DISCOVERY LEARNING METHOD IN TEACHING LEARNING

PROCESS OF WRITING DESCRIPTIVE TEXT AT THE 10TH GRADE

OF SMK MUHAMMADIYAH KARTASURA IN THE ACADEMIC YEAR

2022/2023

THESIS

Submitted as A Partial Requirements

for the degree of *Sarjana*

By:

Sella Filaeka Artiyana

SRN 196121161

ENGLISH EDUCATION STUDY PROGRAM

FACULTY OF CULTURE AND LANGUAGES

RADEN MAS SAID STATE ISLAMIC UNIVERSITY OF SURAKARTA

2023

ADVI[SOR SHEET

Subject   : Thesis of Sella Filaeka Artiyana

SRN   : 196121161

To:

Dean

Faculty of Cultures and Languages

UIN Raden Mas Said Surakarta

In Sukoharjo

Assalamu'alaikum Wr Wb

After reading thoroughly and giving necessary advices, herewith, as the advisors, we state that the thesis of

Name   : Sella Filaeka Artiyana

SRN   : 196121161

Title   : Discovery Learning Method In Teaching Learning Process Of Writing Descriptive Text At 10th Grade Of Smk Muhammadiyah Kartasura In The Academic Year 2022/2023

Has already fulfilled the requirements to be presented before The Board Examiners (*munaqosyah*) to gain Bachelor. Degree in English Education.

Thank you for the attention

Wassalamu'alaikum Wr. Wb.

Sukoharjo, November 27th 2023

Advisor,

Dr. H. Zainal Arifin, S.Pd., M.Pd.

NIP 197308202003121003

RATIFICATION

This is to certify the *Sarjana* thesis entitled "Discovery Learning Method In Teaching Learning Process Of Writing Descriptive Text At 10th Grade Of Smk Muhammadiyah Kartasura In The Academic Year 2022/2023" By Sella Filaeka Artiyana has been approved by the Board of Thesis Examiners as the requirement for the degree of Sarjana in English Language Education.

Chairman   : **Fitri Ana Ika Dewi, M.Hum**   (   )

                 NIP. 199002252017012126

Secretary   : **Dr. H. Zainal Arifin, S.Pd., M.Pd.**   (   )

                 NIP. 197308202003121003
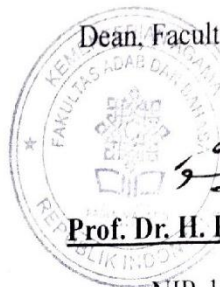
Main Examiner   : **Dr. Rochmat Budi Santoso, S.Pd., M.Pd.** (   )

                 NIP. 196911112002121001

Sukoharjo, November 27th 2023

Approved by

Dean, Faculty of Cultures and Language

Prof. Dr. H. Imam Makruf, S.Ag.. M.Pd

NIP. 197108011999031003

iii

DEDICATION

This study is wholeheartedly dedicated to our beloved parents, who have been source of inspiration ang gave us strength when we through of giving up, who continually provide their moral, spiritual, emotional, and financial support.

To our beloved relatives, thesis advisor, beloved friends, and almamater UIN Raden Mas Said Surakarta.

And lastly, my dedicated this book to the Almighty God, thank you for the guidance strength, power of mind, protection and skills and for giving as a healthy life.

MOTTO

لَا يُكَلِّفُ اللهُ نَفْسًا اِلَّا وُسْعَهَا

That is: "Allah does not burden a person except according to his ability".

(Al-Baqarah 2: 286)

Everyone has their own turn. Be patient and wait!"

(Gold D Roger)

PRONOUNCEMENT

Name   : Sella Filaeka Artiyana

SRN   : 196121161

Study Program: English Language Education

Faculty   : Cultures and English

I hereby sincerely state that the thesis titled "Discovery Learning Method In Teaching Learning Process Of Writing Descriptive Text At 10th Grade Of Smk Muhammadiyah Kartasura In The Academic Year 2022/2023" is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography.

If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Sukoharjo, November 27th 2023
Stated by,

Sella Filaeka Artiyana
SRN.19.61.21.161

ACKNOWLEDGMENT

Alhamdulillah, all praises be to Allah, the single power, the Lord of the universe, master of the day of judgement, God all mighty, for all blessings and mercies so the researcher was able to finish this thesis entitled "Discovery Learning Method In Teaching Learning Process Of Writing Descriptive Text At 10th Grade Of Smk Muhammadiyah Kartasura In The Academic Year 2022/2023". Peace many always be upon Prophet Muhammad SAW, the great leader and good inspiration of world revolution.

The researcher is sure that this thesis would not be completed without the helps, supports, and suggestions from several sides. Thus, the researcher would like to express her deepest thanks to all of those who had helped, supported, and suggested her during the process of writing this thesis. This goes to:

1. Prof. Dr. Toto Suharto, S.Ag,. M.Ag., as Rector of Raden Mas Said State Islamic University of Surakarta
2. Prof. Dr. H. Imam Makruf, S.Ag.. M.Pd. as the dean of The Faculty of Cultures and Languages
3. Dr. Siti Isnaniah, S. Pd., M. Pd as the head of Language Department
4. Dr. Budiasih, S. Pd., M.Hum, as the Secretary of English Languages Education Study Program
5. Hj. Fithriyah Nurul Hidayati, M. Pd. as the coordinator of English Education Study Program
6. Mr. Zainal Arifin as the advisor for the guidance deep anttention, advice and corrections and help to revise the mistake during the entire process of writing this thesis
7. All lectures of English Language Education Study Program especially Fitri Ana Ika Dewi, M.Hum and Dr. Rochmat Budi Santoso, S.Pd., M.Pd. as examiners for suggestion, guidance, and advice for the researcher
8. English teachers and students at SMK Muhammadiyah Kartasura for all the information, support, and motivation
9. Researcher's beloved parents and big family for uncountable endless love, pray, help, and support
10. Researcher's beloved friends

The researcher realized that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and the readers in general.

Sukoharjo, November 27th 2023

The researcher

Sella Filaeka Artiyana

TABLE OF CONTENT

LIST OF TABLES

LIST OF APPENDICES

ABSTRACT

Sella Filaeka Artiyana, 2023. *Discovery Learning Method In Teaching Learning Process Of Writing Descriptive Text At 10th Grade Of Smk Muhammadiyah Kartasura In The Academic Year 2022/2023*. Thesis. English Languages Education Study Program, Languages Department, Cultures and Language Faculty.

Advisor   : Dr. H. Zainal Arifin, S.Pd., M.Pd.

The objectives of this research are: 1) What are the procedures for using the Discovery Learning method in the process of learning descriptive text at SMK Muhammadiyah Kartasura 2) What are the problems of using the Discovery Learning method in the process of learning to write descriptive text at SMK Muhammadiyah Kartasura 3) How to overcome the problems of using the Discovery Learning method in the teaching and learning process of writing descriptive texts at SMK Muhammadiyah Kartasura.

This research uses a qualitative approach. The subject of this research is an English teacher and 10th grade student OA at SMK Muhammadiyah Kartasura. Data collection methods are observation, interviews, documentation. Technique of analysis the data use data reduction, data display, draw conclusion.

The results of the research are 1) What are the procedures for the Discovery Learning method in the descriptive text learning process as follows: a) stimulation b) problem formulation c) data collection d) data processing e) verification 2) What are the problems in using the Discovery Learning method in the writing learning process Descriptive text is a problem that occurs during the teaching and learning process faced by teachers in teaching using learning methods, teachers have difficulty controlling students. So we need a method that can motivate students to learn better. The problems faced by students in the learning process of writing descriptive text are grammar, vocabulary and spelling factors. 3) How to overcome the problem of using the Discovery Learning method in the learning process of writing descriptive text is effective and fun to use problem solving skills after being taught using the Discovery Learning method. Research shows that motivation and concept understanding are closely related, and the use of the Discovery Learning method can increase motivation and concept understanding. The use of a dictionary is a tool in translating language and makes it easier for students to search for the meaning of English translations, check spelling, grammatical information, check collocations, check parts of speech, and understand the contents of a verse or text.

Keyword: *writing, Discovery learning, Teaching Learning*

CHAPTER I
INTRODUCTION

A. Background of the Study

English is the ability to speak English which has four skills namely, listening, speaking, writing, reading. One of the most important collaborations is writing which occupies four sentences in most English and arranges the sentences into coherent paragraphs. Teaching English writing also provides an important focus on study to a significant extent. To start writing, learning writing theory is easy, but it's not enough just to practice it once, twice. The frequency of writing will make someone skilled in the field of writing. In characterizing their writing, teachers do not only have one method in teaching writing. They have a commitment to writing as an activity that can be successful in the classroom. One type of text that needs attention in vocational schools is descriptive text. Descriptive text is a type of text that contains detailed descriptions of an object, the object varies, such as people, places, things.

The purpose of descriptive text is to make the reader feel as if the writer has written it (Prasetya, 2020). To achieve this goal, the English learning process must be able to increase participant involvement so that it can be predicted that participants will be actively involved in learning activities, otherwise their knowledge and understanding of the teaching and learning process will be lacking. Descriptive text is very important for students, because descriptive text is the core of student activities that express every part of life

through the process of writing, expressing themselves, and increasing creativity, fun and involvement for students, writers and readers themselves. In addition, the type of writing descriptive text clarifies understanding with descriptive writing so that readers can imagine it in their minds. Motivate students to explore deeper to see what students can do when given the opportunity.

In learning descriptive text there are also difficulties for each student in learning it (Nasser, 2018) states that students may face many different writing difficulties and problems at their learning stages. Correct statements are followed. According to (Husna, 2013) grammatical difficulties will affect certain patterns of how words are put together to form correct sentences. (Novita, 2017) students' difficulties in writing descriptive text are, generic structure, grammar, spelling. The difficulty in the generic structure of descriptive text consists of describing objects in detail. (Farooq, 2012) states that spelling is the skill of identifying words in spoken or written mode. Spelling and decoding skills are closely related, students who suffer from spelling problems need to memorize the spelling of words. In research there are many students who still have difficulty writing descriptive texts due to several factors, therefore finding what is needed to overcome student difficulties by increasing vocabulary and writing exercises not only in school but also outside of school. (Brown & Abeywickrama, 2010) stated that the use of vocabulary in English descriptive text is needed because it makes the text understandable. In addition to coping with the use of learning models or

methods that can provide more activities for students, choosing the right learning method will help improve students' ability to write descriptive texts.

For this reason, a teacher as a learning actor must be able to foster and develop student activity and creativity in learning to write English by applying learning approaches and models. An indication of this last trend can be seen from the learning process that develops during the English learning process, where the class tends to be passive. On the other hand, teachers sometimes find it difficult to teach writing descriptive text. Such as students who do not understand the text, students who are not enthusiastic about the material, and do not catch on with the subject. Appropriate learning methods can attract students' attention to the achievement of writing skills and increase motivation by being actively involved in learning. Using the right method in teaching writing can solve problems that occur in writing in the classroom.

Efforts to improve the quality of the use of teaching and learning methods in class X English descriptive text at Muhammadiyah Kartasura Vocational School teachers choose to use a learning method that is considered capable of bridging this gap and is chosen, which is also considered appropriate to overcome difficulties in learning to write descriptive texts, is the discovery method. learning. The choice of the discovery learning method that encourages students to learn to build knowledge through observation, experimentation, is applied to class X students because it is suitable for descriptive texts that learn through students' understanding. One of the creative and innovative learning models is the discovery learning model (Aqib & Murtadlo, 2016). Bruner states

that the discovery learning learning model is a learning model that emphasizes understanding the structure or important ideas of a discipline, through active and creative student involvement in the learning process.

The Discovery Learning learning method is appropriate for improving the ability to write descriptive texts, this method tends to ask students to make observations, experiments, or scientific actions to get conclusions from the results of these scientific actions. Discovery learning is an inquiry-based learning method that is considered a constructivist approach based on education (Bruner, 1960). Discovery learning is a method where the teacher does not provide final material and students must organize their own material with the stimulus provided by the teacher. The teacher acts as a guide in the learning process and the teacher provides opportunities for students to become active students. According to (Balm, 2008) "Discovery learning is a method that encourages students to arrive at a conclusion based on their own activities and observations." Where students become problem solvers who collect, compare, analyze information and make conclusions from this information which can improve writing skills, increase vocabulary, and grammar. Because they will learn by experiencing critical thinking to develop main ideas and ideas independently to write descriptive text by describing together or experiencing something with themselves through the experience phase. (Suryati, 2019) explained that the use of the discovery learning method in compiling written descriptive texts is more suitable to be applied compared to other learning methods, because discovery learning is formed from ideas in the form of mind

maps adapted to the structure of descriptive text. Writing English is important for students to help them know how to write well, copying sentences, words and paragraphs but also as an expression of students' ideas in short written texts and simple essays.

The results of students who have difficulty writing English descriptive texts due to grammar, vocabulary and spelling factors, the teacher applies the discovery learning method used to teach students where the teacher provides stimulation to students, until the end determines conclusions that make students active, develop their ideas. With the hope that students can be appropriate in writing descriptive text.

The results of the previous study showed (Pendayani, 2021) with the title TEACHING AND LEARNING DESCRIPTIVE TEXT USING COOPERATIVE LEARNING METHOD concluded that the Think-Pair- Share cooperative learning method is good for learning to write descriptive text, and the teacher must be able to manage the class so that students are not too noisy to easily follow the teacher's orders. instructions. Meanwhile, what was done by (Khasanah, 2019) with the title TEACHING METHOD IN WRITING DESCRIPTIVE TEXT concluded that what the teacher did in learning descriptive text was to use the right method for students, there were three stages of implementing task-based language in class. These are pre-assigned, cycle-assigned, and language focused. Further research was carried out by (Sabat & Merris, 2018) with the title TEACHING WRITING DESCRIPTIVE TEXT BY USING FREE WRITING TECHNIQUE TO THE TENTH GRADE

STUDENT AT SMK PGRI 3 SIDOARJO The application of free writing in teaching descriptive texts by teachers in learning activities in class, namely pre-activity, during activity, last activity. Furthermore, it was carried out by (Syafar, Rahman, Salija 2020) with the title Applying Discovery Learning Model in Teaching Descriptive Text Writing Viewed From Creativity at IAIN Palopo. Concluded that the teaching of writing descriptive texts in terms of creativity uses discovery learning so that it is more effective and has a positive response. (Setyani, 2020) with the title TEACHING LEARNING PROCESS OF WRITING DESCRIPTIVE TEXT, the learning process for writing descriptive text for students concludes that the teaching and learning process method used by the teacher is a three-phase technique method.

The results of preliminary research conducted by researchers show similarities with this researcher. Write descriptive texts that are relevant to research using discovery learning. The differences in research show the use of different methods, the cooperative method (TPS), the three-phase technique, and the application of free writing.

The novelty of this research lies in the topic and subject of research by (Widodo, 2013) with the title Implementing Collaborative Process Based Writing In The EFL College Classroom based on collaborative processes in EFL college classrooms focusing on Collaborative process- based writing steps so that students are better and easier in the process of pre-author to post-author. The second is by (Widodo, 2006) entitled Designing a genre-based lesson plan for an academic writing course designing a genre-based lesson plan for an

academic writing course focusing on lessons for more interactive writing assignments. Furthermore, by (Widodo, 2008) with the title Process Based Academic Writing Instruction in An EFL Context Process-based academic writing instruction in the EFL context focuses on the application of academic writing instructions. Based on initial observations and explanations, the researcher chose the inquiry-based discovery method for the learning process of students' writing in descriptive text at SMK Muhammadiyah Kartasura.

In the results of the pre-research the application of discovery learning was used by the first teacher by entering the classroom the students greeted and gave students' perceptions. The teacher stimulates students with a number of questions that arouse students' curiosity, they will find information as soon as possible to find answers to cases in learning descriptive text. As the teacher said *"Yesterday was the New Year's holiday, where did you go with your family to celebrate the New Year? What was the condition and atmosphere of the place you visited? "Today, we are going to talk about your favorite place"*

Then the teacher divides several groups of X students in class there are 28 students into 5 groups where there are 5 members and 6 members, students discuss and exchange opinions according to the direction of the teacher. The results of the opinions were presented in the next discussion session, which was 10 minutes later. When the discussion session arrives students ask questions from each group, it is hoped that students can think critically and be able to understand learning well. Students discuss descriptive text with the expectation of being able to describe objects around them, and what they observe. The

teacher explains the descriptive text material correctly and gives conclusions and homework to deepen students' understanding of descriptive text. In addition, the results of interviews with teachers why English teachers at Muhammadiyah Kartasura Vocational School use the Discovery Learning method in descriptive text learning, because students are less active and have little vocabulary that they know, when they want to answer the teacher's questions in English students must ask first what is the English word for the teacher. The teacher understands students' difficulties and gives the right method for learning descriptive text.

In this research, I chose research at Muhammadiyah Kartasura Vocational School because the teaching and learning process using the discovery learning method had never been carried out as an effort to find out more about the effectiveness of descriptive text. standards and procedures that apply in the industry and carried out in an atmosphere like what happened in the industry. Complete facilities and infrastructure.

Descriptive text learning uses the discovery learning method chosen by the teacher to teach and learn to write descriptive texts in class X at SMK Muhammadiyah Kartasura in the 2022/2023 academic year. From the explanation above, the researcher explained that the research was on class X students at SMK Muhammadiyah Kartasura, therefore the researcher intends to conduct a research entitled "**DISCOVERY LEARNING METHOD IN TEACHING LEARNING PROCESS OF WRITING DESCRIPTIVE**

TEXT AT 10TH GRADE OF SMK MUHAMMADIYAH KARTASURA IN THE ACADEMIC YEAR 2022/2023"

B. Identification of the Problems

Based on the research background above, there are several problems in the process of learning descriptive text. The problem is:

1. The importance of writing descriptive text for students

2. Difficulties in learning to write descriptive text for students, and overcoming students' difficulties in learning descriptive text

3. The importance of appropriate methods for teachers to apply in the learning process of writing descriptive text for students

4. Discovery learning as a method in the learning process of writing descriptive text for students

C. Limitation of the Problems

This research focuses on describing the discovery learning method used for the learning process of writing English descriptive texts. This research is a qualitative study that uses Bruner's theory in describing the procedure for applying the Discovery Learning method in learning to write descriptive English texts, student responses, and Laila Nur Azizah's theory describes the obstacles faced by teachers and students when implementing the Discovery Learning method in class X vocational school. Muhammadiyah Kartasura academic year 2022/2023.

D. Formulation of the Problems

1. How is the procedure of discovery learning method in the process of teaching learning descriptive text in class X at SMK Muhammadiyah Kartasura in the 2022/2023 academic year?

2. What are the problems in using the discovery learning method in the teaching learning process of writing descriptive text in class X at SMK Muhammadiyah Kartasura in the 2022/2023 academic year?

3. How to solve the problem of using the discovery learning method in the teaching learning process of writing descriptive text for class X at SMK Muhammadiyah Kartasura in the 2022/2023 academic year?

E. Objective of the Study

This study formulates several research objectives before deciding the research problem. research stated object:

1. The procedure of discovery learning for writing descriptive text for student.

2. Difficulties in learning to write descriptive text for student, and overcoming teacher and student difficulties in learning descriptive text.

3. To find the problem is importance of appropriate method for teacher to apply in the learning process to writing descriptive text for student.

F. Benefits of the Study

From this research, the authors hope that this research will have benefits which are divided into theoretical benefits and practical benefits. They are as follows:

1. Theoretical benefits

   a. Student

   The results of this study are expected to provide a significant contribution to students. Students make good paragraphs especially descriptive text.

   b. Teacher

   The results of this study are expected to provide an overview for teachers to make the teaching and learning process more innovative and creative, and become input for teachers as a source of professional teacher development and implementation in the learning process.

