

**AN UNDERGRADUATE THESIS**  
**THE INFLUENCE OF USING DISCOVERY LEARNING ON**  
**THE STUDENTS' WRITING SKILL AT TENTH GRADE OF**  
**MAN 1 LAMPUNG TIMUR**



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**ENGLISH EDUCATION DEPARTMENT**

**STATE ISLAMIC UNIVERSITY OF JURAI SIWO LAMPUNG**

**1447 H/2026 M**

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**THE INFLUENCE OF USING DISCOVERY LEARNING ON THE**  
**STUDENTS' WRITING SKILL AT TENTH GRADE OF**  
**MAN 1 LAMPUNG TIMUR**

Presented as a Partial Fulfillment of the Requirements  
for the Degree of Sarjana Pendidikan (S.Pd)  
in English Education Department

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**STATE ISLAMIC UNIVERSITY OF JURAI SIWO LAMPUNG**

**1447 H/2026 M**



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APPROVAL PAGE

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NOTIFICATION LETTER

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M. Ardian F.r**

To:

The Honorable the Dean of Tarbiyah Department of  
State Islamic University Jurai Siwo.

*Assalamu'alaikum Wr. Wb.*

We have given guidance and enough improvement to research  
undergraduate thesis script which is written by:

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St. Number : 1901051040  
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Title : THE INFLUENCE OF USING DISCOVERY LEARNING ON  
THE STUDENTS' WRITING SKILL AT TENTH GRADE OF  
MAN 1 LAMPUNG TIMUR

It has been agreed so it can be continued to the Faculty of Tarbiyah and Teachers  
Training in order to be discussed on the munaqosyah. Thank you so much.

*Wassamu'alaikum Wr. Wb.*



Metro, 26 Januari 2026  
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*Assalamu'alaikum Wr. Wb.*

Setelah kami mengadakan bimbingan serta perbaikan seperlunya, maka skripsi yang telah disusun oleh:

Nama : M. ARDIAN F.R  
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Judul : THE INFLUENCE OF USING DISCOVERY LEARNING ON  
THE STUDENTS' WRITING SKILL AT TENTH GRADE OF  
MAN 1 LAMPUNG TIMUR

Sudah kami setujui dan dapat diajuk-an ke Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Jurai Siwo untuk dimunaqsyahkan. Demikian harapan kami dan atas perhatiannya kami ucapkan terima kasih.

*Wassamu'alaikum Wr. Wb.*



Metro, 26 Januari 2026  
Dosen Pembimbing

  
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**RATIFICATION PAGE**

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An Undergraduate thesis entitled: THE INFLUENCE OF USING DISCOVERY LEARNING ON THE STUDENTS' WRITING SKILL AT TENTH GRADE OF MAN 1 LAMPUNG TIMUR, written by M. Ardian F.R, student number: 1901051040, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Monday, February 2<sup>nd</sup>, 2026 at 09.30-11.30 a.m.

**BOARD OF EXAMINERS:**

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- Examiner III : Dr. Yuniarti, M.Pd. (.....)
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The Dean of Tarbiyah and Teachers Training Faculty



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## **ABSTRACT**

### **THE INFLUENCE OF USING DISCOVERY LEARNING ON THE STUDENTS' WRITING SKILL AT TENTH GRADE OF MAN 1 LAMPUNG TIMUR**

**By**

**M. ARDIAN F.R**

This study aimed to investigate the effect of the Discovery Learning model on students' writing skills at the tenth grade of MAN 1 Lampung Timur. Writing skill is a complex productive skill that requires active learning, learner autonomy, and higher-order thinking. Therefore, the implementation of Discovery Learning was expected to improve students' ability to generate ideas, organize content, and express thoughts coherently in written form.

This study employed a quantitative approach using a quasi-experimental design with a pre-test and post-test control group. The population of this study consisted of all tenth-grade students of MAN 1 Lampung Timur. The sample comprised 55 students, consisting of 27 students from Class X.H as the control group and 28 students from Class X.F as the experimental group. The experimental group was taught using the Discovery Learning model, while the control group was taught using conventional teaching methods. Data were collected through writing tests administered before and after the treatment. The data were analyzed using SPSS version 27, including tests of normality, homogeneity, and an Independent Samples t-test.

The results showed that the data were normally distributed and homogeneous. The Independent Samples t-test revealed a significance value (Sig. 2-tailed) of 0.001, which was lower than the 0.05 significance level. This finding indicated that there was a statistically significant difference in writing skill achievement between students taught using Discovery Learning and those taught using conventional methods. The post-test mean score of the experimental group was higher than that of the control group, demonstrating the positive effect of Discovery Learning on students' writing skills. In conclusion, the findings of this study provide empirical evidence that the Discovery Learning model has a positive and significant effect on students' writing skills at the tenth grade of MAN 1 Lampung Timur.

**Keywords: Discovery Learning, English Language Teaching, Quasi-Experimental Research, Writing Skill**

## **ABSTRAK**

### **PENGARUH PENGGUNAAN PEMBELAJARAN DISCOVERY TERHADAP KETERAMPILAN MENULIS SISWA KELAS SEPULUH DI MAN 1 LAMPUNG TIMUR**

**Oleh**

**M. ARDIAN F.R**

Penelitian ini bertujuan untuk mengetahui pengaruh penerapan model Discovery Learning terhadap keterampilan menulis (writing skill) siswa kelas sepuluh MAN 1 Lampung Timur. Keterampilan menulis merupakan keterampilan produktif yang kompleks sehingga memerlukan model pembelajaran yang mendorong keaktifan, kemandirian, dan kemampuan berpikir kritis siswa. Oleh karena itu, penerapan model Discovery Learning diharapkan mampu meningkatkan kemampuan siswa dalam mengembangkan ide, mengorganisasi gagasan, dan menyusun teks tulis secara sistematis.

Penelitian ini menggunakan pendekatan kuantitatif dengan desain kuasi-eksperimen (quasi-experimental design) menggunakan pre-test dan post-test pada kelompok eksperimen dan kelompok kontrol. Populasi penelitian ini adalah seluruh siswa kelas sepuluh MAN 1 Lampung Timur, dengan jumlah sampel sebanyak 55 siswa, yang terdiri atas 27 siswa kelas X.H sebagai kelas kontrol dan 28 siswa kelas X.F sebagai kelas eksperimen. Kelas eksperimen ditreatment menggunakan model Discovery Learning, sedangkan kelas kontrol ditreatment menggunakan metode pembelajaran konvensional. Data dikumpulkan melalui tes menulis yang diberikan sebelum dan sesudah perlakuan. Data dianalisis menggunakan aplikasi SPSS versi 27 melalui uji normalitas, uji homogenitas, dan uji Independent Samples t-test.

Hasil penelitian menunjukkan bahwa data berdistribusi normal dan memiliki varians yang homogen. Hasil uji Independent Samples t-test menunjukkan nilai signifikansi (Sig. 2-tailed) sebesar 0,001 yang lebih kecil dari 0,05. Hal ini menunjukkan bahwa terdapat perbedaan yang signifikan antara keterampilan menulis siswa yang diajar menggunakan model Discovery Learning dan siswa yang diajar menggunakan metode konvensional. Rata-rata nilai post-test kelas eksperimen lebih tinggi dibandingkan dengan kelas kontrol, yang menunjukkan bahwa model Discovery Learning memberikan pengaruh positif terhadap keterampilan menulis siswa. Berdasarkan hasil penelitian tersebut, dapat disimpulkan bahwa penerapan model Discovery Learning berpengaruh positif dan signifikan terhadap keterampilan menulis siswa kelas sepuluh MAN 1 Lampung Timur.

**Kata kunci: Discovery Learning, Keterampilan Menulis, Pembelajaran Bahasa Inggris, Penelitian Kuasi-Eksperimen**

## STATEMENT OF RESEARCH ORIGINALITY

The Undersigned:

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States that this undergraduate thesis is originally the result of the researcher's research in exception of the certain parts which are excerpted from the bibliography mentioned.

Metro, 26 Januari 2026

Researcher



M. ARDIAN F.R

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## PERNYATAAN KEASLIAN PENELITIAN

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Jurusan : Tadris Bahasa Inggris

Fakultas : Tarbiyah dan Keguruan

Menyatakan bahwa skripsi ini sepenuhnya merupakan hasil penelitian dan karya saya sendiri, kecuali pada bagian-bagian tertentu yang dirujuk dari sumber lain dan telah disebutkan secara jelas dalam daftar pustaka.

