosphere's teaching learning process tends *teacher-centered,* so that students would be passive.[18] That is why teachers should have use learning model in order to teach effectively. According to Socrates, learning models provide teacher with an organized system for creating an appropriate learning environment, and planning instructional activities.[19]

Learning model is a design or a pattern which is used as a compass of designing learning in class or tutorial of learning as well as to decide sets of teaching learning include books, films, computers, curriculum, etc. Whereas, Soekamto reveals that learning model is "skeleton of conceptual that indicates in systematic procedure in organizing study experience to achieve learning aims, and its function is as compass for learning designers and teachers in concerting teaching learning activity".

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[18]Trianto, *Model-Model Pembelajaran Inovatif Berorientasi Konstruktik*, (Jakarta: Prestasi pustaka, 2007), p. 2.

[19]Socrates*, Foundation for Success pdf* , (accessed on 19-02-2015 at 12:32), p. 37.

Arends revealed "the term teaching model refers to a particular approach to instruction that includes its goals, syntax, environment, and management system". The term of learning model has larger meaning than strategy, method or procedure. Learning model has four special characteristics that has not been from strategy, method or procedure. Here, they are :[20]

a. Logical theory rational that had been arranged by creator or developer

b. Thinking base about what and how the students study (the learning aim)

c. Learning behavior that is needed in order the model can be done successfully

d. Learning environment that is needed in order learning aim can be achieved.

3. **Discovery Learning**

One of the cognitive instructional model is discovery learning from Jerome Bruner. He regards that discovery learning agree with searching knowledge actively by human being, and automatically gives the best result.[21] Jerome Bruner is a Psychologist from Harvard. He and his friend state that discovery learning is important, they state:

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[20]Trianto, *Model-Model Pembelajaran Inovatif Berorientasi Konstruktik*, (Jakarta: Prestasi pustaka, 2007), p. 5-6.

[21]Trianto, *Model-Model Pembelajaran Inovatif Berorientasi Konstruktik*, (Jakarta: Prestasi pustaka, 2007), p. 26.

Discovery learning, sebuah model pembelajaran yang menekankan pentingnya membantu siswa untuk memahami struktur atau ide-ide kunci suatu disiplin ilmu, kebutuhan akan keterlibatan aktif siswa dalam proses belajar, dan keyakinan bahwa pembelajaran sejati terjadi melalui personal discovery (penemuan pribadi).[22]

The writer adds that, the best result here should not force students to get the best mark in the end of teaching learning process. The students are given chance by the teacher to try solve the problem by themselves that they are facing. It means that learning output is independently.

Discovery learning is a method that encourages students to arrive at a conclusion based upon their own activities and observations. Inclusion of activities based on discovery learning in science teaching in Turkey is important for meaningful and lifelong learning. The activities in science teaching raise the curiosity of students and drive them to inquire their priorities and perceive the natural phenomena from different aspects. Such activities help to correct the conceptual errors of students.[23] Discovery learning model emphasize the important of structure comprehend or the important ideas to a science discipline, through involvement of students' activity in teaching learning

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[22]Richard I. Arends, *Learning to Teach*, (Yogyakarta: Pustaka Belajar, 2008), p. 48.

[23]Ali Gunay Balım, "The Effects of Discovery Learning on Students' Success and Inquiry Learning Skill", (Eurasian Journal of Educational Research, 2009), p. 2-3.

process. Discovery learning model is a model to improve the way of the active students' learning by discovering and investigating themselves, so the result that will get is permanent and memorable in their mind, it is unforgettable to students. By using discovery learning, students can also think analysis and try to solve their problem by themselves.[24]

When students were asked to write, they got stress and worried, because of the grammatical rule in English uses in writing. Here, the writer use discovery learning is to reduce students' worry about the grammatical rule. The students would write without any grammatical rule as usual at the first time, but they would face the fact thing that must be assumed to be a thing that must be written.

People who use self discovery in learning turn out to be more self confident. Discovery is a way from the unknown to the known by the learners themselves. The active participation of the learner in the learning process is called discovery learning. In discovery learning, students construct knowledge based on new information and data collected by them in an explorative learning environment.[25] Discovery learning occurs whenever the learner is not provided with the target information or conceptual

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[24]M. Hosnan, *Pendekatan Saintifik dan Kontekstual dalam Pembelajaran Abad 21*, (Bogor: Ghalia Indonesia, 2014), p. 282.

[25]Ali Gunay Balım, "The Effects of Discovery Learning on Students' Success and Inquiry Learning Skill", (Eurasian Journal of Educational Research, 2009, p. 2.

understanding and must find it independently and with only the provided materials. Within discovery learning methods, there is an opportunity to provide the learners with intensive, conversely, minimal guidance, and both types can take many forms (e.g., manuals, simulations, feedback, example problems).[26]

Discovery Learning can be called as an active learning, here, strategy for active learning has a purpose to make independent and creative growing in studying, so that students can make innovations. Learning aim is hope to make students enable to understand a concept through their discovery by doing experiment. For this, it only can be achieved by using strategy in grouping to make a report as well as communication. Mallinson suggest that " If the main goal of science program is to get children to understand, remember, and apply science concept, there's probably no more powerful tool than having writing science. Research indicate that writing about science improves not only science vocabulary, but also performance in reading and thinking in the discipline".[27]

a. The Aims of Discovery Learning

Bell (1978) states that there are many specific aims in discovery learning, as follow:

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[26]Louis Alfieri, et.all., "Does Discovery-Based Instruction Enhance Learning?", (City University of New York, 2011), Vol. 103, No. 1, 1–18, P.2.

[27]Trianto, *Model-Model Pembelajaran Inovatif Berorientasi Konstruktik*, (Jakarta: Prestasi Pustaka, 2007), p. 133-134.

1) Students have a chance to involve actively in teaching learning.

2) Students learn to discover rule in concrete as well as abstract situation, also students extrapolate information that have given.

3) Students learn to formulate answer question strategy that not confused and use answer question to obtain information.

4) Students form the way of working together effectively, giving information each other, and listening and using people's ideas.

5) Students' concept skills and principles that have been learnt is meaner.

6) Students' skill in discovery learning is easier to transfer in new activity and to apply in new learning situation.[28]

b. **Characteristics of Discovery Learning**

The main characteristic of discovery learning is,

1) Explore and solve the problem to create, merged, generalize knowledge

2) Students-centered

3) The activity is merged new knowledge and knowledge that available.[29]

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[28]M. Hosnan, *Pendekatan Saintifik dan Kontekstual dalam Pembelajaran Abad 21*, (Bogor: Ghalia Indonesia, 2014), p. 284.

c. The Benefits and Shortage of Discovery Learning

According to Marzano (1992), the benefits of discovery learning are as follows:[30]

1) Students can participate actively in teaching learning

2) Developing and planting inquiry in the students

3) Supporting students' problem solving ability

4) Giving interaction field in each-students and students-teacher, so that students can use language well

5) The material which is learnt can achieve the high level students' ability. It is also more unforgettable because the students are involved directly in the discovery process

6) Students learn how to learn

7) Learning appreciate themselves

8) Motivating themselves and it is easier to transfer

9) Knowledge will be permanent and remember able

10) The result of discovery learning has more transfer effect than other result

11) Developing students' intellectual activity and students' ability to think free

12) Training students' cognitive to discover and solve the problem without people's helping

The shortage of discovery learning

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[29]Hosnan, p. 284.

[30]Hosnan, p. 288-289.

1) Teacher feel fail to detect a problem and there is misunderstand between teacher and students
2) Wasting the time
3) Consuming teacher's work
4) It is not all students who be able to discover

d. Procedure of Discovery Learning

In Discovery Learning, teacher should must give a change to students to be a problem solver, mathematician, and historian. Lesson material is not given in the beginning of teaching learning, but students should must do some activities collect information, comparing, category, analyzing, integrating, reorganizing material as well as making conclusions.
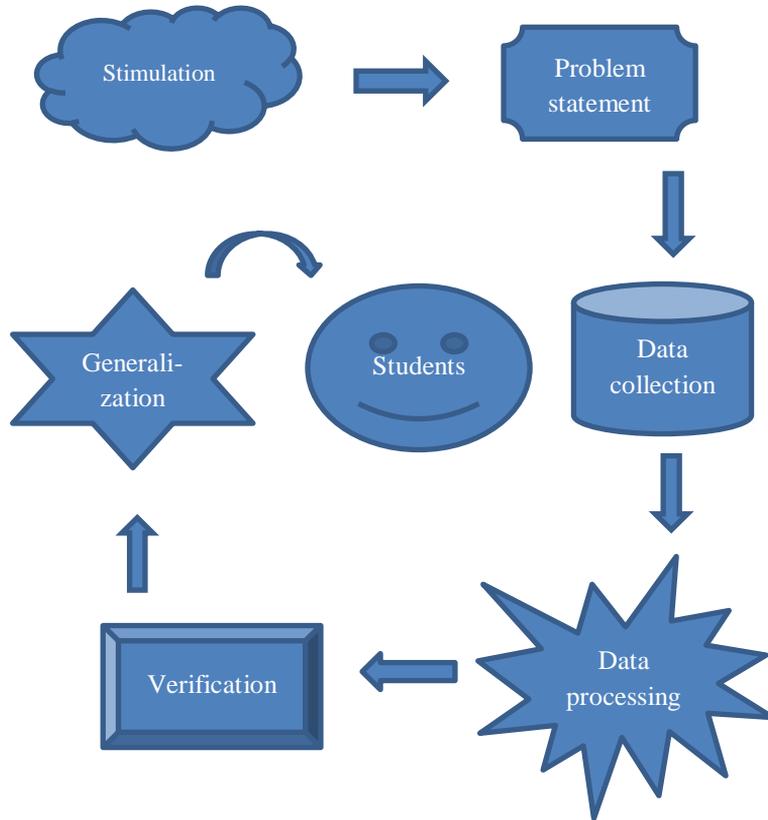
Picture 2.1 Procedure of Discovery Learning

1) Stimulation

First of all, in this stage students are hoped on thing which makes confusing, then it does not give generalization, in order there is desirability to investigate by themselves. Besides, teacher can begin the activity by proposing questions, read a book, etc. That will give direction on the starting of problem solving. The function of this stage is to

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supply learning interaction condition which can develop and help students in exploring material.

2) Problem statement

After that, teacher gives a change to students to identify as many as possible the agendas of problem that related with the material, then one of them is chosen and arranged in form of hypothesis.

3) Data collection

When the exploring is going, teacher also gives a change to students to collect the information as many as possible that related to prove whether hypothesis is right or no. The function of this stage is to answer the questions or to prove whether hypothesis is right or no, so that students are given a change to collect many relevant information, read literature, observe object, interview, and do experiment.

4) Data Processing

According to Syah data processing is activity of process data and information that has been gotten from students through interviewing, observing, etc. Then interpreted. All of the information from the result of reading, interview, observation etc. All of them are processed, classified, tabulated, even if it needs, calculated with particular way as well as interpreted in believed level.

5) **Verification**

In this stage, all of students do investigate accurately to prove whether hypothesis is right or no that is decided with alternative discovery, direct coupled with data processing result. 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.

6) **Generalization**

Generalization is process of draw the conclusion that can be common principle and valid for all events or same problems, by attending verification result. Based on the verification result, so it is formulated principles of generalization.

4. Genre

a. The History of Genre

Genres have long been seen metaphorically as having lives: being born, growing, and sometimes dying. That genres have such lives has long been recognized metaphorically, and scholarly histories of specific genres abound.[31] According to Amy J. Devitt, formerly genre was

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[31]Amy J. Devvit, *Writing Genre*, (United State of America: Board of Trustees, 2004), p. 88.

used in the business field to easy in interacting with others and trying to get along in the world. He said :

> People recognize genres, though not usually the power of genres. People say, "I heard the best joke today," "I have to give a lecture at nine thirty," "I've gotten into mysteries," and "Do you have a travel brochure for the Apostle Islands?" Genres have the power to help or hurt human interaction, to ease communication or to deceive, to enable someone to speak or to discourage someone from saying something different.[32]

b. The Concept of Genre

One of the reasons we can communicate successfully, especially in writing, is because we have some understanding of genre. One way of describing this and one much favored by people who teach ESP is to say that a genre is a type of written organization and layout (such as an advertisement, a letter, a poem, a magazine article, etc.) which will be instantly recognized for what it is by members of a discourse community that is any group of people who share the same language customs and norms.[33] Genre is a term which, as Preston says, one approaches with some trepidation. The dictionary's citation from *the New Yorker* usefully expands the context of literary to include "such unpromising *genre* as

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[32]Amy J. Devvit, *Writing Genre*, (United State of America: Board of Trustees, 2004), p. 1.

[33]Jeremy Harmer, *The Practice of English Language Teaching,* (Pearson: Longman), p. 30.

Indian treaties, colonial promotional tracts and theological works'.[34] Indeed today genre is quite easily used to refer to a distinctive category of discourse of any type, spoken or written with or without literary aspiration.

1) Genre in Folklore Studies

The concept of genre has maintained a central position in folklore studies ever since the pioneering work in the early nineteenth century on German myths, legends and folktales by the Brothers Grimm. And yet as a major figure in folklore studies has remarked, thus far in the illustration history of the discipline, not so much as one genre has been completely defined. Another approach group of approaches sees genre as form, one established traditional taking these forms as permanent. Thus, legends and proverbs have not changed their character over recorded history, they have independent literary integrity, which withstands social variations and technology development.

2) Genre in literary studies

Genre is also known as literary. It means that genre has many contravention its meaning, but the realignment is central to the evolution of the creative art-in film, in

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[34]John M. Swales, *Genre Analysis English in Academic and Research Setting,* (New York: Press Syndicate of the University of Cambridge, 1990), p. 33.

music, in art and in literature. According to Hepburn (1983), he says that :

> *How a competent reader approaches a work of literature, his attitude and expectations, depend importantly upon genre he sees it as exemplifying. A work that rebels against genre-conventions equally relies on the reader's recognition of the conventional being rejected. Aesthetically relevant features of a work may stand out only if its reader has a background awareness of the historical development of the genre, or of the style, that the work is transforming in its distinctive way and perhaps without direct allusion within the text itself. The work may demand to be seen against the foil of the whole traditional from which it stems, and which it modifies by its very existence.[35]*

Thus a claim is advanced that an appreciation of genre is a necessary if not sufficient condition for an appreciation of literature. It is necessary because it not only provides as interpretative and evaluative frame for a work of art but, more the point, that frame is as much textual as it is cultural, historical, socioeconomic or political.

3) Genre in linguistic

Linguistic as a group have been more partial in the attention they have given to the term genre. This may

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[35]John M. Swales, *Genre Analysis English in Academic and Research Setting,* (New York: Press Syndicate of the University of Cambridge, 1990), p. 37.

be partly due to traditional tendencies to deal with aspect of language below the level of texts and partly due to a reluctance to employ a term of art so closely associated with literary studies. In any event, the term is only found with any frequency among linguist of either ethnographic or systemic persuasions.

c. **Kinds of Genre (Text Types)**

The term "genre" is used to refer to particular text types. It is a type or kind of text defined in terms of its social purposes, also the level of context dealing with social purpose.

Genre is a term for grouping texts together, representing how writers typically use language to respond to recurring situations.[36]

According to Gerrot and Wignell, there are many kinds of genres (text type). They are:[37]

1) Spoof

Spoof is a kind of genre that has social function to retell an event a humorous twist.

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[36]Ken Hyland, *Genre and Second Language Writing,* (The United State of America: The University of Michigan Press, 2004), p.4.

[37]L. Gerrot and P. Wignell, *Making Sense of Functional Grammar,* (Sidney: Antepodean Educational Enterprises, 1995), p. 192-217.

