THE USE OF DISCOVERY LEARNING MODEL IN TEACHING WRITING DESCRIPTIVE TEXT FOR THE SECONDARY SCHOOL STUDENTS OF GRADE X IN YOGYAKARTA

Best Practice

Presented to the Department of English Language Education as Partial Fulfilment of Requirements to Obtain the *Sarjana Pendidikan* Degree in English Language Education

Conveyed by

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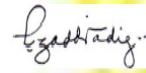Defended before the Board of Examiners on 21st November 2023 and

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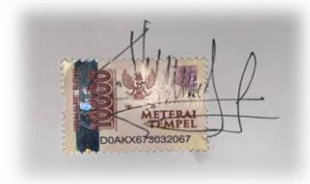
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STATEMENT OF WORK'S ORIGINALITY

I honestly declare that this thesis, which I have written, does not contain the work parts of the work of other people, except those cited in quotations and references, as a scientific paper should.

Yogyakarta, August 23, 2023

Mafaaza Elma Maulidya

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MOTTO

"Don't worry about things that might never happen, there's no point living a life if you don't try things" -Alexander Thian (2023)

DEDICATION

Alhamdulillah, praise be to Allah SWT for all the blessings and guidance that the Final Project with the title "The Implementation of Discovery Learning Model in Teaching Writing Descriptive Text". I dedicate this best practice to my parents, Mahmud Abdul Aziz and Ely Andriawati who always encourage, guide, and accompany me unconditionally in everything I accomplish every day. My lectures in English Language Education, and all of my friends who always support me during the process of writing this best practice. The most important person that really deserves appreciation is Myself.

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TABLE OF CONTENT

THE USE OF DISCOVERY LEARNING MODEL IN TEACHING WRITING DESCRIPTIVE TEXT FOR THE SECONDARY SCHOOL STUDENTS OD GRADE X IN YOGYAKARTA

Mafaaza Elma Maulidya

19322061

ABSTRACT

This paper describes English teaching method for writing descriptive texts using the discovery learning model. The discovery learning model is a teaching approach that encourages students to learn through exploration and discovery. The discovery learning model can be applied in teaching writing descriptive texts for x grade in secondary high school with the steps: (1) stimulation - when the teacher provides stimulation by asking students to observe the media; (2) problem statement - when the teacher guides the students to formulate the problem in the form questions; (3) data collection - when the students are allowed to collect various information about historical place images; (4) data processing, when the teacher facilitated students by giving them the freedom to search on the internet and providing concrete examples, such as images and supporting text (5) verification - when the teacher guided the students to verify composed text; (6) generalization - when the teacher gave conclusion based on the findings. The lesson learned from the best practice is that the discovery learning model can be used to help students to create their own descriptive text and develop their writing skills by allowing them to explore and discover the elements of descriptive writing on their own. By using discovery learning in learning descriptive text, students tend to be more active and involved;so, they can understand the material better.

Keywords: Writing, Descriptive Writing, Discovery Learning.

CHAPTER I
INTRODUCTION

1.1 Teaching Context

The teaching internship was conducted at one of the state high schools located in Bantul, Yogyakarta. This school is one of the leading schools that has a multitude of achievements in the academic and non-academic fields in the Bantul Regency area. Based on the school's official website, there are 47 teachers at the school including two English teachers. The writer was assigned to teach in Grade X. This class consisted of 36 students, consisting of 14 boys and 22 girls. In this class, students are required to improve their writing skills by paying attention to the correct tenses.

This school implemented the Merdeka curriculum. In the Merdeka curriculum, based on Hermawan, et al. (2022) the text type that the student needs to learn in teaching English during Grade X are: First text type is descriptive text, it is a kind of genre that social function to describe a particular person, place, or thing. The second text type is procedure text, procedure is a kind of genre that social function to describe how something is accomplished through a sequence of actions or steps. The third text type is a narrative text, narrative is a kind of genre that socially functions to amuse, entertain, and deal with actual or vicarious experience in different ways. Narratives deal with problematic events that lead to crisis or turning point of some kind, which in turn finds a resolution. The fourth text type is recount text, which is a kind of genre that social functions to retell events to inform or entertain. The fifth text type is report text, report is a kind of genre that social function to describe the way things are concerning the range of natural, man-made, and social phenomena in our environment.