2. Theoretical benefits

   a. Other researchers

   The results of this study can be used as a reference for other researchers to use as a reference, and use the same theory for teacher development in the process of learning descriptive text.

G. Definition of Key Terms

This section describes some specific terms used in research to make the terms clearer. That's the definition:

1. Writing

   Harmer (2004:86) defines "writing is a form of communication to convey thoughts or expressions of feelings through written form.

2. Descriptive text

Descriptive text is a text that a writer tries to describe something. by mastering the ability to describe, they may make a good classification of objects based on characteristics (Zahrowi: 2010)

3. Discovery learning

   Bruner (1961) states that discovery learning can be defined as learning that occurs when the student is not presented with subject matter in its final form, but rather is required to self- organize.

CHAPTER II
LITERATURE REVIEW

A. Theoretical Review

1. Review on Writing

a. Definition of Writing

Writing is a language skill that is used for many things. Writing is an English language skill that is useful for communicating by expressing ideas, expressing thoughts and feelings without the pressure of face-to-face communication. According to Harmer (2004), writing is a form of communication to convey thoughts or express feelings through written form. besides that writing is an activity that can improve vocabulary, grammatical structure, and creativity in a writer. According to D, Angelo (1980) writing can help critical thinking. Writing allows us to understand communication relationships and responses. Therefore the activities of students who learn to write on language skills really help them to communicate in the form of short writing or long paragraphs

Harmer (2007: 112) argues that writing gives students more time to think than when speaking. Students express their feelings, knowledge, and ideas in writing. Thus, this thinking ability is very good when paired with writing and critical thinking activities. Someone who has critical thinking skills will involve reading and writing critically.

Writing critically is done to present conclusions in a clear and reasoned way to convince others (Atac, 2015).

Therefore. From some of the definitions above, it can be concluded that writing is the ability to express what they feel and think. Writing is one of the important communications in all subjects and students must be able to communicate in the target language in spoken and written language. To make good writing, you need to follow a few steps. According to Harmer (2004:4) there are four steps in the writing process, namely: 1) planning; 2) drafting; 3) editing; 4) last version. In planning, before starting to write, the writer will try and decide on the object they are going to write about. For some writers it may involve making detailed notes to plan, the writer must think about three main issues. In the first place they should consider their purpose of writing. The second is that experienced writers think about what audience they are writing for. Finally, writers must consider content and structure.

b. Aspect of Writing

Writing something students must have good skills or competencies to express ideas and thoughts that must use aspects of writing considering the correctness of sentences, paragraphs or texts. Following are some aspects of authorship that must be considered according to Bryne (1997:40 - 43), as follows:

1) Handwriting

This is often a problem for students who are not familiar with the roman script: Far Eastern and Arabic speaking students

2) Spelling

This is often a problem for speakers of non-European languages. However, there are speakers of that language whose spelling and pronunciation are consistent.

3) Punctuation

English capitalization and punctuation conventions are not universal and may have been taught.

4) Sentence construction

Grammatically the construction of the sentence is correct, and uses the correct word order.

5) Organizing text and paragraphs

a) Divide information into paragraphs

b) Knowing when to start a new paragraph

c) Ordered paragraphs to present logical arguments, to be told.

6) Text cohesiveness

Proper use of connecting words with phrases so that the organization of the text is clear to the reader.

7) List/ style

Use language (structure and vocabulary) that is appropriate for the formality and style of the text.

c. The Process of Writing

The writing process is the stages that must be passed by the writer to produce something in the final written form (Hamer Jeremy, 2004: 11). In writing there is a process that students do to achieve good writing. Harmer (2004:4) the writing process has four steps, namely: 1) planning; 2) drafting; 3) editing; 4) final draft.

1) Planning

Planning Before starting to write, students must plan what materials and ideas they will convey. Students gather information and ideas in their minds or by making detailed notes. The author must think of three main reasons. They are the purpose of the writing, the audience they are intended for, and the structure for laying out the facts, ideas or arguments they have decided to include.

2) Drafting

Authors may refer to the first version of a piece of writing as a draft, which is a student's first attempt to write ideas down on paper. The stage of writing tentative ideas related to topics they will not write about. during the writing process leading to editing, a number of drafts may be generated in the course of the final version.

3) Editing (reflecting and revising)

After students have made a draft, they read it again to find out where the error lies or not. This process is assisted by other readers (editors) who comment to suggest suggestions or information sequences are unclear or sentences are ambiguous.

4) Final draft / final version

Students make changes after editing their draft, and it may differ from the original draft. Change what they think is necessary for them to produce the final version.

d. Problems of Writing

For some students, writing is a difficult activity both in their mother tongue and in a foreign language, especially English. This is also in line with Husna, Zainil, & Rozimela (2013) which states that there are some difficulties students face when writing descriptive paragraphs, namely problems in developing ideas, problems in organizing ideas, grammar, lack of vocabulary, spelling, punctuation. and capitalization. Hedge (quoted in Alfaki, 2015:44) states that "Students have difficulty writing because so as a writer to compensate for the absence of prosodic features in writing, he must write with a high level of organization, careful choice of vocabulary and use complex grammatical devices". (Halliday, 1985 53 - 54) states that there is a writing problem as follows:

1) Psychological problems

Students have a lot of trouble in their attempts to write in a second language. Especially in the grammar and structure of writing assignments. It's like word-for-word connections, complete sentences, the way to write into a paragraph. speech is a natural and normal human vocal communication in many situations that accustoms us to using the mother tongue as well as the foreign language that everyone has, when using the language and in order to get feedback of some kind. Basically writing is a solitary activity and the fact that we are asked to write alone without interaction or feedback, the learner makes the act of writing difficult.

2) Linguistics problems

Oral communication is maintained through the process of instruction. Speech communication systems that use spoken words usually spontaneously pay attention to sentence structure, connecting sentences, repeating backwards, outputting, and soon depending on how people react to what we say. incomplete or grammatical utterances usually go unnoticed. Sentence structure problems. Kharma (quoted by Alfaki, 2015:45) states that students who have problems writing good sentence structures are unable to produce longer sentences requiring subordination and coordination. And the choice of words for a good writing or composition should consist of an appropriate range and a variety of vocabulary used along with appropriate grammar and a variety of sentence structures

(Norish, 1983, cited by Alfaki 2015:45). in writing compensate for the absence of these features: we have to keep communications open through our own efforts, both in the choice of sentence structure, and the way sentences are connected, and sequenced which results in self-interpreting spoken communications.

3) Cognitive problems

Cognitive problems where researchers tend to be linguistic problems, these problems include punctuation, capitalization, spelling, content, and organization problems. because of the use of grammar and structure in English.

e. The Purpose of Writing

Ahlsen and Lundh (2007) state the purpose of writing as follows:

1) To entertain the reader

Engaging the feeling of reading through emotion or plot. This means entertaining the reader through a form of writing that usually uses authentic materials, and is called literary writing.

2) Information refers readers

Writing refers to telling an idea or about something. This means that to provide information or explanation to the reader.

3) Persuading readers

Persuading writing in order to stimulate and invite readers to what they agree with or support what the author put forward. It means

convincing the reader about a concept, opinion, or idea. In addition, the purpose of writing is explained by Aldo by Granvallir (2001: 1) stating that writing has three purposes to entertain, namely to inform and persuade.

f. The Criteria of Good Writing

Good writing is part of the result of every practice and hard work. The fact is that writing, knowing letters, and spelling before writing has been taught since kindergarten. Smith in Reid (1993:247) states that good writing has several criteria including content, organization, style, and correctness.

1) Content

a) The paper is focused on a particular topic. Writing indicators focus on unity. This means that each sentence contributes to one principle, unifying the whole.

b) The purpose of the paper is clear to the reader. When a sentence has unity, it means that the sentence has a logical relationship. The content of the writing is about the ability to think creatively and develop thinking, excluding all irrelevant information. This must be learned to the reader. Thus they can understand what the message conveys and obtain information from it. The contents of the writing must also be intact and complete because of the characteristics of good writing.

c) The thesis is well supported

d) Furthermore, unity is the first quality of an effective sentence.

2) Organization

a) Organization is easy to follow

b) There is a clear transition from one idea to a text. Ideas are stated/supported in a clear, concise, well-organized, logical and cohesive sequence.

c) Each paragraph is coherent (related)

d) All details develop the purpose of the paper

e) Conclusion draw the paper to close, summarize the main points, and recall the purpose of the paper.

3) Style

a) Sentences reflect various syntactic structures (relationships of words to each other)

b) The vocabulary and grammar reflect concern for the audience and the purpose of the paper. Use correct grammar. English tenses are very useful and important in both ways of communication, spoken and written. Tenses help speakers to compose correct sentences based on sentence patterns, because they help us construct sentences properly, especially in the use of verbs. Using Vocabulary is one aspect of language related to the writing process, as one of the conditions for good writing always depends on the effective use of words.

4) Truth

a) The mechanism for using correct English writing shows mastery of conventions, correct spelling, accurate punctuation, capitalization, paragraph arrangement. Mechanics includes capitalization, punctuation, and spelling correctly. The use of mechanics in writing will guide the reader easily to understand the delivery of ideas or messages.

b) The words used are precise and correct, complete and correct sentences.

2. Review on Descriptive Text

a. Definition of Descriptive Text

Descriptive text is one of the English lessons that must be mastered by students of junior high school, high school and university students. Mastery of descriptive material is needed to improve students' English writing skills. Descriptive text is text that describes what a person, thing or place is like. According to Gerot and Wignel (in Mardiayah, 2013) stated that descriptive text has the aim of describing certain things, people or places which show the reader about the physical appearance of something clearly. Based on the definition above, it can be concluded that descriptive text is text that describes people, places, animals and objects physically with their appearance, such as shapes, characteristics, and so on. This statement is supported by Urunami et al. (2017), which states that descriptive text consists of information about certain things, such as a description of an object

through writing with a detailed explanation. The writer will create feelings and get a clear view of the object being described so that readers can visualize the object they are reading.

b. The Function of Descriptive Text

There are two functions of descriptive text, namely

1) To describe a particular person, location, item, or animal.

2) To describe the attributes of an item or property, to show what that item or place is. According to Gerrot and Wignel (1994:208) states that the purpose of descriptive text is as follows:

   a) Help us visualize and understand a topic

   b) Descriptive adjectives help us visualize topics

3) Describe the characteristics of the subject or topic and use details It can be concluded from the explanation above, that the purpose of descriptive text is to describe something accurately about people, animals, places or things. Descriptive text allows readers to know about objects without seeing them directly. Explain about the characteristics of the subject and to show the detailed characteristics.

c. Generic Structure of Descriptive Text

In descriptive text there are two generic structures. Gerot and Wignell (1994: 208) added that there are two generic structures of descriptive text; namely, identification and description. Identification: identifying the phenomenon or subject to be described, necessary

to avoid general understatement. That is, the subject can be a person, thing or place. Description: students will describe the specific parts, qualities, and characteristics of an object being described. That is, the sentence or paragraph can guide students to organize and develop ideas into good writing. There are two general structures of descriptive text (Melwan Ady Rezki Harahap Gabby Maureen Pricilia and Nurlisa Novita Sari, 2020: 211-212), namely:

1) Identify the phenomenon to be explained. This is usually found in the first paragraph which aims to inform the topic being discussed.

2) Description: sequentially describes the parts features, qualities and characteristics. It usually comes after the next identification or paragraph.

d. Language Future of Descriptive Text

According to Marting and Rose (2008: 143) descriptive text has the following language future:

1) Use the focus on specific participants, such as "my friend", "my cat", "my favorite place" etc

2) Use the present tense, expressing habits or repeated actions. as in: "maudy ayunda is really a beautiful movie star, she meets all the requirements"

3) Use the relational process to describe the characteristics of a thing or person being described.

4) Use lots of adjectives, modify nouns or pronouns and noun phrases, such as: her sexy and slender body is supported by her long legged legs.

5) Use connecting verbs, the types of verbs used in the simple present tense (Is, seem, are, has, have, belong)

6) Use a formal objective language style

Table 2. 1

Description of Signal Words

Above	Across	Along	Appears to be
As in	Behind	Below	Beside
Between	Down	In back of	In front of
Looks like	Near	On top of	Onto
Outside	Over	Such as	On the right/left
Under			

e. The Example of Descriptive Text

Rainbow Valley Waterfall

Lembah Pelangi Waterfall sounds a little foreign to the ears of local and foreign tourists. Valley Waterfall is located in Sukamaju Village, Ulubelu District, Tanggamus Regency, Lampung. Road access to this place is indeed quite difficult because the Ulu Belu area itself is

a remote area in Lampung with hilly contours making this tourist spot difficult to reach.

Lembah Pelangi Waterfall itself has two levels, with the waterfall on the second level having two branches. The height of the waterfall on the first level is about 100 meters, while the waterfall on the second level is about a dozen meters. Its best charm is the rainbow that appears between the valley and the waterfall as the name suggests. The gurgling sound of a waterfall is like enchanting nature that will relieve the fatigue of a long journey there. Under this waterfall there are several points of warm water sources which can be interesting places to bathe.

In this place, you will be presented with a panoramic view of the beauty of nature that will amaze every pair of eyes that see it. The rocky hill environment accompanied by lush trees will really soothe your eyes.

Table 2. 2

Example of Descriptive Text

Identification
Lembah Pelangi Waterfall is located in Sukamaju Village, Ulubelu District, Tanggamus Regency, Lampung. The Ulubelu area is one of the remote areas in Lampung with hilly contours.
Description

Lembah Pelangi Waterfall has two tiers, the first level is 100 meters high, the second level is dozens of meters high. A rainbow appears between the valley and the waterfall. The gurgling sound of waterfalls, several points of warm water sources, panoramic views of natural beauty, rocky hills and thick trees.

3. **Review on Discovery Learning**

a. **Definition of Discovery Learning**

Brown (2007:1) states that teaching means guiding and facilitating learning, enabling the learner to learn, and setting the conditions of learning. It means that teaching can make learners easy to learns because there are guides, facilitators and also learning is constructed by teaching style, approaches, method and classroom technique which influence the teaching learning process very much. In writing descriptive texts, teachers need appropriate methods for teaching in order to improve students' writing skills. Such a term is a discovery learning method to investigate how it is applied by the teacher in the classroom. Discovery Learning is a method for understanding concepts, meanings, and relationships, through an intuitive process to finally arrive at a conclusion, Budiningsih in Mendikbud (2013).

Discovery learning was first introduced by Jerome Bruner, a psychologist from Harvard. Jeremo emphasized that learning should encourage students to learn what they already have, and discovery

learning is a learning model that helps students to understand the structure or key ideas of a scientific discipline, engage students in active learning, and believe that true learning occurs through personal discovery (personal discovery). According to Murphy, Malloy, and O'Brien (2010) discovery learning is a learning-focused teaching model most widely discussed by John Dewey and Jerome Bruner. Bruner Markaban (2008) Discovery learning is learning to discover, where a student is faced with a problem or situation that looks strange so that students can participate actively to build knowledge, and think critically to find important things from the sources of knowledge they are looking for in order to develop ideas and apply in form or writing.

This method is a learning method that can improve active student learning by discovering and investigating themselves, so that students produce what they can permanently and impress in their minds. In addition, it improves students' writing skills in descriptive text. Juliyanti & Suryani's research shows that the discovery learning model can improve students' understanding of a main idea, and ideas in the form of descriptive text. In addition, this is also reinforced by Suryanti (2019) who explains that the use of discovery learning methods in compiling descriptive text is more suitable than other methods.

This means that students will be able to write descriptive text well, in detail or in detail, and be able to describe an event so that the reader can experience what is described. Discovery Learning refers to

various models of instructional design that involve students in learning through discovery. From the explanation above, the researcher draws conclusions about this definition. The Discovery Learning method is a learning method that is built more actively by students in teaching language, especially teaching writing with the aim of making students able to understand a concept through their discovery by conducting an experiment. Discovery means from scratch to get something they never knew before.

b. The Procedure of Discovery Learning

According to Syah (2004: 244) in applying the Discovery Learning method in class, there are several procedures that must be applied in teaching and learning activities in general as follows:

1) The first step is stimulation where the teacher prepares the learning material to be taught, and provides conditions of interaction that assist students in learning the material. Menikbud (2013) provides stimulation with questioning techniques.

2) Statement of the problem where at this stage the teacher explains the material not in detail or only part of the material. (Syah 2004:244) provides material to students to identify agendas that are in accordance with the material, choose one and formulate it in the form of a hypothesis. Students have a place to draw pictures of tourist objects or public places based on their experiences, memories, and real images. The teacher asks the reasons for

choosing that place, and students write a problem statement from that place.

3) Data collection, the stage where the teacher motivates and encourages students so that students find new knowledge about the material they are studying, in a way where hypothetical questions are sought for answers and the teacher asks students to write lists, experiences, and activities in that place or when it happened by searching in the internet library, looking around, and looking up pictures.

4) Data processing according to Syeh (2004: 244) is the stage where the teacher gives instructions to write two paragraphs about the description of the place they have chosen. the teacher still accompanies students, because students still have difficulty interpreting and developing ideas in sentences such as grammatical, content, vocabulary, organization, and writing mechanisms.

5) Syeh's verification stage (2004: 244) where students are careful in the examination to prove whether the hypothesis is true or not with alternative findings, and related to data processing. The teacher guides students to update or submit written results.

6) Generalization of teachers who draw conclusions from the learning that has been done. According to Syah (2004: 224) there are several processes of discovery learning methods that are applied in the classroom for the teaching and learning process. Namely

stimulation, statement, data collection, data processing, verification, and drawing conclusions. Used as a general principle that applies to all problems equally related to verification results.

c. **Procedure in Teaching Learning Process of Writing by Using Discovery Learning**

Teaching methods are techniques used by teachers throughout the teaching and learning process as planning suggestions or actions designed to achieve the objectives of certain educational materials delivered. In teaching writing in early learning, you can use themes that are easy to write. Give abstract things like objects, animals and other things they like. Write as much as they can for improvement and learning through discovery that prioritizes thinking, experimenting, and exploring those in grade 10 as subjects in this study.

There are several steps that teachers must take in learning by applying the discovery method. The steps of the discovery method are also explained (Bruner: 1966). Initially the teacher determines learning objectives and identifies student characteristics. After that, select the study material. Next, determine topics that can be studied inductively from examples to generalizations, then develop learning materials in the form of examples, illustrations, assignments, etc. for students to study, and organize learning topics from simple to complex, starting from concrete to the abstract, finally assessing the results and student learning outcomes.

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

1) Stimulation (Stimulasi/Providing Stimulation)

   At this stage the teacher provides stimulation by asking students to observe media in the form of concrete objects or images related to the material and ask questions regarding the media.

2) Problem Statement (Problem Statement/Identification)

   Formulation of the problem. The teacher guides students to formulate problems in the form of questions. Then the teacher explains the steps that students must take to answer the problem formulation.

3) Data collection

   To answer questions, students are given the opportunity to collect various information. Teachers facilitate students by providing real examples, pictures, or books.

4) Data processing

   Data analysis is carried out by students by processing all the information obtained at the data collection stage and presenting it in the form of answers to problem formulations. The teacher guides students if they experience difficulties.

5) Verification

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

6) Generalization Stimulation

Based on the verification results, the teacher guides students to draw certain generalizations or conclusions based on the findings

Discovery learning as a method of building students' confidence in writing so they are not afraid to start. Because someone who learns uses discovery learning to learn more confidently.