Metro, 26 Januari 2026

Peneliti

A yellow postage stamp with a value of 1000 Rupiah. The stamp features the Garuda Pancasila emblem and the text 'METERAL TEMPORER' and '1000'. A signature is written over the stamp.

**M. ARDIAN F.R**

NPM. 1901051040

**MOTTO**

**خَيْرُ النَّاسِ أَحْسَنُهُمْ خُلُقًا وَأَنْفَعُهُمْ لِلنَّاسِ**

**The best of people are those who have the best manners and those who are  
most beneficial to people.**

**(Hadits By Ath-Thabrani)**

## **DEDICATION PAGE**

I am pleased to dedicate this undergraduate thesis for :

1. Almighty Allah SWT, thank you for the blessings of health and strength that have been given so that I can finish my thesis on time.
2. To my cherished parents, Mr. Rahmad Suhadi S.Pd and Mrs. Daruningsih S.Pd who always prays and encouraging me. I am gratefull for everything.
3. To my sisters Rani Arsita Nurrohimah M.Pd and Cinta Damairia Imana, who always encourages me to always be enthusiastic.
4. My sponsor Mrs. Leny Setiyana, M.Pd, thank you for all the guidance and directions.
5. Thank you to the person who has NPM. 2002030007 that always support and believe me.
6. All my best friends, thank you for being a good friend and supporting me.
7. Thank you to the people who have hurt and love me, thanks to them I am able to have the spirit to complete my undergraduate thesis well.
8. Last but not least, I wanna thank me for believing me, for doing all these hard work, for having no days off, for never quitting, for allways being a giver and trying to give more than I receive, for trying do more right than wrong, for just being me all time.

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Praise thanks to Allah who has been giving His blessing and mercy to the researcher to complete research entitled “THE INFLUENCE OF USING DISCOVERY LEARNING ON THE STUDENTS’ WRITING SKILL AT TENTH GRADE OF MAN 1 LAMPUNG TIMUR”. Sholawat and Salam are being upon our prophet Muhammad SAW, the great leader of moral awakening in the world.

In this opportunities, the researcher would like ro express her deepest gratitude especially to:

1. Prof. Dr. Ida Umami, M.Pd., Kons, as the rector of UIN Jurai Siwo Lampung.
2. Dr. Siti Annisah, M.Pd, as the dean of Tarbiyah and Teacher Training Faculty of UIN Jurai Siwo Lampung.
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4. Leny Setiyana, M.Pd, as the guide provided valuable knowledge and support in finishing this undergraduated thesis
5. All lecturer of the English Education Department of UIN Jurai Siwo who have given their thought and shared their knowledge.
6. Headmaster, teacher, and staff of MAN 1 Lampung Timur who gives permission to researcher conduct the research in this school.

The researcher apologizes for all the mistakes that she has made in writing and finishing this thesis. All criticism and suggestion are expected to improve the quality of this thesis. Hopefully, this thesis can be useful for researcher in particular, for our college and every reader in generic.

Metro, January 26<sup>th</sup> 2026

Researcher



**M. ARDIAN F.R**

St. ID. 1901051040

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# CHAPTER I

## INTRODUCTION

### A. Background of Study

Language was a tool to convey something that comes to mind. However, furthermore, language was a tool for interacting or a tool for communicating, in the sense of a tool for conveying thoughts, ideas, concepts or feelings. Language was a set of arbitrarily conventionalized vocal, written, and gestural symbols that allow members of a given community to communicate intelligibly with one another.<sup>1</sup> In this world, many languages were spoken, including English. It was now an international language that almost all countries use as their first, second, or foreign language. Furthermore, it has long been designated as a formal language for international communication.

English is an interactional language that plays a significant role in the world. In some countries, the official language is used for government, education, commerce, and international communication. English is a foreign language taught in Indonesia from elementary school to university. Because English is a foreign language that is used as a medium of instruction in schools, many students believe that it is the most difficult subject. In English, there are four skills: speaking, writing, reading, and listening. It is preferable for English learners to master all of these skills, but they are not the same. Many English

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<sup>1</sup> Dian Novia Isroyana dan Arif Rahman, "Communication Strategies Used By Efl Students In English Classroom Setting," *Fakultas Keguruan dan Ilmu Pendidikan Program Studi Pendidikan Bahasa Inggris IKIP* Vol.8 No.2 (Desember 2021): 22, <https://doi.org/10.33394/jo-elt.v8i2.4482>.

learners do not have all of these skills mastered, for example, excel at speaking but struggle with writing. Another example, some English learners are good at reading, but not either in listening or vice versa. That is, this English learner has a difference ability to acquire language.

Writing is an activity for communication. It means, we all consider that writing is an instrument to record ideas, or event, because with writing, someone can tell their opinion, behaviour, and feeling to others in written form. In addition, it can be also used to convey information. Knowing that writing skills are very important, it is a must for teachers to teach those skills in high school. In fact, it might also strengthen one's knowledge of the structure of grammar and choice of words. It makes students practice to express their ideas in written form. The ability to write has become a necessary ability in the global literacy community. Most importantly, the teacher must motivate students to write and encourage them to write more. As long as students want to write, their writing skills will increase.

The English language material for class tenth of the Merdeka Curriculum that students will study has a sports theme. This material is divided into 4 chapters, namely great athletes, sports events, sports and health, and healthy foods. Each chapter students will carry out listening, speaking, reading and viewing, writing and presenting activities, and close with a project. In the

chapter 1 Great Athletes the students must be able to writing a simple descriptive text on a great athlete of their preference.<sup>2</sup>

On October 1<sup>st</sup>, 2025, prasurey has been done at MAN 1 Lampung Timur revealed several challenges faced by students in developing their writing skills. Based on interviews with teacher, it was found that many students struggle with basic aspects of writing, such as constructing sentences, understanding sentence meanings, and grasping the overall content of a text. These difficulties result in students requiring a significant amount of time to comprehend and produce written text. Furthermore, they often encounter challenges in completing exercises related to writing This is based on student score data in table 1.

**Table 1**

**The Pra-Survey Data of Students' writing skill of The Tenth Graders at  
MAN 1 Lampung Timur**

NO	NAME	SCORE	PASSING GRADE	NOTE
1	AB	65	70	Incomplete
2	AC	100	70	Complete
3	AFB	-	70	-
4	AIK	100	70	Complete
5	AMP	75	70	Complete
6	ARR	90	70	Complete
7	AS	45	70	Incomplete
8	AWAQ	95	70	Complete
9	DAA	85	70	Complete
10	FUF	75	70	Complete
11	HAA	65	70	Incomplete
12	HRS	70	70	Incomplete

---

<sup>2</sup> Budi Hermawan dkk., *Bahasa Inggris Work in Progress* (Pusat Perbukuan Badan Standar, Kurikulum, dan Asesmen Pendidikan Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Kompleks Kemdikbudristek Jalan RS. Fatmawati, Cipete, Jakarta Selatan, 2022), 3.

NO	NAME	SCORE	PASSING GRADE	NOTE
13	IA	45	70	Incomplete
14	KD	65	70	Incomplete
15	LR	85	70	Complete
16	MFM	45	70	Incomplete
17	MNS	35	70	Incomplete
18	MRAP	70	70	Incomplete
19	MZFR	-	70	-
20	NA	45	70	Incomplete
21	ND	50	70	Incomplete
22	NNH	95	70	Complete
23	RSAF	95	70	Complete
24	SNA	80	70	Complete
25	VH	10	70	Incomplete
26	W	10	70	Incomplete
27	ZM	55	70	Incomplete
28	ZLL	60	70	Incomplete
Average			65.7	

*Source: the score data from English teacher at MAN 1 Lampung Timur*

**Table 2**

**The Criteria of Learning Result**

No	Score (Passing grade)	Frequency	Interpretation	Percentage
1	>70	15 students	Complete	54%
2	≤70	13 students	Incomplete	46%

*Source: the data from English teacher at MAN 1 Lampung Timur*

Based on the table above it can be conclude that the total number of tenth H grade students is 28. 2 students did not going to school, 15 students can achive the minimum score and 13 students can not achieve the minimum score.