2) Recount

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

3) 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.

4) Analytic Exposition

It is a kind of genre that social function to persuade the reader or listener that something is the case.

5) Anecdote

Anecdote is a kind of genre that social function to share with others or listeners an account of an unusual or amusing incident

6) 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.

7) Description

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

8) Hortatory Exposition

It is a kind of genre that social function to persuade the reader or listener that something should not be the case.

9) Explanation

Explanation is a kind of genre that social function to explain the process involved in the formation or working of natural or socio cultural phenomena.

10) Reviews

It is a kind of genre that social function to critique an art work orang event for a public audience.

11) Discussion

It is a kind of genre that social function to present (at least) two points of view about an issue

12) Procedure

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

13) News Item

It is a kind of genre that social function to inform reader, listener, viewers about events of the day which are considered newsworthy or important.

5. **Descriptive Text**

   a. **The definition of descriptive text**

   The genre of describing is one of the fundamental functions of any language system and one of the first skills

emergent language users learn to control. Description enables the categorization or classification of an almost infinite range of experiences, observations and interactions into a system that orders them for immediate and future reference, and allows teacher to know them either objectively or subjectively, depending on the learning area or intent of the writer. Describing is also a central feature of narrative texts providing the means for developing characterization, sense of place and key themes.[38]

b. **Structure of formal description:**

1) Classification

Language enable classification of the concrete world of experience through its ability to apply names to things, thus the naming process is a way of taxonomsing and ordering things into common sense (everyday) or technically determined categories.

2) Personal and commonsense of description

Personal descriptions are not usually as formal in their organization as technical description. A young writer's description of her toy, for example, might classify it as a particular of toy.

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[38]Peter Knap and Megan Watkins, *Genre, Text, Grammar*, (Australia: University of New South Wales Press, 2005), p. 97.

c. **Grammatical feature of descriptive text**

1) 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.

2) 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.

3) 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.

4) Mental verb

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

5) 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.

6. **Regulation of National Education Chancellery of Indonesia Republic number 23 years of 2006 about Standard Competence for Elementary and Junior Unit**

The writer conducts that the action of this research was taken from the regulation of national education chancellery of Indonesia republic number 23 years of 2006 in the action of this research. The writer took a descriptive text as a major of this research and the writing as students' skill in the grade of seventh. The writer took these based on the regulation of national educational chancellery of Indonesia republic number 23 years of 2006. It can be proven in the point B as follows:[39]

*1. **Listening**, Understanding the meaning of interpersonal and transactional oral discourse in simple, formal or informal, in the form of recount, narrative, procedure, descriptive, and report, in the context of everyday life.*

*2. **Speaking**, Expressing meaning in discourse interpersonal and transactional in simple, formal or informal, in the form of recount, narrative, procedure, descriptive, and report, in the context of everyday life.*

*3. **Reading**, Understanding the meaning of written discourse interpersonal and transactional in simple, formal or informal, in the form of recount, narrative, procedure, descriptive, and report, in the context of everyday life.*

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[39]Peraturan Menteri Pendidikan Nasional Republik Indonesia Nomor 23 Tahun 2006, P. 360.

*4. **Writing**, Expressing meaning in writing in discourse interpersonal and transactional in simple, formal or informal, in the form of recount, narrative, procedure, descriptive, and report, in the context of everyday life.*

The writer takes point 4 as a material of this research.

7. Teaching Writing

Writing has always formed part of the syllabus in the teaching of English.[40] 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

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[40]Jeremy Harmer, *How to Teach Writing*, (Malaysia: Pearson Education Limited, 2004), p.31.

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.[41]

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).[42]*

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[41]Jeremy Harmer, *The Practice of English Language Teaching,* (Longman, Third Edition), p. 31.

[42]Ken Hyland, *Teaching and Researching Writing*, (Hong Kong: Graphicraft Limited, 2002), p.88-89.

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:[43]

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

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[43]Jeremy Harmer, *How to Teach Writing*, (Malaysia: Pearson Education Limited, 2004), p. 11-12.

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.[44] In this research, the writer has applied a developed model would enable students to improve their writing. The model of learning that writer has been used was Discovery Learning.

a. **Improving Students' Writing**

Writing is a complex process. To create a text, the writer must allow the process step by step. How to improve it and

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[44]John M. Swales, *Genre Analysis English in Academic and Research Setting,* (New York: Cambridge University Press, 1990), p. 5.

make it as habituation? There are many types of teaching writing for students. It depends of age, interest, and levels. According to Carolin, the activity that teacher must do for teaching writing is, firstly teacher must consider two areas of development. *First*, do students have the fine motor or physical skill necessary to hold a pencil firmly in their hand and form letter of paper? *Second*, do they have cognitive skill necessary to formulate ideas and write them onto paper? The physical act of forming letter as well as the act of expressing oneself in written form are both challenging for young learner. Depending upon their development, learners may find it very frustrating to try to physically form letter, and they may not be able to put their thoughts together in a coherent whole.[45] According to Jeremy, students have to know about the writing especially conventions (punctuation, paragraph construction etc.).[46] To develop students' writing skill, teacher need to know the capability of their students in writing, besides teacher need to balance the role of the process writing and the important of the product.[47] Discovery learning is very suitable for improving students' writing, because in discovery learning, students learn the process of finding something, here

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[45]Caroline T. Linse, *Practice English Language Teaching : Young Learners*, (Singapore: McGraw-Hill ESL/ELT, 2006), p. 99

[46]Jeremy Harmer, *How to Teach English*, (England: Pearson Educational Limited, 1998), p. 80.

[47]Linse, p. 101.

students could publish their result through the process of writing by discovery learning.

Besides, discovery learning is a model of learning that can be fun for students during teaching learning process, because in its work, students can work together with their friends to find the material that will be learned. It relates with one of the ways to develop students' writing is comfortable.[48]

8. Teaching Descriptive text Writing by Using Discovery Learning at Seventh Grade

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.[49] 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.[50] 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

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[48]Ken Hyland, *Teaching & Researching Writing*, (Hongkong: Graphicraft Limited, 2002), p. 81.

[49]Peter Knap Megan Watkins, *Genre, Text, Grammar Technologies for Teaching and Assessing Writing,* (Australia: University of New South Wales Press, 2005), p. 111.

[50]Ami J. Devitt, *Writing Genre*, (USA: Board of Trustees, 2004), p. 191.

learning turn out to be more self confident.[51]   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.[52]

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.

C. Action Hypothesis

Hypothesis is the assumption that possibly true or possibly wrong. Hypothesis is the provisional answer to the problem of the research, theoretically it was considered possibly or highest the level of his truth. It is provisional truth determined by researcher that should be tested and proved. Because the hypothesis was the provisional answer, it must be proved through investigation or analysis of the data to receive proof whether the

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[51]Ali Günay Balım, "The Effects of Discovery Learning on Students' Success and Inquiry Learning Skill", (Eurasian Journal of Educational Research, 2009), p. 2.

[52]Marisa T. Cohen, "The Effect of Direct Instruction versus Discovery Learning on Understanding of Science Lessons by Second Grade Student", (Northeastern Educational Research Association (NERA), 2008), paper 30, p. 6.

hypothesis could be accepted or not received. From the problem faced and the methods will be used, the researcher formulates an action hypothesis as below:

1. The implementation of Discovery Learning Model can be effective to facilitate students' writing skill in descriptive text at the seventh grade students of MTS NU 08 Gemuh in academic year of 2014/2015.

2. The Discovery Learning Model can improve students' writing skill in descriptive text at the seventh grade students of MTS NU 08 Gemuh in academic year of 2014/2015.

3. Students' writing in descriptive text will increase after being taught using Discovery Learning Model at the seventh grade students of MTS NU 08 Gemuh in academic year of 2014/2015.

CHAPTER III
RESEARCH METHOD

A. Research Design

Research design is important for doing anything in this research, because the quality of research depends on the design. Wallace states that research is the process of data collection, the setting up of a database, and the subsequent analysis of the data which have collected.[1] In this research, the writer used action research as stated by Ebbutt. He regards action research is a systematic study that combines action and reflection with the intention of improving practice. The rigour of action research is attested by another of its founding fathers, Corey, who argues that it is a process in which practitioners study problems scientifically (our italics) so that they can evaluate, improve and steer decision-making and practice.[2] Action research regularly want to be known about the weakness in teaching learning process. By this research, teachers can take an alternative ways to improve their teaching learning process by the method that they have. The writer intended to elaborate this research as a classroom action research at seventh grade students of MTs Nu 08 Gemuh Kendal in the Academic Year

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[1]Michael J. Wallace, *Action Research for Language Teachers,* (New York: Cambridge University Press, 1998), p. 12

[2]Louis Cohen, et.all., *Research Method in Education*, (Francis: e-Library, 2007), p. 297.

of 2014/2015. It uses a descriptive quantitative research that focus on the improvement of students' writing skill in descriptive text by using Discovery Learning Model through a classroom action research.

There are several ways in which the steps of action research have been analyzed. Lewin codified the action research process into four main stages: planning, acting, observing and reflecting.[3] Each stage will be conducted by relating each other. In this research, the researcher use Discovery Learning Model to improve students' descriptive text writing.

A cyclical process involving stages of classroom action research is followed by action. It will be illustrated below:

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[3]Louis Cohen, et.all., *Research Method in Education*, (Francis: e-Library, 2007), p. 304.
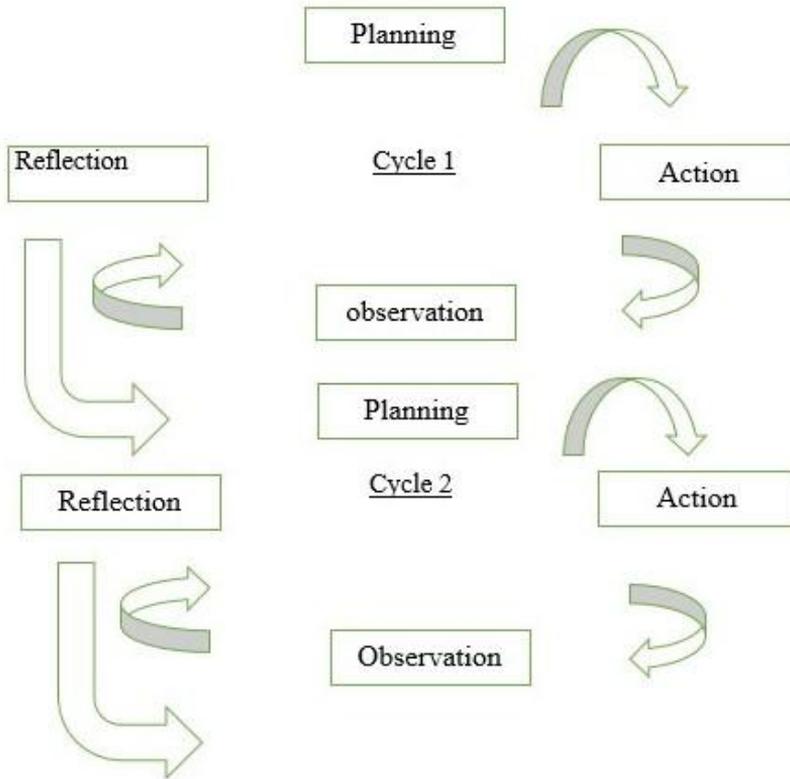
Picture 3.1

Model of Action Research Classroom[4]

1. Planning

   Planning a classroom action research by focusing on what, why, when, where, who, and how the action is done. According to Suharsimi Arikunto, an ideal research is done in

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[4]Suharsimi Arikunto, *Penelitian Tindakan*, (Yogyakarta: Aditya Media, 2010), p. 17

pairs between the researcher and observer.[5] The planning strategy was applied in teaching and learning process.

2. Action

This section discusses about the steps and activities that is taken by the researcher. It means that a researcher implemented the plan, which is made in previous phase in the field of research.

3. Observation

Observation is the next step to monitor and watch closely teaching and learning process and collect the data from result of action. The researcher prepared the observation paper to know class condition when the action done, then the researcher and the collaborator (English teacher for seventh grade) discussed about the result of observation, what the problem is faced when teaching and learning process, then it was to look for good solution to solve the problem. In this stage, the researcher observed and took notes during teaching and learning process.

4. Reflection

Reflection means to analyses the result based on the data that was collected to determine the next action in the next cycle. In this phase, the researcher observed the activity that

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[5]Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik,* (Jakarta: Rineka Cipta, 2013), p. 138.

results any process, the progress happened, and also about the positive and negative sides.

B. Research Place and Time

1. Research Place

   In this research, a classroom action research will be conducted at the first year of MTs NU 08 Gemuh Kendal in the academic year of 2014/2015. It is located at Pamriyan Village, Gemuh Kendal 51356. The researcher chooses this Junior High School because the school is one of the favorite school in Gemuh village. The students are faced the limited facilities in learning and do need an interesting way to learn English especially in improving their writing skill.

2. Research Time

   This research will be conducted in 7 days, from the 3st week of January 2015 until the 1st week of February 2015. During the research time, the researcher will have 3 meetings with the students. The researcher will take five times for doing this research.

C. Research Procedure

There were three cycles procedure of the research, because this research is Classroom Action Research. There was pre cycle, it was used in the first step, before the writer doing an action. After pre cycle, the writer used discovery learning as a learning model in every cycle.

The writer collaborated with the teacher of English who teaches in VII A. The activities in every cycle were as follow:

1. Pre-Cycle

    In the pre cycle, the write taught writing descriptive text by using common model. The writer did not use discovery learning model yet. After the activity finish, the writer gave writing test. The purpose of that test is to know how is the students' understanding in descriptive text and how is the students' writing skill. The test was 5 fill in the blank, 5 multiple choice and jumbled word consist of 5 items.

    After the writer got the data from the test, then the data was corrected by the writer in order to know how is the students' writing descriptive text. The result was used to make a plan in cycle 1.

2. Cycle 1

    a. Planning

        1) Prepared the material of study about descriptive text and the instructional tools.
        2) Arranged the lesson plan based on the teaching material.
        3) Prepared observation checklist.

    b. Acting

        1) Stimulated students' interest by singing together before jump to the material
        2) The writer asked students to identify the lyric song

3) Students in group were asked to identify by making sentence, every student make one sentence

4) Students were asked to bring a picture from their family

5) Students identified the picture then discuss it with their partner

6) Students were asked to write a paragraph based on the picture

c. Observing

The writer observed students' activity during teaching learning process, when they worked together in group and when the writer helped students who got difficulty in understanding descriptive text.

d. Reflecting

Evaluated and concluded the result of cycle 1. The writer discuss it with teacher of English as collaborative.

3. Cycle 2

a. Planning

1) Prepared the material of the study about descriptive text and the instructional tools.

2) Arranged the lesson plan based on the material

3) Prepared observation checklist

b. Acting

1) The writer stimulated students by showing some pictures

2) The writer gave these pictures and some clue of picture to students' group

3) One group were given a picture, one group were given some clues

4) Each group were asked to identify the picture, whereas the other were asked to draw based on the clues

5) On verification, each group were asked to share each other

6) Students were asked to write it in descriptive text

7) Student was invited in front of the class to read it and to identify the generic structure of descriptive text.

c. Observing

The writer observed students' activity during teaching learning process, when they worked together in group and when the writer helped students who got difficulty in understanding descriptive text.

d. Reflecting

Evaluated and concluded the result of cycle 2. The writer discuss it with teacher of English as collaborator.