It can be concluded from the explanation above that Discovery Learning is needed in teaching writing, especially writing descriptive text, because Discovery Learning is a learning model that emphasizes contextual teaching.

Therefore, it means that teachers have a very important role in teaching writing. (Harmer, 2004) In helping students become better at writing, teachers have an important role to play in teaching writing. This influences students, teachers as guides, motivating, supporting, responding and evaluating students. guiding to always remind students what to do in writing, so as not to deviate. which means making them aware of the main purpose of what students write during the class process. motivate students when they are at a loss for words to get ideas, and encourage them to learn. support students in their writing in class (except during writing exams). responding to questions, providing responses to writing results, as well as suggestions on how their writing is developing. evaluate student writing where errors are located and how to write well.

d. Problem of Discovery Learning Method in the Teaching Learning Process of Writing Descriptive Text

Learners still depend on difficulties in finding target information, information must be found by students within the boundaries of the task and material, they have more responsibility in learning concepts in Discovery Learning. This allows learners to learn English at their own pace. Functional English grammar is inevitable for students. Class X students at Muhammadiyah Kartasura Vocational School have problems in learning English Grammar through traditional methods. Therefore, investigators try to use the Discovery method in learning English grammar. The discovery learning method is an appropriate method for teaching English descriptive text used by the teacher. However, the use of this method can be a challenge or problem due to factors from the teacher or from the students themselves. According to (Laila Nur Azizah, 2019: 51) problems in using the discovery learning method experienced by teachers, namely:

1) The teacher has a challenge in guiding passive students because there are still many students who talk with their peers or classmates during the learning process causing students not to focus on learning, even students may not be interested in learning.

2) The teacher has challenges in managing study time because of a discrepancy between the planned time and the implementation time, so that a lot of time is wasted during learning hours.

3) In learning using the discovery learning method the teacher will always make different teaching materials every day according to the thinking abilities of each student and likewise the teacher will find it difficult to think about developing teaching materials every day.

4) The teacher has problems attracting students' attention because there are still many students who do not dare to express their opinions in writing.

According to Richards and Renandya (2002), writing is the skill that is most difficult for second or foreign language learners to master. Writing skills are difficult because they not only involve generating and organizing ideas, some of the difficulties faced by students are as follows:

1) Spelling It is very important to follow the rules for correct spelling. The use of spelling has three rules; they are additional endings of gerund ad or present participle, plural formation, and change certain words.

2) Grammar plays an important role in writing, in government. The speech we produce must be correct and orderly. Therefore, he also had a great influence on the quality of the writing. To have good grammar in writing, writers must pay attention to the use of grammatical rules regarding rense, etc. Lack of good grammar will make the content of the writing unclear and can cause confusion misunderstandings, for example the use of tenses.

3) Vocabulary is one aspect of language related to the writing process. Writers always think about arranging words into sentences and arranging sentences into paragraphs to form a single writing unit. It is clear now that we cannot write or express our ideas if we do not have understanding. Someone who lacks vocabulary will have difficulty formulating what they are going to say.

From the explanation above, it is important to use the right method and we ourselves as teachers and learners must also improve abilities through model discovery learning.

e. **Problems Solve Using of Discovery Learning Method in the Teaching Learning Process of Writing Descriptive Text**

Problem solving in the use of the discovery learning method is included in the five principles of the application of the discovery learning method in English lessons. According to pappas (2014) that the discovery learning method integrates five principles, namely problem solving, learning management, integrating connecting, information analysis, and failure and feedback. Pappes (2014) solving problems in discovery learning is the teacher as an instruction who must guide and motivate students to find solutions by combining existing and newly acquired information and simplifying knowledge. The role of the teacher cannot be separated, a teacher must guide students in finding a concept so that learning outcomes cannot be separated from the goals to be achieved.

However, teachers who guide learning loosen or reduce it so that students have the opportunity to become scientists by discovering knowledge, concepts or subject matter independently. To discover or gain new knowledge, students cannot only believe what they think is right. So we need a method that can make them believe that what they find is true, by using the discovery learning model they can prove their findings are true and meaningful knowledge for their lives. From the explanation above, this method makes the learner the driving force behind learning. Students take an active role and build a wider application of skills through activities that encourage risk, problem solving, and investigation.

f. Advantages and Disadvantages of Discovery Learning

Discovery learning is very important and has advantages if it is done well and according to the needs of students, because it includes building cognitive, autonomic, psychomotor abilities, enabling the development of lifelong learning skills, supporting the active involvement of learners and highly motivating because it allows individuals the opportunity to experiment and discover. something for themselves. Such as not repeating mistakes, how to analyze what happened, and how to record winning discoveries, personalizing learning experiences, developing problem solving and creative skills (Ringgi, 2014). According to Westwood (2008:29) Discovery learning has advantages and disadvantages. The advantages of guided discovery

learning are: Volume 5, Number 2, August 2014 Dwiningsih Feriyanti 61

1) Advantages of discovery learning

    a) Students are actively involved in the learning process and topics are usually intrinsically motivating.

    b) The activities used in context finding are often more meaningful than typical classroom exercises and textbook learning.

    c) Students acquire investigative and reflective skills that can be generalized and applied to other contexts.

    d) New skills and strategies are learned in context.

    e) This approach builds on students' prior knowledge and experience.

    f) Independence in learning is encouraged.

    g) It is claimed (but not conclusively proven) that students are more likely to remember concepts and information if they discover them on their own.

    h) Group work skills are enhanced.

2) Disadvantages of discovery learning

    a) Discovery can be a very times consuming method.

    b) Discovery methods often require a resource-rich learning environment.

    c) Effectiveness depends on the skills of learners.

d) Even though students become actively involved, they may still not understand or recognize the underlying concepts.

e) Students often have difficulty forming opinions, making predictions, or drawing conclusions.

f) Teachers are not necessarily good at creating and managing discovery learning. Teachers may not monitor activities effectively.

B. Previous Related Studies

The research found several relevant reports or known related studies. The issue discussed is the requirement to observe several previous researchers carried out by other studies with this study.

The first is a research report from Yusuf Deni Kristanti (2018) entitled "Descriptive Study of Teaching Recount Text Writing to Class X Students of SMK N 1 Mojosongo in the 2016/2017 Academic Year". The purpose of this research is to describe the process of learning to write recount texts in class X. In addition, to find out how the process of learning recount text writing skills for class X students at SMKN 1 Mojosongo in the 2016/2017 academic year. In his research, in teaching recount text the materials used by English teachers at SMK N 1 Mojosongo include meaning, function, generic structure, language features, and recount text. The media used by English teachers use LCDs, LKS, textbooks, whiteboards, and markers to support teaching and learning activities, using a scientific approach method.

The two research reports are from Annisa Restyanti Arifin (2019) entitled "Analysis of Students' Ability to Write Descriptive Texts for Grade VIII SMP IT Darussalam Tanon Academic Year 2018/2019". The purpose of this study was to determine students' ability to write descriptive text. In this study, the number of student respondents was 21 who were asked to write descriptive texts on a sheet of paper, assisted by a rater who would determine the scores of students' writing descriptive texts. The results of the study said that half of the students scored between 61-80 and this showed that the percentage of students at SMP IT Darusalam was categorized as very good.

The three research reports from Rohmi Faziatur (2022) entitled "Strategies for English Teachers in Teaching Writing Using Discovery Learning". The purpose of this research is to investigate the English teacher's strategy in learning to write using discovery learning. The subjects of this study were English teachers from MTS N 1 Kediri City. Discovery Learning is a very suitable method to improve writing skills.

Fourth Prawerti (2014) entitled "The Effectiveness of Using the Discovery Learning Method (Compared to the Direct Method) in Teaching Writing Skills in View of Student Creativity". The purpose of this research is to find out whether the Discovery Learning Method is more effective than the Direct Method for teaching writing in the tenth grade of Trenggalek school in the 2014/2015 academic year. students who had high creativity had better writing skills than those who had lower activity in the school's tenth grade. The results of the analysis prove the comparison of the two methods, the discovery

learning method is more effective for teaching writing for class X students in the 2014/2015 academic year.

Fifth Oktavianti (2015) entitled "Improving Students' Descriptive Writing Achievement Through Task-Based Language Teaching (TBLT) (A Classroom Action Research for Class VII-E Students of SMPN 01 Batu)" The purpose of this study was to improve the ability to write descriptive texts for students using Task-Based Language Teaching Method or TBLT This research method is Classroom Action Research (CAR). The results of this study reveal that the TBLT method can improve their ability in descriptive text because students are interested in learning writing subjects and find it easier to write and enjoy the writing process using TBLT.

Table 2. 3

Previous Related Study

No.	Title	Authors	Similarity	Differences
1.	A Descriptive Study on Teaching Writing of Recount Text at the Tenth Grade Student of SMK N 1 Mojosongo In The Academic Year 2016/2017	Yusuf Deni Kristanti (State Islamic Institute of Surakarta)	Analyzing the process of learning writing skills, using qualitative	This research is about teaching recount text while my research is about teaching descriptive text

2.	An Analysis of Students Abilities in Writing Descriptive Teks at The Eighth Grade of SMP IT Darussalam Tanon in the Academic Year of 2018/2019	Annisa Restyanti Arifin (State Islamic Institute of Surakarta)	To find out the learning in writing descriptive text, using qualitative	This research focuses on students' writing in writing descriptive texts, while my research focuses on discovery learning methods for teaching descriptive texts
3.	English Teacher's Strategy In Teaching Writing Using Discovery Learning	Rohmi Faziatur (State Islamic Institute of KEDIRI)	Analyzing the teacher's strategy in teaching students' writing using discovery learning, using qualitative	This research focuses on teaching writing using discovery learning, while my research focuses on teaching writing descriptive text using discovery learning

4.	The Effectiveness of Using Discovery Learning Method (Compared With the Direct Method) in Teaching Writing Skills Viewed From The Student Creativity	Ringgi Candraning Prawerti (Sebelas Maret University)	research related to learning to write descriptive text using the discovery learning method	This research focuses on the comparison between the discovery learning method and the direct method, while my research describes the discovery learning method used for the learning process of writing English descriptive texts.

5.	Improving Student Writing Achievement In Descriptive Text Through Task Based Language Teaching (Tblt) (A Classroom Action Research At The Students Of Class Vii-E Smpn 01 Batu)	Eka Oktavianti (Brawijaya University)	The method of writing descriptive text uses qualitative	This study uses methods from student creativity and text methods through Task-Based Language Teaching (TBLT), and Classroom Action Research (C.A.R), and descriptive research.

CHAPTER III
RESEARCH METHODOLOGY

A. Research Design

Research design is relevant collection and analysis, it refers to the overall strategy used to combine the various research components in a concise and logical manner. To deal with predefined research questions through the collection, interpretation, analysis, and discussion of data. Descriptive, namely the formulation of the problem that guides research to explore the situation to be studied thoroughly and in depth. A qualitative approach as an inquiry process to understand a social or human problem, based on building a complex, holistic picture, formed with words, reporting detailed views of informants, and carried out in a natural setting.

Based on this statement, in this study the researcher used descriptive qualitative research because it describes the condition of a phenomenon. Analysis is used in this study to collect data, this refers to the methodology used to collect data. This research focused on the discovery learning method in the teaching and learning process of descriptive text for class X students at Muhammadiyah Kartasura Vocational School in the 2022/2023 academic year. The aim of the research is to make a systematic, factual, accurate description of facts and phenomena.

B. Research Settings

1. Place of Research

Nasution (2003: 43) says that the place of research shows the notion of social location which has 3 elements, namely actors, places and activities that can be observed. Based on this theory, the researcher took the research setting at the Muhammadiyah Kartasura Vocational School specifically for grade 10. The Kartasura Muhammadiyah Vocational School is located in Surakarta, to be precise, on Jalan Pandawa, Hamlet IV, Pucangan. Kartasura district, Sukoharjo district, Central Java 57168. Muhammadiyah Kartasura Vocational School has complete and adequate facilities to support daily teaching and learning activities such as classrooms, fields, libraries, computer labs, halls, canteens, etc.

2. Time of Research

Table 3. 1

Time of Research

Activities	Month/Week																							
	January				February				March				April				May				June			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Pre Observation			■																					
Proposal writing and guidance					■	■	■	■	■	■	■	■	■	■	■	■								

Proposal seminar																							
Research data collection																							
Analyzing the data writing research report and guidance																							
Thesis examination																							

C. Research Subject and Informant

The subject of this study was the English teacher Mr. Wawan Budianto as a English teacher and 10th grade student OA at Muhammadiyah Kartasura Vocational School for the 2022/2023 academic year. Teachers have devised a learning method for teaching and learning descriptive texts and proved its success.

D. Data and Source of the Data

The main data sources in qualitative research are words and actions, the rest is additional data such as Moelong documents (2004: 112). Research data

in this study were collected in the form of information about the discovery learning method used for the teaching and learning process in descriptive text in class X SMK Muhammadiyah Kartasura. Research sources as follows:

1. Events

   This activity is a process of discovery learning method as a method of teaching and learning descriptive text in class X SMK Muhammadiyah Kartasura. Covers all activities in teaching and learning.

2. Informants

   According to Nasution (1992:35) that informants in qualitative research are often called respondents, which means providing information to researchers as the main instrument. The key informant in this study was Mr. Wawan Budianto as an English teacher in class and 10th grade student OA at SMK Muhammadiyah Kartasura. Other data will be found from the process of teaching and learning English through observation.

3. Documents

   The data taken was in the form of documents from syllabus, lesson plans, English handbooks used, photos of teacher teaching activities in class.

E. **Research Instrument**

   According to Nasution (1992:55) state that in this kind of research, the research is the main instrument. The key instrument of the research is the researcher. The research has to play a major role in finding data and information related to the discovery learning method used for the process of learning descriptive text which is the focus of research.

Researchers used several supporting tools such as recorders as teacher interviews, cameras, and notebooks to support the collection of data from the research field.

F. Techniques of Collecting the Data

Data collection techniques are a strategic step in research, to obtain data you must know data collection techniques. (Murni, 2017) for the purposes of explaining the data collection techniques needed to answer the formulation of questions number one, two, namely data collection techniques in the form of observation, interviews, documentation. In qualitative research to obtain valid data, this research uses the following data collection techniques and methods:

1. Observations

Data collection techniques are carried out by direct observation, in order to record the phenomena and processes that are occurring during the research. In addition, observation is carried out to obtain open information on student behavior. This activity includes the activity of recording behavior, observing the events of the object being seen, the events that are happening Moelong (2004:125-126). Observation is the collection of as much focused information data as possible so that patterns of behavior and relationships can be found that continue to occur. In this study, classroom observations were made to collect data on the use of the discovery learning method used by teachers to teach and learn descriptive texts. Observations were made in January 2023 in teaching English material teachers in class X SMK Muhammadiyah Kartasura.

2. Interview

    The second data collection technique (Lexy: 2012) is a conversation conducted by two parties, namely the interviewer who gives questions (reseacrher) and the interviewee who gives answers with a specific purpose (Mr. Wawan Budianto as an English teacher in class and 10th grade student OA at SMK Muhammadiyah Kartasura) Mooelong (2004: 186). Interview is a data collection method that requires direct communication between the subject and the investigator. This is done to obtain adequate data in answering the problems formulated in the problem formulation in accordance with the conditions and situations of the subjects involved and considered to have knowledge abilities.

    In this study, interviews were carried out by asking systematic questions to English subject teachers and student at SMK Muhammadiyah Kartasura with the aim of obtaining direct information about the application of the method in teaching descriptive text.

3. Documentation

    The third data collection technique comes from the word document which means written materials, the documentation itself aims to complete the information obtained through observation and interviews. In this study the researcher investigated written objects such as lesson plans, documents, textbooks, regulations, notes or daily assignments, etc. In this study, data in the form of documents such as lesson plans were used to find out lesson plans in class, textbooks to find out about teaching and learning process

material and photographs of teaching and learning activities for 10th grade

students at SMK Muhammadiyah Kartasura.

G. **Trustworthiness of the Data**

The research was determined using the criteria for the degree of trust,

with the intention of proving that what the researcher managed to collect

corresponds to the reality in the field. . In analyzing data, researchers need to

analyze the validity of data sources to obtain valid data. To prove the validity

of the data. In this study, researchers used the triangulation technique,

(Moelong, 2002: 178). The triangulation technique is a technique for checking

the validity of data that uses things outside the data to examine data and become

a data comparison. (Cresswell, 1998) Triangulation is the study or to verify the

correctness of data, finding and interpretation. Triangulation refers to the use

of several methods or data sources in qualitative research to develop a

comprehensive understanding of a phenomenon. Triangulation is also seen as

a qualitative research strategy to test validity through the convergence of

information from various sources. Denzin (1978) and Patton (1999) identified

four types of triangulation data source triangulation, theory triangulation,

investigator triangulation, methods triangulation. Patton (1984) states that there

are four kinds of triangulation.

The first is data triangulation or source triangulation, in which

researchers use several sources to compare and re-examine the credibility of

collecting data to make it valid. The second is theoretical triangulation, namely

using more than one theory to analyze research data or data checking

techniques to obtain valid evidence. The third is investigator triangulation in which the researcher double-checks the credibility of his data with his own research or that of other researchers. The fourth method triangulation means checking the validity of data, and data sources using several data collection methods (observation, interviews, and documentation) so that data is collected. If there are differences in data validation, the researcher must seek and find the reasons why the data is different, then the researcher must re-confirm the research subjects and informants.

Based on the definition above, the researcher used a triangulation method consisting of observation, interviews. In observation, the researcher obtained information based on the use of the descriptive text writing method in class. In the interview the researcher interviewed the English teacher. In the documentation the researcher analyzes documents such as: syllabus, field notes, materials and student attendance lists. After observing the process of teaching and learning to write, the researcher checked the data again by comparing it with the data from interviews and documentation.

H. Techniques of Analyzing the Data

The research data were analyzed using descriptive qualitative methods. The data analysis technique used in this study is an interactive analysis consisting of three steps according to Milles & Huberman (1994:19-20). Activities in qualitative data analysis are carried out interactively and continuously until complete so that the data is correct. Data analysis was carried out with the aim that the information collected would be clear and

explicit. Data analysis techniques in a study are carried out using descriptive qualitative data analysis, so that the researcher describes the circumstances or phenomena obtained from the results of observations, interviews and documentation which are then written in field notes containing what was seen, heard, witnessed, experienced, and also findings. about what was found during the research and is material for data collection plans for the next stage. Then analyze it in the form of words to draw conclusions.

Milles & Huberman (1994:19-20) activities in data analysis, namely data reduction, data display, and conclusion/verification.

1. Data reduction

Reduction can be interpreted as a process of selection or summary. In this process the researcher begins to summarize, explore themes and write small notes. In addition, the researcher must clearly sharpen, classify, separate, and sort out what is necessary and what is not necessary, the results of the analysis are in a simpler form so that they are easy to understand and included in the research report. Focusing on simplification and transformation of raw data that emerges from written records in the field. Data reduction takes place continuously during the research process. With this reduction, final conclusions can be drawn precisely according to the main focus problem.

2. Data Display

The next step in analyzing data is displaying the data. Data display is a form of analysis that describes what happens in natural conditions so that

it can help the data display process based on the formulation of the research problem. This is about the process of teaching and learning to write, the methods used by English teachers, and the problems faced by teachers and students

3. Draw Conclusions/Verification

The next important analysis activity is drawing conclusions or verification. Do not let the researcher conclude or misinterpret the data. Drawing conclusions and verification is done after data reduction and display. If the problem under study has not been answered and/or incomplete, then the researcher must complete these deficiencies in the field first. From this stage it will be known the conclusions in the form of a description of the research object, the application of the discovery learning method, teaching materials, and problems and solutions to problems in using the discovery learning method as teaching in descriptive text.

