The Use of Discovery Learning in Building Students' Motivation in Writing Descriptive Text

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Abstract.

This article discusses The Use of Discovery Learning in Building Students' Motivation in Writing Descriptive Text a Case of 8 Grade Students of SMP N 1 JUWANA, the lack of motivation in students, especially in learning to write descriptive text, so teachers must choose the right teaching strategy in the learning process. Research objectives: 1) To elaborate the implementation of discovery learning in building students motivation in writing descriptive text in the classroom,To find out the obstacles of using discovery learning should by the English teacher. The data analysis method used qualitative analysis, namely the data obtained were analyzed and presented in the form of spoken and written words based on the facts that existed during the research. The subjects used were English teachers and 32 students from class VIIIB. The instruments used for data collection are observation and interviews. The results of this study are as follows: in the learning process, the teacher uses discovery learning teaching strategies. There are five stages in the use of the strategy, namely, Stimulation, Problem Statement, Data Collection, Data Processing, Verification, and Generalization. The teacher explains step by step so that students can understand, With the use of suitable teaching strategies, it will make the learning process easier, especially for teachers. especially writing descriptive text.

Keywords: Discovery Learning, Motivation, Writing, Descriptive Text

1) Introduction

Language is used as a tool to communicate between humans, as a tool to convey messages, opinions, or ideas and others.

Basically, humans are social creatures, meaning that humans cannot live individually but must interact with other people. Language is also a means of communication both orally and in writing.

In teaching English, there are four skills that must be mastered listening, reading, speaking, and writing. Basically, writing has become an inherent part of a person, because by writing someone is able to describe something, write various ideas, and others. Writing is an idea that is poured through a symbol, the symbol in question is writing. In addition to ideas or ideas,. In this idea, the writer can write down past and future experiences and write other ideas. In writing we must pay attention to several things including what ideas or topics will be written, the use of language, good and correct writing, and paying attention letter by letter so as not to be confused in writing and others. So writing can be interpreted as an activity carried out by someone to display information that contains a certain topic that will be conveyed by the author in written form.

Discovery learning is one of the teaching strategies in kurikulum 2013, is a learning model used by teachers to stimulate students to be able to solve or guess the given problem so that students can conclude the problem according to their own understanding. This discovery learning model provides benefits especially for teachers because the making of material is more neatly arranged so that is easy to convey material to students so that the learning process teaches more effectively.

Therefore, learning is needed to give motivation to the students and make students enthusiastic to learn the descriptive text. In this case, motivation is an important part of learning because of its nature to encourage and direct learning activities. Because students who are still sitting at the junior high school level are still not very interested in learning, especially in learning English. Descriptive text is sort of text used by every writer or person to explain a thing, individual, animal, location, or incident to a reader or listener. One of the main factors that students can learn is how or what strategies are used by teachers to liven up learning in the classroom, including by providing techniques or learning styles that are not boring for students, modifying the material to be delivered so that students are enthusiastic when getting the material and there are questioning activities. answer between the teacher and the students in the class.

Based on the above phenomenon, the researcher is interested in studying a study entitled "The Use of Discovery Learning in Building Student Motivation in Writing Descriptive Text a Case of 8 Grade Students of SMP N 1 JUWANA"

2) Literature Review

a. Discovery learning

Discovery learning is an inquiry-based instruction method, in another sense in this strategy students are expected to able to give new guesses and encourage students to find new discoveries by stimulating the creativity of students to find new facts pappas in (Apriyanti Ayu, 20189, p. 2). Discovery learning is also a method that occurs when the teacher gives an experiment and provides instructions for students in learning to find solutions or be able to capture material according to their understanding. Krisnawati (2015, p.5). steps of discovery learning such as Stimulation, Problem Statement, Data Collection, Data Processing, Verification, and generalization. According to Mukharamah (2015, p. 31)the purpose of discovery learning is to Provide opportunities for students to be actively involved in the teaching and learning process, to make students learn to identify any existing problems, to Provide stimulation to students to find opinions that are easier to transfer in new activities according to their own understanding, and to Help Students to make effective group work, provide information, express opinions and discuss.

b. Motivation

Motivation is the spirit that comes from oneself or from others that makes a person able to do according to his goals. Motivation is an impulse that a person has to be able to take action to do something (Mukhtar, 2017, p. 11). This aims to realize effective and efficient learning. With the motivation to encourage and move the willingness of students to do something, especially in the process of teaching and learning activities. So that students are enthusiastic and have the energy in learning. In general, the function of learning motivation is as a tool to encourage and provide influence to direct in doing something with the desired goal.

c. Writing

There are several ways to understand English, one of which is writing. writing is a skill to express ideas, ideas or opinions in written form, as well as a means of communication between

people in written form Harsyaf in (Krisnawati, 2015). Writing is a difficult skill for native speakers and non-native speakers since the writers must be capable of composing it on various issues, for example, association, content, and each other. Writing can be interpreted as a communication tool between the writer and the reader, a writer can express his inner voice based on experiences or fantasies that have been done by the author.