4. Cycle 3

a. Planning

1) Prepared the material of the study about descriptive text and the instructional tools

2) Arranged the lesson plan based on the material

3) Prepared observation checklist

b. Acting
   1) The writer shows a relationship of family by drawing it on the black board and then explain it
   2) Students were given a passage that has been lost its sentence then asked them to fill it
   3) Students identified the generic structure of descriptive text from the passage
   4) The writer gave a jumbled sentence then asks them to do it in group
   5) The writer asked every group to present their group in front of the class and correct it together
   6) The writer asked the students to rewrite it based on their own word's group
   7) The writer gave a task individually to write a descriptive text individually
c. Observing

   The writer observed students' activity during teaching learning process, when they worked together in group and when the writer helped students who got difficulty in understanding descriptive text.
d. Reflecting

   Evaluated and concluded the result of cycle 3. The writer discuss it with teacher of English as collaborator.

D. Collaborator of the Study

According to Suharsimi Arikunto, the good action research is done by collaborator.[6] So that, the writer used collaborator as Suharsimi suggested. The collaborator in this research was the teachers of MTs NU 08 Gemuh Kendal, especially teacher of English of class VII A.

E. Variable and Indicator

The basic building block of quantitative research are variable. A variable is something that takes on different values or categories, and it is the opposite of a constant, which is something that cannot vary, such as a single values or category of a variable. For example, genre is a variable that include in the values of male or female.[7] F.N. Kerlinger stated, variable as a concept like genre of man, realize of awareness.[8]

A quantitative variable is a variable that varies by degree or amount. According to Larry B. Christensen, there are two variable:

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[6]Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik,* (Jakarta: Rineka Cipta, 2013), p. 138.

[7]Larry B. Christensen, et.all., *Research Method, Design, and Analysis,* (USA: Allyn and Bacon, 2011), p. 30.

[8]Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik,* (Jakarta: PT Rineka Cipta, 2013), p. 159.

1. Independent variable

        Independent variables are the presumed cause of another variable. Independent variable in this research is the use of discovery learning model in teaching descriptive text writing with the following indicators:

a. Tell students in conducting Discovery Learning. Students will be stimulated by a song. The song is about ' Family ', then teacher asked them to sing a song together. Here the lyric of song:

Who gives me my food when the clock says, "feed"?

Who spares me the time sitting to hear me read?

Family, family is important to me

Family, family are special people to me.

Who buys me my clothes, sees that i keep warm,

Read my school newsletters, return each slip, each from?

Family, family is important to me

Family, family are special people to me.

Who cares what i do, what i am going to be,

More than anyone else?

Who are special to me?

Family, family is important to me

Family, family are special people to me.

(www.songforteaching.com/familysong/

familyarespecialtome.php)

b. Teacher asks students about what is the things that make you proud of your family. In this stage is named problem statement. Teacher starts to give students a problem.

c. Teacher makes a group of students that a group consists of 4 students. Students are asked to identify the things that make proud of their family. Make sure that all of the students will give their idea and list all of their ideas.

d. Teacher gives students a homework in group. Teacher asks students to bring people who is most they love in their family.

e. In next meeting, teacher asks students to process their data (list all of the ideas about their picture).

f. Classify all of the things students' idea about the picture

g. Students prove their data through interview with their partner. Students give questions to their partner.

h. Teacher asks students to make a descriptive text based on the result of the interview.

2. Dependent variable

Dependent variables are the presumed effect of outcome. Dependents variable in this research is the students' achievement in learning descriptive text with the indicator that the students are able to write descriptive text.

F. Standard of Achievement

The researcher has seen the important of improving students' descriptive text writing. it means that the improvement can be

achieved through a classroom action research in teaching learning that consists of planning, action, observing, and reflecting. The improvement of students' descriptive text writing will achieve if the score is 7.5.

G. Technique of Data Collection

1. Source of Data

    The source of data was the subject where the data can be got in detailed, those data were the field data, they are:

    a. Data from the teacher especially the English teacher of VII A class involves teaching learning process and students' name.

    b. Data from the students involves: students' achievement that was obtained from students' score in the end of every cycle, data observation from students during teaching learning process took place, data from the picture documentation during the research.

2. Data Collection Method

    The methods had been used by the researcher to get the data in this research is as follows:

    a. Observation

        The distinctive feature of observation as a research process is that it offers an investigator the opportunity to gather 'live' data from naturally occurring social situations. In this way, the writer can look directly at what is taking place in situation rather than relying on second-hand

accounts. Observation can be of facts, such as the number of books in a classroom, the number of students in a class, the number of students who visit the school library in a given period. It can also focus on events as they happen in a classroom.[9] Observation is another versatile approach to data collection. This approach relies on the direct observation of the construct of interest, which is often some type of behavior.[10]

In this stage, the writer conducted the teaching learning process. The writer want to know how is the teaching learning process in classroom, what the learning model that teacher use in class. Observation has been carried out about four times; pre cycle, cycle 1, II, and III. The observation checklist which is going to be used in this research is as follow:[11]

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[9]Louis Cohen, et.all., *Research Method in Education*, (Francis: e-Library, 2007), p. 396.

[10]Alan S. Kaufman & Nadeen L. Kaufman, *Essentials of Research Design and Methodology,* (United State: John Willey & Sons, 2005), P.119.

[11]Muhammad Fajrul Falah, "The use of Mind Mapping Technique to Improve Students' Writing of Recount Text: A Classroom Action research at VIII A Class of MTs NU 08 Gemuh Kendal in the Academy Year of 2012/2013", *Thesis* (Semarang: IAIN Walisongo, 2013), p. 77.

Table 3.1

Form of Observation Checklist:

No	Indicators	None (0%)	A few (< 20%)	Half (20-49%)	Many (50%-69%)	Majority (>70%)	Total of Score
		1	2	3	4	5	
1	The students are enthusiastic in listening to teachers' explanation						
2	Students are active in understanding the material						
3	The students show curiosity by asking the questions						
4	Students enthusiasm in working with their group						
5	Students are active to present their work						
6	The students are enthusiastic doing the test						
7	Students active in doing evaluation						
	Total score						

b. Test

In tests, researchers have at their disposal a powerful method of data collection, an impressive array of tests for

gathering data of a numerical rather than verbal kind.[12] In this research, held in four writing test the first, second, and third were three evaluation tests that had been given in the end of each treatment to know the result of the students after they were treated by using discovery learning model in the action and the last one was Post- test. These tests used to measure the students' progress in writing material. The test has included the exercise, it is, making sentences and arranging the jumbled words into a correct sentence related to the descriptive text. The writer has considered some aspects to test the students' descriptive text writing, according to Douglas, he divides it into five, they are:[13]

a. Content   = 30%
b. Organization   = 20%
c. Vocabulary   = 20%
d. Syntax   = 25%
e. Mechanics   = 5%
   Total   = 100%

H. Technique of Data Analysis

The writer analyzed the data through giving test to the students. It needs some steps in analyzing of the data. The

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[12]Louis Cohen, et.all., *Research Method in Education*, (Francis: e-Library, 2007), p. 414.

[13]Douglas Brown, *Language Assessment Principles and Classroom Practice,* (USA: Pearson Education, 2004), p. 246.

following are the steps were taken by the :

1. Method of Analyzing Observation Checklist

     The observation in this research will be conducted about four times, before the treatment or preliminary research, during cycle I, cycle II, and cycle III. The researcher will give check in the observation checklist, and then it will be analyzed by calculating the percentage from the checklist as the pattern below:

$$\frac{Total\ Score}{Maximal\ Score} \text{x } 100\%$$

2. Method of Analyzing Test

   a. Measuring the students individual ability

        In pre-test, the researcher give a score for students' ability by using formula as follow:

$$Score = \frac{\sum Right\ Answer}{\sum Items} x100\%$$

     In every cycle 1,2,3, the researcher gave test writing to students. The researcher used different formula in these cycle. It can be described by Charles and Lyle as follows:[14]

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[14]Charles Alderson and Lyle F. Bachman, *Assessing Writing*, (USA: Cambridge University Press, 2002), p. 116.

Criteria	Score	Level
Content	30-27	EXCELLENT TO VERY GOOD: knowledgeable, substantive, thorough development of thesis, relevant to assigned topic
	26-22	GOOD TO AVARAGE: some knowledge of subject, adequate range, limited development of thesis, mostly relevant to the topic but lack detail
	21-17	FAIR TO POOR: limited knowledge of subject, little substance, inadequate development of topic
	16-13	VERY POOR: does not show knowledge of subject, non-substantive, non pertinent, not enough to evaluate
Organization	20-18	EXCELLENT TO VERY GOOD: fluent expression, ideas clearly stated/supported, succinct, well-organized, logical sequencing, cohesive
	17-14	GOOD TO AVARAGE: somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing
	13-10	FAIR TO POOR: non-fluent, ideas confused or disconnected, lacks logical sequencing and development
	9-7	VERRY POOR: does not communicate, no organization, not enough to evaluate

Criteria	Score	Level
Vocabulary	20-18	EXCELLENT TO VERY GOOD: sophisticated range, effective word/idiom choice and usage, word form materi, appropriate register
	17-14	GOOD TO AVARAGE: adequate average, occasional errors of word/idiom form; choice; usage but meaning not obscured
	13-10	FAIR TO POOR: limited range, frequent errors of word/idiom form; choice; usage, meaning confused or obscured
	9-7	VERRY POOR: essentially translation, little knowledge of English vocabulary ; idioms; word form, not enough to evaluate
Language Use	25-22	EXCELLENT TO VERRY GOOD: effective complex constructions, few errors of agreement; tense; number; word order/function; articles; pronouns; prepositions
	21-18	GOOD TO AVARAGE: effective but simple constructions, minor problems in complex constructions, several errors of agreement; tenses; number; word order/function; articles; pronouns; prepositions, but meaning seldom obscured
	17-11	FAIR TO POOR: major

Criteria	Score	Level
		problem in simple/complex constructions, frequents errors of negation; agreement; tenses; number; word order/function; articles; pronouns; prepositions and/or fragments; run-ons deletions, meaning confused or obscured
	10-5	VERY POOR: virtually no mastery of sentence construction rules, dominated by errors, does not communicate, not enough to evaluate
Mechanics	5	EXCELLENT TO VERY GOOD: demonstrates mastery of conventions, for errors of spelling,; punctuation; capitalization, paragraphing
	4	GOOD TO AVARAGE: occasional errors of spelling,; punctuation; capitalization; paragraphing but meaning not obscured
	3	FAIR TO POOR: frequent errors of spelling; punctuation; capitalization; paragraphing,, poor handwriting, meaning confused or obscured
	2	VERY POOR: no master of conventions, dominated by errors of spelling; punctuation; capitalization; paragraphing, handwriting illegible or not enough to evaluate.

The researcher count every mark that got from the aspect.

b. Measuring The Mean

After calculate the percentage of students' score, the researcher calculated the mean to measure the improvement of students' score in every cycle. The mean was the arithmetical average which is obtained by adding the sum offset score and dividing the number of the students.

According to Budy Susetyo, the following formula is:[15]

$$X = \frac{\sum Xi}{n}$$

X   = The Mean

$\sum Xi$ = The Sum of Offset Score

n   = A Number of data

From the result of those formula the researcher would analyze the score of test and the result from observation checklist to find out the improvement of students' writing skill in Descriptive Text using Discovery Learning Model.

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[15]Budy Susetyo, *Statistika untuk Analisis Data Penelitian,* (Bandung: PT Refika Adimata, 2012), p. 34.

CHAPTER IV
RESEARCH FINDING AND DISCUSSION

A. Research Finding

This study is classroom action research on the use Discovery Learning Model in teaching writing descriptive text. In this chapter, the researcher wanted to describe the use of discovery learning and analysis the result that was conducted in three cycles. Those were explained as follows:

1. Pre-Cycle

This activity was done on Wednesday, 21st January 2015. In this activity, students were taught writing descriptive text used common learning model. Teacher explained the material by asking two students to come forward, one students asked to describe the other students in front of the class. After that, teacher explained the generic structure of the descriptive text. In the last activity, the researcher gave test that contains 5 items of fill the blank, 5 multiple choice, and 5 items of arrange the words to be a good sentence. The test was followed by 34 students as the participants of the study and they gave 30 minutes to do it. The purpose of the test was to measure students' achievement before given an action.

After gave the test, the researcher examined the answer sheet and found the results.

$$M = \frac{\sum X}{n}$$

$$= \frac{1740}{34}$$
$$= 51,17$$

From the result above, the average score of students in writing descriptive text was low. It can be seen from the result of students' score was not required in KKM (7.5). All students did not achieved required score. The low score was 20 and the high score was 65. During giving test, the researcher interviewed students to know the problem that faced by students in writing descriptive text, the result was used to decide the next action and arranged a set of treatment.

Based on the result of students' answering, most of students got the difficulties in deciding the generic structure and the main idea of recount text. Some new vocabularies words also made them had difficulties in understanding a passage. Those problems used to decide the treatment in teaching learning process. So, the researcher intended to use discovery learning model in the next activity.

2. Cycle 1

This activity was done on Thursday, January 22nd 2015. Based on the result of pre-test, it was not satisfy enough. The teacher and researcher decided to use discovery learning model. The treatment was focused on deciding how to write the first time without any worry about grammar. First, teacher show a lyric song about family and then students were asked to sing together. Second, teacher gave problem statement by

giving a question to students what a thing that make you proud of your family? Then students were decided into four groups to discuss it. Third, every group had to list the idea from each member, each member gave a sentence. Fourth, students were asked to process the data from the idea of each member by correcting the structure of the sentence. After that, the teacher asked students to come back in their chair then asked every students to prove their idea from their group by seeing their family's picture that they brought. Finally, students were asked to write it into paragraph individually.

When teacher instruct in front of class, most of students paid attention to her, there were only students in the backside that talked with their pair.

Recognizing the students' problem, the teacher started to asked students in group to write one sentence for each member in group. Teacher walked around the class to check students' writing. Because there were many mistakes in their sentence especially in the sentence structure, teacher explained verbal sentence and nominal sentence after students have done in writing group in order to make easy to do next task. Students were enthusiasm for listening teacher's explanation. Then, teacher asked to write from their sentence in a paragraph.

For about 30 minutes, students seemed enjoy in their writing although there were half a students who got difficulty

in writing. They can write it by themselves after they learn it in group.

After students finished their works, teacher discussed the result together with students. During the treatment, there were only four of thirty four students asked for explanation and other students were quiet.

After gave treatment through discovery learning model, the teacher gave writing test to measure students' score.

$$M = \frac{\sum X}{n}$$

$$= \frac{2285}{34}$$

$$= 67.2$$

From the result above which the students' average was 67.2, the researcher and the teacher wanted to do the second cycle to make students' writing of descriptive text better.

3. Cycle 2

This activity was done on Wednesday, January 28th 2015. In this activity, Teacher brought an example of descriptive text with some pictures. Most of students' paid attention to the teacher and it made class quite. Then teacher asked two students to come forward. One student was asked to read the text and one student was asked to write it on the black board, then he identified the generic structure of descriptive text and also underlined adjective which belongs

in the text. The other students paid attention in their friend's working. Class became noisy when the other students corrected it together. After that, teacher asked two students to come back in their sit.

After student back to their sit, teacher divided students into four group. They were named Banana, strawberry, orange, and apel group in order to catch students' interest. Teacher gave picture to one group and the other were clues of picture. Then teacher asked them write an adjective if they have a picture, while the other were asked to draw if they have some clues. Students started to discuss together with their group. After they finished, teacher asked to share with other group, for example if one group has picture that they have identify, they had to share with group who got some clues from their picture an so on. Every group was enthusiastic to do it. Teacher saw that every group begun to be compact. But it made class little crowded, because their voice became one. For the teacher it was good activity because students could write it well without any afraid about the grammar, because they work together with their group.

According to the observation, the teaching learning process ran well and also the students' discussion. They were active in work and shared together to solve the problems in group.