Many strategies for teaching writing can be used, the english teachers should be creative in developing their teaching learning process in order to

create a good environment for improving student writing skills and making English lessons more exciting. From many strategies can be used for teaching writing, one of them is discovery learning, so therefore the researcher use discovery learning to improve students' writing skill.

The application of the Discovery Learning Model is a solution to improve the quality of learning to write descriptive texts. Discovery learning is a learning model, and it is a learning concept that aims to understand meaning and relationships through an intuitive process so that, in the end, they arrive at a conclusion. Discovery learning includes learning models that use understanding, understanding concepts, then learning meaning and a relationship through an intuitive process until finally arriving at a conclusion.

Students are more creative and innovative in all areas of learning, A teacher must be involved in helping his students develop the writing skills, and that will happen when an individual is directly involved in using a process to discover various principles and concepts to develop students' abilities. The discovery of a learning model can be made through observation, prediction, measurement, classification, determination, and inference. A cognitive process itself is a mental process of assimilating concepts and principles in the mind.<sup>3</sup>

Based on the background above, the researcher wanted to conduct a study with the title. "The influence of using discovery learning on the students' writing skill at tenth grade of MAN 1 Lampung Timur".

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<sup>3</sup> Rahayu, R., & Mustika, I. (2021). *Application of Discovery Learning Method Learning To Writing Procedure Text in Vocational School Students 1 Soreang*. JLER (Journal of Language Education Research), 4(2), 114. <https://doi.org/10.22460/jler.v4i2.6441>

## **B. Problems Identification**

Based on background of the problems above, some problems were founded:

1. The students` writing skill was still low.
2. The students have difficulty making sentences, determining the meaning of sentences, or comprehending only the broad outline of the text content.
3. The students needed a lot of time in understanding and making text.
4. The students struggled to complete the exercises.

## **C. Problem Limitation**

Based on the identification of the problem above, the researcher was focus the research on the influence of using discovery learning model on the students` writing skill in descriptive text. The material to be taught were about describe great athele.

## **D. Problem Formulation**

The formulation of the problem in this research as follows: “Is there positive and significant influence of using Discovery learning students writing skill in the tenth grade of MAN 1 Lampung Timur?”.

## **E. Objective and Benefit of the Research**

1. Objective of the research

This research was objected to know whether there is positive and significant influence of using Discovery learning on the students` writing skill in the tenth grade of MAN 1 Lampung Timur.

## 2. Benefit of the research

This research was hoped to be useful for the teacher, and other researchers as follows:

### a. For the teacher

This research can be used as a reference and additional knowledge to increase the quality of teaching, especially in teaching writing.

### b. For the other researchers

This research can be used as a reference for other or the next researchers who are going to conduct the same research dealing with writing descriptive text.

## **F. Prior Research**

This reaserch would be conducted by considering several previous studies. First prior research was conducted by Olvi Martin Yuliani et al is “The Effect of Discovery Learning on Students' Essay Writing Skills”. The result of this research investigated the effect of the Discovery Learning paradigm on essay writing ability among eleventh-grade students at SMA Negeri 9 Padang. Using an explorative method with a one-group pretest–posttest design, the study involved 36 students from class XI F4. The mean pretest score was 60.94 ( $p = 0.078 > 0.05$ ), while the mean posttest score increased to 77.77 ( $p = 0.094 > 0.05$ ). Furthermore, the significance test demonstrated that the application of Discovery Learning had a statistically significant effect on students’ essay writing ability ( $p < 0.05$ ). These findings confirm that Discovery Learning effectively improves students’ writing skills. Considering the data above, the

research of The Effect of Discovery Learning on Students' Essay Writing Skills was successful.<sup>4</sup>

The second prior research by Opik Prasetyo et al is “Improving Students’ Scientific Writing Skills through Discovery Learning in Science Learning: A Systematic Review” Previous studies have examined the effectiveness of the Discovery Learning model in improving students’ scientific writing skills in science education. Using a systematic review approach with the PRISMA method, seven Scopus-indexed articles published between 2013 and 2023 were analyzed. The findings indicate that the implementation of Discovery Learning consistently enhances students’ scientific writing skills across various aspects and criteria. These results suggest that Discovery Learning is an effective instructional model for empowering students’ scientific writing skills, particularly in science and biology learning contexts.<sup>5</sup>

The third prior research by Daulay et al is “The Effectiveness Of Inquiry Based Learning Strategy On Students’ Writing Skill In Narrative Text”. The result indicates that  $t_{observed} = 2.557$ , while  $t_{table}$  indicates 1.671 with  $df = 60$  and a significance level of 0.05. Consequently, this  $H_a$  is approved while the  $H_0$  is rejected. In conclusion, inquiry-based learning is an effective strategy for

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<sup>4</sup> Olvi Martin Yuliani dkk., “The Effect of Discovery Learning on Students’ Essay Writing Skills,” *J-LELC: Journal of Language Education, Linguistics, and Culture* 3, no. 3 (2023): 251–61, <https://doi.org/10.25299/j-lelc.2023.14040>.

<sup>5</sup> Opik Prasetyo dkk., “Improving Students’ Scientific Writing Skills through Discovery Learning in Science Learning: A Systematic Review,” *Jurnal Penelitian Pendidikan IPA* 11, no. 5 (2025): 1–9, <https://doi.org/10.29303/jppipa.v11i5.6789>.

the teaching and learning process because it allows students to engage in discussion to produce their finest writing product.<sup>6</sup>

The fourth prior research by Novia Eriza et al is “An Analysis Of Discovery Learning In Teaching English At The First Grade In SMAN 1 Bukittinggi” The conclusion is that by implementing discovery learning used by teachers, they are able to increase good grades and students become active in the learning process.<sup>7</sup>

The fifth prior research by Muliati et al is “Promoting Discovery Learning For Efl Students In Reading Comprehension”. Students got problem in reading English text and answering the questions of reading passage but students have significantly increased their reading skill after learning reading within Discovery Learning as well as the students are able to read critically. It is believed that Discovery Learning is effective in teaching and learning English at SMPN 01 Barru.<sup>8</sup>

All of the previous research above have similarities and differences with this study. The similarities the first, second, fourth and fifth previous research was using discovery learning as a model learning, for the first, second and the third one were improving the students writing skill. With this

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<sup>6</sup> Sholihatul Hamidah Daulay, Yani Lubis, and Nurhaliza, “*The Effectiveness Of Inquiry Based Learning Strategy On Students’ Writing Skill In Narrative Text*,” Universitas Islam Negeri Sumatera Utara Vol. 2 No. 1 (2023).

<sup>7</sup> Novia Eriza dkk., “An Analysis Of Discovery Learning In Teaching English At The First Grade In SMA N 1 Bukittinggi,” *Journal of Educational Management and Strategy* 2, no. 1 (2023): 104–13, <https://doi.org/10.57255/jemast.v2i1.229>.

<sup>8</sup> Ulfah Syam, *PROMOTING DISCOVERY LEARNING METHOD FOR EFL STUDENTS IN READING COMPREHENSION*, 9 (November 2020): 370–82, <https://journal.unismuh.ac.id/index.php/exposure>.

phenomenon the researcher using Discovery learning to know how effective discovery learning on the students' writing skill in the tenth grade of MAN 1 Lampung Timur. The differences were the first previous research is using discovery learning for essay writing skill, the second previous research is using discovery learning for scientific writing skills and fifth previous research is using discovery learning for reading comprehension, the fourth previous research was using discovery learning for several themes, the third previous research used Inquiry Based Learning.

In this case, the researcher was combine writing descriptive with discovery learning. A study entitled "The influence of using discovery learning on the students' writing skill at tenth grade of man 1 lampung timur" would be conducted based on the statement above.

## CHAPTER II

### THEORETICAL REVIEW

#### A. Writing

Students have to master the four basic languages of English which consist of listening, speaking, reading, and writing. Writing is one of the important aspects for student in English learning. They have to write grammatically in text. Writing is important for them to express their knowledge in the form of text, essay, paper, job application etc.

##### 1. Nature of Writing

Writing is one of the four skills (listening, speaking, reading and writing) in language learning. It is the system of written symbols, representing the sounds, syllables or words of language, with different mechanisms - capitalization, spelling and punctuation, word form and function.