In this writing activity, one of the problems that are often encountered is the low writing skills of students. With these difficulties, students do not have ideas to write about anything even though they have been given a topic by the teacher. In addition, the reason for students' writing difficulties is the lack of vocabulary to improve students' writing skills. In this case, it is necessary to develop a strong motivation for students to make it easier to write and support media that aims to make it easier for students to write.

In writing, of course, the author has a goal to write something. Martha Heasley Cox in (Nawawi, 2019, p. 6) argues that the purpose of writing is as follows:

1)   To inform

Writers have more than one goal in writing anything. One of them is to convey information to the reader by writing complete information so that it is easily accepted by the reader.

3)   To cheer up

One of the purposes of writing is to entertain, the author writes a work based on a very interesting phenomenon or funny incident to entertain the reader.

4)   To satire

One of the goals of writing is not only to write good and positive things but also as a satire, meaning that the author is allowed freely to write satire against others and express dislike of others in the form of satire.

5)   To persuade

One of the goals of writing is not only to write good and positive things but also as a satire, meaning that the author is allowed freely to write satire against others and express dislike of others in the form of satire.

d.   Descriptive text

A text is a word in written form that is conveyed by someone. The text consists of spoken and written language that has a purpose in conveying the message. It means that by putting the words together to communicate meaning or to send a message, a piece of text is created. Descriptive text is a sort of text used by every writer or person to explain a thing, individual,

animal, location or incident to a reader or listener(Fitriani et al., 2019, p. 633). In general, this type of descriptive text has the aim of describing an object to others so that they understand the real.

phenomena that occur. There are several aspects when writing descriptive text, starting from the content which refers to the students' ideas or experiences to combining the text based on the structure of the descriptive text. The purpose of the descriptive text to explain or describe a particular person, place, or thing in detail. In writing descriptive text means that someone writes about how someone describes animals, objects, humans, or something else.

(Mukharomah, 2015, p. 44)argues that there are 2 structures including identification and description. Some things that must be considered when writing a descriptive text is using verb in simple present tense, using adjective to describe the features of the subject, Using topic sentences to begin paragraphs and organize the various aspects of the description.

6) Method

In this research of study, the researchers used qualitative methods. The research specification used by the researcher is descriptive analysis, which is a study that describes or interprets the facts of an event according to the researcher's view through the data that has been collected as it is. Conduct analysis and make conclusions based on existing facts. In other words, descriptive analysis research takes data on the problems that exist in the study which are then processed and analyzed to draw conclusions.

The data collection technique in this study went through two stages, namely observation and interviews conducted at SMP N 1 JUWANA with an English teacher and 32 students of class VIII B. The observation technique was carried out during the teaching and learning process with the relevant material, namely descriptive text, The researcher observed the teacher's way from the beginning to the end of teaching. After making further observations, the researcher conducted interviews with the English teacher based on the questions posed by the researcher with the following procedures: 1) The researcher prepares questions that will be given to the English teacher, 2) Researchers prepare tools to record the results of interviews, 3) Researchers record the responses of the informants, 4) Researchers write transcripts of interviews from the recordings, with the aim of knowing in detail about the formulation of the problems in the research. After the data is obtained, it is analyzed and presented in the form of spoken or written

words. This method aims to systematically describe the facts and data obtained as well as the results of research both from observations and interviews and documentaries to then clarify the description of the research results.

7) Finding and Discussion

Based on the results of observations and interviews conducted by the author in collecting data, the researcher presents the research findings. The findings were obtained by researchers from the observation checklist in the classroom during the teaching and learning process, and the recordings during interviews with English teachers related to the teacher's use of discovery learning when teaching writing descriptive text in class VIII B SMP N 1 JUWANA.

With the development of the times, the education curriculum in schools has undergone various changes, Rifka Natiqoh, S.Pd as an English teacher is of the opinion for grades VIII & IX are still using the K13 curriculum or the old curriculum because it has been running before to make learning methods easier. In curriculum 13 one of the suitable teaching strategies is discovery learning.