After doing the treatment, the teacher gave students writing test to measure their understanding in recount text.

$$M = \frac{\sum X}{n}$$
$$= \frac{2530}{34}$$
$$= 74.4$$

There was improvement in this cycle. It can be seen the average score of this cycle was 74.4. it was better than the last, so it would be concluded that there was improvement in students' ability in writing descriptive text.

4. Cycle 3

This activity was done on Thursday, January 29th 2015. In this activity, teaching learning process ran well. In the previous research, the researcher got little difficulty to attract students' interest to write, sometimes students were lazy to start it, so the teacher suggested that the researcher should bring a new strategy to solve it. The writer would use jumbled sentence for activity.

Because the time was afternoon and most students who were sleepy, so the teacher gave a video first before the lesson started, the video about describing of family. After students watched it, teacher gave one by one question and students who can answer, they would raise their hand. To improve their motivation to answer, teacher gave reward if students'

answer was correct. Because that, the class condition became noisy.

The class condition became quiet when teacher gave a task. The students paid attention in teacher's instruction. Firstly, teacher divided students into six groups. Teacher gave an envelope in each group. The envelope contained some sentences. Students arranged the sentences became good paragraph. After that, teacher asked one student from each group to present their work. They asked to find the main idea and identify the generic structure of descriptive text based on that paragraph. Teacher chosen one students who had has the best paragraph among others. After that, teacher asked the group to rewrite that paragraph which have been chosen by teacher. All of students took a hand in their group. The teacher oversaw the class by walked around and helped students by giving explanation if they did not understand yet.

The last activity was teacher gave a task to write descriptive text individually based on their own word.

In this cycle, the students were interested in teaching learning process, it can be proved by their motivation in understanding descriptive text. They could arrange the sentence into a good paragraph well, they also worked together and be active participate when discussed to arrange the sentence. Students' difficulties in vocabulary decreased since they tried to look up the meaning in the dictionary.

Students also were enthusiastic to do task individually. So that the result was satisfied

Based on the writing test that was given in the last activity, the result was as follow:

$$M = \frac{\sum X}{n}$$

$$= \frac{2800}{34}$$

$$= 82.3$$

The average score of students was 82.3. It meant that students' ability in writing recount text had improved.

B. The Findings of Result

After the researcher implemented the use discovery learning model in teaching writing, the researcher got the data, it was analyzed of pre cycle, third cycle and post cycle, and the researcher got the result of Classroom Action Research.

1. Pre-Cycle

In this cycle, the teacher taught descriptive text writing by using common model. During teaching learning process, the writer observed students' activity, here the result:

Table 4.1

Score of Observation in Pre-test

No	Indicators	None (0%)	A few (< 20%)	Half (20-49%)	Many (50%-69%)	Majority (>70%)	Total of Score
		1	2	3	4	5	
1	The students are enthusiastic in listening to teachers' explanation			v			3
2	Students are active in understanding the material			v			3
3	The students show curiosity by asking the questions	v					1
4	Students enthusiasm in working with their group			v			3
5	Students are active to present their work		v				2
6	The students are enthusiastic doing the test			v			3
7	Students active in doing evaluation		v				2
	Total score	1	4	12	0	0	17

$$\text{Score} \quad = \frac{Total\ Score}{Maximal\ \ Score} x100\%$$

$$= \frac{17}{35} \times 100\%$$

$$= 48\ \%$$

Based on the results of observation above it can be concluded that students were not enthusiastic enough, it means that the teaching learning process was not effective enough, students did not understand well yet in the material. It could be seen, there were not students giving question. Students were not active in giving presentation the material.

After that, the researcher gave writing test to measure students' ability in descriptive text writing. After implementing the test, the researcher examined it and gave score. In giving score, the researcher used the following formula:

$$Score = \frac{\sum Right\ Answer}{\sum Items} x100\%$$

The score of all students that had been counted as follow:

Table 4.2
The Test Score of Pre-Test

No	Nama	L/P	Skor
1.	A-1	L	60
2.	A-2	L	50
3.	A-3	L	45
4.	A-4	P	45
5.	A-5	L	45
6.	A-6	P	60
7.	A-7	P	60
8.	A-8	P	55
9.	A-9	P	65
10.	A-10	L	50
11.	A-11	L	45
12.	A-12	L	40
13.	A-13	P	45
14.	A-14	P	60
15.	A-15	L	50
16.	A-16	P	55
17.	A-17	L	60
18.	A-18	L	45
19.	A-19	P	40
20.	A-20	L	45
21.	A-21	L	45
22.	A-22	L	65
23.	A-23	L	50
24.	A-24	L	65
25.	A-25	L	40
26.	A-26	P	50
27.	A-27	P	55
28.	A-28	L	65

29.	A-29	P	40
30.	A-30	P	45
31.	A-31	P	65
32.	A-32	P	20
33.	A-33	P	50
34.	A-34	L	65
	Jumlah		1740
	Rata-rata		51.17

After the data had been analyzed, the researcher counted the mean to know the average score of students. To know the mean of students score, the formula is as follow:

$$M = \frac{\sum X}{n}$$

Where: M : The average of student score

$\sum x$: Total score

n : The number of students

$$M = \frac{\sum X}{n}$$

$$= \frac{1740}{34}$$

$$= 51.17$$

The average score of students in pre test is 51,17. It meant that the students score was low.

2. Cycle 1

In this cycle, the teacher used discovery learning model in teaching writing descriptive text. Teacher asked students

sing a song together about family. In this activity, teacher took a six steps; stimulation, problem statement, data collecting, data processing, verification, the generalization. In the last activity, the teacher gave writing test.

Table 4.3

Score of Observation in First Cycle

No	Indicators	None (0%)	A few (< 20%)	Half (20-49%)	Many (50%-69%)	Majority (>70%)	Total of Score
		1	2	3	4	5	
1	The students are enthusiastic in listening to teachers' explanation				v		4
2	Students are active in understanding the material			v			3
3	The students show curiosity by asking the questions		v				2
4	Students enthusiasm in working with their group				v		4
5	Students are active to present their work		v				2
6	The students are enthusiastic doing the test			v			3
7	Students active in doing evaluation			v			3
	Total score	0	4	9	8	0	21

$$\text{Score} \qquad = \frac{Total\ Score}{Maximal\ Score} x100\%$$

$$= \frac{21}{35} \times 100\%$$

$$= 60\ \%$$

Based on the results of observation above it can be concluded that students were enthusiastic enough, it means that the application of model almost success, but students did not understand well yet in the material. It could be seen, students in giving question was low and when the writer asked students to repeat the lesson, they could not answer yet.

After giving the test, the researcher examined the answer sheet and found the result.

Table 4.4

The Test Score of Cycle 1

No	Students' code	Cycle 1					
		Content	Organization	Vocabulary	Language use	Mechanic	Total Score
1	A-1	24	13	14	21	3	75
2	A-2	24	11	12	20	3	70
3	A-3	22	12	12	12	2	60
4	A-4	20	13	14	15	3	65
5	A-5	21	11	15	14	3	65
6	A-6	24	12	15	16	3	70
7	A-7	23	12	15	17	3	70
8	A-8	23	14	16	19	3	75

9	A-9	25	14	16	21	4	80
10	A-10	21	11	14	12	2	60
11	A-11	22	12	16	13	2	65
12	A-12	19	11	17	11	2	60
13	A-13	20	12	17	13	3	65
14	A-14	23	13	14	17	3	70
15	A-15	22	12	15	14	2	65
16	A-16	20	11	14	13	2	60
17	A-17	24	14	16	18	3	75
18	A-18	23	11	16	14	2	65
19	A-19	21	10	14	11	2	60
20	A-20	21	12	16	13	3	65
21	A-21	22	12	15	13	3	65
22	A-22	25	14	15	22	4	80
23	A-23	23	13	17	14	3	70
24	A-24	24	14	14	20	3	75
25	A-25	20	12	14	17	2	65
26	A-26	23	13	19	12	3	70
27	A-27	22	11	17	13	2	65
28	A-28	24	16	17	15	3	75
29	A-29	19	10	10	19	2	60
30	A-30	20	12	15	15	3	65
31	A-31	25	14	17	20	4	80
32	A-32	18	10	5	14	3	50
33	A-33	20	11	15	11	3	60
34	A-34	22	12	16	13	2	65
Total score							2285

$$M = \frac{\sum X}{n}$$
$$= \frac{2285}{34}$$
$$= 67.2$$

The average score of cycle 1 is 67.2. It meant that the students' score have improved but not satisfy enough. So, the teacher and the researcher decided to implement the next cycle.

3. Cycle 2

In this cycle, the teachers focused more in students' interest, how students could be more attractive to write. The teacher used some pictures and students would ask to work it in group, because the last most of students were lazy to write by themselves. Its purpose is to develop students' writing in who still got low score. According to the observer, it could motivate to the students because they could work together with their friend and share their difficulty each other. Teacher also gave more attention to group who still got difficulty, especially in structure of sentence. This is the result of cycle 2:

Table 4.5

Score of Observation in Second Cycle

No	Indicators	None (0%)	A few (< 20%)	Half (20-49%)	Many (50%-69%)	Majority (>70%)	Total of Score
		1	2	3	4	5	e
1	The students are enthusiastic in listening to teachers' explanation					v	5
2	Students are active in understanding the material				v		4
3	The students show curiosity by asking the questions				v		4
4	Students enthusiasm in working with their group				v		4
5	Students are active to present their work			v			3
6	The students are enthusiastic doing the test				v		4
7	Students active in doing evaluation			v			3
	Total score	0	0	6	16	1	27

$$\text{Score} = \frac{Total\ Score}{Maximal\ Score} x100\%$$

$$= \frac{27}{35} \times 100\%$$

$$= 77.1\ \%$$

There were many students who enthusiastic in teaching learning process. It can be seen that there were four in point 4, there was one in point 5 but there were still in point 3. The writer gave "students are active to present the material" in point 3 because when teacher asked two students to come forward he seemed afraid and his reading was not loud and one students when he identified the generic structure of descriptive text also adjective still be helped by other students. Then the writer gave "students enjoy in doing evaluation" in point 3 because when teacher gave writing task in group, there was still students who did not allow teachers' command in each group. It was not bad but it could be named better result. Based on the result of observation above, it can be concluded that many of the students joined the class enthusiastically.

After implemented the test, the researcher examined the answer sheet and found the result.

Table 4.6

Score Test of Cycle 2

No	Students' Code	Cycle 2					
		Content	Organization	Vocabulary	Language use	Mechanic	Total Score
1	A-1	27	17	14	22	5	85
2	A-2	21	14	14	18	3	70
3	A-3	24	13	10	15	3	65
4	A-4	28	17	15	21	4	85
5	A-5	23	13	10	17	2	65
6	A-6	24	15	12	21	3	75

7	A-7	22	14	11	20	3	70
8	A-8	23	15	13	21	3	75
9	A-9	26	15	14	21	4	80
10	A-10	27	17	15	22	4	85
11	A-11	23	13	13	18	3	70
12	A-12	21	13	14	19	3	70
13	A-13	22	13	14	18	3	70
14	A-14	27	17	16	21	4	85
15	A-15	27	17	16	21	4	85
16	A-16	25	15	13	19	3	75
17	A-17	23	14	15	20	3	75
18	A-18	21	13	12	17	2	65
19	A-19	28	17	14	21	5	85
20	A-20	23	12	13	18	4	70
21	A-21	21	13	12	16	3	65
22	A-22	27	15	15	19	4	80
23	A-23	25	12	12	18	3	70
24	A-24	26	14	14	18	3	75
25	A-25	24	13	11	18	4	70
26	A-26	28	17	14	22	4	85
27	A-27	20	13	12	17	3	65
28	A-28	23	13	17	18	4	75
29	A-29	21	13	11	17	3	65
30	A-30	22	12	15	17	4	70
31	A-31	26	15	16	19	4	80
32	A-32	24	13	16	18	4	75
33	A-33	27	15	13	21	4	80
34	A-34	26	13	10	18	3	70
Total score							2530

$$M = \frac{\sum X}{n}$$

$$= \frac{2530}{34}$$

$$= 74.4$$

The average score of cycle 2 is 74.4. It meant that students' score in writing descriptive text had improved, but the teacher and the researcher wanted to implement the technique better. So, the third cycle was done.

4. Cycle 3

In this cycle, the teacher implemented the discovery learning model as previous cycle. First, the teacher stimulated students by giving a video about descriptive text. Then students were given some question based on the video. Students were enthusiastic to answer them. After that, teacher divided students into six groups. Teacher gave an envelop which contained some sentences to each group then each group would arrange them into a good paragraph. Teacher chosen the best paragraph among them, then asked the group to rewrite it and develop the paragraph. Then, teacher gave a task individually. In short, the writing class situation was better and fun.

Table 4.7

Score of Observation in Third Cycle

No	Indicators	None (0%)	A few (< 20%)	Half (20-49%)	Many (50%-69%)	Majority (>70%)	Total of Score
		1	2	3	4	5	
1	The students are enthusiastic in listening to teachers'					V	5

	explanation						
2	Students are active in understanding the material					v	5
3	The students show curiosity by asking the questions				v		4
4	Students enthusiasm in working with their group					v	5
5	Students are active to present their work					v	5
6	The students are enthusiastic doing the test				v		4
7	Students active in doing evaluation				v		4
	Total score	0	0	0	12	20	32

$$\text{Score} = \frac{Total\ Score}{Maximal\ Score} x100\%$$

$$= \frac{32}{35} \times 100\%$$

$$= 91.4\ \%$$

Based on the result of observation above, it can be concluded that the majority of the students joined the class enthusiastically. All activities in the third cycle ran well. It had been seen from their responses. No students were noisy. While the researcher was presenting the lesson, majority of the students were paying attention to him. The students tried to answer the questions correctly and enthusiastically.

After implemented the test, the researcher examined the answer sheet and found the result.

Table 4.8

Score Test of Cycle 3

No	Students' Code	Cycle 3					
		Content	Organization	Vocabulary	Language use	Mechanic	Total Score
1	A-1	28	18	16	23	5	90
2	A-2	23	15	14	19	4	75
3	A-3	28	17	19	23	3	90
4	A-4	27	18	13	22	5	85
5	A-5	23	15	14	19	4	75
6	A-6	26	16	13	22	3	80
7	A-7	26	18	12	19	5	80
8	A-8	26	16	13	20	5	80
9	A-9	26	16	13	20	5	80
10	A-10	27	18	13	22	5	85
11	A-11	23	15	15	19	3	75
12	A-12	23	15	16	18	3	75
13	A-13	23	17	11	20	4	75
14	A-14	28	15	18	24	5	90
15	A-15	27	18	13	22	5	85
16	A-16	27	18	13	22	5	85
17	A-17	27	16	17	22	3	85
18	A-18	23	13	17	19	3	75
19	A-19	28	19	15	24	4	90
20	A-20	27	17	15	22	4	85
21	A-21	23	14	14	20	4	75
22	A-22	27	18	13	22	5	85
23	A-23	27	18	13	22	5	85

24	A-24	27	17	13	22	4	85
25	A-25	27	16	15	22	5	85
26	A-26	28	18	16	23	5	90
27	A-27	26	16	13	21	4	80
28	A-28	23	14	13	21	4	75
29	A-29	23	14	16	18	4	75
30	A-30	27	19	12	22	5	85
31	A-31	27	20	13	20	5	85
32	A-32	23	14	15	19	4	75
33	A-33	29	19	18	24	5	95
34	A-34	27	18	13	22	5	85
Total score							2800

$$M = \frac{\sum X}{n}$$

$$= \frac{2800}{34}$$

$$= 82.3$$

The average score of students in third cycle is 82.3. This average was satisfied enough, so the teacher and researcher stopped the cycle.

