The Effectiveness of Discovery Learning Model in Writing Descriptive Text

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Sections Info	ABSTRACT
Article history: Submitted: January 31, 2021 Final Revised: February 20, 2021 Accepted: March 21, 2021 Published Online: March 31, 2021 *Keywords:* Discovery Learning Learning model Writing Descriptive Text	This study is intended to describe the effectiveness of the application of discovery learning model in writing Descriptive texts. Learning process in education and training field is less related to daily life so that the participants are less passionate and bored. The learning process is still centered on the Widyaiswara/instructor (teacher centered). The problem examined in this paper is whether the discovery learning Model effective in improving the learning outcomes of training participants in the English Teacher Training class in writing Descriptive texts. This research used the Quasi experiment method, conducted at the Surabaya Religious Education and Training Center. Madrasah Aliyah Class I English teacher training class was as a control group while Madrasah Aliyah Class II English teacher training class was as an experimental group. Data obtained through four types of instruments: (1) achievement test, (2) observation, (3) interview, and (4) questionnaire. Data of test results analyzed using t-test statistics. The results showed that the discovery learning model can improve the learning outcomes of participants' products and processes. Discovery learning model can be used as an alternative learning to write descriptive text.

INTRODUCTION

The implementation of the new curriculum is very encouraging for writing lessons, because writing is equal in proportion to the other four language skills, including writing descriptive text lessons. However, this joy was followed by a certain kind of confusion for most teachers in the field when writing lessons took place (Sayuti, 2014). Descriptive text is a type of text which contains a detailed description of an object. The objects are various, such as people, places, and things. The purpose of the descriptive text is to make the reader feel as though the writer has written (Prasetya et al., 2020).

Learning English writing descriptive texts has a fundamental essence and substance. In relation to the efforts to cultivate students' four language skills (listening, speaking, reading, and writing), it is intended that they can communicate internationally in facing the global world (Brown, 2008). For this reason, teachers as learning actors must be able to foster and develop student activeness and creativity in English writing lessons by applying various methods, approaches and learning models, even though the reality shows that this has not been fully implemented. Indications of this last trend can be seen from the learning process that develops during the process of learning English, where the class tends to be passive. The learning profile of students is more in the learning behavior of listening to information activities (Kartika et al., 2020) with dominant teacher activities and taking many positions in front of the class who tend to "patronize", rather than teaching students to learn to think about subject matter (Al Muchtar, 2012).

Therefore, the method or approach used by the teacher in the learning process should not only refer to one particular method or model, which is more by using dry monotone

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