There are some definition by the expert about writing. Brown in his book "*Principle by Language Learning and Teaching*" writing is simply about expressing ideas, opinions, thought, feeling, etc. on a piece of paper by using pen. It is an activity of transferring knowledge to others into written symbols or statement.<sup>1</sup> In this era, most people use electronic tools such as computer to express their thought or ideas. Therefore, the way modern

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<sup>1</sup> Douglas Brown, *Principle by Language Learning and Teaching* (New York: Edison Wesley longman. Inc, 2000), Fourth edition (t.t.).

people do writing is by typing. Nonetheless, there are some skills needed to have a good written product.

According to Hyland writing is a way of sharing personal meanings and writing courses emphasize the power of the individual to construct his or her own views on a topic.<sup>2</sup> Moreover, Parel said that writing is the most efficiently acquired when practice in writing parallels practice in other skills.<sup>3</sup> It means that writing can train the ability of verbal and non-verbal.

Besides that, Swales et al defined that Writing is a complex socio cognitive process involving that construction of recorded messages on paper or on some material and more recently on a computer screen. The skills needed to write range from making the appropriate graphic marks, through utilizing the resources of the chosen language, to anticipating the reactions of the intended readers.<sup>4</sup> It means that writing is a record process through an essay that needs a skill, good diction in order to understand by the reader easily.

Another linguist, Hamp-Lyons et al state that writing is an act that takes place within a context, that accomplishes a particular purpose, and that is appropriately shaped for its intended audience.<sup>5</sup> It means writing is an activity to communicate between writer and reader in order to achieve a

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<sup>2</sup> Ken Hyland, *Second Language Writing* (Cambridge: Cambridge University Press, 2003), 9.

<sup>3</sup> M.F. Parel Dr. dan Praveen M. Jain, *English Language Teaching: Methods, Tools & Techniques* (Jaipur: Sunrise Publishers & Distributors, 2008), 125.

<sup>4</sup> M. John Swales dan Christine B. Feak, *Academic Writing* (New York: Oxford University Press, 1993), 34.

<sup>5</sup> Liz Hamp-Lyons and Barbara Kroll, "TOEFL 2000 – Writing: Composition, Community, and Assessment." In "Assessing Writing"., Sara Cushing Weigle (United Kingdom: Cambridge University Press, 2002), 19.

specific goal. It is described by Linse that writing as the act of picking up a pencil and forming letters either by printing or writing them in cursive. It is also said in her book that writing can be defined as the act or composing a piece of text.<sup>6</sup> It has a meaning that writing was an act of arranging letters into a piece of text, written in a paper

Based on the quotations above, the researcher could assume that writing was an activity to transfer the ideas and to express someone's thinking through written form, and writing was a useful written message that used the rules and the strategies of language.

## 2. Writing Purposes

Base on Greenville that any piece of writing will be trying to do at least one of the following things. The purposes of writing are classified into three; writing to entertain, writing to inform, and writing to persuade. Each of three purposes is the basic aim of getting ideas from one brain into another.<sup>7</sup>

### a. Writing to entertain

Writing to entertain generally takes the form of so-called 'imaginative writing' or 'creative writing'. Examples of imaginative writing are novel, stories, poems, song lyrics, plays and screenplays.

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<sup>6</sup> Caroline T. Linse, "Practical English Language Teaching: Young Learners," *New York: McGraw-Hill*, t.t., 98.

<sup>7</sup> Kate Greenville, *Writing From Start To Finish A Six-Step Guide* (Crows Nest: Griffin Press, 2001), 1.

b. Writing to inform

Writing to inform means that the text as the information from some task. The text can give the information for the reader. Examples of writing to inform are newspaper articles, scientific or business reports, instructions or procedures, and essays for school and university.

c. Writing to persuade

This includes advertisements, some newspaper and magazine's articles, and some types of essay. This type of writing might include your opinion. In other word, writing has many functions in text. Writing can help students for making the text more useful.

### 3. Writing Process

Writing is a never one-step action, but it is a process that has several steps. It starts from the beginning of what the topic is going to write until the publication of the writing. There are at least three steps of writing process, they are:

a. Pre writing (Planning)

Prewriting is the first step in the writing process.<sup>8</sup> Before we start to composed a writing a, some ideas should be thought as a topic of product writing. In this step, writers are challenged to think and gather the topic will be written. In deciding the subject of writing, the writers should consider who will be the reader of the writing.

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<sup>8</sup> Alice Oshima & Ann Hogue, *Introduction to Academic Writing*, second edition (New York: Longman, 1997), 2.

Every writer should read appropriate references as their warming up to get an adequate topic. Unfortunately, the information which is invented from reading is imperfectly remembered. Therefore, it is extremely important that writers make note-taking from what they have read. Taking a few sentences might be done to set them aside for a later draft. These sentences will be literal ideas of possible topics to be composed.<sup>9</sup>

In addition, reading commonplace book could make the writers get easy to find idea for their writing. Commonplace book provides new perceptions and more quotations which would make writing product become strong and more alive.<sup>10</sup> The other reference to enrich the subject of writing was journal. Many outstanding writers used journal to create an interesting writing because it contains of good perceptions, ideas, emotions, and actions.<sup>11</sup> It can make writers interest in writing even they don't have any ideas.

#### b. Drafting

Before the writers begin to write well, they should make a format of the writing and put the words down on paper.<sup>12</sup> This step is often called drafting. Brown argued that drafting is the step that the writers really begin to write. In this step, the writers put their words

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<sup>9</sup> Alastair Fowler, *How to write* (New York: Oxford University Press, 2006), 12.

<sup>10</sup> Thomas. S. Kane, *The Oxford Essential Guide to Writing* (New York: Oxford University Press, 1988), 21.

<sup>11</sup> *Ibid.*

<sup>12</sup> Beverly Ann Chin, *How to Write Great Research Paper* (Hoboken: John Wiley & Sons, Inc., 2014), 57.

into the paper without worrying about spelling, grammar punctuation, or the best wording.<sup>13</sup>

Actually, drafting is tentative and imperfect writing. Drafting product can be refined to develop by putting down all the term related to the topic in the margin to make the writers easily to check an appropriate word in elaborating the topic. Moreover, in drafting phase, rereading and correcting are required to improve the product of writing.

c. Revising

Revising is the next step of writing process. Revising makes the writers correct the product of writing in the reader side that looks forward to a perfect writing. When the writers examine the product writing in side of their own place, revising is demanded the writersto read and equalize the product by expecting themselves what will be expecting the reader.

They should consider the questions which are likely to appear when the readers read their product. Revising includes checking that the content and purpose are clear. The checking can be in spelling, punctuation, and grammar. It is important that the writers ask their friends to reread their writing to get good checking. Harmer also

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<sup>13</sup> Kristine Brown and Susan Hood, *Writing Matters* (New York: Cambridge University, 1989), 14.

argued that revising is often helped by the readers who comment and make suggestions of the writing.<sup>14</sup>

Furthermore, revising fundamental aspect is a right way to make intelligibility of the writing. Moreover, it can be carried out by strengthening the main points by using brief statements, omitting the similar words in the writing product, and being alert for grammatical error. To revise effectively, the writers should be forced to read slowly in order to notice the clumsiness in sentence structure or a trembling repetition in a sentence which can make the reader confuse to read the writing product.

Then, striking out imprecise words and inserting more fixed terms of the previous drafting are being the next step in this phase. In addition, in revising, punctuation and grammar usage are carefully considered in arranging the sentences because they will make the sentences be fixed in a product of the writing.<sup>15</sup>

#### **4. Writing Assessment**

The writing result should be assessed by using a writing rubric to evaluate the quality of each writing component. One of the writing rubrics is stated by Heaton that is illustrated in the following table:

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<sup>14</sup> Jeremy Harmer, *How to Teach Writing* (Harlow: Longman, 2004), 5.

<sup>15</sup> Thomas S. Kane, *Essential Guide to Writing* (New York: Oxford University Press, 2000), p.37.