CHAPTER IV
RESEARCH FINDING AND DISCUSSION

In this chapter there is an explanation of the research results and discussion. The research findings are the answer to the problem formulation contained in the first chapter. Describe how the procedure discovery learning method as a descriptive text teaching learning process in class X SMK Muhammadiyah Kartasura. describe the problems that exist in using the discovery learning method as a descriptive text learning process in class X SMK Muhammadiyah Kartasura. problem solving in using the discovery learning method in the descriptive text learning process in class

A. Research Finding

This chapter will explain research findings related to the problem formulation as stated in chapter one. This summary is taken based on the results of observations, interviews and documentation. Research findings show information found during observations and interviews with English teachers.

1. The Procedure of Discovery Learning Method in Teaching Learning Process of Writing Descriptive Text

In May 2023, the researcher conducted observations and interviews. The researcher conducted classroom observations while the teacher was teaching to explain the Discovery Learning method in the teaching and learning process of descriptive text in class X and interviewed the English teacher at the Muhammadiyah Kartasura Vocational School office.

Researchers analyzed the teaching methods that teachers used in the English teaching and learning process using the discovery learning method.

In line with government regulations implementing the 2013 curriculum, SMK Muhammadiyah Kartasura also applies it in the teaching and learning process. This was confirmed by the English teacher in an interview session on May 22. *"Yes, that's right, at this vocational school the 2013 curriculum also applies, and that curriculum has been used at Muhammadiyah Kartasura Vocational School, ms."* Every lesson taught at SMK Muhammadiyah Kartasura also uses methods and techniques related to the 2013 curriculum. Descriptive text is one of the subtopics in the English subject taught in class X at SMK Muhammadiyah Kartasura. In teaching writing descriptive text, teachers need appropriate methods to encourage students to understand the material. The teacher uses the Discovery Learning method in learning related to Curriculum 13, writing descriptive text teaching to stimulate student motivation in understanding the material as presented in the interview session:

How do you use this method to teach descriptive text material? *"So in English material, students will always be involved in learning and teachers will be the providers of innovation and motivation."* If you are like a parent to a child, then it is the teacher who stimulates student motivation to the extent that students can understand the material. *"I chose to use the Discovery Learning method because it is hoped that students will be able to*

collaborate and develop their own ideas, including writing descriptive texts."

The application of the Discovery Learning method in teaching descriptive texts is not only expected to improve students' English language skills, especially students' writing skills. They are able to express ideas and choose the words they will use and attract readers to write descriptive text. In the interview session the teacher said "it is important that the application of the method does not deviate from the purpose of its application". *"Students are expected to be able to increase their creativity, skills and be more innovative, and the main goal is to attract the interest of the students themselves."* Below the researcher also explains the results of observations of the teacher's teaching process using the Discovery Learning method on descriptive text material, as follows: The teacher has carried out learning activities using the discovery learning method according to the stages, there are six stages in the discovery learning method, stimulation, problem reality, data collection, data processing, verification and generalization.

In the results of the observations, the researcher described the activities in the classroom as follows:

1) Stimulation

Based on what researchers saw in the teaching and learning process activities, the first activity in class was stimulation. The teacher conducts a question and answers session with students regarding the descriptive meaning of text. This aims to develop

students' curiosity about the material. Students who answer questions also get plus points.

Teachers find it easier when teaching using the discovery learning method that students need. This was conveyed by the teacher in the interview session Researcher:

"Do you find it easier to teach descriptive text with this Method, sir?"

Teacher: *"Yes, it is easier to convey the material then encourage students to look for new things and express their ideas in writing descriptive texts that create student independence."*

The teacher guides students to follow all stages of the discovery learning method in descriptive text subjects. This aims to encourage students' interest in the material, because it will make it easier for students to understand the material. By applying the method to descriptive text learning, students will be more active in class. This is seen from how students respond through the learning process.

Apart from that, teachers hope that students will be enthusiastic and active, solving problems that students can get from their direct experience. According to the factor, motivating students themselves plays a big role because it maintains the continuity of learning at a high level of seriousness. They foster interest and students can delve deeper into the intended subject. Before the teacher starts class, the teacher greets the students:

Teacher: *"Assalamu'alaikum Wr. Wb. Good morning everyone"*

Student: *"Waalaikumsalam Wr. Wb. Good morning sir"*

Teacher: *"Before we start the material, how are you today?"*

Student: *"Thank Good, I'm fine sir"*

And apart from that, the teacher must face the students praying together and absent the students' presence.

Teacher: *"What are we studying today?"*

Students: *"I don't know"*

Teacher: *"We learn about descriptive text, Do you know descriptive text?"*

Students: *"several students answered"*

Because only a few students answered, the the teacher open the book then explain about descriptive text

2) Problem Statement

The second activity in class is identifying problem statements. Students are divided into several groups *"Please create groups and make descriptive paragraphs of text about places, objects, freedom"* and asked to open the book to that chapter. Students are asked by the teacher to identify the phenomenon or subject to be described, in the form of a person, object or place. Describe the character parts of the object in detail. "*GBI continues to continue the material without asking students to be more cooperative with the ongoing learning. GBI immediately directs*

students to the descriptive text entitled "Borobudur Temple". GBI

randomly assigns students to read the text"

The material is seen from different points of view among teachers and in the 2013 curriculum, teachers say descriptive text has three types: descriptions of people, descriptions of places/objects, descriptions of places. Students use LKS textbooks. Teachers use it because the material in the book can be understood and understood by students. The material taken includes definitions of descriptive text, linguistic features of descriptive text, examples and exercises on descriptive text material. Teachers also get material from other sources to provide explanations about descriptive technology, for example from the web.

3) Data Collection

The third activity in class is data collection. The students were asked to collect some information about ideas, namely from activities, places and experiences they experienced. Students collect simple oral or written information about people, objects and places by answering questions based on text from English books, and surrounding objects that are discussed in descriptive text.

Such activities are usually called brainstorming. In the main activities, the teacher and the students discussed the schema of the text. Some of them were generic structure, purpose of the text and

vocabulary that used in the text. In writing descriptive text, the stages are identification and description. the step included.

a) Identification

Identifies phenomenon to be described To describe person, place, animal, occupation, profession and carrier. When it describes a place identification just mention the special place. Because the teacher gives descriptive text material about person, so it identifies about identification proffesion and carrier.

b) Description

Identifies phenomenon to be described To describe person, place, animal, occupation, profession and carrier. When it describes a place identification just mention the special place. Because the teacher gives descriptive text material about person, so it describes about Description stage is the stage where the writer described parts, qualities, and characteristic. After the teacher explains about how to write descriptive text which includes the writing structure, language futures. By explaining everything, the teacher hopes that the explanation of the material can help students to be cooperative writing. then the teacher gives assignments to students to make examples of descriptive text about people, whether it's students' parents, heroes or their idols.

4) Data Process

The fourth activity in class is data processing. At this stage students are asked to analyze the data they have collected. The teacher asks students to arrange sentences or paragraphs into descriptive text that is correct and appropriate to the context. The data is information about the generic structure and language future in the descriptive paragraphs of the text they wrote. Students are directed to exchange the information they obtain with their friends in one group. Teachers also provide feedback to students about their engagement and their ability to analyze data. Tacher: "can *you mention the parts or generic structure of the descriptive text?"*

5) Verify

The fifth activity is verification. At this stage the teacher guides students in proving the data. Students are directed to compare the results of their data analysis with the findings of other groups. The teacher completes the explanation then asks students about the difficulty of the material to be discussed. Teachers are active and can interact well with students and teachers provide opportunities for students to ask questions that students do not understand the material. Based on GBI observations, *"around 4 students offered to answer voluntarily, that is, they came forward without being appointed first. Next, GBI called in sequence the students who were often noisy when the lesson was in progress. After all the questions*

had been discussed and answered, GBI asked if there were any difficulties regarding the material that has been presented, but not a single student asked".

6) Generalization

The final stage is generalization. The teacher asks students to make conclusions from the findings they have collected. Students draw conclusions about learning in descriptive text paragraphs. Teachers also generalize conclusions from students' findings. The teacher provides an evaluation of the material. The purpose of evaluation is to create students who think critically with the results of observations, conveying the results of discussions, and interactions between teachers, students, as well as learning materials and experiences.

Table 4. 1

Described the Activities in the Classroom

Procedure	Implementation of discovery learning in the class	Learning activity
Stimulation	The teacher repeats previous learning material, the teacher asks questions about the material *"Yesterday was the*	Students are given motivation or stimulation to focus attention on material topics by: Seeing,

	New Year's holiday, where did you go with your family to celebrate the New Year? Today, we are going to talk about your favorite place".	Observing, Reading, Writing Listening, Listening to the material Social function - Developing positive life values and character: Students are asked to listen and pay attention to text describing people orally. Students are given a worksheet to do based on the text they hear, namely matching pictures of people with their descriptions.
Problem stateme nt	The teacher gives a story containing descriptive text about the location of the Borobudur temple. *GBI continues to continue the material without asking students to be more cooperative with the*	The teacher gives students the opportunity to identify as many questions as possible related to the images presented and will be answered through learning activities regarding the material.

	ongoing learning. GBI immediately directs students to the descriptive text entitled "Borobudur Temple". GBI randomly assigns students to read the text	Social function - Developing positive life values and character Students explain a person's physical characteristics. Students are given an explanation about the structure of texts describing people by the teacher
Data collection	Students read the text and identify paragraphs	Students collect relevant information to answer questions that have been identified through activities: Observing objects/events, Reading sources other than textbooks, carrying out interesting activities, Interviewing/question and answer with sources about the material

		Social function - Developing positive life values and character Students are shown pictures of people. Students build texts orally guided by the teacher
Data process ing	Students discuss among groups in identifying melanjutkan "can *you mention the parts or generic structure of the descriptive text?"*	Students in their groups discuss processing data from observations by discussing, processing information, working on questions about data from material Social function - Developing positive life values and character
Verifica tion	Students check the answers from the results of the discussion.	Students discuss the results of their observations and verify the results of their observations with data or theories in the source book through material information processing

		activities. Social function - Developing positive life values and character
General ization	Students read the answers and explain	Students discuss to conclude Present the results of the discussion, Present the results of the discussion, Express opinions, Ask questions regarding the presentation of the material Social function - Develop positive life values and character

a. **The Role of the Teacher**

In education, teachers play an important role in the school environment, especially in the classroom. The teacher plays the role of someone who has the dedication and ability to invite and impart knowledge to his students. Based on the observations made by researchers, it can be concluded that the teaching of writing descriptive texts uses the discovery learning method in class X of SMK Muhammadiyah Kartasura. Teachers have several important roles, namely:

1) The teacher is a motivator.

The teacher as a motivator means the teacher encourages students to carry out activities and observations through the learning process. It can be seen from how the teacher guides and accompanies students to carry out activities in their own learning process towards implementing Discovery Learning Methods in teaching descriptive text writing.

2) The teacher is a facilitator

The teacher as a facilitator means a teacher who facilitates students so that they can realize their findings towards implementing the Discovery Learning Method in teaching writing descriptive texts. The teacher helps students to determine the correct answers to the questions in the problem statement.

3) Teachers are learning managers

The teacher as a learning manager means that the teacher must manage the relationship between students and the learning plan that they will follow. The teacher creates a conducive situation in the classroom. Teachers also apply methods that are relevant to the RPP.

2. **The Problems in Using the Discovery Learning Method in the Learning Process of Writing Descriptive Text**

Problems with teachers using the discovery learning method as a descriptive text learning process. Based on observations and interviews at SMK Muhammadiyah Kartasura conducted by research, there were several

problems that occurred during the teaching and learning process of writing descriptive texts. The following are factors:

a. Problems Faced by Teachers

There are problems faced by some teachers in teaching, allowing a lack of teachers to maximize learning methods properly and appropriately, resulting in the impression that it is difficult, boring and uninteresting. Apart from that, teachers also have difficulty controlling students, so methods are needed that motivate students to learn better.

Peneliti: *"Apakah anda menemui kendala dalam proses pengajaran bahasa inggris?"*

Guru: *"Yang saya alami, kendala yang saya alami dalam menggunakan penemuan ini juga tergantung konsentrasi kelas, untuk menyampaikan materi jika siswa tidak konsentrasi akan sulit. Dan harus mengganti materi yang berbeda untuk memperbaikinya, guru mengalami kesulitan dalam mengajarkan materinya, mereka berisik, maka siswa beranggapan bahwa pelajaran bahasa inggris itu sangat sulit"*

Guru: *"Siswa kurang memiliki keterampilan dan tidak tertarik belajar bahasa Inggris"*

Peneliti: *"Apa penyebab masalahnya?"*

Guru: *"Siswa kurang motivasi. Mereka menganggap bahasa Inggris tidak penting karena mereka merasa sulit"*

1. Passive student

The condition of students becomes passive when studying, because they lack self-confidence and believe they are capable like other friends. Students are not yet accustomed to thinking critically, accepting everything they hear, read and observe as it is. Students tend to surrender and accept whatever the teacher says without expressing their feelings if they don't understand or don't understand. "How are you today, everyone?" and only a few of them answered the question by answering enthusiastically "I'm fine, thank you, and you?". "What did we learn last?" Based on Entak's answer to P's observation, around 3 students sitting in the rightmost row answered the GBI question.

2. Manage time

Teachers must understand how much time they have to teach, by identifying unmanageable work time, now is the time to think about an action plan so they can work most efficiently. make a list of all the tasks you do regularly: in the teaching schedule in the form of material, lesson planning, student assignments, assessments, making copies, making assessments. teaching students directly, as well as any meetings or assignments you have. Some commitments such as class meetings or individual education program meetings

3. Method

Based on observations made by researchers, teacher teaching in the student learning process using the discovery learning method is effective to implement. This method helps students easily learn descriptive text material and encourages students' interest in learning. They follow the application of this method well in class.

Peneliti: *"Metode apa yang sering digunakan Bapak dalam mengajar materi descriptive text?*

Guru: *"Dalam mengajar descriptive text saya menggunakan metode discovery learning"*

Peneliti: *"Ya pak, lalu bagaimana pemahaman siswa dengan penulisan Descriptive text*

Guru: "*karena itu mendeskripsikan apa yang ada disekitar mereka, dan bisa mendeskripsikan tentang apa yang mereka suka, idola mereka misalnya. Sebuah tempat"*

b. Problems faced by students

There are problems faced by students in the learning process of writing descriptive text, namely, spelling, vocabulary, grammar factors.

Teacher: *"Students lack mathematics, some students have difficulty in English pronunciation and are not interested in learning English"* (1) Spelling words in English makes English pronunciation difficult for students, because it is not the same as when students spell Indonesian. Teachers must give lots of examples and practice repeating English

spelling (2) Lack of vocabulary and (3) grammar, students express their ideas, but students do not know English words.

student*: "Yes, sis! Yes, I can speak Indonesian, but in English I find it difficult, I have to ask Mr. Wawan for help to understand every word".*

Researcher: *"Does Humam also have difficulty with formulas in writing English?"*

Student: "*Yes sis, it's very difficult"*

1. Vocabulary

Vocabulary is one aspect of language related to the writing process. Writers always think about arranging words into sentences and arranging sentences into paragraphs to form a unified piece of writing. It is clear now that we cannot write or express our ideas if we do not have understanding. Someone who lacks vocabulary will have difficulty formulating what to say. Vocabulary has such an important influence that teachers use the grammar translation method (GTM).

Example: not all students know the spelling of the word. They probably wrote it for fun because it sounds like a fan (if pronounced with an Indonesian accent). Therefore, the teacher must spell the word fan as f-a-n. Apart from that, punctuation is also important for reader understanding. Punctuation includes periods, commas, apostrophes, or question marks. Punctuation is also used to

find the meaning of a sentence easily. Teachers should also teach punctuation to students when they write a paragraph.

2. Spelling

Spelling It is very important to follow the correct spelling rules. The use of spelling has three rules; in the form of additional gerund ad or present participle endings, plural formation, and changes to certain words.

3. Grammar

Grammar plays an important role in writing, in government. The speech we produce must be correct and orderly. Therefore, he also had a great influence on the quality of his writing. To have good grammar in writing, writers must pay attention to the use of grammatical rules regarding rense, etc. Poor grammar will make the content of the writing unclear and can cause confusing misunderstandings, for example the use of tenses.

3. Solve the Problem of Using the Discovery Learning Method in the Learning Process of Writing Descriptive Text

Problems solving in using the discovery learning method in the descriptive text learning process

a. Solve the problem of teacher

1. Motivation

Motivation plays an important role in the effectiveness of the Discovery Learning model in textual descriptive learning. This involves motivating students to actively participate in learning, enabling them to learn from past problems and interact with others to solve problems.

"Sebagai guru pemecahan masalah saya adalah terus memotivasi siswa dalam belajar, membimbing para siswa untuk menemukan goals dengan pekerjaan yang professional."

The Discovery Learning model makes students enthusiastic and active in learning, thereby making them more involved in the lesson material. Motivation is very important for improving learning outcomes and can be influenced by factors such as attention, relevance, personal experience, and motivation. Research shows that motivation and understanding of concepts are closely related, and the use of the discovery learning method can increase motivation and understanding of concepts in both descriptive text.

2. Innovation

Teachers should have innovative learning models that are more enjoyable so that students are not stuck in just one learning model and have lots of references to other learning resources, not just books for educators and students, so that it will support educators' professional abilities during learning. process. Students are expected to apply critical thinking skills in learning, not limited

to memorizing theory. The ability to learn in this way will help students master the material in more depth. Positive school support, such as providing facilities and infrastructure.

How do you use this method to teach descriptive text material? *"So in English material, students will always be involved in learning and teachers will be the providers of innovation and motivation."*

3. Idea development

To overcome the problems faced by the author in this learning, he must be more aware of training and directing students to solve problems (Problem Solving) and be independent in finding the information needed during the learning process.

How do you use this method to teach descriptive text material? *"So in English material, students will always be involved in learning and teachers will be the providers of innovation and motivation."* If you are like a parent to a child, then it is the teacher who stimulates student motivation to the extent that students can understand the material. *"I chose to use the Discovery Learning method because it is hoped that students will be able to collaborate and develop their own ideas, including writing descriptive texts."*

b. Solve the problem of students

In learning, the concept of learning also concerns students as their role in helping the implementation of good and correct learning, apart

from that, students must also remember the concepts and knowledge they have discovered themselves. Discovery learning is the process of understanding a concept from material actively and independently to then reach a conclusion. In this method the teacher does not actively explain the material to students. The teacher's job is only to ask a number of questions related to the material. Next, students must find, investigate and conclude their findings as capital to answer questions from the teacher.

Teacher*:"Of course I feel motivated to use this media in learning descriptive texts, because the activity is very good. Guiding students in determining ideas before starting to write sentences related to images, phenomena and of course. Students become more creative in developing their ideas. In my mind, I use Discovery Learning so that students can develop their ideas and be creative in learning, so that students' curiosity about English increases students' enthusiasm."*

Discovery learning is an inquiry-based constructivist learning theory that occurs in problem-solving situations where students utilize past experiences and existing knowledge to discover new facts and relationships and truths to be learned with six stages (1) stimulation (2) problem statement (3) collection data (4) data processing (5) verification (6) generalization. Students interact with the world by exploring and manipulating objects, grappling with questions and controversies, or conducting experiments.