When the student-teacher was assigned to teach during the internship, the text type I should teach to the students was descriptive text. Based on my first observation of this class, I realized that most students had low motivation to learn even though the quality of the school was high. As a result, students have difficulty in understanding the text, are less motivated to write a text, and often have difficulty in understanding its generic structure. Many teachers still use traditional teaching methods that rely heavily on textbook exercises. Thus, this condition where students have low learning motivation and teachers who have limited creativity causes a monotonous learning environment in the classroom. Therefore, students easily get bored and choose to play with their cell phones or with their classmates.

From the case above, it becomes a challenge for me as a student-teacher to find the right technique to apply to students to facilitate the learning process. Gaias, et al. (2020) suggest that student-teachers need to know students and build relationships with them to facilitate their learning process. To overcome these problems, innovative and interesting teaching strategies are needed to improve students' understanding of writing descriptive text. One strategy that I think will be effective in increasing students' motivation to write is to use the discovery learning model to teach writing descriptive text.

1.2 Consideration for Using the Discovery Learning Model to Teach Writing Descriptive Texts

According to Rahmadhani (2014) create their own writing requires the process of creating several ideas, students' knowledge is the process of writing. Therefore, when delivering material, teachers need appropriate teaching techniques that will attract students' attention and involve them in teaching and learning activities. Therefore, the

learning process must be fun for students so that the teaching and learning process can run well. Activities must not be boring. One of the texts studied by grade X students is writing descriptive text.

In this context of the teaching learning, the teacher's responsibility is to guide students through learning activities and monitor the efficiency of learning in the classroom. I decided to use the discovery learning model to teach writing descriptive text. I believe that using the discovery learning model is suitable for students who are less motivated to learn to write. It helps them to understand the context of the text better, reduces boredom, encourages active students, and helps students develop their writing skills. Supported by Mukharomah (2015), shows a learning model that stimulates students' prior knowledge and improves students' writing skills by emphasizing the step-by-step writing process, one of which is discovery learning.

CHAPTER II
TEACHING CONSTRUCT

2.1 Teaching Writing in EFL Context

In teaching writing, teachers must carefully select resources and support materials that will help them teach writing and also help them learn to write. According to Yulianti, et al. (2019), Writing is the process of thinking as writing is the process of putting thoughts on paper to convert ideas into ideas words and give them structure and coherent organization. In addition, Pinter (2006) defined writing as a complex skill that grows from copying familiar words and phrases to developing an awareness of text structures, genres, the processes of drafting and editing, and writing for a reader.

In the context of EFL learning in Indonesia, Widiati and Cahyono (2016) said that writing is one of the four language skills and many believe that it is the most complex one compared to the three other skills, i.e., listening, speaking, and reading. The EFL curriculum in Indonesia is designed to encourage independent learning and stimulate students to become creative learners (Efriza, et al. 2022).

Writing descriptive text aims to describe objects clearly. Writing descriptive text is retelling or describing something in detailed words in the form of a certain person, place, object, etc (Zulaikah & Muklas, 2018). Budiyono (2017) stated that descriptive text explains aspects that can be received by the human senses, through observation or impressions/perceptions to create sensations to produce impressions based on reason and imagination.

One way to understand descriptive text is by identifying the generic structure of that text. There are two generic structures of the descriptive text (Anderson, 1997), namely: Identification, identifies the phenomenon to be described. This is usually found

in the first paragraph which aims to tell the topic being discussed. The description describes features in order of parts, qualities, and characteristics. These usually come after identification or the next paragraph. They explain that the language feature of descriptive text is as follows: using noun phrases, using adjectives, use of simple present tense, frequent use of epithets and classifiers in nominal groups, and use of linking verbs.