**Table 3**  
**Writing Assessment**

<b>Content</b>		
30-27	Excellent to very good	Knowledgeable, substantive-etc.
26-22	Good to average	Some knowledge of subject adequate range-etc.
21-17	Fair to poor	Limited knowledge of subject, little substance-etc.
16-13	Very poor	Does not show knowledge of subject, non-substantive-etc.
<b>Organization</b>		
20-18	Excellent to very good	Ideas clearly stated-etc.
17-14	Good to average	loosely organized but main ideas stand out.
13-10	Fair to poor	an idea confused
9-7	Very poor	Does not communicate, no organization,
<b>Vocabulary</b>		
20-18	Excellent to very good	effective word/idiom choice and usage
17-14	Good to average	Adequate range, occasional errors of word/idiom from, choice, usage but meaning not obscured.
13-10	Fair to poor	frequent errors pf word/idiom from, choice, usage
9-7	Very poor	Essentially translation, little knowlege of English vocabulary.

<b>Language use</b>		
25-22	Excellent to very good	Effective complex constructions
21-19	Good to average	Effective but simple constructions
17-11	Fair to poor	Major problems in simple/complex constructions-etc
10-5	Very poor	Virtually no mastery of sentence construction rules
<b>Mechanics</b>		
5	Excellent to very good	Demonstrates mastery of conventions
4	Good to average	frequent errors of spelling, punctuation
3	Fair to poor	Frequent errors of spelling punctuation, capitalization
2	Very poor	No mastery of conventions

Source: *Adapted from J.B Heaton Writing English Language Test.*

Based on the table above, each category has a different high score. That is the content 30 score, organization 20 scores, vocabulary 20 scores, language use 25 score and mechanics 5 scores. Therefore, the highest grade is 100.

## **5. Writing Skill**

Writing skill is a product of ingenuity carved through knowledge, learning, creativity and intellectual uprightness. An individual with sound writing skills is regarded high in dignity and receives elevated opportunities everywhere in competitive examinations, job opportunities,

promotions and social services. Regarding the discipline of teaching and learning a language, proficiency in writing skill deserves an irrelative significance.<sup>16</sup>

Writing, as one of the four major skills, incorporates a number of subskills. The theory of segregated learning of language ascribes most for part to whole learning. Obviously, there are quite a lot of merits of this approach to learning. With regard to teaching writing skill, Rajkumar mentions<sup>17</sup> the following subskills to be considered while writing something in general.

- a. Mechanics: handwriting, spelling and punctuation.
- b. Organization: topic, introduction, body paragraphs, coherence, cohesion, textual conclusion.
- c. Syntax: sentence structures, sentence boundaries, style of sentence construction, sentential arrangements, etc..
- d. Grammar: word class appropriation, rules of subject-verb agreement, use of correct tense, gender, case, appropriate use of article, preposition and conjunctions.
- e. Content: choice of vocabulary, relevance, originality, clarity, logicality, sufficiency.

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<sup>16</sup> Pitamber Gautam, "Writing Skill: An Instructional Overview," Journal of NELTA Gandaki 2 (8 Desember 2019): p.77, <https://doi.org/10.3126/jong.v2i0.26605>.

<sup>17</sup> Rajkumar, "Writing skills: An overview," chapter 3, 2013, p.58.

- f. Writing process: brainstorming, noting down ideative points, drafting, editing, revising and preparing the final copy for publication

## 6. Concept of Descriptive text

### a. Definition of Descriptive text

Description or descriptive etymologically is derived from the word describe. Describe means to draw, to illustrate or to picture object, place, person in order to have visual appearance of the object described.<sup>18</sup> Descriptive text is a text which says what a person or thing is like.

Descriptive text has a function to describe something in detail in order to enable the readers to see, hear, feel and touch it directly involve themselves in the event. The context of this kind of text is the description of particular thing, animal, person, or others, for instance: our pets or person we know well. A good descriptive text includes many vivid sensory details that paint a picture and appeals to all of the reader's senses of sight, hearing, touch, smell and taste when appropriate. Descriptive text may also paint picture of the feeling person, place or thing invokes in the writer.

Mastering descriptive text helpsthe studentsto make another kind of text such like narrative text, recount text and report text.

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<sup>18</sup> Wy. Dirgeyasa, *College Academic Writing: A Genre-Based Perspective* (Medan : Unimed Press, 2014), 3.

For example in narrative text when the students want to make the readers interested in it they must be able to make the text with a good detail, it demands the students to explain something in details. According to Ismayanti the generic structure of descriptive text are identification and description.<sup>19</sup> In identification is identifies the subject to be described. The identification usually stated in the first paragraph to introduce the reader what the topic to be described in the next paragraph.

b. The Generic Structure of Descriptive Text

Descriptive text has structures as below:

1) Identification

In this generic structure introduces to the subject of description.

2) Description

In this part give details of the characteristic features of the subject. Such as : qualities, characteristics, describing the phenomenon in parts, qualities<sup>98</sup>, or/and characteristic, size, physical appearance, ability, habit, daily live, etc.

3) The Language Feature of Descriptive Text

Significant Grammatical feature of descriptive text are:

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<sup>19</sup> Eni Ismayanti and Abdul Kholiq, "An Analysis Of Students' Difficulties In Writing Descriptive Text" 7, No. 1 (2020): p.11.

- a) Focus on specific participant (my English teacher, Andini's cat, my favorite place).
- b) Use of Simple Present Tense.
- c) Use of Past Tense if extinct.
- d) Verb of being and having 'Relational Processes' (my mum is really cool, she has long black hair).
- e) Use descriptive adjectives (strong legs, white fangs).
- f) Use of detailed noun phrase to give information about the subject ( a very beautiful scenery, a sweet young lady, very thick fur).
- g) Use of action verb 'material processes' (it eats grass, it runs fast).
- h) Use of adverbial to give additional information about behavior (fast, at tree house).
- i) Use of figurative language (Jhon is as white as chalk).

#### c. Types Of Descriptive Text

Most writing contains description. Following are a few types of writing that depend heavily on descriptive language:<sup>20</sup>

- 1) Descriptions of a person, place or thing contain sensory details that bring to life actual people, places, and things.

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<sup>20</sup> Joyce Armstrong Carrel, *Writing and Grammar Communication and Action* (America : Prentice Hall, 2001), p.101.

- 2) Observations describe an event the writer has witnessed. Often, the event takes places over an extended period of time.
- 3) Travel Brochures contain factual information as well as persuasive language to encourage tourism.
- 4) Character sketches describe fictional characters-their appearances, personalities, hopes and dreams.

## **B. Discovery Learning Model**

### **1. Nature of Discovery Learning**

Discovery learning is one of the cognition learning models that involve students actively seeking knowledge independently. Students learn by finding solutions to a problem. Previous experiences are linked to becoming meaningful knowledge.<sup>21</sup> Discovery learning focuses students on gaining knowledge in their way. Students develop creativity to solve problems with practicum or science experiments. The investigation results obtained by the students were then analyzed thoroughly. At this stage, students connect previous knowledge or experience obtained with data from practicum to obtain the concept of science.

Discovery learning stages are stimulation, problem statement, data collection, data processing, verification and generalization. The discovery learning models are included in the early learning level with discovery learning sequences, interactive demonstrations, inquiry teaching, inquiry

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<sup>21</sup> Siti Rahmawati dkk., "The Effectiveness of Discovery Learning Module Classification of Materials and Its Changes to Enhance Critical Thinking Skills," *Jurnal Inovasi Pendidikan IPA* 7, no. 1 (2021), <https://doi.org/10.21831/jipi.v7i1.33253>.

laboratories, realworld applications, and inquiry hypotheses. These levels of learning are known as levels of inquiry.<sup>22</sup>

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

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

When students are asked to write, they got stress and worried, because of the grammatical rule in English uses in writing. Here, the researcher use discovery learning is to reduce students' worry about the grammatical rule. The students would write without any grammatical rule

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<sup>22</sup> *Ibid*

<sup>23</sup> Nurpahmi, *The Use Of Discovery Learning Model In Writing Descriptive Text At Eleventh Grade Of Sma Negeri 8 Pinrang* (Universitas Muhammadiyah Makassar, 2018), p.13.

as usual at the first time, but they would face the fact thing that must be assumed to be a thing that must be written. People who use self discovery in learning turn out to be more self confident. Discovery is a way from the unknown to the known by the learners themselves. The active participation of the learner in the learning process is called discovery learning. In discovery learning, students construct knowledge based on new information and data collected by them in an explorative learning environment.

Discovery learning occurs whenever the learner is not provided with the target information or conceptual understanding and must find it independently and with only the provided materials. Within discovery learning models, there is an opportunity to provide the learners with intensive, conversely, minimal guidance, and both types can take many forms (e.g., manuals, simulations, feedback, example problems).