Apart from that, students experience difficulties in learning to write descriptive text. This problem can be overcome by students using a dictionary as a tool to help translate language and make it easier for students to search for meaning, find English translations, check spelling, grammatical information, check collocations, check types of words, and understand the content. from verse or text.

Students: *"Mr. Wawan gave the opportunity to anyone who wanted to ask, so. I just asked the teacher and opened the dictionary, ma'am. Sometimes when I ask my friends, many of them don't know, sis."*

The following is students' problem solving using a dictionary in the learning process of writing descriptive text.

1. Vocabulary

   Students use a dictionary to find out the various vocabulary they will use starting from verbs, nouns, adjectives, adverbs and pronouns.

2. Spelling

   The dictionary functions to help someone get to know new words. which means 'ocean'. The history of this word clearly shows the basic meaning contained in the word dictionary, namely a container of knowledge, especially language knowledge, which is infinite in depth and breadth. students look up the meaning, spelling, usage, origin or synonyms of any word in most language dictionaries.

3. Grammar

Students use a grammar dictionary to compose a perfect sentence which must include at least a subject and a predicate. Grammar is used to avoid misunderstandings when expressing a sentence because of the relationship between the actor and the event.

B. Discussions

This section, the researcher discusses three main points of research findings concering with the teaching learning process of writing descriptive text in English, subject at the Eight grade of MTs Negeri Sukoharjo. The teaching learning process of descriptive text for Eighth grade has some concerns that have to be analyzed such as: (1) procedures for using the discovery learning method in the process of teaching descriptive text (2) the problem faced by the students and the teacher using discovery learning method (3) the solution.for using the discovery learning method in in teaching learning process of writing descriptive text.

1. Procedure for using the discovery learning method in the process of teaching descriptive text

Teaching and learning process of writing descriptive text. Descriptive text is text where the author describes and presents objects with the aim of providing information. At Muhammadiyah Kartasura Vocational School using books that convert material, teachers use innovative Discovery Learning methods. The teaching and learning

process method for writing texts, the teacher uses a method which is a teaching and learning activity to emphasize students to be more active in writing descriptive English texts. (Syah, 2004) these stages consist of stimulation, problem statement, data collection, data processing, verification, and generalization. In this method students are required to prepare themselves starting from critical thinking, developing ideas, and motivating students. Students are given fun activities so that they are interested and motivated to learn. Students are introduced to the topic they will study, students answer questions about the topic they will study. Main Activities, students have activities related to core material, students practice developing student ideas based on learning objectives. Post-activity, students conclude learning activities, students receive feedback and reflect on learning. Methods are important because they function as a way of conveying messages in learning to students, methods are one way to make students more interested in the material and students do not feel bored in the teaching and learning process, in teaching English.

2. Problem faced by teachers of discovery learning

   a. Passive student

      Passive student can be found due to lack of interaction in lessons, The teacher's attitude is fierce, tends to be rigid and unfriendly in creating distant relationships with students. Teachers must be warm and interact more with their students so they are more

comfortable and not afraid to ask questions. and hormonal disorders resulting in less concentration.

    b. Manage time

Teachers must manage their time well when working on and providing grades, materials, assignments and working hours outside of class. Teachers can manage their time by understanding the boundaries and attitudes of teaching, for teachers to make the teaching and learning process more innovative and creative, as well as being teachers who develop students in the classroom and implement professional teachers in the learning process

    c. Method

Teacher teaching in the student learning process using the Discovery Learning method is effective to implement. This method helps students easily learn descriptive text material and encourages students' interest in learning. The teacher guides students to follow all stages of the Discovery Learning method in descriptive text subjects. By applying the descriptive text learning method, students will be more active in class. This can be seen from how students respond through the learning process. Apart from that, teachers also hope that students will be enthusiastic and active in solving problems that students gain from direct experience.

3. Problem faced by students of discovery learning

    a. Vocabulary

Students who lack vocabulary will have difficulty formulating what they want to say. so they feel insecure. Vocabulary has such an important influence that teachers use the grammar translation method (GTM).

b. Spelling

Spelling is a problem for students, following the correct spelling rules and the use of spelling has three rules, in the form of additional gerund ad or present participle endings, plural formation, and changes in certain words. Apart from that, spelling English words is the same as when students spell Indonesian.

c. Grammar

Students are not good at writing grammar, writers must pay attention to the use of grammatical rules regarding rense, etc. Bad grammar will make the content of the writing unclear and can cause confusing misunderstandings, for example the use of tenses.

4. Problem solving

The importance of problem solving to find solutions in teaching using the discovery learning method is a direction that needs to be understood in various professions as teachers, students, or as leaders. As a teacher, teaching is needed to improve the learning and daily life of both the teacher and the students themselves. Bruner (1961), one of the early pioneers of discovery learning, does not occur without basic knowledge. Therefore, some of the teacher's roles in solving problems using the discovery learning

method can help students improve learning outcomes by giving teachers assignments and making good use of learning techniques, students also explain their ideas and teachers assess the accuracy of these ideas by providing feedback, teachers also give examples, how to complete assignments.

In teaching using the discovery learning method in descriptive texts, students will look for creative solutions to a problem so that this method encourages them to be involved in conveying their ideas and the collected ideas will be processed into one main solution. Writing descriptive text will make it easier for them through various habits they experience or when they have had previous experiences. As stated by Pappes (2014), one of the five principles of the discovery learning method is problem solving by combining existing and newly acquired information and then simplifying knowledge. Problem solving using the discovery learning method can be improved, allowing students to generate ideas about a topic. In the process, students will express ideas through their experiences and express them in their writing. Several stages of teacher teaching using the discovery learning method that researchers have observed:

1. Motivate

    Motivation plays an important role in the effectiveness of the Discovery Learning model in textual descriptive learning. This involves motivating students to actively participate in learning, enabling them to learn from past problems and interact with others

to solve problems. Motivation is very important for improving learning outcomes and can be influenced by factors such as attention, relevance, personal experience, and motivation. Research shows that motivation and concept understanding are closely related, and the use of the Discovery Learning method can increase motivation and concept understanding in both descriptive texts.

2. Innovation

Innovative learning is more fun so that students are not stuck in just one learning model and have many references to other learning resources, not just books for educators and students, so that it will support educators' professional abilities during learning.

3. Development of ideas

To overcome the problems faced by the author in this learning, he must be more conscious in training and directing students in solving problems (Problem Solving) and independently in finding the information needed during the learning process.

The following solutions are used by students to overcome these problems:

1. Bring Dictionary and the teacher leads to translate

Dictionary is very important to English lesson o know if the students unknown about the English word. Dictionary provides help in translating languages and good dictionary make the students can do look up the meaning of English word, find English tranlation of

a word, check spelling of a word, find out grammatical information about word, lookup collocations of a word, check the part of word, check the plural of a noun or past the tense of a verb. The teacher guide the students in understanding the contant of apassage or text.

Learning begins with the teacher asking example questions, or short explanations that can lead to problems. This aims to ensure that students are ready to learn. The teacher gives students the opportunity to provide views or opinions regarding the topic of discussion. Students are given time to collect relevant data. This data will be needed to support the answers that will be submitted. Then students are given the opportunity to process the data that has been collected. Students then interpret this data into the topic being discussed. Students present the results of data processing that have been discussed with their group. Students convey views, criticism, suggestions and questions about the topic. The teacher guides students to draw conclusions that have been presented so that an overview of the problems or topics raised can be obtained. The teacher provides a review regarding the things that have been learned that day. Not only that, teachers also correct things that are wrong or lacking in the learning process.

CHAPTER V
CONCLUSIONS AND SUGGESTIONS

This chapter presents conclusions and suggestions from research related to the learning process, problems faced by teachers and problem solving or solutions in learning in class X SMK Muhamaddiyah Kartasura.

A. Conclusions

Based on the explanation in the next chapter, there are several conclusions in this research. It can be concluded that in learning at SMK Muhammadiyah Kartasura, teachers use two languages in teaching (Indonesian and English) because teachers find that students still find it difficult to communicate only in English. Learning material is in the form of descriptive text. At Muhammadiyah Kartasura Vocational School, they use books that provide conventional material, teachers use textbooks and blackboards. The teaching and learning process method for teachers at SMK Muhammadiyah Kartasura uses discovery learning, there are several stages, namely stimulation, statements, data collection, data processing, verification, generalization. These stages are class opening activities (stimulations), activities (statement: identifying and description, data collecting, data processing), closing activities (verification).

Media in the learning process of writing descriptive text at SMK Muhammadiyah Kartasura, teachers use supporting media, namely whiteboards, learning books to explain the learning material. Problems faced by teachers. (1) students who are not active (2) manage time (3) method. Problems faced by students (1) vocabulary (2) spelling of words (3) grammar difficult

formulas and incorrect writing. Solving problems faced of teaching such as (1) teachers always giving messages and motivating students (2) innovation for learn (3) idea development. Problem solving

B. Suggestions

This research has several suggestions for teachers, students and other researchers. These suggestions are as follows:

1. For teachers

   a. In the teaching and learning process, teachers must be more active and creative, so that students are not lazy and bored in the teaching and learning process.

   b. Teachers must pay more attention to the environment in the teaching and learning process.

   c. Teachers must also give rules to students who ask to memorize vocabulary, and ask about English lessons

2. For student

   a. Students who study English have to pay attention to many things, teachers during the teaching and learning process.

   b. Students who study English, especially descriptive texts, must be active and self-motivated to understand the material, study harder and practice vocabulary and grammar.

   c. Students must also diligently practice writing in English, by learning how to write.

3. For other researchers

The author realizes that this research is not perfect. This research has many weaknesses due to the limited abilities of the author. It is hoped that the findings of this research can be used as a starting point for conducting further research at different points.

BIBLIOGRAPHY

Alfaki, Dr. I. M. (2015). University students' english writing problems: Diagnosis and remedy. Published by European Centre for Research Training and Development UK (www.eajournals.org). Accessed on March 17th 2023

Ahlsén, E., & Lundh, N. (2007). Teaching writing in theory and practice; A study of ways of working with writing in the 9th grade. Stockholm Institute of Education

Azizah. L. N. (2019). Utilizing Discovery Learning To Teach Descriptive Writing For Junior High School Students. http://repository.unim.ac.id/89/

Brown, D. (2008). Prinsip pembelajaran dan peengajaran bahasa. Jakarta: Pearson Education

Brown, D., & Abeywickrama, P. (2010). Language assessment principles and classroom practices (2nd ed.). Pearson Education.

Bruner, J. S. (1961). The act of discovery. Harvard Educational Review, Harvard University Press,.31, 21–3

Byrne, Donn. (1997). Teaching Writing Skill. New York: Longman Group, Inc.

Creswell, J. W. (2014). Research design: Qualitative, quantitative and mixed methods. Approaches: Fourth edition. Thousand Oaks, CA: Sage Publication.

D‟Angelo, Frank J. (1980). Process and Thought in Composition, Cambridge, Massachusetts: Winhrop Publisher,Inc. Cambridge.

Farooq, M. S., Uzair-Ul-Hassan, M., & Wahid, S. S. (2012). Opinion of Second Language Learners about Writing Difficulties in English Language. A Research Journal of South Asian Studies , 27 (1): 183- 194

Fauziati, Endang. (2009). Introduction to Methods and Approaches in Second or Foreign Language Teaching. Surakarta: PT Era Pustaka Utama.

Gerot, L. and Wignell,P. (1994). Making Sense of Functiona; Grammar. Australia: Gerd Stabler.

Halliday. (1985). Characteristic of Writing Skill. New York: CBS College Pubhlising

Harahap. M. A., & Pricillia. G. M, & Sari. N.N. (2020). The Effect Of Mingle Game On Students' Speaking Descriptive Text Ability. Liner Journal, 3(1), 205-225.

Harmer, Jeremy. (2001). How To Teach English. Malaysia: Longman.

Harmer, J. (2004). How to Teach Writing. Essex: Pearson Education Limited.

Harmer, Jeremy. (1998). How to Teach English: An Introduction to the Practice. London: Longman Group Ltd

Husna, L., Zainil, & Rozimela, Y. (2013). An Analysis of Students' Writing Skill in Descriptive Text at Grade X1 Ipa 1 of MAN 2 Padang. Journal English Language Teaching (ELT), 1 (2): 1-16.

Jerome S Bruner. (1960). The Process Of education. Harvard university Press cambridge.

Malloy, John., Murphy., Theresa., O"Brean, Sean. (2010). Discovery Learning. Retrieved on march 17, 2023. From http://smobrien.wikispaces.com./file/view/Discovery+Learning.PPTX

Mardiyah, D., Saun, S., & Refnaldi. (2013). The Second Grade Students' Ability in Writing a Descriptive Text at SMP N 1 Canduang. Journal of English Language Teaching, 1 (2): 281-290

Markaban. (2008). Model Penemuan Terbimbing. Yogyakarta. Pusat Pengembangan dan Tenaga Kependidikan.

Mendikbud. (2013). Model Pembelajaran Penemuan (Discovery Learning).Jurnal Badan Pengembangan Sumber Daya Manusia Pendidikan Dan Kebudayaan Dan Penjaminan Mutu Pendidikan.

Moelong, Lexy j. (2002). Metodologi Penelitian Kualitatif. Bandung: Remaja Rosdakarya.

Nasser, S. M. (2019). Iraqi EFL Students' Difficulties in Writing Composition: An Experimental Study. International Journal of English Linguistics, 9 (1) : 178-184.

Nasution, S. (2003). Methode penelitian naturalistik kualitatif (Ed ke-3). Bandung: PT. Tarsito

Novita, C. S. (2017). An Anlysis of Students' Ability and Diffulties in Writing Descriptive Tetx (A Study at SMA Negeri Bunga Bangsa, Nagan Raya).

Banda Aceh: English Education Department Faculty of Tarbiyah and Teacher Training ArRaniry State Islamic University Darussalam .

Pappas, C. (2014, October 8). Instructional Design Models and Theories: The Discovery Learning Model. Retrieved 2018, from eLearning INDUSTRY: https://elearningindustry.com/discovery-learning-model

Patton, Michael Quinn. (1987). How to Use Qualitative Methods in Evaluation.Sage Publication.

Prasetya, T. A., & Harjanto, C. T. (2020). Improving learning activities and learning outcomes using the discovery learning method. VANOS Journal of Mechanical Engineering Education, 5(1).

Richards, J.C. and Renandya, W.A. (Ed.). (2002). Methodology in Language Teaching: An Anthology of Current Practice. Cambridge: Cambridge University Press.

Syah, M. (2004). PsikologiBelajar. Jakarta: RajawaliGrafindo.

Urunami, S., Bharati, D. A. L., & Faridi, A. (2017). Group Grid and Roundtable for Teaching Writing of Descriptive Text. ELT Forum: Journal of English Language Teaching, 6(2), 176–183. https://doi.org/10.15294/elt.v6i2.20699

Widodo, Handoyo Puji. (2008). Process-Based Academic Essay Writing Instruction in An Efl Context. Politeknik Negeri Jember: Jurnal Bahasa dan Seni, Tahun 36, Nomor 1, Pebruari. Pedoman Penulisan Jurnal Artikel Ilmiah. Jakarta:

Program   Pascasarjana   Universitas   Negeri   Jakarta

buku_saku_pedoman_penulisan_artikel

APPENDICES

Appendix 1: Observation Sheet for Teacher's

No	Teacher's intervention	Meeting l		Meeting ll	
		Yes	no	Yes	no
1.	BEING SUPPORTIVE a. Use warming up before start the lesson	**Yes**		**Yes**	
	b. Check attendance all of students in the class	**Yes**		**Yes**	
2.	ASSERTHING AUTHORITY a. Use ice breaking to make students focus in the lesson		**No**		**No**
	b. Doing something when students make mistake	**Yes**		**Yes**	
3.	GIVING INSTRUCTION a. The teacher use short sentence for explain the lesson	**Yes**		**Yes**	

	b. Speak a little more slowly and clearly	**Yes**		**Yes**	
	c. Pause after each instruction to allow undesrtanding processing time	**Yes**		**Yes**	
	d. Check student's understanding from the lesson	**Yes**		**Yes**	
	e. Give example about materials	**Yes**		**Yes**	
	f. The teacher walking away for explain the lesson make sure the class can hear)		**No**		**No**
4.	GIVING ENCOURAGEMENT, FEEDBACK AND PRAISE a. The teacher give praise after student finish working the lesson	**Yes**		**Yes**	

		Yes		Yes	
	b. Giving claphand for encouragement	**Yes**		**Yes**	
5.	OTHER INTERVENTION a. The teacher use song for matearial related from their textbook	**Yes**		**Yes**	
	b. Invite her students for join study tour about things around the school to improve their vocab and knowledge and than describe by using English	**Yes**		**Yes**	

Appendix 2: Attendence List

NO	NIS	Nama Siswa	Pertemuan														Sakit	Ijin	Alpha
			Tanggal																
1		Abdulah Azzam	L																
2		Abdur Rohman Al Farroos	L																
3		All Dwi Permana	L																
4		Alvian Fais Ardiyanto	L																
5		Asghar Rizqi Fadillah	L																
6		Daffa Muhammad Shidiq	L																
7		Fajri Hafiz Firdaus	L																
8		Daffa Muhammad Shidiq	L																
9		Fatta Jiwo Prakoso	L																
10		Ghanta Muhammad Gibran L	L																
11		Ghofar Adi Nugroho	L																
12		Humam Fadlan	L																
13		Ifo Purwi Rahasar	L																

14	Indra Ismail	L																				
15	Irkham Muhammad Thoyib	L																				
16	Lugnathan Felin Validan Majid	L																				
17	Muchammad Ichal Umbara	L																				
18	Muh Jiddan Al Hakim	L																				
19	Muhamad Farhan Nur Hidayat	L																				
20	Muhammad Asmara	L																				
21	Muhammad Chairul Uma	L																				
22	Muhammad Luthfiansyah Putra	L																				
23	Raditya Arva Putra Arezti	L																				
24	Rizal Lusia Arta Pratama	L																				
25	Syamel Basayef	L																				
26	Thoriq Al Walet	L																				
27	Wildan Firdaus Nuzula	L																				
28	Ziven Archie Nashrullah	L																				
29																						
30																						

Appendix 3: Field Note

Field Note 1

Place : Ruangan Tata Usaha

Time   : 08:00

P   : Peneliti

GBI   : Guru Bahasa Inggris

S   : Siswa

Pukul 08:00 WIB P dating ke sekolah untuk bertemu dengan kepala sekolah. Karena kepala sekolah menghadiri rapat, P dipertemukan dengan wakil kepala sekolah Ibu Ida selaku wakil kepala sekolah di SMK Muhammadiyah Kartasura. Kemudian P menyerahkan surat observasi yang sudah diminta dari pihak akademik kampus, P mengutarakan keperluan dating ke sekolah yaitu untuk meminta izin melakukan observasi yang akan dilakukan, yakni untuk metode diacovery learning dalam proses belajar mengajar pada menulis descriptive text kelas 10 pembelajaran Bahasa inggris. Ibu Ida memerintahkan untuk menunggu dan datang kembali 2 hari mendatang, untuk membuat perencanaan terkait dengan penelitian. P mengucapkan terimakasih atas kesedian pihak sekolah terhadap penelitian yang diajukan.