In the past five years, several studies were conducted in Indonesian secondary education to teach descriptive text. Sartika and Nurdin, (2019) who conducted research on students' ability to write descriptive text based on its generic structure the tenth-grade student vocational high school found that based on the data analysis, from the data, there were 33 students gave the result of the test, the researchers found 15 or 45% of students created descriptive text and 18 or 55 % students created the report text. It showed that 10 or 30 % of students created the paragraphs of descriptive text properly based on its generic structure and 5 or 15 % of students could not apply it properly. It can be concluded that most of the students' paragraphs are well organized. Meanwhile, the other students could not make it properly, because they were still confused and could not distinguish the differences between descriptive text and report text. Another study by Fitriani et al. (2019) find out whether or not the use of writing in the here-and-now strategy improves students' ability to write descriptive text in class X of SMK Negeri 1 Mamuju. The researchers took the tenth grade of the second semester in which the total numbers of population were 323, and the samples consisted of 37 students. Based on the data analysis, the alternative hypothesis in this research was accepted because the t-test value was more significant than the -table value (11.06 > 1.688). The researchers conclude that the writing in here and now strategy can improve the students' writing skill at tenth grade students on the second semester of SMK Negeri 1 Mamuju

in the academic year 2017/2018. In research by Annisa, et al. (2018) the use of the discovery method to Improve students' writing on descriptive text total population was 25 students, and the class taught with the discovery method. The mean scores of the students are classified into seven levels as follows: excellent (9.6-10), very good (8.6-9.5), good (7.6-8.5), fairly good (6.6-7.5), fair (5.6-6.5), poor (3.6-5.5), and very poor (0-3.5). The students' mean score of content was 48.8 on the pre-test to 79.6 on the post-test. Then, the students' mean score of the organization was 38 on the pre-test to 58.8 on the post-test. The study concluded that teaching writing by using the discovery method increased the students' ability to write descriptive text in the tenth grade of SMAN 1 Sungguminasa.

2.2 Discovery Learning Model to Teach Writing Descriptive Text

In the Merdeka curriculum, teachers must be able to adapt to the stage of achievement and development of students so that teachers can use appropriate learning method for students. Using the right method can affect how well a student understands the material presented and applies it to real-life situations (Namaziandost, et al., 2017). Discovery learning involves an instructional model and strategy that focuses on providing students with active, hands-on learning opportunities (Dewey, 1997). Another definition has been put forward by Castronova (2002), who highlighted that discovery learning is an active learning process in which students develop higher-level skills that lead to a deep understanding of key concepts. Furthermore, Yuliani & Saragih (2015) state that in learning with discovery, students are encouraged to learn mostly through their active involvement with concepts and principles and the teacher encourages students to have experience and conduct experiments that enable them to find principles for themselves.

According to Hosnan (2014), characteristics of discovery learning are (1) exploring and solving problems to create, combine, and generalize knowledge; (2) student-centered; (3) activities to combine new knowledge and existing knowledge. The Discovery Learning method has the purpose of training students to be independent and creative, including the following: First, students in the discovery process have the opportunity to be actively involved in learning. The fact shows that many students' participation in learning increases when discovery is used. Second, students learn to find patterns in concrete and abstract situations, also students predict (extrapolate) additional information provided. Third, students also learn to form question-and-answer strategies that are not ambiguous and use question-answer to obtain information that is useful in finding. Fourth, learning with discovery helps students form effective ways of working together, sharing information, and hearing and using other people's ideas. Fifth, there are several facts that show that skills, concepts, and principles learned through discovery are more meaningful. And sixth, skills learned in discovery learning situations in some cases are easier to transfer to new activities and are applied in new learning situations.

The procedure of the discovery learning model for teaching writing in this best practice was adopted from Rahayu and Mustika (2021) who implemented the teaching stages as follows: (1) stimulation - when the teacher provides stimulation by asking students to observe the media; (2) problem statement - when the teacher guides the students to formulate the problem in the form questions; (3) data collection - when the students are allowed to collect various information about historical place images; (4) data processing, when the teacher facilitated students by giving them the freedom to search on the internet and providing concrete examples, such as images and supporting text (5) verification -- when the teacher guided the students to verify composed text; (6)

generalization - when the teacher gave conclusion based on the findings. In Merdeka Curriculum before implementing teaching writing based on the discovery learning model, the writer also developed a learning module – which was the integration of simplified lesson planning and the writer's own materials development.