Discovery Learning can be called as an active learning. Here, strategy for active learning has a purpose to make independent and creative growing in studying, so that students can make innovations. Learning aim is hope to make students enable to understand a concept through their discovery by doing experiment. For this, it only can be achieved by using strategy in grouping to make a report as well as communication. If the main goal of science program is to get children to understand, remember, and apply science concept, there's probably no more powerful tool than having

writing science.<sup>24</sup> Research indicate that writing about science improves not only science vocabulary, but also performance in reading and thinking in the discipline.

## **2. The Aims of Discovery Learning Model**

there are many specific aims in discovery learning, as follow:<sup>25</sup>

- a. Students have a chance to involve actively in teaching learning.
- b. Students learn to discover rule in concrete as well as abstract situation, also students extrapolate information that have given.
- c. Students learn to formulate answer question strategy that not confused and use answer question to obtain information.
- d. Students form the way of working together effectively, giving information each other, and listening and using people's ideas.
- e. Students' concept skills and principles that have been learnt are meaner.
- f. Students' skill in discovery learning is easier to transfer in new activity and to apply in new learning situation.

## **3. Steps to Implement Discovery Learning Model**

There are several procedures of Discovery Learning. In Discovery Learning, teacher should must give a change to students to be a problem solver, mathematician and historian. Lesson material is not given in the

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<sup>24</sup> Haim Eshach dan Michael N. Fried, "Should Science Be Taught in Early Childhood?," *Journal of Science Education and Technology* 14, no. 3 (September 2005): p.315–36, <https://doi.org/10.1007/s10956-005-7198-9>.

<sup>25</sup> Nurpahmi, *The Use Of Discovery Learning Model In Writing Descriptive Text At Eleventh Grade Of Sma Negeri 8 Pinrang*, p.16.

beginning of teaching learning but students should do some activities collect information, comparing, category, analyzing, integrating, reorganizing material as well as making conclusions.<sup>26</sup>

a. Stimulation

First of all, in this stage students are hoped on thing which makes confusing, then it does not give generalization, in order there is desirability to investigate by themselves. Besides, teacher can begin the activity by proposing questions, read a book, etc. That will give direction on the starting of problem solving. The function of this stage is to Problem statement Data collection Verification Data processing Generalization Students Stimulation supply learning interaction condition which can develop and help students in exploring material.

b. Problem Statement

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

c. Data Collection

When the exploring is going, teacher also gives a change to students to collect the information as many as possible. Students are given a change to collect many relevant information, read literature, observe object, interview, and do experiment.

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<sup>26</sup> Ayu Rahmawati, *The Implementation Of Discovery Learning In Teaching Reading At Sman 1 Jetis Ponorogo*, 2024, p.28.

d. Data Processing

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

e. Verification

In this stage, all of students do investigate accurately to prove whether hypothesis is right or no that is decided with alternative discovery, direct coupled with data processing result. According to Bruner, verification has purpose in order learning process would run well and creative if teacher gave a change to students to discover a concept, theory, rule or comprehension through the example of their daily activity.

f. Generalization

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

#### 4. The Advantages and Disadvantages of Discovery Learning

The discovery learning has some advantages based on Rahmi et al research,<sup>27</sup> there are:

- a. discovery learning enriches students' background knowledge,
- b. discovery learning enriches students' vocabulary,
- c. discovery learning encourages students' motivation to study,
- d. discovery learning creates students' curiosity,
- e. discovery learning brings out creativity,
- f. discovery learning makes the students learn both, facts or information about the text and skills,
- g. discovery learning increases students' confidence.

However, besides having many advantages, they are (Rahmi et al) also finds the disadvantages of implementing discovery learning, they are:

- a. Discovery learning will require too much time for preparation and learning.
- b. The number of the students is almost always too high to use discovery learning especially in describing lesson because it is importance to interact one-on-one. On the other hand, group interaction is also important to achieve the collective experiences of the group; therefore, if the number of students is too small, the collective experiences are limited.

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<sup>27</sup> Yunisa Rahmi and Ratmanida, "The Use Of Discovery Learning Strategy In Teaching Reading Report Texts To Senior High School Students" 3 (2014): p.186.

- c. The limited number of the lesson to be taught. In applying discovery learning strategy, students are required to learn the topic deeply. Besides that, there are also many stages faced by students during reading activity. This situation makes teacher cannot continue the learning process to the next lesson quickly. So, it can be guessed that not all of the lessons can be taught with the number of time given.

## **C. Theoretical Framework and Paradigm**

### **1. Theoretical Framework**

The researcher involved is based on two factors. The two variables are dependent (y) and independent (x). Utilizing a discovery learning is the independent variable (x), while writing skill is the dependent variable (y).

A teacher has to be knowledgeable about a variety of instructional techniques, methods, and resources. Teachers must be able to select the most effective method from a variety of techniques and media so that their pupils never become bored while studying English.

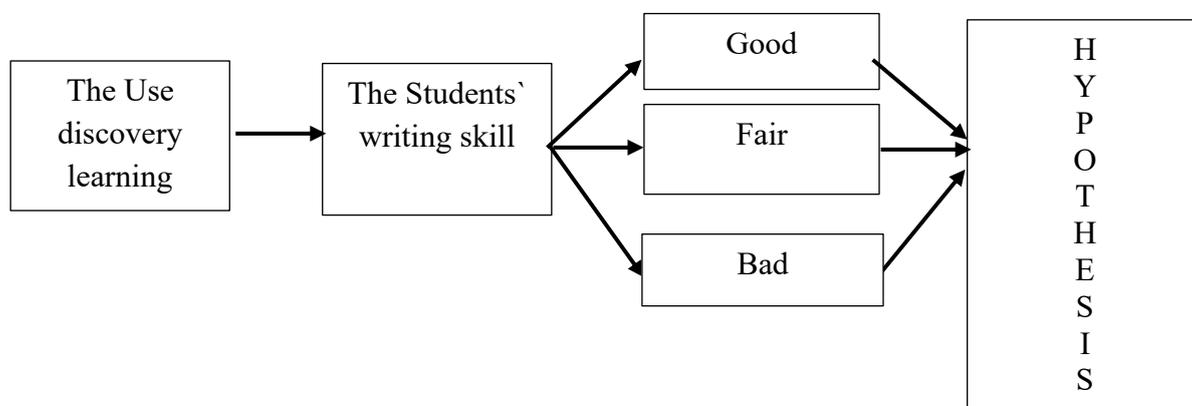
Using discovery learning is one model that may be employed in the teaching and learning process, particularly when teaching writing skill. According to the theoretical framework of this research, students' writing skill is good if the discovery learning is employed appropriately. On the other hand, students' writing skill is poor if the discovery learning is employed appropriately.

## 2. Paradigm

Paradigm is simple scheme, but contain with main element of the research that point out of the research indication and the relationship each other. Based on theoritical framework above the research describes the paradigm as follow.

**Figure.1**

**Paradigm of The Influence of Using discovery learning On The  
Students' writing skill Of The Tenth Grade Of  
Man 1 Lampung Timur**



Referring to the above figure 2.1, it can be seen that if teachers do discovery learning well, their students' writing skill score will be high. If fewer teachers are using discovery learning, then students writing skill will be low. Therefore, the influence of using discovery learning on the students' writing skill at tenth grade of MAN 1 Lampung Timur will be a positive and significant effect on students reading comprehension.

## **D. Hypothesis**

### **1. Ha (alternative hypothesis)**

There is any positive and significant the influence of using discovery learning on the students' writing skill at tenth grade of MAN 1 Lampung Timur.

### **2. Ho (null hypothesis)**

There is any positive and significant the influence of using discovery learning on the students' writing skill at tenth grade of MAN 1 Lampung Timur.

Based on the explanation above, it can be written in statistical hypothesis below:

Ha: if sig (2-tailed) < 0,05, then Ho is rejected, then Ha is accepted

Ha: if Sig (-tailed) > 0,05, then Ho is accepted, then Ha is rejected.