Pappas in (Apriyanti Ayu, 20189, p. 2) argues that discovery learning strategies are an inquiry-based instruction method, in another sense in this strategy students are expected to be able to give new guesses and encourage students to find new discoveries by stimulating the creativity of students to find new facts. Rifka Natiqoh S.Pd argues that discovery learning is learning that makes students want to play an active role in responding to stimuli and seeking understanding about a concept in their own way which they then draw conclusions. In learning to write descriptive text the teacher makes the steps that will be used to discuss descriptive text with the title "Jeong Jaehyun". With the reason for choosing this title, namely because in the millennial era now many students idolize K-Poop, one of them is Jeong Jaehyun, this text discusses a description of knowing Jeong Jaehyun so that students are interested in taking the lesson.

According to Rifka Natiqoh, S.Pd as an English teacher there are step used by the teacher in learning to write descriptive using the discovery learning model are :

1.   Stimulation

First of all, when the teacher has shown the material through PPT (PowerPoint), the teacher gives a stimulus by asking students "what do you think about this picture?" from here, students start to be able to stimulate the

stimuli from the teacher just by looking at the picture, students will respond that Jeong Jaehyun is a member of NCT, handsome, tall, white and others, automatically students will understand that today they will learn to describe someone named Jeong Jaehyun.

2.   Problem Statement

After the students respond to the stimuli from the teacher, then the students read the description text, and then a problem formulation appears, such as which sentences the students do not understand, or what vocabulary foreign students think they should listen to like dimples which can then be solved.

3.   Data Collection

Furthermore, after students saw an example of a descriptive text about Jeong jaehyun, the teacher gave feedback for students to be able to express the use of, to be had, and have. The teacher asks students to name as many adjectives as possible from the text for data collection such as curly, tall, long, etc.

4.   Data Processing

After the data is collected, then the teacher gives assignments that must be completed by students in the form of column boxes containing face, eyes, voice, hair, complexion, body & build to be matched using the vocabulary that has been collected previously. so students enthusiastically respond to orders from the teacher, so that an active class.

5.   Verification

Then each student was given a paper randomly with pink and yellow colors which would later be discussed with his friends to describe people according to their respective groups. The first clue is that students start taking the paper at random, in the paper, there are the same numbers 2-3 numbers which will later become one group for the same number. After each student opens the paper and gets their respective groups, then for students who get a pink paper, the task is to describe someone who is in the pink team column, and vice versa if they get a yellow paper, the task is to describe someone who is in the yellow team.

For the next clue, in each group of 2-3 students, each child must make one sentence to describe the picture with notes using the vocabulary that has been analyzed previously. In the end, the three sentences that have been.

compiled by each group can be in the form of descriptive text that describes someone from each team. For students who can compose descriptive sentences correctly, they will be given prizes as a reward so that they feel happy, and for those who still have errors in the preparation of descriptive texts, they will be motivated for the next good

6.   Generalization

At the end of the lesson, students can draw conclusions based on the material learned that day about descriptive, so that students can be believed to be able to describe someone, either parents, teachers, friends, or something else.

The motivation used by the teacher to encourage students' enthusiasm, especially in English lessons, is through TikTok, games, and rewards. Times are growing, many advanced technologies that can be used to motivate students like TikTok to introduce students to English if we have studied it, choosing TikTok which contains conversations from outsiders who speak in English to make it easier for students to communicate in English, because most of the main factors that make students lazy to learn English, one of which is that no opponent is speaking in English, through TikTok videos, students can get used to learning English from imitating speech to being able to write it. Through the motivation of the teacher who gave the challenge, I gave a TikTok link containing English talk to be heard, from that kind of thing it can become a habit of speaking in English. In addition, games that consist of Kahoot and crossword puzzle are also able to motivate students in learning English. Because with the insertion of online games related to English lessons, students will be more interested in following them. Various variations in learning that is what make students enthusiastic and motivated

in learning English. Next is give a reward for students who play an active role and can respond to the teacher to encourage students to be more active, creative, and confident.

8) Conclusion

This research was conducted to obtain evidence about the use of the discovery learning model in learning to write descriptive text in the eighth grade at SMP N 1 JUWANA. after conducting research at SMP N 1 JUWANA in grade eight in learning using the discovery learning model including English lessons. In the use of the discovery learning model, there are six teaching steps that must be done, namely: stimulation, problem statements, data collection, data processing, verification, and generalization. the use of the discovery model is recognized by teachers as suitable for use during learning because it is able to make students more. The

obstacle experienced when using discovery learning utilized to motivate students is the teacher because the teacher has to think hard about the media that is suitable for learning so that it is easy to convey the material, besides that there are also obstacles faced by teachers during learning vary greatly, one of which is when they face students who have low interest in English, because when we apply the same teaching strategy but in different classes, the response will be very different. learning will be successful, but if the teacher faces a class that is less active, they will be a little constrained in delivering the material. So even though the strategy used is the same, it will get a different response if it is applied in another class. But the teacher has a solution to overcoming these obstacles by approaching students with problems.

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