5. The Analysis Of The Whole Test

The result of the test from the pre-test until post test can be seen briefly as follow:

Table 4.9
Comparison Percentage Students Enthusiastic in Response
Teaching Learning Process Using Discovery Learning Model on
Cycle I, Cycle 2 and Cycle 3

No	Cycle	Total Score	Percentage (%)
1	Pre-test	17	48
2	Cycle 1	21	60
3	Cycle 2	27	77.1
4	Cycle 3	32	91.4

Table 4.10
The Test Result of the Whole Test

No	Students' Code	Pre-Cycle	Cycle 1	Cycle 2	Cycle 3
1	A-1	60	75	85	95
2	A-2	50	70	70	75
3	A-3	45	60	65	90
4	A-4	45	65	85	85
5	A-5	45	65	65	75
6	A-6	60	70	75	80
7	A-7	60	70	70	80
8	A-8	55	75	75	80
9	A-9	65	80	80	80
10	A-10	50	60	85	85
11	A-11	45	65	70	75
12	A-12	40	60	70	75
13	A-13	45	65	70	75
14	A-14	60	70	85	90
15	A-15	50	65	85	85
16	A-16	55	60	75	85
17	A-17	60	75	75	85
18	A-18	45	65	65	75
19	A-19	40	60	85	90
20	A-20	45	65	70	85

21	A-21	45	65	65	75
22	A-22	65	80	80	85
23	A-23	50	70	70	85
24	A-24	65	75	75	85
25	A-25	40	65	75	85
26	A-26	50	70	85	90
27	A-27	55	65	65	80
28	A-28	65	75	75	75
29	A-29	40	60	65	75
30	A-30	45	65	70	85
31	A-31	65	80	80	85
32	A-32	20	50	75	75
33	A-33	50	60	80	90
34	A-34	65	65	70	85
Sum		1740	2285	2530	2800
Average mean		51.17	67.2	74.4	82.3
Low score		20	50	65	75
High score		65	80	85	95

From the table above, the use of discovery learning model can improve students' writing of text. So, this classroom action research of the implementation of discovery learning was successful. It can be seen from the result in each cycle.

The improvement of students' achievement in writing recount text had been seen by the diagram as follow:
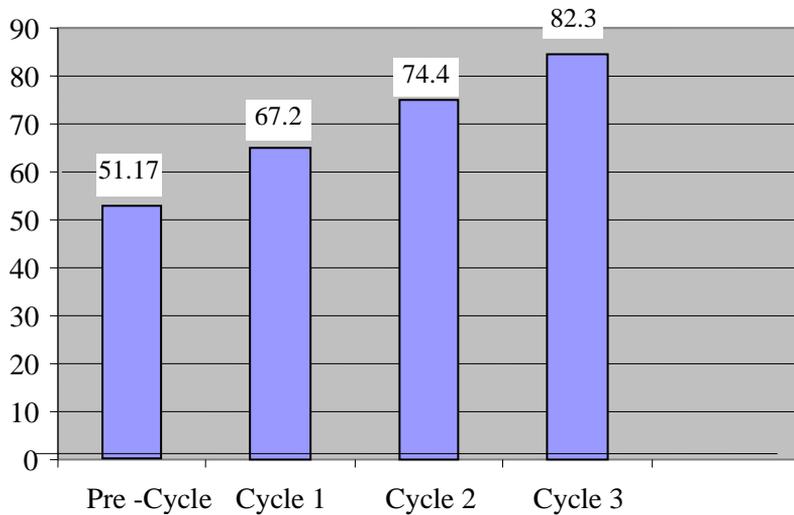
Figure 4.1 The Diagram of the Whole Test

From the diagram above, the research concluded that there was an improvement on students' writing of descriptive text using discovery learning model. Pre-cycle showed that students' average was 51.17, the low score was 20 and the high score was 60. It meant that students' writing was low because of score for KKM is 75.

In cycle 1 showed that there was improvement, the students' average up to 67.2, there were 8 students who got required mark. In cycle 2 there were 19 students who have achieved in KKM also the average was more improve that cycle 1, it was 74.4. The cycle 3 the students' average

increased became 82.3 and all of students were success in achieving KKM. It means that there was improvement in every cycle after using discovery learning model.

CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

The research conclusion is presented according to the data which have been analyzed in the previous chapter. From all the data analysis about the use of discovery learning model to improve students' writing of descriptive text with VII A grades students of MTs NU 08 Gemuh Kendal in academic year of 2014/2015 can be concluded that:

1. The implementation of discovery learning model to improve student's writing of descriptive text was done in three cycles. The teacher used different descriptive text in each cycle, in the first cycle used "My family", in the second cycle used "My mother and my grandmother", and in the third cycle used "My daughter and my sister". Teacher taught the students by discovery learning which has six steps, they are stimulation, problem statement, data collection, data processing, verification, and generalization. It used by researcher to know the base score and final score after taught using discovery learning model.

2. This research shows that the use of discovery learning model can improve students' descriptive text writing. The students can solve their problem in identifying generic structure,

language feature of descriptive text and constructing descriptive text.

3. The improvement of students' achievement in descriptive text writing after being taught by using discovery learning can be seen from the average score of students in every cycle. It improved in every cycle until in the end of cycle, all of students' score achieved in KKM (7,5). In the first cycle, the average score of students was 67.2. There were just 8 students who got required mark from KKM (The low score was 50 and the high score was 80). In the second cycle, the average of students' scores more increase than cycle 1, it was 74.4. There were 19 students who got required mark from KKM (The low score was 65 and the high score was 85). In the third cycle, the average students' score was 82.3 and also all of students' score were required from KKM. Students writing increased as well as their understanding in writing descriptive text.

B. Recommendation

From the conclusion above, there are some suggestions:

1. Teacher should motivate students' writing interest by giving interesting writing material.

2. Teacher should use time allocation effectively, so the teaching learning process can be used maximally.

3. Discovery learning model can help students easier to arrange and write writing material. The researcher suggests that the

teacher uses this model, because students may feel bored if the teacher always uses conventional way.

C. Closing

Praise to Allah, which has been giving protection and guidance. So the thesis can be finished.

The writer realizes that this paper is far from being perfect, because of that, constructive critics and advice are really expected for the perfection of the thesis. Hopefully, this thesis will be useful for all of us. Amiiin.

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APPENDICES

Appendix 1

RESEARCH SCHEDULE IN CLASSROOM ACTION RESEARCH

Teacher   : Tsien Tsuwayroh
Researcher   : Laelatul Mukharomah
Class   : VII A of MTs NU 08 Gemuh Kendal

No	Activities	Date
1.	Preliminary visit (Meet the administration officer)	17th December 2014
2.	Contact the Headmaster	19th December 2014
3.	Meet the English teacher to ask data of students' as participant.	31st December 2014
4.	Meet the headmaster to give research permission letter	2nd January 2015
5.	Meet the English teacher to make sure the start of the research	13rd January 2015
6.	Do to the research (pre-test)	21st January 2015
7.	Firs cycle	22nd January 2015
8.	Evaluation cycle I	
9.	Second cycle	28th January 2015
10.	Evaluation cycle II	
11.	Third cycle	29th January 2015
12.	Evaluation cycle III	3th February 2015
13.	Give the whole result to teacher and do interview	10th February 2015

Appendix 2

RESEARCH JOURNAL

No.	Activity	Date	Signature
1.	Researcher asked english teacher about the condition of teaching learning process	3-12-2014	
2.	Reseacher asked list name of students VII A	9-12-2014	
3.	Reseacher and english teacher discuss about the characteristic of students in class	14-12-2014	
4.	Reseacher and english teacher discussed about the appropiate method in teaching english	19-12-2014	
5.	Reseacher was given an example of syllabus and lesson plan by english teacher, then she gave the way how to make a good lesson plan	31-12-2014	
6.	Reseacher and english teacher discussed the best strategy in reflection	20-01-2015	
7.	Reseacher was given the way how to face the students characteristic in class	17-01-2015	

Appendix 3

BASIC COMPETENCE, INDICATORS, AND MAIN SUBJECT

Grade : VII/2nd

Standard of Competence: 12. Expressing the meaning of short fungsional witten text very simple to interact with the closed enviroment

Basic Competence	Indicators	Main Subject
12.2 Expressing meaning and rhetorical stage in short essay written language accurately, fluently and acceptably to interact with the closed enviroment in descriptive text/procedure text.	Students are able to write short and simple text in descriptive text by rhetorical stage correctly.	• Simple present tense • Essay text *deccriptive/procedure* • Language feature of text *deccriptive/procedure* • Rhetorica stage of text *deccriptive/procedure*

Appendix 4

**LIST OF CLASSROOM ACTION RESEARCH CLASS VIII.A
STUDENTS OF MTS NU 08 GEMUH KENDAL IN THE
ACADEMIC YEAR OF 2014/ 2015**

NO.	Nama	Gender
1.	Aldi Wijaya	Male
2.	Angger Fahmi Farizal	Male
3.	Arjun Naja	Male
4.	Ayuk Atafia	Female
5.	Bachtiarul Chasan	Male
6.	Dewi Prawita Sari	Female
7.	Dewi Sri Puspita Sari	Female
8.	Dharojatun Aliyah	Female
9.	Diana Dariatul Jinan	Female
10.	Dwi Achmad Nurudin	Male
11.	Fiki Khoirul Mahyan	Male
12.	Hasan Toyib	Male
13.	Linda Fazira	Female
14.	Luluk Risma Gunawan	Female
15.	Lutfi Firdani	Male
16.	Lutfiyatul Nurul Hikmiyah Wahyuningrum	Female
17.	M. Abdul Kholik	Male
18.	M. afif Ismail	Male
19.	Miftahul Khotimah	Female
20.	Muhammad Dzikrullah Animah	Male
21.	Muhammad Ahsanul Huda	Male
22.	Muhamad Danil	Male
23.	Muhammad Nizar Wafiqi	Male
24.	Muhammad Suril Ikhwan	Male
25.	Muhamas Amin Maulana	Male
26.	Rizqiana	Female
27.	Septi Sunarti	Female
28.	Slamet Sukron Makmun	Male

29.	Sri Mulyati	Female
30.	Uliya Rahma	Female
31.	Visa Maisyatani	Female
32.	Widia utami	Female
33.	Wikoyatul Ulya	Female
34.	Nur Rochmad	Male

Appendix 5

LESSON PLAN FOR PRE-CYCLE OF CLASSROOM ACTION

RESEARCH

School : **MTs NU 08 Gemuh**
Subject : **Bahasa Inggris**
Class/ Team : **VII / 2ⁿᵈ Semester**
Aspect : **Writing**
Time Allotment : **6 x 40 menit(3 x Meeting)**

STANDAR OF COMPETENCE

12. Expressing the meaning of short fungsional witten text very simple to interact with the closed enviroment

BASIC COMPETENCE

12.2 Expressing meaning and rhetorical stage in short essay written language accurately, fluently and acceptably to interact with the closed enviroment in descriptive text/procedure text.

1. **Indicators**

   Menulis teks fungsional pendek

   - Identifying the generic structure of descriptive text

   - Identifying language feature of descriptive text

   - Respond the meaning of descriptive text

   - Arrange the word into a good sentence

2. Objectives

- By the end of the lesson students will have been able to to arrange the word into a good sentence

3. Material

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.

The Generic Structure of Descriptive Text

* Identification to identifying the phenomenon to be described.

* Description to describing the phenomenon in parts, qualities, or/and characteristics. **The Language Features of Descriptive Text**

The use of adjectives and compound adjectives.

example:

- a five hundred seated football stadium.

- a beautiful ancient Roman opera house.

The use of Linking Verbs/ relating verbs.

example :

- The temple is so magnificent.

- The temple consists of five terraces.

The use of Simple Present Tense

example. :

- The museum houses hundreds of Greek Statues.

- The hotel provides 450 rooms and a large swimming pool.

The use of degree of comparison

example :

- The weather in Jakarta is hotter than Bandung.

- Bogor has the same weather as Ungaran.

Generic stucture	Example
Identification	My mother is a beautiful person.

Description	She is not tall but not short, and she has curly hair and brown. Her eyes color are like honey and her color skin color light brown, and she has a beautiful smile. Her weight likes 120 lbs. She is a very kind person. She is very lovely, friendly, patient, and she loves to help people. I love my mom, because she is a good example to me. She loves being in the mosque, and she loves sing and dance too.
	    She is a very good child, wife and mother. She always takes care of her family. She likes her house to be clean and organized. She a very organized person, and all things in the house are in the right place. She doesn't like messes.
	    She always has a smile on her face. She is so sweet and lovely. I like when I am going to sleep or went I wake up or when I am going to go to some places, she always give me a kiss, and when the family have a problem she always be with us to helps us and to give us all her love.
	.

4. **Method of Learning / Technique**

   a. Three-phase Technique (Pre activities, main activities, post activities)

5. **Procedure**

Meeting 2

No.	Activity	Time	Method	Sample of Instruction
1.	**Opening** • Teacher expresses greeting and opening teaching learning by *Bismillah* • By question answer, teacher prepare psychologicaly and physicaly to allow teaching learning process • Teacher checks students' attandance • Teacher explains the aim of learning and competence basic competence which will be achieved	**10 minutes**	**Question-Aswer**	*Assalamu'alaikum...* *Good Morning class, how are you today? Before we start the lesson today, let's read Basmallah together!* *Who is absent today?* *Why he/ she absent?*

| 2. | **Core activities**
❖ *Exploration*
 • Teacher gives a text to students
 • Teacher asks to read it

❖ *Elaboration*
 • Teacher explains the material
 • Teacher asks students to pay attention
 • Teacher gives a test to students

❖ *Confirmation*
 • Teacher gives feedback, motivation, and appreciation for students' success
 • Teacher gives a motivation for students who have less active in teaching learning | **60 minutes** | **Discovery Learning** | *There is a text, then please read it*

Descriptive text is...........

Please pay attention to my explanation

Here, there are some question then you have to answer it by yourself

Okey, students if you have done, we check your work together |

	process			
3.	**Closing** • Teacher and students do reflection for process and the result of the teaching learning • Teacher asks student to give a impression for giving feedback, for example what is difficulty that faced and the impression to the lesson • Teacher gives homework to bring a picture of their family • Teacher pays attention to hopes and advices that teacher presents.	**10 minutes**	**Reflection** **Assesmnet**	*How about material today?* *Is it clear for you?* *Do you still remember what is descriptive text?*

6. Media

- Some texts

7. Source

Pusat perbukuan Departemen Pendidikan Nasioanal, *English in Focus for Grade VII*, Semarang: PT. Bengawan Ilmu, 2008.

1.   http://diofebrilian.blogspot.com/2012/12/descriptive-text.html

8. Assesment

a. Technique   : The students are assigned to write a descriptive text based on the some clues of picture.

b. Form   : Written test

c. Aspects to be assessed :

Indicator	Assessment		
	Technic	form	Instrument
1. Complete this paragraph with the words given in the box	Tes tulis	Multiple choice	1. Complete the sentence bellow
	Tes tulis	Essay	2. Arrange these words to be a good sentence
2. Arrange these sentences into a coherent paragraph			

d. Instrument

A. Complete the sentence bellow!

The Headmaster

Mr.Ridwan (1)......... the headmaster of my school. He (2)....... not wear glasses. His eyes always frighten me even when I refuse to face them. They are sharp, hard, and cold, and he uses them like a whip.

He always (3)........ his hands in a basin in the corner of the room. After he has washed them, he will walk over to his desk and stand behind is looking at the pupils while he dries his hands on a small, white towel. He dries each finger separetely, beginning with the first finger. His fingers are long and white. He rubs them briskly without losing the effect of deliberation and as he rubs them, he looks at us with his eyes.