To sum up, the stages of discovery learning were implemented by the writer's best practice in teaching writing descriptive text based on Republic of Indonesia Merdeka Curriculum, which is described in the teaching construct below:
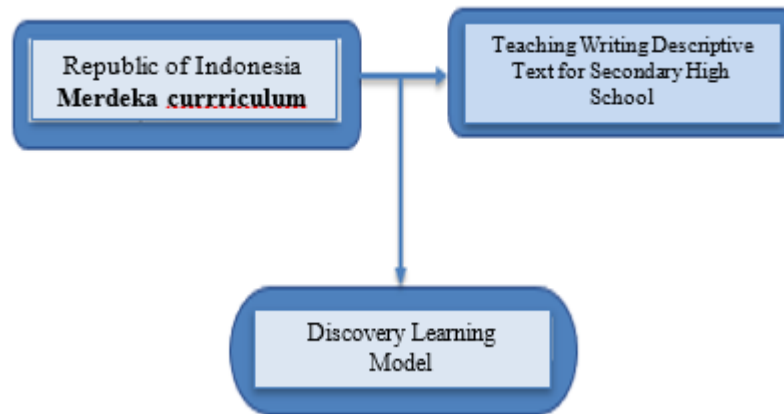
Figure 2.1. Teaching Construct

CHAPTER III
IMPLEMENTATION

3.1. Pre-teaching activity

Before starting teaching practice, I discussed the lesson plan with my teacher supervisor. My supervisor asked me to teach writing descriptive text material which is based on the Merdeka curriculum. My supervisor said that this material aimed to understand the meaning and generic structure. Apart from that, they must also be able to understand the text in terms of its social function and linguistic characteristics. After bringing out the discussion, I made observations on the way my supervising teacher taught in class and also analyzed the characteristics of the students.

I made the material before teaching practice such as PowerPoint presentation, Puzzle and Quizizz for stimulation, and pictures according to the lesson plan that had been made and approved by the supervisor teacher. prepare what I need for the teaching process. The material will be uploaded to Google Classroom which was made for media to support teaching during my teacher internship.

Developing lesson plans that refer to KD 3.4 and 4.4, which analyzing the social function, text structure, and linguistic elements of several oral and written descriptive texts by giving and asking for short and simple information regarding people, objects, and places according to the context of their use. Students are expected to reach level C4 in this KD, which the stage of composing oral and written descriptive texts, short and simple, related to people, objects, and places, taking into account social function, text structure, and linguistic elements, correctly and according to context.

3.2. Teaching Activities

The teaching activities were conducted in two sessions, the first meeting focused on developing an understanding of the material and the second meeting was a test examination or daily test, it is usually conducted by the end of several materials being delivered. The class began on that day which was from 7.00 to 8.30 am. I take attendance of students by calling their names one by one according to the attendance book provided. As advised by my supervisor, I also gave my students morning speeches to encourage them and join the class on time. The instruction consists of the procedural of the learning process, I explained the instructions in Bahasa Indonesia because some students needed to be explained in Bahasa.

Activity 1: Stimulating

In this section, I started to implement the discovery learning model as described by Rahayu & Mustika (2021). The first stage was the stimulation stage in which I provided a puzzle link about pictures of historical places in Indonesia. Before that, I provided a link via the WhatsApp group in the form of a puzzle that students had to complete to form a picture of a historical place. This activity aims to stimulate students and also as a warm-up before entering the main part of learning and focuses on giving understanding about the material.
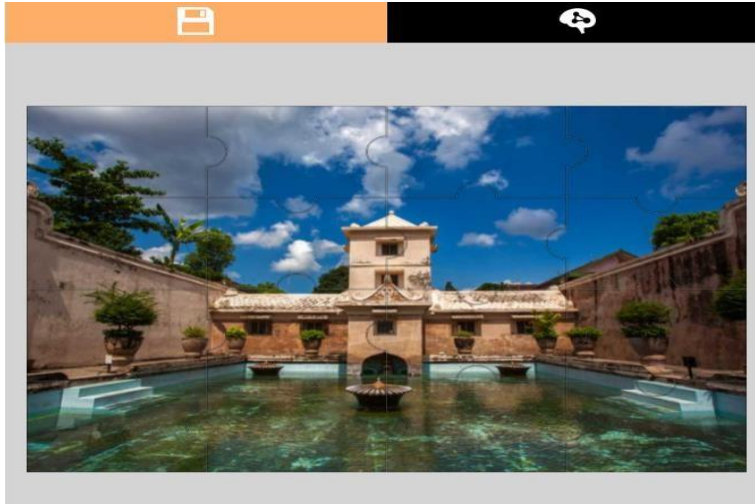
Picture 3.2.1 *Warm-up pictures*

I asked them about what they saw after they completed the puzzle they had put together, and after that, I asked them to express their opinion regarding the puzzle picture that had been put together, what the relationship between the picture and the material that would be taught in the classroom. Almost all students expressed their opinions regarding the puzzle picture that had been put together.