Field Note 2

Place : Ruangan Tata Usaha

Time : 08:00

P : Peneliti

GBI : Guru Bahasa Inggris

S : Siswa

pukul 08:00 P tiba disekolah untuk mengkonfirmasi pengajuan surat penelitian dengan Ibu Ida selaku wakil sekolah SMK Muhammadiyah Kartasura. Kemudian Ibu Ida memerintahkan P untuk bertemu dengan Bapak Wawan Budianto selaku GBI kelas 10 untuk membahas terkait penelitian yang akan P lakukan. Akan tetapi pada hari itu Bapak Wawan tidak sedang berada di lingkup sekolah, kemudian Ibu Ida memberikan nomer telephone dari Bapak Wawan agar P mudah untuk menghubungi beliau. P mengucapkan terimakasih atas kesediaan pihak sekolah karena telah mengizinkan melakukan observasi di sekolah SMK Muhammadiyah Kartasura.

Field Note 3

Place   : Ruangan Guru

Time   : 09:30

P   : Peneliti

GBI   : Guru Bahasa Inggris

S   : Siswa

Pukul 09:30 P tiba di sekolah untuk bertemnu dengan Bapak Wawan selaku GBI kelas 10. Kemudian P mengutarakan keperluan menemui Bapak Wawan dan meminta beliau untuk berkolaborasi dengan P untuk melakukan Obsevasi   metode discovery learning dalam proses belajar mengajar pada menulis descriptive text kelas 10 pembelajaran Bahasa inggris. GBI menanyakan obsevasi ingin dilakukan di semua kelas atau salan satu saja, P menjelaskan secara detail tujuan dari penelitian yang akan dilakukan yakni bagaimana prosedur discovery learning, permasalahan, dan pemecah masalah dari GBI dalam mengajar descriptive text. GBI menyetujui rencana penelitian tersebut. Setelah itu, P juga meminta izin untuk melakukan observasi pembelajaran Bhs.Inggris pada saat KBM berlangsung. GBI jadwal pelajaran Bhs.Inggris dan memberikan alternatif hari untuk melakukan observasi. P mengucapkan terima kasih atas kesediaan GBI untuk menjadi kolaborator dalam penelitian ini. P merencanakan untuk observasi awal minggu depan.

Field Note 4

Place   : Ruang Guru

Time   : 10:55

P   : Peneliti

GBI   : Guru Bahasa Inggris

S   : Siswa

P kembali datang ke sekolah pada untuk berkonsultasi mengenai RPP dan GBI memberikan konsep yang pembelajaran descriptive teks pada pertemuan pertama. GBI memberikan RPP, lalu GBI menanyakan P tentang kesiapan P dalam melakukan penelitian ini. GBI memberikan sedikit nasihat tentang kondisi pembelajaran kelas 10 OA mengenai kesulitan siswa dalam hal menulis. P kemudian melakukan observasi lanjut mengenai kondisi kelas 10 selama pembelajaran berlangsung. GBI menjawab satu persatu pertanyaan P dengan jelas, sehingga P dapat menarik kesimpulan bahwa sebagian besar siswa kelas 10 cenderung pasif dalam pembelajaran Bahasa Inggris. GBI menjelaskan pembelajaran menggunakan discovery learning selama penelitian berlangsung. P meminta izin untuk mengikuti pembelajaran Bahasa Inggris minggu depan sebagai observasi awal penelitian. GBI menyetujui dan mempersilahkan P untuk mengadakan observasi tersebut pada hari Kamis, january 2023 di kelas 10 OA. Setelah selesai membahas RPP pada siklus pertama, P kemudian berpamitan kepada GBI lalu mengucapkan terima kasih.

Field Note 5

Place : **Ruangan Kelas**

Time : **8:30**

P : **Peneliti**

GBI : **Guru Bahasa Inggris**

S : **Siswa**

P kembali datang ke sekolah dengan tujuan untuk melakukan observasi pembelajaran Bahasa Inggris kelas 10 OA pada pukul 08:30, P datang menemui GBI untuk membahas kegiatan yang akan dilakukan. GBI memeriksa observation sheet P. P meminta izin GBI untuk mengobservasi pembelajaran yang akan berlangsung dengan tujuan mengumpulkan data sebagai acuan penelitian ini. Ketika bel pergantian jam berbunyi, yakni sekitar pukul 08.45, P dan GBI menuju kelas 10 OA. sesampainya di kelas, sebagian besar siswa asyik berbicara dengan teman sebangku mereka masing-masing. GBI langsung masuk ke dalam kelas dan meminta P untuk duduk di bangku belakang. P mulai mengobservasi pembelajaran yang sedang belangsung dengan mengisi observation sheet. Ketika GBI datang, beberapa Ss berhenti berbicara sejenak dan sebagian dari mereka mencoba membenahi posisi duduk mereka. GBI menyapa siswa *"good morning, class,"* namun hanya beberapa dari mereka yang merespon sapaan GBI dengan berkata *"good morning, Mr"*. Kemudian GBI melanjutkan dengan mananyakan kondisi

para siswa *"How are you today, everybody?"* dan hanya beberapa diantara mereka yang mnejawab pertanyaan tersebut dengan menjawab secara bersemangat *"I'm fine, thank you, and you?"*. GBI membalas pertanyaan para siswa *"I'm very well too, thank you."* Setelah itu, GBI mengecek kehadiran siswa untuk memastikan bahwa setiap siswa datang dan mengikuti pembelajaran tersebut. Pada saat itu satu siswa tidak hadir. GBI memulai membuka materi yang telah direncanakan. Sebelumnya, GBI memberikan flashback tentang materi pada pertemuan terakhir. Materi tersebut berkenaan dengan descriptive text GBI bertanya *"what have we learnt last?"* Berdasarkan entak menjawab pengamatan P, sekitar 3 orang siswa yang duduk di barisan paling kanan menjawab pertanyaan GBI. Mereka serentak menjawab *"descriptive text Mr"*. Namun, sebagian besar siswa lupa dengan materi tersebut. Sehingga GBI harus mengulas sedikit materi yang telah dipelajari karena materi pada hari tersebut berkaitan erat dengan konsep dasar descriptive text. Setelah selesai mengulas materi pertemuan lalu, GBI menyuruh siswa untuk membuka LKS halaman 76. GBI meminta siswa untuk memperhatikan bacaan yang ada. Tak lama setelah itu, GBI memulai penjelasan baru dengan berkata *"Yesterday was the New Year's holiday, where did you go with your family to celebrate the New Year? Today, we are going to talk about your favorite place"*. Sebagian besar siswa masih diam, bahkan sebagian diantaranya sibuk berbincang dengan teman sebangkunya. GBI tetap meneruskan materi tersebut tanpa menyuruh para siswa untuk bersikap lebih cooperative terhada pembelajaran yang sedang berlangsung. GBI langsung mengarahkan siswa pada descriptive text yang berjudul "Candi Borobudur". GBI menunjuk siswa secara acak untuk membaca teks tersebut. Beliau

bahkan tidak memberikan contoh bagaimana cara mebaca teks tersebut dengan baik. Setelah beberapa siswa selesai membaca teks tersebut, GBI menuliskan di white board mengenai ciri-ciri dari descriptive text. Mayoritas siswa cenderung pasif dan tidak menghiraukan GBI selama beliau menjelaskan materi. Ketika penjelasan dari Descriptive text dirasa cukup, GBI meminta siswa untuk mengerjakan latihan yang ada secara berpasangan/ kelompok. Siswa dituntut untuk mampu menyelesaikan tugas dengan benar. Tugas tersebut berkenaan dengan membuat satu paragraf tentang benda serta melangkapi paragraph dengan kata *"Please create groups and make descriptive paragraphs of text about places, objects, freedom".* Beberapa siswa menemukan kesulitan untuk memahami tugas yang tengah diberikan karena mereka tidak memperhatikan GBI ketika menjelaskan. Ada satu siswa yang memberanikan diri untuk bertanya mengenai tugas yang dimaksud. GBI dengan sabar menjelaskan latihan pengayaan itu kepada siswa. Di sisi lain, ada seorang siswa yang menanyakan arti kata *"courage"* kepada GBI. Siswa mengerjakan tugas tersebut secara berpasangan, mereka cenderung ngobrol dengan teman sebangku atau bahkan asyik bercanda. Kondisi kelas pada saat itu tapi GBI masih bisa mengkondusifkan kelas. Beliau selalu mengingatkan Ss untuk lebih tenang ketika KBM berlangsung.Para siswa mengerjakan tugas yang di berikan selama 30 menit. GBI mengontrol hasil kerja mereka satu persatu. GBI menyuruh beberapa siswa untuk menuliskan jawaban mereka di papan tulis. Berdasarkan pengamatan GBI, sekitar 4 siswa menawarkan diri untuk menjawab secara sukarela, yakni maju tanpa ditunjuk terlebih dahulu. Selanjutnya, GBI memanggil secara urut para siswa yang sering gaduh ketika pelajaran sedang

berlangsung. Setelah semua soal telah selesai dibahas dan dijawab, GBI menanyakan apakah ada kesulitan mengenai materi yang telah disampaikan, namun tak ada satu murid pun ynag bertanya. Sebagai tugas di rumah, GBI meminta siswa untuk membuat descriptive text dan mempresentasikannya di pertemuan yang akan datang. Ketika bel berdering tanda pelajaran usai, GBI menutup KBM tanpa memberikan summary atas pelajaran yang telah diberikan.pelajaran yang telah diberikan.

Field Note 6

Place : Ruang Kelas

Time : 08:55

P   : Peneliti

GBI   : Guru Bahasa Inggris

S   : Siswa

P kembali datang ke SMK Muhammadiyah Kartasura pukul 08:00 p menemui GBI di ruang guru. Ketika bel berbunyi, P, GBI langsung menuju ke ruang kelas 10 OA Sesampainya disana, GBI menyapa Ss *"good morning, everyone"*, mereka menjawab "good morning, mr". GBI melanjutkan *"How'do you feel today? "*sebagian besar dari Ss menjawab *"I'm sleepy mr"* or *"I'm fine, and you?"* GBI merespons *"I'm very well too, thank you,"well, who is absent today?"* Ss menjawab *"no one mr."*. GBI langsung memulai pelajaran pada hari itu. GbI menanyakan

tentang tugas Ss kemarin, sebelum itu GBI memberi stimulasi terlebih dahulu lalu GBI meminta Ss untuk mengumpulkan tugas writing mereka di depan kelas.setelah itu, GBI bertanya *"what is descriptive text?"*beberapa Ss menjawab

"teks semacam yang menjelaskan tempat, orang, benda mr" atau *"teks berdasarkan pengalaman yang dialami dari melihat tempat, atau lainnya".* p melanjutkan "can *you mention the parts or generic structure of the descriptive text?"* hanya beberapa dari Ss yang mampu menjawab secara benar. P kemudian mengulas sedikit dari descriptive text tersebut.GBI kemudian membagi Ss kedalam 5 group yang berbeda dari yang sebelumnya. Dalam pembagian group, GBI mengacak Ss yang lemah dan Ss yang lebih pintar agar tiap group memiliki posisi yang seimbang. GbI kemudian membuka dengan meyuruh Ss describing people, thing, and place dimana tiap di buku tersebut berisikan pictures. Ss harus mencari deskripsi yang sesuai dengan gambar yang dimaksud. GBI memberikan contoh-contoh lain dari descriptive texs, sehingga Ss mengetahui contoh lain dari teks ini. GBI selalu memotivasi siswa, kemudian memberi pertanyaan–pertanyaan untuk Ss. Tiap group harus mendiskusikan kemungkinan dari paragraf yang mereka kerjakan, masing-masing group boleh memiliki pandangan yang berbeda. Setelah Ss siap, GBI meminta siswa menyimpulkan dan menyampaikan hasil mereka dengan presentasi di tempat. Mereka secara antusias mengangkat tangan. Ada 6 sukarelawan yang tanpa ditunjuk oleh GBI, berani mengungkapkan pendapat mereka menggunakan bahasa inggris bercampur bahasa indonesia. GBI pun mengakhiri sesi ini 15 menit kemudian.GBI melanjutkan materi hari itu dengan menunjukkan Ss teks yang berjudul "family (father, mother or student's sibling)"

Setelah membaca teks tersebut, GBI meminta Ss untuk mencari arti dari beberapa vocabulary. GBI pun melanjutkan dengan mencari informasi spesifik dari teks tersebut. Ss diminta mencari ide pokok tiap paragraf. Hal ini bertujuan untuk menambah pengertian Ss terhadap konteks descriptive text. Berdasarkan pengamatan GBI dan P, Ss mampu bekerjasama lebih baik selama pelaksanaan siklus 2 ini. Ketika Ss menyelesaikan tugas tersebut, GBI bertanya apakah ada kesulitan, Ss menjawab tidak ada. GBI menyimpulkan point–point penting yang mencul dalam kegiatan pembelajaran.Bel tanda pelajaran selesai pun berbunyi, GBI meminta Ss untuk kembali ke tempat duduk mereka masing-masing, lalu GBI menutup KBM pada hari itu. P, GBI bersama-sama neninggalkan kelas.

Field Note 7

Place : Ruang Guru

Time : 09:00

P   : Peneliti

GBI   : Guru Bahasa Inggris

S   : Siswa

P mendata dan mengumpulkan instrument yang P butuhkan, yakni berupa RPP dan wawancara dengan GBI. P berencana melakukan wawancarapada saat itu bersama GBI untuk mengevaluasi procedure, dan permasalahan, pemecahan masalah GBI dalam penggunaan discovery learning. P datang ke sekolah pada Mei

2023, pada pukul 09.00. P menemui GBI di ruang guru. GBI memberikan ucapan

selamat dan mendoakan hal terbaik untuk P. Di Ruang guru GBI dan P melakukan

wawancara selama hampir 1 jam, GBI mengatakan untuk RPP akan dikirimkan

secara online, selesai wawancara P mengucapkan banyak terima kasih atas segala

bantuan yang GBI berikan setelah itu, p pun berpamitan untuk pulang. Pada saat itu

P sudah berniat berpamitan kepada GBI dan dengan semua guru yang ada. P

mengucapkan terimakasih atas support dan bantuan dari masing–masing pihak.

Setelah selesai, P menemui Wakil kepala sekolah, yakni Ibu Ida kemudian P

mengucapkan terimakasih atas kesempatan yang telah diberikan. Setelah itu, P

meminta izin untuk meninggalkan ruangan.

Appendix 4: Observation of Data

Procedure	Implementation of discovery learning in the class	Learning activity
Stimulation	The teacher repeats previous learning material, the teacher asks questions about the material *"Yesterday was the New Year's holiday, where did you go with your family to celebrate the New Year? Today, we are going to talk about your favorite place"*.	Students are given motivation or stimulation to focus attention on material topics by: Seeing, Observing, Reading, Writing Listening, Listening to the material Social function - Developing positive life values and character: Students are asked to listen and pay attention to text describing people orally. Students are given a worksheet to do based on the text they hear, namely matching pictures of people with their descriptions.
Problem statement	The teacher gives a story containing descriptive text about the location of the	The teacher gives students the opportunity to identify as many questions as possible related to the images presented and will be

	Borobudur temple. *GBI continues to continue the material without asking students to be more cooperative with the ongoing learning. GBI immediately directs students to the descriptive text entitled "Borobudur Temple". GBI randomly assigns students to read the text*	answered through learning activities regarding the material. Social function - Developing positive life values and character Students explain a person's physical characteristics. Students are given an explanation about the structure of texts describing people by the teacher
Data collection	Students read the text and identify paragraphs	Students collect relevant information to answer questions that have been identified through activities: Observing objects/events, Reading sources other than textbooks, carrying out interesting activities, Interviewing/question and answer with sources about the material Social function - Developing positive life values and character

		Students are shown pictures of people. Students build texts orally guided by the teacher
Data processing	Students discuss among groups in identifying melanjutkan "can *you mention the parts or generic structure of the descriptive text?"*	Students in their groups discuss processing data from observations by discussing, processing information, working on questions about data from material Social function - Developing positive life values and character
Verification	Students check the answers from the results of the discussion.	Students discuss the results of their observations and verify the results of their observations with data or theories in the source book through material information processing activities. Social function - Developing positive life values and character
Generalizatio n	Students read the answers and explain	Students discuss to conclude Present the results of the discussion, Present the results of

		the discussion, Express opinions, Ask questions regarding the presentation of the material Social function - Develop positive life values and character

Appendix 5: Transcrip of Interview

Date   : Monday May 21th, 2023

Informant   : Mr. Wawan Budianto S. Pd

Time   : 08.00

Place   : Teacher Office

P   : Peneliti

G   : Guru

P   : "Pertama-tama saya ucapkan terima kasih kepada Bapak Wawan Budianto, karena telah memberikan saya waktu untuk melakukan wawancara ini, senang bertemu dengan bapak."

G   : "Iya, perkenalkan diri saya Pak Wawan Budianto, saya guru bahasa Inggris di SMK Muhammadiyah Kartasura"

P   : "Bagaimana menurut anda setelah melihat pelajaran Descriptive Text menggunakan Metode Discovery Learning?"

G   : "Saya melihat siswa termotivasi dan terlihat lebih antusias

dalam pembelajaran menulis terutama ketika anak memberikan respon bagaimana mereka mengetahui lokasi candi Borobudur, dan tempat wisata yang mereka kunjungi menjelaskan itu. menggambarkan apa yang ada di sekitar mereka, dan dapat menggambarkan apa yang mereka sukai"

P   : "Bagaimana kondisi siswa anda pada pembelajaran Deskriptif?

113

teks menggunakan metode pembelajaran penemuan?"

G : "Saya merasa senang melihat perkembangan kemampuan siswa secara tertulis, menanggapi, dan berdiskusi"

P : "Apakah anda merasa termotivasi menggunakan metode ini untuk pembelajaran teks deskriptif di kelas?"

G : "Tentu saja saya merasa termotivasi untuk menggunakan media ini dalam pengajaran teks deskriptif, karena aktivitasnya sangat baik. Membimbing siswa dalam menentukan ide sebelum memulai menulis kalimat yang berhubungan dengan gambar, fenomena dan tentunya. Siswa menjadi lebih kreatif dalam mengembangkan ide-ide yang ada dalam pikirannya. Saya menggunakan pembelajaran penemuan agar siswa dapat mengembangkan idenya dan berkreasi dalam belajar, sehingga rasa ingin tahu siswa terhadap bahasa Inggris meningkatkan semangat siswa".

P : "Bagaimana kemampuan siswa anda dalam memahami teks deskriptif ketika menerapkan metode ini sebagai metode pengajaran teks deskriptif?"

G : "Kemampuan siswa dalam keterampilan menulis menjadi lebih baik. Awalnya mereka terhambat dalam menentukan ide tentang apa yang harus dilakukan mereka menulis, dengan bahan/gambar yang mereka ketahui siswa menjadi lebih banyak mudah menentukan idenya".

P : "Menurut anda bagaimana kegiatan belajar mengajarnya?

G : "yang dilakukan dalam pembelajaran teks deskriptif dengan menggunakan pembelajaran penemuan dan membantu siswa menggunakan kamus agar lebih mudah. Kegiatan belajar mengajar dengan menggunakan kamus yang lebih banyak

juga menjadikannya produktif karena siswa dapat dengan mudah atau terbantu dalam pembuatannya paragraf agar hasil tulisan yang dihasilkan lebih banyak dan bervariasi"

P : "Hambatan apa yang anda lihat ketika siswa belajar dan anda sendiri yang mengajar teks deskriptif menggunakan metode ini?"

G : "Kendala yang terlihat adalah ketika siswa harus mengungkapkan ide, siswa kekurangan kosakata dan tidak tertarik mempelajari bahasa Inggris, ejaan dan tata bahasa. Kalau saya sendiri pernah mengalami kendala dalam penggunaan Discovery, itu juga tergantung konsentrasi kelas, penyampaian materi kalau siswa tidak konsentrasi akan sulit. Dan karena harus mengganti materi yang berbeda untuk memperbaikinya, guru mengalami kesulitan dalam mengajarkan materi tersebut. mereka berisik, maka siswa beranggapan bahwa bahasa Inggris itu sulit."