No one moves while he (4)......his hands, no one speaks. When he (5)......, he will fold the towel and put it in the desk drawer. Then, he will awkwardly smile at us. He really terrifies me.

6. What is the text about?

   a. Repport Text

   b. Narrative text

   c. Descriptive text

   d. Recount text

7. How is the generic structure of that text?

    a. identification-description

    b. orientation-complication-resolution-reorientation

    c. description-identification

    d. complication-reorientation-orientation-resolution

8. Who is the Mr. Ridwan?

    a. The head master of School

    b. The teacher of school

    c. The students

    d. The security of school

9. Does Mr. Ridwan use glasses?

    a. Yes, He does

    b. No, He does not

    c. Yes, He is

    d. No, He is not

10. What is the perpuse of the text?

    a. To describe the head master

    b. To entertain the reader about the head master

    c. To tell about the head master

    d. To retell about the head master

B.   Arrange this words to be a good sentence

    1.   walk-my-the-on-I-friends-street-with

    2.   doctor-father-a-is-My

    3.   family-My-for-Borobudur-picnic-the-go-to

    4.   always-write-my-letter-I-a-best-for-friend

5. school-morning-every-with-go-friend-to-I-my

Pamriyan, 21ᵗʰ January 2015

English Teacher   Researcher

Tsien Tsuwayroh   Laelatul Mukaromah
NIP: NIM: 113411064

Headmaster

Drs. H. Achmad Su'ud, M.si
NIP: 19580303 199403 1 01

Appendix 6

LESSON PLAN FOR CYCLE 1 OF CLASSROOM ACTION RESEARCH

School	**: MTs NU 08 Gemuh**
Subject	**: Bahasa Inggris**
Class/ Team	**: VII / 2nd Semester**
Aspect	**: Writing**
Time Allotment	**: 6 x 40 menit(3 x Meeting)**

STANDAR OF COMPETENCE

12. Expressing the meaning of short fungsional witten text very simple to interact with the closed enviroment

BASIC COMPETENCE

12.2 Expressing meaning and rhetorical stage in short essay written language accurately, fluently and acceptably to interact with the closed enviroment in descriptive text/procedure text.

1. **Indicators**
   - Identifying the generic structure of descriptive text
   - Identifying language feature of descriptive text

2. **Objectives**
   - By the end of the lesson students will have been able to write a simple descriptive text well

3. **Material**

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.

The Generic Structure of Descriptive Text

* Identification to identifying the phenomenon to be described.

* Description to describing the phenomenon in parts, qualities, or/and characteristics. **The Language Features of Descriptive Text**

The use of adjectives and compound adjectives.

example:

- a five hundred seated football stadium.

- a beautiful ancient Roman opera house.

The use of Linking Verbs/ relating verbs.

example :

- The temple is so magnificent.

- The temple consists of five terraces.

The use of Simple Present Tense

example :

- The museum houses hundreds of Greek Statues.

- The hotel provides 450 rooms and a large swimming pool.

The use of degree of comparison

example :

- The weather in Jakarta is hotter than Bandung.

- Bogor has the same weather as Ungaran.

Generic stucture	Example
Identification	Gandi is one of my classmates
Description	He is a smart and hard working student. He is thirteen years old. His hobby is camping. He goes to Junior High School and He is in the seventh grade. He is good at every subject at school but his favorite subject is English.

4. **Method of Learning / Technique**
   a. Discovery Learning
   b. Team pairs shared

5. Procedure

First meeting

No.	Activity	Time	Method	Sample of Instruction
1.	**Opening** • Teacher expresses greeting and opening teaching learning by *Bismillah* • By question answer, teacher prepares psychologicaly and physicaly to allow teaching learning process • Teacher checks students' attandance • Teacher explains the aim of learning and competence basic competence which will be achieved	10 minutes	**Question-Answer**	*Assalamu'alaikum... Good Morning class, how are you today? Before we start the lesson today, let's read Basmallah together!* *Who is absent today? Why he/she absent?*

2.	**Core activities**	**60 minutes**	**Discovery Learning**	
	❖ *Exploration*			*Before we jump to the material, i have lyric of a song, would you like to sing this song together?*
	• Teacher gives stimulation by asking students to sing together, sing a song "family"			
	• Students are given a question, what thing that make you pround of your family?			*After we sing this song, i have a question for you, what the things that makes you proud of your family?*
	❖ *Elaboration*			
	• Students answer that question by discussing with their group, make sure that every student gives their idea, and the secretary of group write their ideas in list.			*Is there anyone the answer? Yes you, please... Okey, the answer is right, then i will divide you into four group,*
	• Students sellect the data which one is right			

	which one is wrong. • Students observe the picture which has brought by them, then they identify characteristic and type in the picture. • Students disscuss it with their partner • Teacher explains discriptive text • Teacher asks students to write the result of data in a paragraph descriptive text ❖ *Confirmation* • Teacher gives feedback, motivation, and appreciation for students' success • Teacher gives a motivation for students who have less active in teaching			*and please discuse it more with your group!* *Sellect the data from your member, then chose which one is right.* *Please, everyone back to your site and then open your picture of your family, then identify it!* *You can, do it with your partner* *Have you done, okey everyone pay attention for my explanation!*

	learning process			*If you have understood, please continue your work by writing it into descriptive text* *Okey, students if you have done, we check your work together* *This answer is incorect, you can check in your dictionary right?*
3.	**Closing** • Teacher and students do reflection for process and the result of the teaching learning • Teacher asks student to give a	**10 minutes**	**Reflection** **Assesment**	*How about material today? Is it clear for you?* *Do you still remember what is*

	impression for giving feedback, for example what is difficulty that faced and the impression to the lesson • Teacher gives homework to bring a picture of their family • Teacher pays attention to hopes and advices that teacher presents.			*descriptive text?*

6. **Media**
   - Some pictures of family
   - Lyric song

7. **Source**

   Pusat perbukuan Departemen Pendidikan Nasioanal, *English in Focus for Grade VII*, Semarang: PT. Bengawan Ilmu, 2008.

   www.songforteaching.com/familysong/familyarespecialtome.php)

   http://diofebrilian.blogspot.com/2012/12/descriptive-text.html

8. **Assesment**

   1. Technique : The students are assigned to write a descriptive text.
   2. Form : Written test

c. Aspects to be assessed   :

CRITERIA	SCORE	LEVEL
Content	30-27	EXCELLENT TO VERY GOOD knowledgeble, substantive, thorough development of thesis, relevant to assigned topic
	26-22	GOOD TO AVARAGE some knowledge of subject, adequate range, limited development of thesis, mostly relevant to the topic but lack detail
	21-17	FAIR TO POOR limited knowledge of subject, little substance, inadequate development of topic
	16-13	VERY POOR does not show knowledge of subject, non-substantive, non pertinent, not enough to evaluate
Organization	20-18	EXCELLENT TO VERY GOOD fluent expression, ideas clearly stated/supported, succinct, well-organized, logical sequencing, cohesive
	17-14	GOOD TO AVARAGE somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing
	13-10	FAIR TO POOR non-fluent, ideas confused or disconnected, lacks logical sequencing and development
	9-7	VERRY POOR does not communicate, no organization, not enough to evaluate
Vocabulary	20-18	EXCELLENT TO VERY GOOD sophisticated range, effective word/idiom choice and usage, word form matery, appropiate register
	17-14	GOOD TO AVARAGE adequate avarange, occasional errors of

		word/idiom form; choice; usage but meaning not obscured
	13-10	FAIR TO POOR limited range, frequent errors of word/idiom form; choice; usage, meaning confused or obscured
	9-7	VERRY POOR essentially translation, little knowledge of English vocabulary ; idioms; word form, not enoug to evaluate
Language Use	25-22	EXCELLENT TO VERRY GOOD effective complex constructions, few errors of agreement; tense; number; word order/function; articles; pronouns; prepositions
	21-18	GOOD TO AVARAGE effective but simple constructions, minor problems in complex constructions, several errors of agreement; tenses; number; word order/function; articles; pronouns; prepositions, but meaning seldom obscured
	17-11	FAIR TO POOR major problem in simple/complex constructions, frequents errors of negation; agreement; tenses; number; word order/function; articles; pronouns; prepositions and/or fragments; run-ons deletions, meaning confused or obscured
	10-5	VERY POOR virtually no mastery of sentence construction rules, dominated by errors, does not communicate, not enough to evaluate
	5	EXCELLENT TO VERY GOOD: demonstrates mastery of conventions, fes errors of spelling,; punctuation;

		capitalization, paragraphing
Mechanics	4	GOOD TO AVARAGE: occasional errors of spelling,; punctuation; capitalization; paragraphing but meaning not obscured
	3	FAIR TO POOR: frequent errors of spelling; punctuation; capitalization; paragraphing,, poor handwriting, meaning confused or obscured
	2	VERY POOR: no master of conventions, dominated by errors of spelling; punctuation; capitalization; paragraphing, handwriting illegible or not enough to evaluate.

9. Instrument

1. Write descriptive text based on the picture of students' family

Pamriyan, 22st January 2015

English Teacher

Reseacher

Tsien Tsuwayroh
NIP:................

Laelatul Mukharomah
NIM : 113411064

Headmaster

Drs. H Achmad Suud, M. Si
NIP:19580303 199403 1 001

Appendix 7

LESSON PLAN FOR CYCLE 2 OF CLASSROOM ACTION
RESEARCH

School : **MTs NU 08 Gemuh**
Subject : **Bahasa Inggris**
Class/ Team : **VII / 2nd Semester**
Aspect : **Writing**
Time Allotment : **6 x 40 menit(3 x Meeting)**

STANDAR OF COMPETENCE

12. Expressing the meaning of short fungsional witten text very simple to interact with the closed enviroment

BASIC COMPETENCE

12.2 Expressing meaning and rhetorical stage in short essay written language accurately, fluently and acceptably to interact with the closed enviroment in descriptive text/procedure text.

1. **Indicators**
- Respond the meaning of descriptive text
- Analyze the generic structure and language feature of descriptive text

2. **Objectives**
- By the end of the lesson students will have been able to write more complex descriptive text well

3. **Material**

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.

The Generic Structure of Descriptive Text

* Identification to identifying the phenomenon to be described.

* Description to describing the phenomenon in parts, qualities, or/and characteristics. **The Language Features of Descriptive Text**

The use of adjectives and compound adjectives.

example:

- a five hundred seated football stadium.

- a beautiful ancient Roman opera house.

The use of Linking Verbs/ relating verbs.

example :

- The temple is so magnificent.

- The temple consists of five terraces.

The use of Simple Present Tense

example. :

- The museum houses hundreds of Greek Statues.

- The hotel provides 450 rooms and a large swimming pool.

The use of degree of comparison

example :

- The weather in Jakarta is hotter than Bandung.

- Bogor has the same weather as Ungaran.

Generic stucture	Example
Identification	My mother is a beautiful person.
Description	She is not tall but not short, and she has curly hair and brown. Her eyes color are like honey and her color skin color light brown, and she has a beautiful smile. Her weight likes 120 lbs. She is a very kind person. She is very lovely, friendly, patient, and she loves to help people. I love my mom, because she is a good example to me. She loves being in the mosque, and she loves sing and dance too.

She is a very good child, wife and mother. She always takes care of her family. She likes her house to be clean and organized. She a very organized person, and all things in the house are in the right place. She doesn't like messes.

She always has a smile on her face. She is so sweet and lovely. I like when I am going to sleep or went I wake up or when I am going to go to some places, she always give me a kiss, and when the family have a problem she always be with us to helps us and to give us all her love.
. |

4. **Method of Learning / Technique**

   a. Discovery Learning

   b. Team pairs shared

5. **Procedure**

Meeting 2

No.	Activity	Time	Method	Sample of Instruction
1.	**Opening** • Teacher expresses greeting and opening teaching learning by *Bismillah* • By question answer, teacher prepare psychologicaly and physicaly to allow teaching learning process • Teacher checks students' attandance • Teacher explains the aim of learning and competence basic competence	10 minutes	**Question-Aswer**	*Assalamu'alaikum...* *Good Morning class, how are you today? Before we start the lesson today, let's read Basmallah together!* *Who is absent today?* *Why he/ she absent?*

	which will be achieved			
2.	**Core activities** ❖ *Exploration* • Teacher stimulates students' interest by showing some picture of family • Teacher explains more about this picture and gives some question for students about these picture ❖ *Elaboration* • Teacher divides students into four group • One group has been given a picture and the other has been some clues	**60 minutes**	**Discovery Learning**	*I have some pictures today, and i believe that you do not feel familiar with these, look at the picture!* *what is the picture? Do you know before about this picture?* *Then, i will divide you into four groups* *Pay attention for my instruction! I have picture and some clues. I will give one picture for a group, the the clues that is*

	- Students identify the picture, and the other draw based on the some clues - Students verify it from group one to another - Students write it into a paragraph ❖ *Confirmation* - Teacher gives feedback, motivation, and appreciation for students' success - Teacher gives a motivation for students who have less active in teaching learning process			*suitable for picture for another group. Then, every group have to identify the picture if they get a picture, and draw it based on clues if they get some clues.* *If you done, you can check the answer with another group, the write it into a paragraph* *Okey, students if you have done, we check your work together* *This answer is incorrect, you can check in your dictionary right?*

3.	**Closing**	**10 minutes**	**Reflection**	*How about material today? Is it clear for you?*
	• Teacher and students do reflection for process and the result of the teaching learning • Teacher asks student to give a impression for giving feedback, for example what is difficulty that faced and the impression to the lesson • Teacher gives homework to bring a picture of their family • Teacher pays attention to hopes and advices that teacher presents.		**Assesmnet**	*Do you still remember what is descriptive text?*

6.   Media

- Some picture

7. Source

Pusat perbukuan Departemen Pendidikan Nasioanal, *English in Focus for Grade VII*, Semarang: PT. Bengawan Ilmu, 2008.

http://diofebrilian.blogspot.com/2012/12/descriptive-text.html

8. Assesment

1. Technique : The students are assigned to write a descriptive text based on the some clues of picture.

2. Form : Written test

3. Aspects to be assessed   :

CRITERIA	SCORE	LEVEL
Content	30-27	EXCELLENT TO VERY GOOD knowledgeble, substantive, thorough development of thesis, relevant to assigned topic
	26-22	GOOD TO AVARAGE some knowledge of subject, adequate range, limited development of thesis, mostly relevant to the topic but lack detail
	21-17	FAIR TO POOR limited knowledge of subject, little substance, inadequate development of topic
	16-13	VERY POOR does not show knowledge of subject, non-substantive, non pertinent, not enough to evaluate
Organization	20-18	EXCELLENT TO VERY GOOD fluent expression, ideas clearly stated/supported, succinct, well-organized, logical sequencing, cohesive
	17-14	GOOD TO AVARAGE somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing
	13-10	FAIR TO POOR non-fluent, ideas confused or disconnected, lacks logical sequencing and development
	9-7	VERRY POOR does not communicate, no organization, not enough to evaluate

Vocabulary	20-18	EXCELLENT TO VERY GOOD sophisticated range, effective word/idiom choice and usage, word form matery, appropiate register
	17-14	GOOD TO AVARAGE adequate avarange, occasional errors of word/idiom form; choice; usage but meaning not obscured
	13-10	FAIR TO POOR limited range, frequent errors of word/idiom form; choice; usage, meaning confused or obscured
	9-7	VERRY POOR essentially translation, little knowledge of English vocabulary ; idioms; word form, not enoug to evaluate
Language Use	25-22	EXCELLENT TO VERRY GOOD effective complex constructions, few errors of agreement; tense; number; word order/function; articles; pronouns; prepositions
	21-18	GOOD TO AVARAGE effective but simple constructions, minor problems in complex constructions, several errors of agreement; tenses; number; word order/function; articles; pronouns; prepositions, but meaning seldom obscured
	17-11	FAIR TO POOR major problem in simple/complex constructions, frequents errors of negation; agreement; tenses; number; word order/function; articles; pronouns;

		prepositions and/or fragments; run-ons deletions, meaning confused or obscured
	10-5	VERY POOR virtually no mastery of sentence construction rules, dominated by errors, does not communicate, not enough to evaluate
Mechanics	5	EXCELLENT TO VERY GOOD: demonstrates mastery of conventions, fes errors of spelling,; punctuation; capitalization, paragraphing
	4	GOOD TO AVARAGE: occasional errors of spelling,; punctuation; capitalization; paragraphing but meaning not obscured
	3	FAIR TO POOR: frequent errors of spelling; punctuation; capitalization; paragraphing,, poor handwriting, meaning confused or obscured
	2	VERY POOR: no master of conventions, dominated by errors of spelling; punctuation; capitalization; paragraphing, handwriting illegible or not enough to evaluate.