Activity 2: Explained the Material with PowerPoint

Before continuing to the next activity, I explained the writing of descriptive text material first. I explained the definition of the text, features of description text, simple present tense, generic structure, and the purpose of descriptive text. This section aims to provide students with a basic understanding of descriptive text.

3.2.2 *PowerPoint of the material*

While explaining the material regarding descriptive text, I also involved students by asking them to read the material, asking them to give example sentences, and also asking them about the material I have explained. Students were asked to rewrite the material on the PowerPoint presentation in their book according to my supervisor teacher.

Activity 3: Identify Material as a Problem Statement

In this activity, after I explained the material above, I provided readings about different historical places on each student's desk, and then I asked my students to try to identify them as problem statements. In this activity, I divided students to work together with their table mates.

No	Parts of Text	Functions of The Parts
1.	**Identification (name)**	To identify the place

	"Komodo island is located between Sumbawa and Flores along western Nusa Tenggara Timur,"	1) The name
		   Komodo Island
		2) The location
		   Between Sumbawa and Flores

2.	**Characteristic**	Describe the place in more detailed information

	Paragraph 1
	
	The island is arid, rugged and barren and forms a part of the Komodo National Park and Marine Reserve. Aerial views prove that it is inarguably, among the most beautiful places in Indonesia.
	
	Paragraph 2
	
	The best time to visit the park is during the dry season, which runs from April to December
		1) Condition
		   - Arid, rugged, and barren.
		   - Aerial views.
		
		2) Visiting time
		   - The dry season April to December

	Function/Benefit/Activity	Describe activity that can be done at the place

	Paragraph 3
	
	Besides spotting endangered Komodo dragons, a range of activities can be enjoyed at the Komodo National Park such as go for kayaking, diving, trekking or the guided island tours. Around Komodo Island can be relatively easy, but to get to Komodo, you first need to travel to Bali and then to Labuan Bajo by either plane or boat, and finally to Komodo Island by boat. A couple of local airlines fly from Bali to Labuan Bajo on Flores Island.
		3) Activity
		   - Spotting endangered
		   - Komodo dragons
		   - Kayaking
		   - Diving
		   - Trekking
		
		4) Transportation
		   - Plane
		   - Boat

Picture 3.2.3 *One of the student representatives identified the text about Komodo Island*

I gave them 15 minutes to identify it, some students have started to understand how to identify each reading given, and I as a teacher facilitate them if they are still having problems identifying the text given.

Historical Place

• This place is the biggest Hindu temple site in Asia. • Every main building recognizes the three world hierarchy which spanned from the lower world to the holiest place. • The first level of the building symbolizes the lowest realm of the world. It is called Bhurloka or the world in which human beings are still bound by their desire, lust, sins, and unholy way of life or stupidity. • The middle level is Bhuvarloka, that is the world of enlightenment where humans learn to see the truth or living in the holy way. • The top level is Svarloka or the highest and the holiest world. This is the place for people who already get the perfection of life.	What is the name of this place?

Picture 3.2.4 *Give students example sentences and have them try to guess*

After that I gave example sentences about historical places and have them try to guess. Then I explained the steps that should be taken by students to answer the formulation of the problem. This activity is carried out independently and even voluntarily. The purpose of this activity was a transition from the previous activity and move into the next activity. In this activity, many students began to understand what the purpose of descriptive text is and how to identify and describe a particular object.

Activity 4: Write a Paragraph of Descriptive Text

In this activity, I asked students to look for pictures of historical places in their home area. Firstly, as data collection, students are allowed to collect various information about pictures of historical places, before they write them into a historical places paragraph. Second, as data processing, I facilitate students by giving them the freedom to search on the internet and providing concrete examples in the form of images and supporting text.