## CHAPTER III

### RESEARCH METHODOLOGY

The research methodology is covered in this chapter along with additional explanations of the operational definition variable, population, sample, sampling strategy, data collecting method, research instrument, and data analysis method. As a result, the researcher provides the following explanation for each of those items:

#### **A. Research Design**

All of the planning steps needed when doing research are included in research design. In this research, the researcher would use experimental research method to determine the influence of using discovery learning on the students' writing skill. Experimental research was a type of quantitative research. The goal of quantitative research was to explain phenomena by the collection and analysis of numerical data using techniques derived from mathematics, particularly statistics.<sup>1</sup> It means that numerical data obtained through mathematical or statistical methods was employed in quantitative research.

The aim of this research was to know whether there was a positive and significant influence of using discovery learning on the students' writing skill at tenth grade of MAN 1 Lampung Timur. Two classes would employ by the researcher: an experimental class and a control class. Random selections made for both classes. Here was how the research design may be shown.

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<sup>1</sup> Daniel Mujis, *Doing Quantitative Research in Education* (London: SAGE Publications Ltd, 2004), p.1.

**Table 4****The Research Design**

Experimental class	Pre-test	Treatment by using discovery learning	Post-test
Control class	Pre-test	Treatment does not use discovery learning	Post-test

The researcher would employ two classes, one as an experimental class and the other as a control class, based on the preceding table. Prior to beginning treatment, the student would a pre-test to determine their writing skill score. in the experimental class the first treatment researcher would teach writing skill and explain about writing skill in descriptive text and the second treatment discovery learning model was used to treat the experimental class, while the control class treatment without discovery learning model.

Furthermore, The post-test results of the experimental class and the control class were also compared by the researcher. The goal of the research was to determine whether there were any differences between the control group, which would not use the discovery learning model, and the experimental group, who utilize the model. The goal of this research would decide there was positive and significant influence of using Discovery learning on the students' writing skill in the tenth grade of MAN 1 Lampung Timur.

## B. The Operational Definition of Variable

Operational definition is the definition which based on characteristic of the thing that will be define, and it can be observe or measure. Meanwhile, a variable can be defines as an attribute of a person or of an object which 'varies' from person to person or from object to object.<sup>2</sup> Variable is a construct or a characteristic that can take on different.<sup>3</sup> Based on the meaning each variable above, the operational definition of variable as follow:

### 1. Independent Variable (X)

According to Hatch, The independent variable is the major variable which you hope to investigate<sup>4</sup>. The independent variable of this research is Discovery Learning. It can make the students motivate to improve their writing skil. This technique also make the students feel free to express and explore their ideas. The students do not worry to make mistakes in their writing skill.

### 2. Dependent Variable (Y)

The dependent variable is response variable or output. It will an observe aspect of the behavior of an organism that will be stimulated.<sup>5</sup> The dependent variable was a factor which would measure and observe to

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<sup>2</sup> Evelyn Hatch and Anne Lanzaration, *The research Manual; Design and Statistics for Applied Linguistics* (Los Angeles: Heinle & Heinle Publications, 1991), p.51.

<sup>3</sup> Donald Ary, *Introduction to Research in Education, Eight edition* (USA: Wadsworth CThe Thirdage Learning, 2010), p.37.

<sup>4</sup> Evelyn Hatch and Anne Lanzaration, *The research Manual; Design and Statistics for Applied Linguistics*.

<sup>5</sup> Yongesh Kumar Singh, *Fundamental of Research Methodology and Statistics* (New Delhi: New Age International (P) Limited, 2006), p.63–64.

determine the effect of independent variable. Dependent variable in this research was writing skill (Y).

In this research, the researcher would limit writing descriptive text that measure through a writte test by composing a writing descriptive text. Moreover, the students' essay would measure by using five indicators, they are:

- a) Content,
- b) Organization,
- c) Vocabulary,
- d) Language use, and
- e) Mechanics

### **C. Population, Sample and Sampling Technique**

#### **1. Population**

According to Kumarsingh, "population or universe means the entire mass of observation, which is the parent group from which a sample is to be formed".<sup>6</sup> It could be understood that the population was the whole subject in observation. The total population in this research is 290 students who are divided into 10 classes of the tenth graders of MAN 1 Lampung Timur.

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<sup>6</sup> Yongesh Kumar Singh, *Fundamental of Research Methodology and Statistics*, 82.

## 2. Sample

A sample is a small proportion of the population that is selected for observation and analysis.<sup>7</sup> It means sample is a part of population that will be observed. The research sample of this study were class X.H as Treatment Group that consisted of 28 students, and X F as the Control Group that consisted of 27 students.

## 3. Sampling Technique

Sampling is the process of selecting a number of individuals for a study in such as a way that the individuals represent the large group from which they were selected. The sampling technique is influence by the needs and objectives of the study. In this research, the researcher applied cluster random sampling technique. In this study, the researcher chooses class tenth H and tenth F to be investigated.

### **D. Data Collecting Technique**

The researcher was formulated the collecting data as follows:

#### 1. Test

The researcher would use comparing written tests to collect data and to measure of the students' writing skill. According to Brown, A test, in simple terms, is a method of measuring a person's ability, knowledge, or performance in a given domain.<sup>8</sup> The researcher would use pre-test and post-

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<sup>7</sup> John W. Best and James V. Kahn, *Research in Education*, Tenth Edition (United States: Pearson Education, 2006), 13.

<sup>8</sup> H. Brown Douglas, *Language Assessment: Principles and Classroom Practice*, (New Jersey: Pearson Education, 2004), p. 244-245 (New Jersey: Pearson Education, 2004), 3.

test to collect data and to measure of the students' writing skill. Then, it will conduct for Treatment Group and Control Group.

a. Pre-Test

The researcher was given the pre-test to the students of Treatment Group and Control Group. This step would have been done before presenting the special treatment (especially for Treatment Group) to find out the capability and to know how far the students' writing skill.

b. Post-Test

The post-test was held in order to know the students' writing skill after applying Discovery Learning as a treatment in teaching descriptive text. The post-test would have been done after the treatments, in order to know was it effective whether the Discovery Learning as the way to improve the students' writing skill.

2. Documentation

Documentation as the method which was used to get information from written language or documents.<sup>9</sup> The researcher used this method to support and to get detail information from the data of MAN 1 Lampung Timur, the population students of the thenth grade of MAN 1 Lampung Timur, the curriculum and the profile of MAN 1 Lampung Timur.

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<sup>9</sup> Zina O'leary, *The Essential Guide To Doing Research* (London: Sage Publications, 2004), 177.

### 3. Observation

Researcher used guideline observation. The goal is to collect data in a systematic and measurable manner. Researcher observed and recorded what they saw in real situations, without changing or influencing those situations, to know problems that students were faced in writing class, and to know the results of the students learning activities.

## **E. Research Instrument**

Instrument was a tool of the research which was used in each method. It meant that instrument was a tool or facility that was used by the researcher to collect the data completely and systematically. Furthermore, the research instrument involves:

### 1. Instrument Blueprint

To obtain the data relate to the research problem. The researcher would use written test. The pretest instrument would different with the posttest instrument, but have same difficulty level. The pre-test would give both of Treatment Group and Control Group. The pre-test would do to measure the ability of the students' writing skill in descriptive text before giving experimental treatment by using Discovery Learning for Treatment Group. The researcher would test the students to make a descriptive text based on the topic.

After the pre-test, the researcher was give the post-test to know the ability of the students' writing skill by using Discovery Learning as a teaching writing model for Treatment Group. The post-test would carry out

after giving experimental treatments for several times. Meanwhile, in Control Group, the post-test would give without giving any special treatment.

## 2. Instrument Calibration

Instrument calibration was the scale of measurement used to decide the instrument standard. The researcher would use validity content. The validity of a measure was the extent to which it measures what you intend it to measure.<sup>10</sup> It means that validity was the accuracy item of the measurement result. The researcher would use content validity to measure whether the test was good validity or not. Content validity was a concern whether the test would sufficiently representative and comprehensive for the test. To get the content validity, the test was adapt with the students' book, English syllabus and materials base on the curriculum of the tenth graders of MAN 1 Lampung Timur.

## F. Data Analysis Technique

To find out if the use of Discovery Learning ther is a positive and significant influence using Discovery Learning on the students' writing skill of tenth grade at MAN 1 Lampung Timur in the academic year 2024–2025. researcher would analyze data using Independent Sample T-test with SPSS version 27.0 with the following hypothesis:

Alternative Hypothesis ( $H_a$ )

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<sup>10</sup> Kenneth S. Bordens and Bruce B. Abbott, *Research Design and Methods A Process Approach*, Eighth Edition (New York: McGraw-Hill, 2008), 133.