P : "Apa penyebab masalahnya?"

G : "Siswa kurang termotivasi. Mereka menganggap bahasa Inggris tidak penting karena mereka merasa sulit"

P : "Menurut Anda bagaimana cara mengatasi kendala tersebut?"

G : "Dengan menggunakan metode yang tepat, penyelesaian masalah saya adalah dengan terus memotivasi siswa dalam belajar dan membantu membimbing mereka dalam pekerjaan profesional saya. Memberikan motivasi kepada siswa agar lebih semangat untuk aktif dalam belajar, memberikan contoh deskriptif yang mudah bagi mereka, pada umumnya kita mencari contoh yang dekat dengan mereka, keluarga atau temannya sendiri, seperti itu, selain itu anda bisa menggunakan kamus"

P : "Menurut anda, bagaimana partisipasi siswa ketika pembelajaran teks deskriptif dengan metode ini berlangsung?"

G : "Partisipasi siswa cukup baik dalam proses pembelajaran di kelas. Sebagian besar siswa cukup antusias dan santai dalam berkembang paragraf mereka. Jadi partisipasi siswa cukup baik dan terkendali dalam diskusi"

P : "Baik pak, terima kasih atas waktunya"

G : "Iya, sama-sama mba"

INTERVIEW WITH STUDENT 1

Date : Monday, October30th

2023

Informant :Humam Fadlan

Time : 12.00 WIB

Place : X OA Classroom

Researcher :	"Hallo dik, Perkenalkan saya Sella. Maaf ya mengganggu waktunya sebentar, Ini dengan adik siapa *ya*?"
Student :	"*O iya* kak, Saya Humam, kak!"
Researcher :	"Oke, *dik* Humam adalaha salah satu *member* kelas X OA *kan*? Menurut *dik* Maya pelajaran bahasa Inggris itu bagaimana?
Student :	"Gimana *ya* kak, sebenarnya cukup menarik, karena menambah ilmu bahasa Asing, tetapi saya tidak terlalu bisa"
Researcher :	"Jadi dik Humam merasa kesulitan dalam mengikuti Pelajaran bahasa Inggris juga?"
Student :	"Iya kak, karena saya juga tidak menguasai kosa kata, apalagi cara baca dan pengucapannya berbeda"
Researcher :	"Oke, kalau Descriptive text dik Humam tahu?"
Student :	"Tau, kak! Bentuk teks yang biasanya untuk mendeskripsikan sesuatu"

Researcher :	"Ya, Betul sekali, Apakah dik Humam merasa kesulitan untuk membuat descriptive text?"
Student :	"Iya, kak! Ya kalau bahasa Indonesia saya bisa tapi kalau bahasa Inggris saya merasa kesulitan, harus minta bantuan Pak Wawan untuk mengertikan setiap kata"
Researcher :	"Apakah dik Humam juga kesulitan dalam rumus dalam penulisan bahasa Inggris?"
Student :	"Iya kak, sangat kesulitan"
Researcher :	"Lalu Bagaimana dik Humam mengatasinya?"
Students :	"Saya minta bantuan Pak Wawan, kadang tanya temen juga kak"
Researcher :	"Oke dik, terimakasih ya"
Students :	"Iya Kak".

INTERVIEW WITH STUDENTS 2

Date   : Monday, October

30th, 2023

Informant   : Abdullah Azzam

Time   : 12.00 WIB

Place   : X OA Classroom

Researcher :	"Halo dek, maaf mengganggu sebentar ya!"
Student :	"Iya mbak"
Researcher :	"Saya mau interview adek, tapi kenalan dulu, namanya siapa?"
Student :	"Nama saya Azzam mbak"
Researcher :	"Oke dek Azzam, saya mau bertanya tentang pelajaran Bahasa inggris di kelas"
Student :	"Iya, mbak"
Researcher :	"Menurut dek Azzam bagaimana pelajaran bahasa Inggris itu?"
Student :	"Menurut saya pelajaran bahasa Inggris itu sulit, mbak"
Researcher :	"Apa yang membuat bahasa Inggris itu sulit?"
Student :	"Susah mengartikan, mbak! Saya juga *nggak* tahu kosa kata, cara bacanya juga berbeda dengan tulisannya, berbeda dengan

	bahasa Indonesia, hehehe"
Researcher :	"kalau itu jelas beda dek, lalu kalau Descriptive text tahu, *kan*?
Student :	"Tahu, *kak!* Descriptive text itu text yang mendeskripsikan tentang suatu obyek"
Researcher :	"Apakah kamu juga merasa kesulitan dalam membuat Descriptive text?"
Student :	"Ya jelas mbak, biasanya saya mengerjakan dalam bentuk bahasa Indonesia dulu, kemudian saya ubah kedalam bahasa Inggris, tapi bahasa Inggris itu susah soalnya kata-katanya kadang dibolak-balik,hehehe"
Researcher :	"Lalu bagaimana caranya kamu mengatasi kesulitan?"
Student :	"Bu Wawan mengasih kesempatan kepada siapa yang mau bertanya jadi saya bertanya ke Pak guru saja dan buka kamus mba. Kadang kalau tanya ketemen-temen juga banyak yang tidak tahu, mbak"
Researcher :	"Oke dek. Makasih ya!"
Student :	"Iya, mbak"

Appendix 6: Action of research

MODUL AJAR BAHASA INGGRIS SMK MUHAMMADIYAH KARTASURA	MODULE 4 WHAT'S AMANDA LOOK LIKE?

IDENTITAS

MATA PELAJARAN : BAHASA INGGRIS PENYUSUN : WAWAN BUDIANTO, S.Pd., Gr.

SEKOLAH : SMK MUHAMMADIYAH KARTASURA

TAHUN PENYUSUNAN : 2022

JENJANG / KELAS : SMK / X

ALOKASI WAKTU : 45 MENIT X 16 JP X 8PERTEMUAN

FASE CP : E

ELEMEN CP : 1. MENYIMAK (LISTENING)

2. MEMBACA-MEMIRSA (READING-VIEWING)
3. BERBICARA-MEMPRESENTASIKAN (SPEAKING-PRESENTING)
4. MENULIS (WRITING)

KOMPETENSI AWAL

- Siswa telah memahami tentang bagaimana menyusun sebuah frase dan kalimat.
- Siswa telah memahami cara menyebutkan orang, benda dan tempat.

PROFIL PELAJAR PANCASILA

Beriman, Bertaqwa kepada Tuhan Yang Maha Esa dan Berakhlak Mulia

- Berkebhinekaan Global

- Gotong Royong
- Mandiri
- Bernalar Kritis
- Kreatif

MODEL PEMBELAJARAN

Menggunakan Discovery Learning

Model Pembelajaran:

- Tatap Muka
- PJJ Daring
- PJJ Luring

SARANA DAN PRASARANA

Pembelajaran menggunakan media/Alat:Laptop/komputer, LCD, Video, Audio, HP, Jaringan Internet, Speaker

ASESMEN

Individu & Kelompok

Jenis: Unjuk Kerja & Tertulis

TARGET PESERTA DIDIK

Peserta didik reguler/tipikal/umum

ISI MODUL

MATERI YANG AKAN DIPELAJARI

TEKS DESKRIPSI TENTANG ORANG, BENDA, DAN TEMPAT (DESCRIPTIVE TEXT ABOUT PEOPLE, THING, AND PLACE)

Descriptive text, diambil dari kata *describe*. Pengertian *describe* dikutip dari *Macmillan Dictionary is to give details about what someone or something is like. Describe* artinya memberikan detail tentang seperti apa seseorang atau sesuatu itu. Maka, descriptive text artinya salah satu jenis teks Bahasa Inggris yang di dalamnya memuat deskripsi atau gambaran detail tentang suatu obyek.

Biasanya obyek yang dijelaskan bisa berupa benda mati, tempat, maupun manusia dan makhluk hidup lainnya.

Tujuan atau fungsi sosial dari *descriptive text* adalah *to describe a person, place or thing in such a way that a picture is formed in the reader's mind*. Teks jenis ini digunakan untuk mendeskripsikan orang, tempat atau benda sedemikian rupa sehingga gambaran terbentuk di benak pembaca.

Unsur keabahasaan descriptive text:

1. Simple present

   Ketika mendeskripsikan suatu hal, biasanya kalimatnya tidak terikat dengan referensi waktu. Maka, tenses yang digunakan adalah *Simple Present Tense,* yaitu tenses yang menggunakan kata kerja bentuk pertama (V1).

2. Nouns dan noun phrases

   Ketika mendeskripsikan suatu hal, umumnya akan ada *noun* (kata benda) dan *noun phrase* (frase kata benda). Kata benda umumnya terdiri satu kata, sedangkan *noun phrase* merupakan kata benda beserta *modifier*nya.

3. Adjectives

   Untuk menjelaskan atau mendeskripsikan obyek, kita bisa menggunakan *adjectives* atau kata sifat. Kata sifat ini bisa juga dijadikan *modifier* dalam *noun phrase*.

4. Relating verbs (copula)

Merupakankata yang diposisikan untuk menjadi kata kerja dan berfungsi menghubungkan antara subjek dan penjelasan mengenai subjek tersebut. Contoh *relating verb* yang biasa digunakan ialah *is, are, have, has, seem, appear, mean, become* dan lain-lain.

5. Action verbs

   Action verbs merupakan verb yang menunjukkan tindakan. Biasanya verb jenis ini digunakan ketika mendeskripsikan benda hidup. Contoh action verbs adalah *run, walk, see, listen, eat*, dan lain-lain.

6. Adverbials

   Adverbial merupakan kata atau frase yang menerangkan verb. Biasanya *adverbial* digunakan ketika obyek yang dideskripsikan adalah benda hidup.

TUJUAN PEMBELAJARAN

1. Diperdengarkan descriptive text lisan, peserta didik mampu memasangkan gambardan deskripsinya secara mandiri.
2. Peserta didik mampu menyusun descriptive text lisan dengan bahasa sendirisesuai dengan karakteristik jurusannya.
3. Peserta didik mampu mempresentasikan descriptive text lisan di hadapan kelasdengan penuh tanggungjawab
4. Disediakan descriptive text tulis, peserta didik mampu menganalisis struktur teksdan unsur kebahasaan secara mandiri
5. Peserta didik mampu membuat descriptive text tulis dengan bahasa sendiri sesuaidengan karakteristik jurusannya.

PEMAHAMAN BERMAKNA

Setelah mempelajari modul ini, peserta didik mengetahui:
1. Penggunaan jenis teks dsekripsi dalam kehidupan sehari-hari, terutama yang berhubungan dengan profesi di jurusannya.
2. Dalam pekerjaan, teks deskripsi bermanfaat.
3. Teks deskripsi digunakan untuk menjelaskan ciri-ciri fisik orang, benda dan tempat.

PERTANYAAN PEMANTIK

1. Can you imagine someone you are missing?

2. If yes, can you describe her/him physically?

3. Have ever bought something for your school need?

4. If yes, can you describe it?

5. Have you ever gone to somewhere?

6. If yes, can you describe the place?

LEARNING ACTIVITY

Kegiatan Awal (10 Menit)	1. Menyiapkan peserta didik untuk mengikuti proses pembelajaranseperti berdoa, absensi, menyiapkan buku pelajaran;
	2. Memberikan pertanyaan pemantik berdasarkan gambar:
	
	   - Can you imagine someone you are missing?
	   - If yes, can you describe her/him physically?
	3. Menjelaskan tujuan pembelajaran atau kompetensi dasar yangakan dicapai;
	4. Menyampaikan cakupan materi dan penjelasan uraian kegiatan pembelajaran.
	5. Menjelaskan asesmen yang akan didapatkan peserta didik.

Kegiatan Inti (70 Menit)	1. Stimulation
	Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topik materi dengan cara : Melihat, Mengamati, Membaca, Menulis Mendengar, Menyimak materi Fungsi sosial - Mengembangkan nilai-nilai kehidupan dan karakter yang positif
	   - Peserta didik diminta untuk mendengarkan dan menyimakteks deskripsi orang secara lisan.
	   - Peserta didik diberikan lembar kerja untuk dikerjakan berdasarkan teks yang didengar yaitu memasangkangambar orang dengan deskripsinya.
	2. Problem statement
	Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan gambar yang disajikan dan akan dijawab melalui kegiatan belajar mengenai materi Fungsi sosial - Mengembangkan nilai-nilai kehidupan dan karakter yang positif
	   - Peserta didik menjelaskan ciri-ciri fisik seseorang.
	   - Peserta didik diberi penjelasan tentang struktur teks mendeskripsikan orang oleh guru.
	3. Data collection

Peserta didik mengumpulkan informasi yang relevan untuk menjawab pertanyan yang telah diidentifikasi melalui kegiatan: Mengamati obyek/kejadian, Membaca sumber lain selain buku teks, melakukan aktivitas menarik, Wawancara/ tanya jawab dengan nara sumber tentang materi Fungsi sosial - Mengembangkan nilai-nilai kehidupan dan karakter yang positif

- Peserta didik diperlihatkan gambar orang.
- Peserta didik membangun teks secara lisan dipandu olehguru

4. Data processing

COLLABORATION (KERJASAMA)

Peserta didik dalam kelompoknya berdiskusi mengolah data hasil pengamatan dengan cara : Berdiskusi, Mengolah informasi, mengerjakan soal tentang data dari Materi Fungsi sosial - Mengembangkan nilai-nilai kehidupan dan karakter yang positif

5. Verification

CRITICAL THINKING (BERPIKIR KRITIK)

Peserta didik mendiskusikan hasil pengamatannya dan memverifikasi hasil pengamatannya dengan data-data atau teori pada buku sumber melalui kegiatan Pengolahan informasi materi Fungsi sosial - Mengembangkan nilai-nilai kehidupan dan karakter yang positif

6. Generalization

COMMUNICATION (BERKOMUNIKASI)

Peserta didik berdiskusi untuk menyimpulkan Menyampaikan hasil diskusi, Mempresentasikan hasil diskusi, Mengemukakan pendapat, Bertanya atas presentasi tentang materi Fungsi sosial - Mengembangkan nilai-nilai kehidupan dan karakter yang positif

---

Kegiatan Penutup (10 Menit)	1. CREATIVITY (KREATIVITAS) Menyimpulkan tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan berupa : Laporan hasil pengamatan secara tertuli, Menjawab pertanyaan, Bertanya tentang hal yang belum dipahami, Menyelesaikan uji kompetensi untuk materi Fungsi sosial - Mengembangkan nilai-nilai kehidupan dan karakter yang positif Mengembangkan nilai-nilai kehidupan dan karakter yang positif, memberikan umpan balik terhadap proses pembelajaran: *Well,class, you have done a very good job today.*

Most of you are

128

	active. I hope next time, all of you involve in the interaction. How do you feel during the lesson? Is there anyone want to say something? 2. Menyimpulkan apa yang dipelajari hari ini. 3. Menyampaikan agenda pertemuan berikutnya

2nd MEETING

LEARNING ACTIVITY

Kegiatan Awal (10 Menit)	1. Menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdoa, absensi, menyiapkan buku pelajaran; 2. Memberikan pertanyaan pemantik berdasarkan gambar: - Have ever bought something for your school need? - If yes, can you describe it? 3. Mengingatkan pekerjaan pekan lalu membuat teks secara terbimbing.
Kegiatan Inti (70 Menit)	4. Join Construction of the Text (JCoT) - Peserta didik dikelompokkan berisi 4 orang. - Peserta didik diperlihatkan gambar benda-benda di laboratorium komputer dan bengkel motor. - Peserta didik membangun teks secara lisan dipandu olehguru. 5. Independent Construction of the Text (ICoT) - Peserta didik secara berkelompok 4 orang. - Peserta didik diperlihatkan gambar benda-benda di laboratorium komputer dan bengkel motor. - Peserta didik secara mandiri membangun teks secara lisan. - Peserta didik mempresentasikan hasil teks nya di depankelas.

Kegiatan Penutup	1. Memberikan umpan balik terhadap proses pembelajaran: *Well,*

(10 Menit)	*class, you have done a very good job today. Most of you are active. I hope next time, all of you involve in the interaction. Howdo you feel during the lesson? Is there anyone want to say something?* 2. Menyimpulkan apa yang dipelajari hari ini. 3. Menyampaikan agenda pertemuan berikutnya

3rd MEETING

LEARNING ACTIVITY

Kegiatan Awal (10 Menit)	- Menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdoa, absensi, menyiapkan buku pelajaran; - Memberikan pertanyaan pemantik berdasarkan gambar: - Have you ever gone to somewhere? - If yes, can you describe the place?

Kegiatan Inti (70 Menit)	1. Building Konwledge of the Field (BKoF) 　- Peserta didik diperlihatkan teks tentang sebuah tempat kerja. 　- Peserta didik menuliskan noun phrase/frase kata bendadalam teks tentang sebuah tempat kerja. 2. Modelling of the Text (MoT) 　- Peserta didik menerima penjelasan struktur teks deskriptif tentang tempat. 　- Peserta didik mengelompokkan teks ke dalam bberapa karakteristik teks deskripsi . 3. Join Construction of the Text (JCoT) 　- Peserta didik dikelompokkan berisi 4 orang

1. Building Konwledge of the Field (BKoF)

	- Peserta didik merespon pertanyaan yang mengikuti text dengan bimbingan guru. - Peserta didik mencoba menyusun teks dipandu guru.
Kegiatan Penutup (10 Menit)	1. Memberikan umpan balik terhadap proses pembelajaran: *Well, class, you have done a very good job today. Most of you are active. I hope next time, all of you involve in the interaction. Howdo you feel during the lesson? Is there anyone want to say something?* 2. Menyimpulkan apa yang dipelajari hari ini. 3. Menyampaikan agenda pertemuan berikutnya

4th MEETING

LEARNING ACTIVITY

Kegiatan Awal (10 Menit)	1. Menyiapkan peserta didik untuk mengikuti proses pembelajaranseperti berdoa, absensi, menyiapkan buku pelajaran; 2. Memberikan pertanyaan pemantik: - *Have you ever service a car/motorcycle by yourself?* - *Can you mention some parts of your vehicle?* 3. Mengingatkan pekerjaan pekan lalu membuat teks secara terbimbing.

133

Kegiatan Inti (70 Menit)	1. Join Construction of the Text (JCoT)
	   - Peserta didik dikelompokkan berisi 4 orang.
	   - Peserta didik diperlihatkan gambar benda dan orang.
	   - Peserta didik membangun teks secara tulis dipandu olehguru
	2. Independent Construction of the Text (ICoT)
	   - Peserta didik secara berkelompok 4 orang.

	- Peserta didik diperlihatkan gambar benda dan orang - Peserta didik secara mandiri membangun teks secara tertulis. - Peserta didik membacakan hasil teks nya di depan kelas.
Kegiatan Penutup (10 Menit)	1. Memberikan umpan balik terhadap proses pembelajaran: *Well, class, you have done a very good job today. Most of you are active. I hope next time, all of you involve in the interaction. Howdo you feel during the lesson? Is there anyone want to say something?* 2. Menyimpulkan apa yang dipelajari hari ini. 3. Menyampaikan agenda pertemuan berikutnya

ASESMEN

Rancangan Asesmen Diagnostik

A. Diagnostik Non-Kognitif

Waktu dilakukan   : Awal pembelajaran (di luar jam pembelajaran)
Waktu pengerjaan   : 10 menit
Persiapan   : Menyiapkan media misalnya kertas/formulir daring Pelaksanaan
                   : Arahkan siswa langsung menjawab, beri waktu yang cukup
Tindak lanjut   : Jika terdapat masalah, ajak siswa berdiskusi

Informasi yang ingin digali	Pertanyaan kunci
Kebiasaan yang mendukung materi	1. Apakah kamu pernah menyukai seseorang/benda/tempat? 2. Apa yang membuatmu menyukai orang/benda/tempat tersebut?
Pengenalan jenis teks	1. Pernahkah kamu menemukan tulisan yang berisi sebuah gambaran/deslkripsi tentang seseorang/benda/tempat?