4. **Instrument**

1. Matching between picture and some clues, as bellow:

   Picture

   Clues

- Beautiful
- Tall
- Short and Straight hair
- Very kind person and friendly
- Liking to sing and dance
- Takes care for family
- All people like her

- Tidy old woman
- 80 years old
- Wear glasses
- White hair and curly
- Always combs her hair
- Always puts thing on the right way
- Loves cleanness

2. Rewrite it into descriptive text based on your own word

Pamriyan, 28th January 2015

English Teacher

Reseacher

Tsien Tsuwayroh
NIP:....:............

Laelatul Mukharomah
NIM : 113411064

Headmaster

Drs. H Achmad Suud, M. Si
NIP:19580303 199403 1 001

Appendix 8

LESSON PLAN FOR CYCLE 3 OF CLASSROOM ACTION RESEARCH

School : **MTs NU 08 Gemuh**
Subject : **Bahasa Inggris**
Class/ Team : **VII / 2nd Semester**
Aspect : **Writing**
Time Allotment : **6 x 40 menit(3 x Meeting)**

STANDAR OF COMPETENCE

12. Expressing the meaning of short fungsional witten text very simple to interact with the closed enviroment

BASIC COMPETENCE

12.2 Expressing meaning and rhetorical stage in short essay written language accurately, fluently and acceptably to interact with the closed enviroment in descriptive text/procedure text.

1. **Indicators**
   - Making a paragraph of descriptive text about family

2. **Objectives**
   - By the end of the lesson students will have been able to to write a simple descriptive text well

3. **Material**

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.

The Generic Structure of Descriptive Text

* Identification to identifying the phenomenon to be described.

* Description to describing the phenomenon in parts, qualities, or/and characteristics.

The Language Features of Descriptive Text

The use of adjectives and compound adjectives.

example:

- a five hundred seated football stadium.

- a beautiful ancient Roman opera house.

The use of Linking Verbs/ relating verbs.

example :

- The temple is so magnificent.

- The temple consists of five terraces.

The use of Simple Present Tense

example. :

- The museum houses hundreds of Greek Statues.

- The hotel provides 450 rooms and a large swimming pool.

The use of degree of comparison

example :

- The weather in Jakarta is hotter than Bandung.

- Bogor has the same weather as Ungaran.

Generic stucture	Example
Identification	My mother is a beautiful person.

Description	She is not tall but not short, and she has curly hair and brown. Her eyes color are like honey and her color skin color light brown, and she has a beautiful smile. Her weight likes 120 lbs. She is a very kind person. She is very lovely, friendly, patient, and she loves to help people. I love my mom, because she is a good example to me. She loves being in the mosque, and she loves sing and dance too.
	    She is a very good child, wife and mother. She always takes care of her family. She likes her house to be clean and organized. She a very organized person, and all things in the house are in the right place. She doesn't like messes.
	    She always has a smile on her face. She is so sweet and lovely. I like when I am going to sleep or went I wake up or when I am going to go to some places, she always give me a kiss, and when the family have a problem she always be with us to helps us and to give us all her love.
	.

4. **Method of Learning / Technique**
   a. Discovery Learning
   b. Team pairs shared

5. Procedure

Meeting 3

No.	Activity	Time	Method	Sample of Instruction
1.	**Opening** • Teacher expresses greeting and opening teaching learning by *Bismillah* • By question answer, teacher prepare psychologicaly and physicaly to allow teaching learning process • Teacher checks students' attandance • Teacher explains the aim of learning and competence basic competence which will be achieved	**10 minutes**	**Question-Answer**	*Assalamu'alaikum...* *Good Morning class, how are you today? Before we start the lesson today, let's read Basmallah together!* *Who is absent today? Why he/ she absent?*

2.	**Core activities**	**60 minutes**	**Discovery Learning**	
	❖ *Exploration*			
	• Teacher shows a relationship of family by drawing it on the black board and then explain it			*Please pay attention, i will draw something for you*
	❖ *Elaboration*			*There is the passage, please pass around it*
	• Students are given a passage that has been lost its sentence			*please read it then fill in the blank space!*
	• Students are asked to fill it based on the picture			
	• Students identify the generic structure of descriptive text			*From this passage, please identify the generic structure of it.*
	• Teacher and students correct it together			*There is jumbled sentence, you have to arrange into a good paragraph*
	• Students are given a jumbled sentence			*I will divide you into four group*
				If you have done, please rewrite it with your own word. Do it individually!
	• Students are			

	divided into four group to do it • Students are asked to rewrite it with their own word • Teacher gives a task individually ❖ *Confirmation* • Teacher gives feedback, motivation, and appreciation for students' success • Teacher gives a motivation for students who have less active in teaching learning process			*Okey, students if you have done, we check your work together* *This answer is incorect, you can check in your dictionary right?*
3.	**Closing** • Teacher and students do reflection for process and the result of the teaching learning • Teacher asks	**10 minutes**	**Reflection** **Assesment**	*How about material today?* *Is it clear for you?* *Do you still remember what is descriptive text?*

		student to give a impression for giving feedback, for example what is difficulty that faced and the impression to the lesson			
		• Teacher gives homework to bring a picture of their family			
		• Teacher pays attention to hopes and advices that teacher presents.			

6. **Media**
   - Video of descripive text

7. **Source**
   Pusat perbukuan Departemen Pendidikan Nasioanal, *English in Focus for Grade VII*, Semarang: PT. Bengawan Ilmu, 2008.

   http://diofebrilian.blogspot.com/2012/12/descriptive-text.html

8. **Assesment**

   a. Technique : The students are assigned to arrange the
   jumbled sentences

   b. Form : Written test

c. Aspects to be assessed :

CRITERIA	SCORE	LEVEL
Content	30-27	EXCELLENT TO VERY GOOD knowledgeble, substantive, thorough development of thesis, relevant to assigned topic
	26-22	GOOD TO AVARAGE some knowledge of subject, adequate range, limited development of thesis, mostly relevant to the topic but lack detail
	21-17	FAIR TO POOR limited knowledge of subject, little substance, inadequate development of topic
	16-13	VERY POOR does not show knowledge of subject, non-substantive, non pertinent, not enough to evaluate
Organization	20-18	EXCELLENT TO VERY GOOD fluent expression, ideas clearly stated/supported, succinct, well-organized, logical sequencing, cohesive
	17-14	GOOD TO AVARAGE somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing
	13-10	FAIR TO POOR non-fluent, ideas confused or disconnected, lacks logical sequencing and development
	9-7	VERRY POOR does not communicate, no organization, not enough to evaluate
Vocabulary	20-18	EXCELLENT TO VERY GOOD sophisticated range, effective word/idiom choice and usage, word form matery, appropiate register
	17-14	GOOD TO AVARAGE adequate avarange, occasional errors of

	13-10	word/idiom form; choice; usage but meaning not obscured
	9-7	FAIR TO POOR limited range, frequent errors of word/idiom form; choice; usage, meaning confused or obscured
		VERRY POOR essentially translation, little knowledge of English vocabulary ; idioms; word form, not enoug to evaluate
Language Use	25-22	EXCELLENT TO VERRY GOOD effective complex constructions, few errors of agreement; tense; number; word order/function; articles; pronouns; prepositions
	21-18	GOOD TO AVARAGE effective but simple constructions, minor problems in complex constructions, several errors of agreement; tenses; number; word order/function; articles; pronouns; prepositions, but meaning seldom obscured
	17-11	FAIR TO POOR major problem in simple/complex constructions, frequents errors of negation; agreement; tenses; number; word order/function; articles; pronouns; prepositions and/or fragments; run-ons deletions, meaning confused or obscured
	10-5	VERY POOR virtually no mastery of sentence construction rules, dominated by errors, does not communicate, not enough to evaluate
	5	EXCELLENT TO VERY GOOD: demonstrates mastery of conventions, fes errors of spelling,; punctuation;

Mechanics	4	capitalization, paragraphing GOOD TO AVARAGE: occasional errors of spelling,; punctuation; capitalization; paragraphing but meaning not obscured
	3	FAIR TO POOR: frequent errors of spelling; punctuation; capitalization; paragraphing,, poor handwriting, meaning confused or obscured
	2	VERY POOR: no master of conventions, dominated by errors of spelling; punctuation; capitalization; paragraphing, handwriting illegible or not enough to evaluate.

9. **Instrument**

   Read the sentences below. They are jumbled. Rearrange and rewrite them into a descriptive text. Follow the generic structure of the text below!

   She has a very chubby cheek

   Her weight is 95 kg

   I have sister named Ani

   She eats everything

   She likes all kinds of foods

   She is very fat person

   Her hobby is eating

   Because she is very kind person

   My family like her

Pamriyan, 29th January 2015

English Teacher

Tsien Tsuwayroh
NIP:.................

Reseacher

Laelatul Mukharomah
NIM : 113411064

Headmaster

Drs. H Achmad Suud, M. Si
NIP:19580303 199403 1 001

Appendix 9

NAME:
CLASS:

PRE TEST

A. Complete the sentence bellow!

The Headmaster

Mr.Ridwan (1)......... the headmaster of my school. He (2)....... not wear glasses. His eyes always frighten me even when I refuse to face them. They are sharp, hard, and cold, and he uses them like a whip.

He always (3)........ his hands in a basin in the corner of the room. After he has washed them, he will walk over to his desk and stand behind is looking at the pupils while he dries his hands on a small, white towel. He dries each finger separetely, beginning with the first finger. His fingers are long and white. He rubs them briskly without losing the effect of deliberation and as he rubs them, he looks at us with his eyes.

No one moves while he (4)......his hands, no one speaks. When he (5)......, he will fold the towel and put it in the desk drawer. Then, he will awkwardly smile at us. He really terrifies me.

6. What is the text about?

   a. Repport Text

   b. Narrative text

   c. Descriptive text

   d. Recount text

7. How is the generic structure of that text?

a. identification-description

b. orientation-complication-resolution-reorientation

c. description-identification

d. complication-reorientation-orientation-resolution

8. Who is the Mr. Ridwan?

   a. The head master of School

   b. The teacher of school

   c. The students

   d. The security of school

9. Does Mr. Ridwan use glasses?

   a. Yes, He does

   b. No, He does not

   c. Yes, He is

   d. No, He is not

10. What is the perpuse of the text?

   a. To describe the head master

   b. To entertain the reader about the head master

   c. To tell about the head master

   d. To retell about the head master

C. Arrange this words to be a good sentence

   1. walk-my-the-on-I-friends-street-with

   2. doctor-father-a-is-My

   3. family-My-for-Borobudur-picnic-the-go-to

   4. always-write-my-letter-I-a-best-for-friend

   5. school-morning-every-with-go-friend-to-I-my

Appendix 10

ASWER KEY FOR PRE TEST

A. 1. Is   6. C
    2. Does   7. A
    3. Washes   8. A
    4. Washes   9. A
    5. Walks   10. A

B. 1. I walk with my friends on the street
    2. My father is a doctor
    3. My family go to the Borobudur for picnic
    4. I always write a letter for my best friend
    5. I go to school with my friend every morning

Appendix 11

QUESTION FOR CYCLE 1 OF CLASSROOM ACTION
RESEARCH

Name   :
Student Number   :
Class   :

1. Write a descriptive text based on your family picture that you have brought

Appendix 12

QUESTION FOR CYCLE 2 OF CLASSROOM ACTION RESEARCH

1. Match this clues based on the picture!

Picture	**Clues**
	- Beautiful - Tall - Short and Straight hair - Very kind person and friendly - Liking sing and dance - Takes care for family - All people like her
	- Tidy old woman - 80 years old - Wear glasses - White hair and curly - Always combs her hair - Always puts thing on the right way - Loves cleanness

2. Write those clues into descriptive text with your own word!

Appendix 13

QUESTION FOR CYCLE 3 OF CLASSROOM ACTION
RESEARCH

A. Group

Read the sentences below. They are jumbled. Rearrange and rewrite them into a descriptive text. Follow the generic structure of the text below!

> She has a very chubby cheek

> Her weight is 95 kg

> I have sister named Ani

> She eats everything

> She likes all kinds of foods

> She is very fat person

> Her hobby is eating

> Because she is very kind person

> My family like her

B. Individual

1. Write your name and class on the top right of the paper!

2. Make a descriptive text about your family (mother, father, daughter, sister etc.) at least three paragraph!

3. The paragraph is written in the simple present tense.

4. The length of the paragraph is seven or more sentence.

5. The duration of the writing is 60 minutes.

MATERIAL FOR CYCLE 1 CLASSROOM ACTION RESEARCH

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.

The Generic Structure of Descriptive Text

* Identification to identifying the phenomenon to be described.

* Description to describing the phenomenon in parts, qualities, or/and characteristics. **The Language Features of Descriptive Text**

The use of adjectives and compound adjectives.

example:

- a five hundred seated football stadium.

- a beautiful ancient Roman opera house.

The use of Linking Verbs/ relating verbs.

example :

- The temple is so magnificent.

- The temple consists of five terraces.

The use of Simple Present Tense

example :

- The museum houses hundreds of Greek Statues.

- The hotel provides 450 rooms and a large swimming pool.

The use of degree of comparison

example :

- The weather in Jakarta is hotter than Bandung.

- Bogor has the same weather as Ungaran.

Generic stucture	Example
Identification	Gandi is one of my classmates
Description	He is a smart and hard working student. He is thirteen years old. His hobby is camping. He goes to Junior High School and He is in the seventh grade. He is good at every subject at school but his favorite subject is English.

Appendix 15

MATERIAL FOR CYCLE 2 CLASSROOM ACTION RESEARCH

Generic stucture	Example
Identification	My mother is a beautiful person.

Description	She is not tall but not short, and she has curly hair and brown. Her eyes color are like honey and her color skin color light brown, and she has a beautiful smile. Her weight likes 120 lbs. She is a very kind person. She is very lovely, friendly, patient, and she loves to help people. I love my mom, because she is a good example to me. She loves being in the mosque, and she loves sing and dance too.
	    She is a very good child, wife and mother. She always takes care of her family. She likes her house to be clean and organized. She a very organized person, and all things in the house are in the right place. She doesn't like messes.
	    She always has a smile on her face. She is so sweet and lovely. I like when I am going to sleep or went I wake up or when I am going to go to some places, she always give me a kiss, and when the family have a problem she always be with us to helps us and to give us all her love.
	.