After that, I asked students to write descriptive texts about historical places in their home area on the paper I provided. I asked them to explain one historical place from their area and write a description of the place on the paper provided. The whole activity was run for about 30 minutes. While they were working, I walked around to each student to check or make sure about their work. All students have high involvement in attending class and the students. Third, as verification, I guided students if they experienced difficulties in identification or difficulty in writing in a descriptive paragraph.

3.2.5 *Students tend to be more active*

Students analyzed data by identifying images obtained at the data collection stage and presenting them as answers to the problem formulation. I guided my students if there were difficulties. After the time was up, we discussed the results of their worksheets.

Picture 3.2.6 *The result of student's worksheets*

I asked them to present their work to the class without telling what the name of the historical place the student wrote was and the other students tried to guess it. All students participate in guessing the historical places described in the description.

Activity 5: Daily Test with Comprehension Questions

In this activity, students have daily tests and it is an individual test. As discussed with my teacher supervisor, the daily test will be scored based on students' knowledge. I gave quizzes through Quizizz It is also included in the evaluation while learning this chapter. Daily test questions consist of 10 questions, 5 questions are true or false questions and the next 5 questions are essays. True or false questions contain statements of the text and essay questions are students' understanding and opinion of the text.
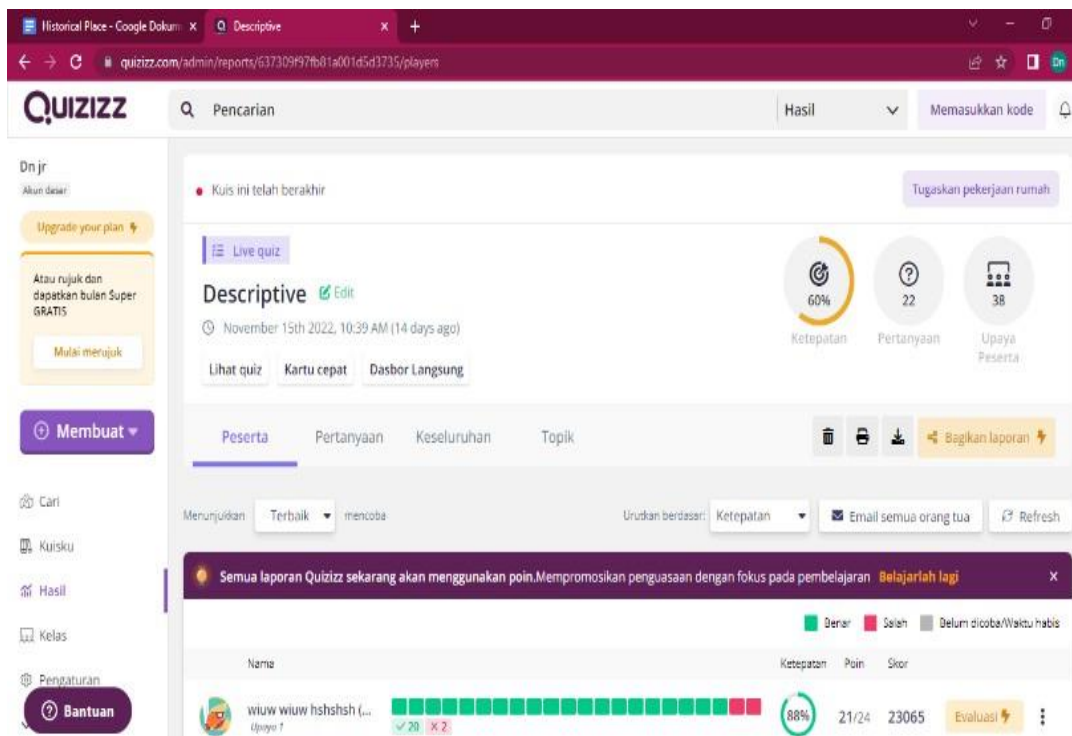
Picture 3.2.7 *Strengthen their understanding of the material*

After that as a generalization I gave a feedback about the learning material and task based on the findings. After calculating student scores according to content indicators according to Annisa, et al. (2018) classification of student improvement in writing descriptive texts by comparing students' scores in writing descriptive texts about someone and writing descriptive texts about historical places. Of the 36 students in the class, 21 of them were classified with very good scores and were able to join working and improving writing descriptive text, 12 of the students got good scores, and 3 students were classified with fair scores. Looking at the result, using the discovery learning method of the student's ability in writing descriptive text viewed content and organization was significant, potentially and helped the student develop their writing skill by allowing them to explore and discover the elements of creating descriptive writing on their own.