B. Diagnostik Kognitif

Waktu dilakukan   : Awal pembelajaran (di luar jam pembelajaran)
Waktu pengerjaan   : 10 menit
Persiapan   : Menyiapkan media misalnya kertas/formulir daring Pelaksanaan
                     : Arahkan siswa langsung menjawab, beri waktu yang cukup
Tindak lanjut   : melakukan pengolahan pada hasil asesmen
Materi yang diujikan : Descriptive Text about People, Things, and Place

Pertanyaan	Jawaban	Skor (Kategori)	Rencana Tindak Lanjut
Which is the best	Mr. Stinson has	Paham	Pembelajaran dapat

	oval face.	utuh	dilanjutkan ke pokok bahasan
sentence can describe people, things or place ?	The computer is bad.	Paham sebagian	Memberikan pembelajaran remedial
	Belituing is not my hometown.	Tidak paham	Memberikan pembelajaran remedial
Which is the best noun phrase can describe people, things or place ?	A very humble man.	Paham utuh	Pembelajaran dapat dilanjutkan ke pokok bahasan
	A ricefield.	Paham sebagian	Memberikan pembelajaran remedial
	An good building	Tidak paham	Memberikan pembelajaran remedial

Rancangan Asesmen Formatif

Waktu dilakukan   : Setiap pertemuan
Persiapan   : Menyiapkan LKPD
Pelaksanaan   : Arahkan siswa langsung menjawab, beri waktu yang cukup
Tindak lanjut   : melakukan pengolahan pada hasil asesmen

Tujuan Pembelajaran	Waktu Pelaksanaan	Jenis Asesmen
1. Diperdengarkan descriptive text lisan, pesertadidik mampu memasangkan gambar dan deskripsinya secara mandiri.	Pertemuan 1	Tertulis
2. Peserta didik mampu menyusun descriptive textlisan dengan bahasa sendiri sesuai dengan karakteristik jurusannya.	Pertemuan 1	Unjuk Kerja
3. Peserta didik mampu mempresentasikan descriptive text lisan di hadapan kelas denganpenuh tanggungjawab	Pertemuan 2	Unjuk Kerja
4. Disediakan descriptive text tulis, peserta didik mampu menganalisis struktur teks dan unsur kebahasaan secara mandiri	Pertemuan 3	Tertulis
5.Peserta didik mampu membuat descriptive text tulisdengan bahasa sendiri sesuai dengan karakteristik jurusannya.	Pertemuan 4	Tertulis

Rancangan Asesmen Sumatif

Waktu dilakukan   : Akhir pertemuan ke-4
Persiapan   : Menyiapkan daftar soal

Pelaksanaan   : Arahkan siswa langsung menjawab, beri waktu yang cukup
Tindak lanjut   : melakukan pengolahan pada hasil asesmen

Tujuan Pembelajaran	Jumlah Soal	Ket.
1. Diperdengarkan descriptive text lisan, pesertadidik mampu memasangkan gambar dan deskripsinya secara mandiri.	2	Soal Listening
2. Peserta didik mampu menyusun descriptive textlisan dengan bahasa sendiri sesuai dengan karakteristik jurusannya.	1	Soal Listening
3. Peserta didik mampu mempresentasikan descriptive text lisan di hadapan kelas denganpenuh tanggungjawab	1	Soal Listening
4. Disediakan descriptive text tulis, peserta didik mampu menganalisis struktur teks dan unsur kebahasaan secara mandiri	4	Soal Reading
5.Peserta didik mampu membuat descriptive text tulisdengan bahasa sendiri sesuai dengan karakteristik jurusannya.	2	Soal Reading

PENGAYAAN & REMEDIAL

Pengayaan

Pengayaan diberikan kepada siswa yang telah melampaui Kriteria Ketercapaian Tujuan Pembelajaran (KKTP) berupa penambahan bacaan ataupun video dari jenis teks serupa untuk memperkaya pengetahuan.

Remedial

Remedial diberikan kepada siswa yang belum melampaui Kriteria Ketercapaian Tujuan Pembelajaran (KKTP) berupa pembelajaran ulang dan/atau asesmen ulang.

LEMBAR KERJA PESERTA DIDIK

1st MEETING

STUDENTS' WORKSHEET

CHAPTER 4.1. DESCRIBING PEOPLE

Task 1. Listen to the video you will hear.

https://youtu.be/dgqFsUAuP24

Task 2. Match the pictures with the description.

Laura is a woman who works as a computer programmer. Laura has long, curly, blond hair and blue eyes. She is a friendly woman and has many friends. She likes to talk to her neighbours, too when she has a spare time. Now, you can describe some friends and neighbours of Laura.

1. Thania is wearing a T-shirt, a red skirt and red shoes.
2. Mrs. Alya is pretty, tall and rather plump. She also wears glasses.
3. Valdo is handsome muscular. He is wearing a gym suit.
4. Niizza is passionate about music.
5. Nabila is beautiful. She has long wavy red hair and blue eyes.

a   b   c   d   e

Task 3. Pay attentention to the following points.

Generic Structure of Descriptive Text
1. **Identification**

Bagian ini, terletak pada paragraf pertama, tujuannya untuk mengidentifikasi suatu objek yang ingin dideskripsikan. Identification berfungsi untuk memperkenalkan kepada pembaca tentang objek yang akan kita jelaskan, sebelum kita memberitahu tentang lebih rinci mengenai objek tersebut pada paragraf selanjutnya.

2. **Description**

Bagian ini, terletak pada paragraf kedua dan seterusnya, berisi tentang sifat-sifat yang melekat pada sesuatu yang sudah kamu kenalkan pada pembaca pada paragraf pertama.

Descriptive Text about Person

My Friend

1. **Paragraph of identification:**
   I have a close Friend

2. **Paragraphs of description:**
   She is beautiful and trendy.
   she like her a new stylist shoes
   She is really mad on that shoes.

Example:

My best friend is Ernesto and he is my classmate. We go to school together. Ernesto comes from an educated family. His father is a school principal and his mother is also a teacher.

He is punctual, well-educated, and has good manners. He always does his homework. He is also well-dressed and well-behaved. Ernesto has a well-built body. He takes part in all sports, scout, trekking and mountaineering activities. He is truthful, honest and obedient. He also plays the guitar, and he makes his parents very proud of him. He inspires me to work harder. I am happy to have such a friend.

Task 4. Now, describe your best friend like the example above orally. You can ask your teacher as your guide.

CHAPTER 4.2. DESCRIBING THING

Task 1. Pay attention to the following pictures.

Match the pictures with the name of the things you can find in your workshop.

a.   b.   c.   d.

e.   f.   g.   h.

i.   j.

1. Combination spanner	6. Adjustable wrench
2. Monitor	7. Fiber optic
3. Jack stand	8. Twisted pair cable
4. Sliding T Bar	9. Modulator Demodulator (Modem)
5. Wheel brace	10. Computer server

Task 2. Use the words above and completing the sentences.

1. The mechanic uses the combination spanner to open the nut.

2. There is a computer monitor in my father's office.

3. Jack stand is used in ....

4. My father uses .... to loosen the tight nut.

5. A student is using ....to loosen the wheel.

140

6. There is an .... on the table.

7. The ..... are on the computer laboratory's floor.

8. The instructor buys .... to be installed in the laboratory.

9. A teacher uses .... to change the signal.

10. give the service to other computers.

Task 3. Pay attention to the following paragraph. Then make your own paragraph by using other tools on Task 1.

Today I go to school by my favorite motorcycle. My lesson is how to use a jack stand. It is used to jack a car when it is being repaired. Its colour is black and white. It is about one meter length and about twelve kilograms weight.

DESCRIBING A PLACE

Task 1. Study the following text.

Lembah Pelangi Waterfall

Lembah Pelangi Waterfall sounds unfamiliar for either local or foreign tourists. Lembah Pelangi Waterfall is located in Sukamaju village, Ulubelu sub district, Tanggamus district, Lampung province, Indonesia. The access to this place is quite difficult because Ulu Belu sub district is a remote area in Lampung with its hilly contours which make this tourist spot elusive.

Lembah Pelangi Waterfall has two levels where the waterfall on the second level has two branches. The height of the first level waterfall is about 100 meters, while the second level waterfall is about dozens of meters. The best enchantment of this waterfall is the rainbow which appears between the valley and the waterfall as the name suggests. The soft flowing gurgling waterfall sounds is like a chant of nature which can remove the tiredness of the long trip to go there. Under the waterfall, there are several spots of warm water which can be an interesting spot for bathing.

In this place, you will be shown a panorama of natural beauty which is very interesting for every pair of eyes seeing it. Rocky hills accompanied by leafy trees will actually soothe both your eyes.

Nouns dan noun phrases

Ketika mendeskripsikan suatu hal, umumnya akan ada *noun* (kata benda) dan *noun phrase* (frase kata benda). Kata benda umumnya terdiri satu kata, sedangkan *noun phrase* merupakan kata benda beserta *modifier*nya.

Semua kata yang digarisbawahi merupakan NOUN PHRASE/frase kata benda.

Task 2. Translate the following Noun Phrase into Bahasa Indonesia

1. foreign tourists
2. a remote area
3. its hilly contours
4. this tourist spot
5. dozens of meters
6. the long trip

7. warm water
8. an interesting spot
9. natural beauty
10. leafy trees

Task 3. Make a simple descriptive text of a place you have ever visited. Describe the sentence by mentioning its name, the way, situation, position, and the scenery.

CHAPTER 4.4. DESCRIBING PEOPLE AND THING

Task 1. Look at the picture below. Answer the the following questions.

- *Have you ever service a car/motorcycle by yourself?*
- *Can you mention some parts of your vehicle?*

Task 2. Study this text.

Yesterday I and my father went to Car Fix in Pekalongan. I saw many cars were being repaired. Many kinds of cars were repaired. The mechanics were wearing wearpacks. Its colour is red and blue. They also wore a hat. They used jack stand, wheel brace, combination spanner, sliding T bar and other tool to repair the cars.

Task 3. Make a simple paragraph based on your experience. You can describe a people you have ever met, your favourite thing, or a place you have ever visited.

ASSESSMENT INSTRUMENT

Formative Assessment

1. Meeting 1 (Spoken Cycle)

   Tujuan : Diperdengarkan beberapa descriptive text lisan, peserta didik mampumemasangkan gambar dan deskripsinya secara mandiri.

   Jenis   : Tertulis

   Rubrik   :

Skor	Kriteria
5	Peserta didik tepat memberi nomor untuk 5 deskripsi
4	Peserta didik tepat memberi nomor untuk 4 deskripsi
3	Peserta didik tepat memberi nomor untuk 3 deskripsi
2	Peserta didik tepat memberi nomor untuk 2 deskripsi
1	Peserta didik tidak memahami instruksi soal dan tidak mengerjakan

   Tujuan : Peserta didik mampu menyusun descriptive text lisan dengan bahasasendiri sesuai dengan karakteristik jurusannya.

   Jenis   : Unjuk Kerja

   Rubrik   :

Aspek	Skor	Kriteria
Pronunciation	5	Mudah dipahami dengan aksen penutur asli
	4	Mudah dipahami meskipun dengan aksen tertentu
	3	Ada pengucapan sehingga pendengar harus konsentrasi
	2	Sulit dipahami sehingga diminta mengulang
	1	Masalah serius, tidak bisa dipahami
Fluency	5	Lancar seperti penutur asli
	4	Kelancaran sedikit terganggu
	3	Kelancaran agak terganggu
	2	Sering berhenti karena ragu
	1	Berbicara terputus-putus
Vocabulary	5	Menggunakan kosakata seperti penutur asli
	4	Kadang menggunakan kosakata yang tidak tepat
	3	Sering menggunakan kosakata yang tidak tepat
	2	Menggunakan kosakata sangat terbatas
	1	Sangat terbatas
Grammar	5	Tidak ada atau sedikit mengalami kesalahan
	4	Kadang-kadang mengalami kesulitan tata Bahasa
	3	Sering mengalami kesalahan yang mempengaruhi makna
	2	Banyak kesalahan tata bahasa yang menghambat
	1	Kesalahan tata bahasa sangat parah, tidak bisa dipahami

2. Meeting 2 (Spoken Cycle)

   Tujuan : Peserta didik mampu mempresentasikan descriptive text lisan di hadapankelas dengan penuh tanggungjawab

   Jenis   : Unjuk Kerja

Rubrik :

Aspek	Skor	Kriteria
Pronunciation	5	Mudah dipahami dengan aksen penutur asli
	4	Mudah dipahami meskipun dengan aksen tertentu
	3	Ada pengucapan sehingga pendengar harus konsentrasi
	2	Sulit dipahami sehingga diminta mengulang
	1	Masalah serius, tidak bisa dipahami
Fluency	5	Lancar seperti penutur asli
	4	Kelancaran sedikit terganggu
	3	Kelancaran agak terganggu
	2	Sering berhenti karena ragu
	1	Berbicara terputus-putus
Vocabulary	5	Menggunakan kosakata seperti penutur asli
	4	Kadang menggunakan kosakata yang tidak tepat
	3	Sering menggunakan kosakata yang tidak tepat
	2	Menggunakan kosakata sangat terbatas
	1	Sangat terbatas
Grammar	5	Tidak ada atau sedikit mengalami kesalahan
	4	Kadang-kadang mengalami kesulitan tata Bahasa
	3	Sering mengalami kesalahan yang mempengaruhi makna
	2	Banyak kesalahan tata bahasa yang menghambat
	1	Kesalahan tata bahasa sangat parah, tidak bisa dipahami

3. Meeting 3 (Written Cycle)

Tujuan : Disediakan descriptive text tulis, peserta didik mampu menganalisis strukturteks dan unsur kebahasaan secara mandiri.

Jenis : Tes Tertulis (Menganalisis dan menerjemahkan Noun Phrase)Rubrik

:

Skor	Kriteria
10	Peserta didik tepat memberi nomor untuk 10 frase
8	Peserta didik tepat memberi nomor untuk 8 frase
6	Peserta didik tepat memberi nomor untuk 6 frase
4	Peserta didik tepat memberi nomor untuk 4 frase
2	Peserta didik tidak memahami instruksi soal dan tidak mengerjakan

4. Meeting 4 (Writing Cycle)

Tujuan : Peserta didik mampu membuat descriptive text tulis dengan bahasasendiri sesuai dengan karakteristik jurusannya.

Jenis : Tes Tertulis

Rubrik :

Aspek	Skor	Kriteria
Vocabulary	5	Menggunakan kosakata seperti penutur asli
	4	Kadang menggunakan kosakata yang tidak tepat
	3	Sering menggunakan kosakata yang tidak tepat
	2	Menggunakan kosakata sangat terbatas

145

Aspek	Skor	Kriteria
	1	Sangat terbatas
Grammar	5	Tidak ada atau sedikit mengalami kesalahan
	4	Kadang-kadang mengalami kesulitan tata bahasa
	3	Sering mengalami kesalahan yang mempengaruhi makna
	2	Banyak kesalahan tata bahasa yang menghambat
	1	Kesalahan tata bahasa sangat parah, tidak bisa dipahami
Struktur	5	Urut dan sesuai struktur teks
	4	Ada bagian tidak sesuai namun tidak terlalu berpengaruh
	3	Ada bagian tidak sesuai, masih dapat diterima
	2	Ada sedikit kesesuaian struktur
	1	Tidak sesuai struktur teks
Konten/Isi	5	Sangat jelas keterpaduan gagasan antar paragraf
	4	Cukup menunjukkan keterpaduan gagasan antar paragraf
	3	Keterpaduan gagasan antar paragraf sudah terlihat
	2	Ada sedikit keterpaduan gagasan antar paragraf
	1	Tidak ada keterpaduan gagasan antar paragraf

Summative Assessment

Jenis   : Tes Tertulis

Soal   : 10 butir

Rubrik   : Benar skor 2; Salah skor 0

Item tes   : Students' Worksheet 5

BAHAN BACAAN GURU & PESERTA DIDIK

Descriptive Text

Pengertian Descriptive Text

Descriptive Text adalah salah satu jenis text dalam Bahasa Inggris yang menggambarkan dengan jelas sifat-sifat yang melekat pada sesuatu, baik itu manusia, hewan, tumbuhan mau pun benda mati. Tujuan dari teks ini adalah memberikan informasi dengan jelas mengenai objek yang digambarkan kepada pembaca.

Ciri-ciri Descriptive Text

• Menggunakan Simple Present Tense

Teks ini menggunakan Simple Present Tense karena kita akan mendiskripsikan fakta- fakta yang melekat pada suatu objek, dan salah fungsi dari Simple Present Tense sendiri adalah untuk menunjukkan suatu fakta atau kebenaran.

Misalkan kamu ingin mendeskripsikan mengenai tempat tidur kamu, kamu bisa menggunakan kalimat:

The color of my bedroom is blue.

• Menggunakan banyak kata sifat (adjective).

Karena fungsi dari teks ini adalah untuk memberikan informasi denganmenggambarkan suatu objek yang dideskripsikan, maka dalam Descriptive Text akan

banyak dijumpai kata sifat (adjective). Contohnya adalah big, small, colorful, dan lain sebagainya.

• Menggunakan kata kerja penghubung (relating verb).

Relating verb adalah kata kerja yang memberikan penjelasan kepada kata benda yang menjadi subjek dari suatu kalimat. Contohnya: is, have, seem, appear, dan kata kerja lainnya.

Sumber: englishadmin.com

GLOSARIUM

Adjustable wrench (noun phrase) : kunci InggrisChant

(noun)	: nyanyian
Curly (adjective)	: keriting
Elusive(adjective)	: sukar untuk dipahami
Enhantment (noun)	: pesona
Gurgle (verb)	: berdeguk
Hilly (adjective)	: berbukit-bukit
Jack stand (noun phrase)	: dongkrak
Leafy (adjective)	: rindang
Loosen (verb)	: mengendurkan
Manner (noun)	: sikap
Obedient (adjective)	: patuh
Passionate (adjective)	: suka
Punctual (adjective)	: tepat waktu
Sliding T Bar (noun phrase)	: kunci T
Spanner (noun)	: kunci pas
Soothe (verb)	: menenangkan
Wavy (adjective)	: bergelombang
Wheel brace (noun phrase)	: kunci roda

DAFTAR PUSTAKA

https://id.pngtree.com/free-png-vetors/komputer

https://youtu.be/dgqFsUAuP24

https://youtu.be/x0YQX7gGkQs

https://youtu.be/ZxghO-CQlfA

https://youtu.be/1aA7ABYlf0o

www.seputarit.com.alat-alat -jaringan-komputer-beserta-gambar-dan-penjelasannya.html

http://tentangsepedamotor48.blogspot.com
http://www.wordliff.com/2017/05/contoh-descriptive-text-bahasa-

inggris_91.html?m=1https://www.bisaotomotif.com/nama-alat-alat-bengkel-

otomotif-fungsi-dan-gambarnya/