Appendix 16

MATERIAL FOR CYCLE 3 CLASSROOM ACTION RESEARCH
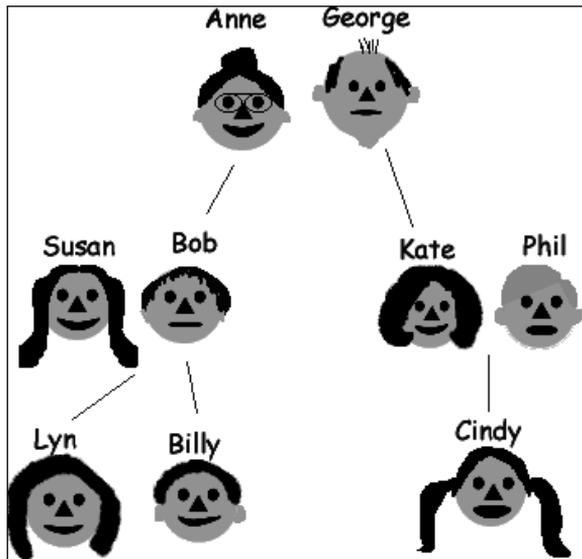
Appendix 17

Name: WIDIA utama

Class : VII – A

Skor : (20)

The Headmaster

Mr.Ridwan (1)....is.. the headmaster of my school. He (2)........not wear glasses. *when* His eyes always frighten me even when I refuse to face them. They are sharp, hard, and cold, and he uses them like a whip.

He always (3)...is..his hands in a basin in the corner of the room. After he has washed them, he will walk over to his desk and stand behind is looking at the pupils while he dries his hands on a small, white towel. He dries each finger separetely, beginning with the first finger. His fingers are long and white. He rubs them briskly without losing the effect of deliberation and as he rubs them, he looks at us with his eyes.

No one moves while he (4)...his hands, no one speaks. When he (5)....., *not* he will fold the towel and put it in the desk drawer. Then, he will awkwardly smile at us. He really terrifies me.

6. What is the text about?
   a. Repport Text
   b. Narrative text
   X Descriptive text
   d. Recount text

7. How is the generic structure of that text?
   a. identification-description
   b. orientation-complication-resolution-reorientation
   X description-identification
   d. complication-reorientation-orientation-resolution

8. Who is the Mr. Ridwan?
   a. The head master of School
   X The teacher of school
   c. The students
   d. The security of school

9. Does Mr. Ridwan use glasses?
   a. Yes, He does
   X No, He does not
   c. Yes, He is
   d. No, He is not

10. What is the perpuse of the text?
   a. To describe the head master
   b. To entertain the reader about the head master
   X To tell about the head master
   d. To retell about the head master

Arrange this words to be a good sentence

1. walk-my-the-on-I-friends-street-with
2. doctor-father-a-is-My
3. family-My-for-Borobudur-picnic-the-go-to
4. always-write-my-letter-I-a-best-for-friend
5. school-morning-every-with-go-friend-to-I-my

Jawab.

1. thas – frienns – with – on – my – walk – with
2. fathe – is – Doctor – my – a
3. my – family – for – Boobuon the – picnik go – to
4. my – write – letter – always – best – friend – For
5. my – frigho – whith – go – monning – school – every

Appendix 18

Name: M. Ahsanul Huda

Class: VII - A

Skor : 45

The Headmaster

Mr.Ridwan (1).....is.... the headmaster of my school. He (2)...is....not wear glasses. His eyes *always* always frighten me even when I refuse to face them. They are sharp, hard, and cold, and he uses them like a whip.

He always (3)....khees....his hands in a basin in the corner of the room. After he has washed them, he will walk over to his desk and stand behind is looking at the pupils while he dries his hands on a small, white towel. He dries each finger separetely, beginning with the first finger. His fingers are long and white. He rubs them briskly without losing the effect of deliberation and as he rubs them, he looks at us with his eyes.

No one moves while he (4)....crow....his hands, no one speaks. When he (5)...is.., he will fold the towel and put it in the desk drawer. Then, he will awkwardly smile at us. He really terrifies me.

6. What is the text about?

a. Repport Text

b. Narrative text

c. Descriptive text

d. Recount text

7. How is the generic structure of that text?

a. identification-description

b. orientation-complication-resolution-reorientation

c. description-identification

d. complication-reorientation-orientation-resolution

8. Who is the Mr. Ridwan?

a. The head master of School

b. The teacher of school

c. The students

d. The security of school

9. Does Mr. Ridwan use glasses?

a. Yes, He does

b. No, He does not

c. Yes, He is

d. No, He is not

10. What is the perpuse of the text?

a. To describe the head master

b. To entertain the reader about the head master

c. To tell about the head master

d. To retell about the head master

Arrange this words to be a good sentence

1. walk-my-the-on-I-friends-street-with I street My Friends the on walk
I walk on the street with my friends

2. doctor-father-a-is-My My Father is a doctor

3. family-My-for-Borobudur-picnic-the-go-to My family go to the Borobudur Fo

4. always-write-my-letter-I-a-best-for-friend I always write a letter for my Fri

5. school-morning-every-with-go-friend-to-I-my I with My to Friend with the morning's choi
I go to school with my friend morning.

Appendix 19

Name: Diana Daniyatul Jinan

Class : VII - A

Skor : 65

The Headmaster

lr.Ridwan (1)....15.... the headmaster of my school. He (2)...always...not wear glasses. His eyes ys frighten me even when I refuse to face them. They are sharp, hard, and cold, and he them like a whip.

He always (3)....there....his hands in a basin in the corner of the room. After he has washed , he will walk over to his desk and stand behind is looking at the pupils while he dries ands on a small, white towel. He dries each finger seperately, beginning with the first r. His fingers are long and white. He rubs them briskly without losing the effect of xeration and as he rubs them, he looks at us with his eyes.

No one moves while he (4)...trow...his hands, no one speaks. When he (5)...what...., he will fold the el and put it in the desk drawer. Then, he will awkwardly smile at us. He really terrifies

Vhat is the text about?

a. Repport Text

b. Narrative text

✓ Descriptive text

d. Recount text

How is the generic structure of that text?

✗ identification-description

b. orientation-complication-resolution-reorientation

c. description-identification

d. complication-reorientation-orientation-resolution

8. Who is the Mr. Ridwan?

✗ The head master of School

b. The teacher of school

c. The students

d. The security of school

9. Does Mr. Ridwan use glasses?

a. Yes, He does

b No, He does not

c. Yes, He is

✗ No, He is not

25
40
65

10. What is the perpuse of the text?

✗ To describe the head master

b. To entertain the reader about the head master

c. To tell about the head master

d. To retell about the head master

Arrange this words to be a good sentence

1. walk-my-the-on-I-friends-street-with

2. doctor-father-a-is-My

3. family-My-for-Borobudur-picnic-the-go-to

4. always-write-my-letter-I-a-best-for-friend

5. school-morning-every-with-go-friend-to-I-my

Jawab :

① I walk on the street with my friends the on walk

② My Father is a doctor

③ My Family go to the Borobudur For picnic

④ I always write a letter for my best Friend

⑤ every morning I with my Friend go to school

Appendix 20

75

Nama : M. Afif Ismail
KIS : VII - A

My father

I have a great people in my family. it is my father. He isafarmer. He is tall. His hobby is fishing.

He always give me money when bifore I go to School. He always pickme up. I love him, be cause he love me. He hard some. My mother very loves him,

loves him very much.

He is handsome

Appendix 21

Name : Visa Maisyatona
Class : VII-A

85

I have mother. Her name is Ely Rosyidah.
She is tall. She has short hair. She has
Skin white. She is sweet. She likes cooking
She is ey brown and he has sharp nose. She
~~has~~ is very kind person. She always cooks
everday and she always loves with My
Family.

She likes My guarden angel. She always
cooks loves and cares to my family. She
allows my question.

Appendix 22

Name : Aldiwijaya
Class : UII-A

90

my father

I have my Father, his name is Rokhani. His work is a carpenter. every evening he washs clothes. he likes watching television. his hair is a sort and not carly. every evening he goes home in the his work.

He can drawing. this draw is so beautiful. he is not a fall. it is about 160 cm he can cook this cook is very good. his skin is not with and not black. his hoby is a reading and the fishing

He writes a beautiful. he can not swimming. he loves me. because I am lagt child. he has sispack body his idol is agung hercules. he like drink cofee

Appendix 23

95
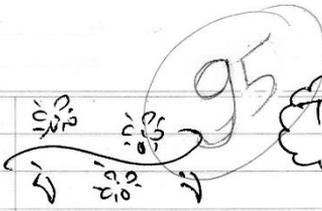
Nama: Wikoyatul Ulya
Class: VII-A

I Have mother. Her name is Buroh
She is tall. she Has short Hair. she Has skin
white. she is sweet. she likes cooking, she is
slim, He is very beautiful. He Has thick
eybrown and he has sharp Nose. He is very
Find Person. She always cooks every day
and she always loves with my family.

She likes my guarden angel. she alway
loves and cares to my family. she allows my
question she alway. Reads story to my daug-
hter every night. She always give me a meal
When I go to school and she always pick
me up. my mother gives me a new bycyle
and she buys a bag and shoes to my
daughter.

B. INGGRIS

CURRICULUM VITAE

A. Personal Indentity

1. Complete Name   : Laelatul Mukharomah
2. Place & Date of Birth   : Kendal, June 5th 1993
3. Original Address   : Ds. Kedunggading RT 04 RW 02
                            Kec. Ringinarum Kab. Kendal
    HP   : 085702191117
    E-mail   : lailatulmukaromah51@gmail.com

B. Educational Background

1. SD 03 Kedunggading Kendal   : 1999-2005
2. MTs NU 08 Gemuh Kendal   : 2005-2008
3. MA NU 05 Gemuh Kendal   : 2008-2011
4. Students of Education and Teacher Training Faculty Walisongo State University for Islamic studies 2011

Semarang, April 23rd 2015

Laelatul Mukharomah
NIM. 113411064

No   : In.06.3/J.4/PP.00.9/1877/2014   Semarang, 17 September 2014
Lamp : -
Hal   : **Penunjukan Pembimbing Skripsi**

Kepada Yth:

Ismail SM., M.Ag
Sayyidatul Fadlilah, M.Pd.

Berdasarkan hasil pembahasan usulan judul penelitian di jurusan Tadris, maka Fakultas Ilmu Tarbiyah dan Keguruan menyetujui judul skripsi mahasiswa:

Nama   : Laelatul Mukharomah
NIM   : 113411064
Judul   : "The Use of Discovery Learning Model to Improve Students' Descriptive Text Writing (A Classroom Action Research at the Seventh Grade of MTs NU 08 Gemuh in the Academic Year 2014/2015)"

Dan menunjuk saudara:
1. Ismail SM., M.Ag sebagai Pembimbing Metodologi
2. Sayyidatul Fadlilah, M.Pd. sebagai Pembimbing Materi

Demikian dan atas kerja sama yang diberikan, kami ucapkan terima kasih.

An. Dekan,
Ketua Jurusan
Pendidikan Bahasa Inggris

Siti Tarwiyah, M.Hum.
NIP. 19721108 199903 2001

Tembusan:
1. Dekan Fakultas Ilmu Tarbiyah dan Keguruan IAIN Walisongo Semarang
2. Mahasiswa yang bersangkutan
3. Arsip

No   : In.06.3/DI/TL.00/0066/2015   Semarang, 6 Januari 2015
Lamp : -
Hal   : **Mohon Izin Riset**
         A.n. : Laelatul Mukharomah
         NIM : 113411064

KepadaYth. :
Kepala MTs NU 08 Gemuh
di Kendal

Assalamu'alaikum Wr. Wb.

Diberitahukan dengan hormat dalam rangka penulisan skripsi, bersama ini kami
hadapkan mahasiswa :

Nama   : Laelatul Mukharomah
NIM   : 113411064
Alamat   : Desa Kedung Gading RT 04/II Kec. Ringin Arum 51357 Kab. Kendal
Judul   : "The Use of Discovery Learning Model to Improve Students' Descriptive

Text Writing (A Classroom Action Research at the SEventh Year of MTs NU

08 Gemuh in the Academic Year 2014/2015)"

Pembimbing : 1. Sayyidatul Fadhilah, M.Pd.(PembimbingMateri)
                    2. Ismail SM., M.Ag (PembimbingMetodologi)

Bahwa mahasiswa tersebut membutuhkan data-data dengan tema/judul skripsi yang
sedang disusunnya, dan oleh karena itu kami mohon diberi ijin riset selama 7 hari,
pada tanggal 19 Januari sampai 3 Februari 2015.

Demikian atas perhatian dan kerjasamanya disampaikan terima kasih.
Wassalamu'alaikum Wr. Wb.

An. Dekan
Wakil Dekan Bidang Akademik

Dr. H. Wahyudi, M. Pd.
NIP. 19680314 199503 1 001

Tembusan :
Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang

LEMBAGA PENDIDIKAN MA'ARIF N.U

MADRASAH TSANAWIYAH NAHDLATUL ULAMA 08 GEMUH

STATUS TERAKREDITASI : A

SK. NOMOR : KD.11.21/4/PP.00/2894/2010

N.S.M : 121233240022 - NPSN : 20322016

Alamat : Jl. Puskesmas No. 02 Ds. Pamriyan Kec. Gemuh Kab. Kendal 51356 Telp. (0294) 388149 e-Mail : mtsnu08_gemuh@yahoo.co.id

SURAT KETERANGAN

Nomor: 053/LPM/MTs.08/F/II/2015

Yang bertanda tangan di bawah ini, Kepala Madrasah Tsanawiyah NU 08 Gemuh Kendal menerangkan :

Nama	:	**LAELATUL MUKHAROMAH**
NPM	:	113411064
Jenis Kelamin	:	Perempuan
Pekerjaan	:	Mahasiswa IAIN Walisongo Semarang
Alamat	:	Ds. Kedunggading Rt. 04 / II Ringinarum Kendal 51357
Keterangan	:	Benar-benar telah melakukan Riset di MTs. NU 08 Gemuh Kendal terhitung mulai tanggal 19 Januari 2015 sampai dengan 03 Februari 2015 dengan judul skripsi: **"The Use Of Discovery Learning Model to Improve Students' Descriptive Text Writing (A Classroom Action Research At The Seventh Year Of MTs NU 08 Gemuh In The Academic Year 2014/2015)"**

Demikian surat keterangan ini dibuat dengan sebenar-benarnya agar dapat digunakan sebagaimana mestinya.

Gemuh, 04 Februari 2015

Kepala MTs. NU 08 Gemuh

H. ACHMAD SU'UD CHAER, M.Si

NIP. 19580303 199403 1 001

KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI WALISONGO
LEMBAGA PENELITIAN DAN PENGABDIAN
KEPADA MASYARAKAT (LP2M)
Jl. Walisongo No. 3-5 Semarang 50185 telp/fax. (024) 7615923 email: lppm.walisongo@yahoo.com

PIAGAM

Nomor : In.06.0/L.1/PP.06/1152/2014

Lembaga Penelitian dan Pengabdian kepada Masyarakat (LP2M) Institut Agama Islam Negeri (IAIN) Walisongo Semarang, menerangkan bahwa:

Nama : LAELATUL MUKHAROMAH

NIM : 113411064

Fakultas : Ilmu Tarbiyah dan Keguruan

Telah melaksanakan kegiatan Kuliah Kerja Nyata (KKN) Angkatan ke-63 tahun 2014 di Kabupaten Batang dengan nilai :

........................85............................ (.............4,0 / A.................)

Semarang, 2 Desember 2014
A.n. Rektor,
Ketua,

Dr. H. Sholihan, M. Ag.
NIP. 19600604 199403 1 004

Certificate

No: In.06.3/J4/PP.00.9/0395/2015

This is to certify that:

LAELATUL MUKHAROMAH

Has taken TOEFL test conducted by the English Language Teaching Department
(ELT) of UIN Walisongo Semarang on March 28th, 2015 with the scaled score:

Listening Comprehension	Structure & Written Expression	Reading Comprehension	Total Score
51	54	50	5 17

Siti Tarwiyah, Ss., M. Hum.
Head of ELT Department