3.3 Reflection

I have to create effective teaching techniques and an enjoyable class atmosphere to get their attention. Seeing the characteristics of my students, I understand how they are involved in learning. If I teach that is only focused on the textbook, it does not get them engaged. Getting them active and interacting between me as a student-teacher and their group members in group work was more than enough. Then during the learning process, I had difficulties when some students tried to sneak and play with gadgets. This would lead to students not being focused during learning. Therefore, as a future teacher and to solve the problem, I tried to remind them to focus on the material and improve the interaction with my students, thus they are not focused on gadgets. After that, when I explained the material, I had to use bilingual languages (Indonesian and English language) to make it easier for students to understand the lessons.

After I taught my students by use of the discovery learning model in teaching writing descriptive text, I asked all of my students what they thought about the teaching-learning run. They said it was very interesting and exciting. They also felt very happy. I hope that implementing this learning model will be a new experience for my students and can increase their motivation to learn English.

CHAPTER IV
CONCLUSION

4.1. Conclusion

The implementation of the discovery learning model to teach writing descriptive text has a good influence on teaching activities. This affects the level of student activity and involvement, as well as the process of understanding the material. During the learning process, some students voluntarily express their opinions about the exercises given. This makes other students also participate and not be afraid to make mistakes if they cannot understand the grammatical structure well. I also don't put any emphasis on students so students always enjoy being in my class. As a supporter of applying the discovery learning method, I also use quizzes made on Quizizz so students don't feel bored if they are only given exercises or quizzes written on white paper.

4.2. Recommendation

During my time teaching hands-on classes, I had many experiences that I will never forget. When faced with an obstacle, I try to avoid the obstacle so that it doesn't happen again in the future. As I explained earlier, the application of the discovery learning model makes learning activities more lively and students feel involved in the learning process. I realize that the use of discovery learning in teaching writing descriptive text also makes students feel more confident. In addition, there are recommendations for schools, teachers, and prospective teachers who wish to apply the discovery learning method for teaching writing descriptive text. For schools, as providers of facilities to students, schools must be able to provide good learning

support to students such as providing learning places that are easily accessible to students so that students can learn apart from being taught by the teacher in class. class. Next is for teachers and prospective teachers. Both teachers and prospective teachers must be able to integrate technology into learning using discovery learning because students will feel bored if only given assignments that are only written in Microsoft Word files or only on white paper. In addition, teachers and prospective teachers must also ensure that the strategies implemented are effective and students feel involved in learning activities. The thing to note is to avoid a monotonous and teacher-oriented learning system.

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● **Modul Ajar/Lesson Plan**

MODUL AJAR

Nama Penyusun	Mafaaza Elma Maulidya
Institusi	SMA Negeri Harapan Bangsa (pseudonym)
Tahun Pembuatan	2022
Mapel	Bahasa Inggris
Jenjang	SMA
Kelas	X (Sepuluh)
Alokasi Waktu	2 x 45 Menit
Domain Konten	Membaca dan Memirsa (Reading and Viewing)
Tujuan Pembelajaran	**MEMBACA DAN MEMIRSA** 3.4 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi pendek dan sederhana terkait orang, benda dan tempat sesuai dengan konteks penggunaannya. 4.4 Menyusun dan membuat teks deskriptif lisan dantulis, pendek dan sederhana, terkaittempat wisata dan bangunan bersejarah terkenal, denganmemperhatikan fungsi sosial,struktur teks, dan unsurkebahasaan, secara benar dansesuai konteks
Konten Utama	Teks Descriptive

Pertanyaan Inti	What do they look like?
Prasyarat Pengetahuan/Ketrampilan	● Siswa merespon pertanyaan terbuka dan menggunakan strategi untuk memulai,mempertahankan dan menyimpulkan percakapan dan diskusi dalam teks deskripsi menjadi rujukan utama dalam kemampuan berbicara ● Siswa membaca dan merespon teks deskripsi secara mandiri terhadap ide pokok ● Siswa menulis jenis teks deskripsi menyajikan informasi dalam mode presentasi
Target Profil Pelajar Pancasila	Siswa yang beriman, bertakwa kepada Tuhan YME, mandiri dan berpikir kritis dan kreatif.
Tager Siswa	X-1
Jumlah Siswa	36 Siswa

Materi ajar, Alat dan Bahan	**A. MATERI PEMBELAJARAN**
	
	- **Fungsi Sosial**
	Mengenalkan, Menganalisis, dan Mengerjakan
	
	- **Struktur Teks**
	Struktur deskripsi dapat mencakup:
	
	  - Identifikasi (nama keseluruhan dan bagian)
	
	  - Sifat (ukuran, warna, jumlah, bentuk, dsb.)
	
	  - Fungsi, manfaat, tindakan, kebiasaan
	
	- **Unsur Kebahasaan**
	
	    Kata benda yang terkait dengan tempat wisata dan bangunan bersejarah terkenal, dengan atau tanpa a dan the, plural (-s), this, that, those, my, his, dst.
	
	    Kata sifat untuk mendeskripsikan tempat wisata dan bangunan bersejarah di sekitar lingkungan peserta didik dengan atau tanpa kata keterangan seperti quite, very, extremely, dst.
	
	    Kata kerja untuk menyatakan keadaan, lokasi, dan kenyataan dalam simple present tense.
	
	    Ucapan, tekanan kata, intonasi.

	Ejaan dan tanda baca.
Kegiatan Awal **(15 Menit)**	**Langkah Pembelajaran:** 1. Memberi salam kepada siswa 2. Mengajak siswa berdoa 3. Mengecek kehadiran siswa 4. Ice Breaking menggunakan Puzzle dan MentiMeter https://im-a-puzzle.com/share/c32379fc451c3a5.jpg https://www.menti.com/alpo5hk3ggbc **7111 5050**
Kegiatan Inti	1. Penjelasan Materi Teks Descriptive oleh penyusun berupa PowerPoint (Pengertian, Sturktur, Language Features) 2. Pemberian contoh text descriptive sebelum memulai pengerjaan soal dan quiz 3. Pemberian tugas mengenai text descriptive
Penutup	1. Feedback tentang materi Text Descriptive dari soal yang sudah di kerjakan oleh siswa 2. Salam Penutup

- **Quiz**
  https://quizizz.com/admin/quiz/637220c8c8472d001e4286ba?source=quiz_share

- **Exercise**

Historical Place

- This place is the biggest Hindu temple site in Asia. - Every main building recognizes the threeworld hierarchy which spanned from the lower world to the holiest place. - The first level of the building symbolizes the lowest realm of the world. It is called Bhurloka or the world in which human beings are still bound by their desire, lust, sins, and unholy way of life or stupidity. - The middle level is Bhuvarloka, that is the world of enlightenment where humans learn to see the truth or living in the holy way. - The top level is Svarloka or the highest and the holiest world. This is the place for people who already get the perfection of life.	What is the name of this place?

- The place is one of the most beautiful cities in the world. - This place is often called the city of light. - The most popular place to visit is the Eiffel Tower. - D'Louvre, one of the worlds largest art museums draws many visitors. - The Cathedral Notre Dame, a famous church, is another favorite place to visit.	What is the name of this place?

- The bridge with three cable-stayed sections was constructed between Surabaya on the island of Java and the town of Bangkalan on the island of Madura in Indonesia. - Opened on June 10, 2009 (two thousand and nine) - The bridge is the longest in Indonesia and the first bridge to cross the Madura Strait. - The bridge has two lanes in each direction plus an emergency lane and a dedicated lane for motorcycles.	What is the name of this place?

Activity
1. **Make (min. 5 sentences) descriptive text about a historical place**
2. **I will choose some students to present their work without telling what the name of the place is and other students try to guess**

- **Material**

- **Attendance**

- **Documentary Session**