Ha : There was positive and significant influence of using discovery learning  
On The Students' writing skill at tenth grade of MAN 1 Lampung Timur.

Null hypothesis (Ho)

Ho: There was no positive and significant influence of using discovery learning  
on the students' writing skill of tenth grade of MAN 1 Lampung Timur.

Statistical Hypothesis

Ha: if sig (2-tailed)  $< 0,05$ , then Ho is rejected, then Ha is accepted

Ha: if Sig (-tailed)  $> 0,05$ , then Ho is accepted, then Ha is rejected.

## CHAPTER IV

### RESEARCH RESULT AND DISCUSSION

#### A. Description Of Data

##### 1. Description of The Research Area

###### a. The Brief History of MAN 1 Lampung Timur

This madrasah was established in 1968 by the Muslim community of Central Lampung, initially named *Sekolah Persiapan Institut Agama Islam Negeri* (SPIAIN) Metro. It underwent several transformations, becoming *Madrasah Aliyah Agama Islam Negeri* (MAAIN) Persiapan in 1970 and later MAN Metro Central Lampung in 1978. In 1983, the institution moved to a new location in Banjarrejo Village after acquiring land and constructing new buildings.

The madrasah developed a boarding school program called *Madrasah Aliyah Kelas Khusus* (MAKK) in 1992, and in 2005 it officially received recognition as a boarding school under the name *Pondok Modern Al-Kahfi Banjarrejo*. Following regional division in 1999, the name changed to MAN 1 Metro East Lampung, and later to MAN 1 East Lampung based on KMA No. 157 of 2014. The leadership of the institution has changed over time, and since 2021 it has been led by H. Rubangi, M.Pd.I.<sup>1</sup>

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<sup>1</sup> *profile Detail Man 1 Lampung Timur*, 2023, <https://appmadrasah.kemenag.go.id/web/profileDetail?nsm=131118070001&provinsi=18&kota=1807&status=&akreditasi=&kategory=bos>.

**b. Vision and Mission of MAN 1 Lampung Timur**

## 1) Vision

The vision of MAN 1 Lampung Timur is “Good Moral, excelling in achievement professional and religious”.

## 2) Mission

The mission of MAN 1 Lampung Timur are as follows :

- a) Carry out teaching and guidance in accordance with their potential.
- b) Fostering a spirit of excellence intensively to all school members.
- c) Fostering and encouraging excellence in the application of science, technology and art.
- d) Fostering the appreciation and practice of the teachings of Islam and good national culture so as to realize competent students.
- e) Creating graduates who are qualified, accomplished, have high morals, and are devoted to Allah SWT.

**c. The Condition of Infrastructure Facilities at MAN 1 Lampung Timur**

The infrastructure of MAN 1 East Lampung, which consists of the principal's office, teacher's office, classroom, restroom, prayer room, kitchen, science lab, computer lab, ablution area, parking area, hall room, and library, is in good enough condition for teaching and learning activities. In addition, the resources offered by MAN 1 East Lampung,

such as sufficient chairs for instructors and students, whiteboards, internet connectivity, fans in each room, PCs in the computer lab, LED lights, a projector, and a printer, can facilitate the learning process.

#### **d. Curriculum of MAN 1 Lampung Timur**

The Ministry of Religious Affairs of the Republic of Indonesia (Kemenag) has issued Ministerial Decree (KMA) Number 450 of 2024 concerning Guidelines for the Implementation of the Independent Curriculum in Madrasahs. This KMA served as the foundation for MAN 1 East Lampung in implementing the Independent Curriculum, which was begin in the 2024-2025 academic year.

## **2. The Description of Research Result**

### **a. The Result of Pre-Test Score**

The purpose of giving a pre-test to students was to find out the previous students' writing skill. The pre-test was administered on Thursday, 23th october 2025 in Class X.F as a Experimental class and class X.H as a control class. After conducting pretes for both classes collected and analyzed data.

Table 5

## Descriptive Statistics of Pre-test Experimental and Control class

	N	Range	Minimum	Maximum	Sum	Mean		Std. Deviation	Variance	Skewness		Kurtosis	
						Statistic	Std. Error			Statistic	Std. Error	Statistic	Std. Error
Pre-Test (Experimental Class)	28	27.00	48.00	75.00	1785.00	63.7500	1.12055	5.92937	35.157	-.414	.441	.793	.858
Valid N (listwise)	28												
Pre-Test (Control Class)	27	26.00	48.00	74.00	1656.00	61.3333	1.32905	6.90596	47.692	-.121	.448	-.432	.872
Valid N (listwise)	27												

Based on the table above, it could be seen that total of students experimental class (N=28) and control class (N=27). Range score in the experimental class = 27 and control class = 26, minimum score experimental class = 48 and control class 48, maximum score experimental class = 75 and control class= 74, total score and mean experimental class 1785 and 63.75 and control class 1656 and 61.33. the standard deviation of experimental class = 5.92937 and control class 6.90596, variance experimental class = 35.157 and control class 47.692.

## b. The Result of Post-Test

The researcher conducted a post-test after The researcher has done a pre-test and conducted a meeting of treatments, The post-test instrument was different between the pre-test, but the pattern and level difficulty was still the same.

**Table 6**

### Descriptive Statistics of Post-test Experimental and Control class

	N	Range	Minimum	Maximum	Sum	Mean	Std. Deviation	Variance	Skewness	Kurtosis		
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic	Std. Error	Statistic	Std. Error
Post Test (Experimental Class)	28	22.00	72.00	94.00	2276.00	81.29	1.008	5.332	28.434721	.441	.037	.858
Valid N (listwise)	28											
Post Test (Control Class)	27	30.00	58.00	88.00	1936.00	71.70	1.467	7.625	58.140081	.448	-.083	.872
Valid N (listwise)	27											

Based on the table above, could be seen that total of students experimental class (N=28) and control class (N=27). Range score in the experimental class = 22 and control class = 30, minimum score experimental class = 72 and control class 58, maximum score experimental class = 94 and control class= 88, total score and mean experimental class 2276 and 81.29 and control class 1936 and 71.70.

the standard deviation of experimental class = 5.332 and control class 7.625, variance experimental class = 28.434 and control class 58.140.

### c. The Result of Normality Test

The normality test was used to measure whether the data in the experimental class and control class are normally distributed or not. In this case the researcher used SPSS (Statistical Package for Social Science) version 27 to calculate the normality test.

Normality test is formulated as follows:

Ha: The data that has been collected was normally distributed.

Ho: The data that has been collected was abnormally distributed. The criteria of accepted of normality test as follows:

Ha = accepted if  $\text{Sig} < \alpha = 0.05$

Ho = accepted if  $\text{Sig} \geq \alpha = 0.05$

**Table 7**

#### Tests of Normality

Tests of Normality							
	Class	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Score	Pretest control class	.131	27	.200*	.964	27	.462
	Post test control class	.189	27	.014	.939	27	.114
	Pretest experiment class	.200	28	.006	.955	28	.259
	Post test experiment class	.131	28	.200*	.941	28	.120
*. This is a lower bound of the true significance.							
a. Lilliefors Significance Correction							

Based on the number of samples in each group was fewer than 50 the researcher used the Shapiro–Wilk test results, the pretest scores of the control class showed a Sig. value of 0.462 ( $> 0.05$ ), indicating a normal distribution. The posttest scores of the control class had a Sig. value of 0.114 ( $> 0.05$ ), which also indicates a normal distribution. Furthermore, the pretest scores of the experimental class obtained a Sig. value of 0.259 ( $> 0.05$ ), meaning the data were normally distributed. Lastly, the posttest scores of the experimental class showed a Sig. value of 0.120 ( $> 0.05$ ), indicating a normal distribution.

In conclusion, based on the Shapiro–Wilk test, all pretest and posttest data from both the control and experimental classes were normally distributed. Therefore, the data met the assumptions required to proceed with parametric statistical analyses, such as the t-test.

#### **d. The Result of Homogeneity Test**

The researcher calculated homogeneity to found out whether the data was homogeneous or not, after knowing that the data tested was normal. In this case the researcher used SPSS (Statistical Package for Social Science) to calculate the homogeneity test.

The homogeneity test hypothesis is formulated as follows:

$H_a =$  Data homogenous

Ho = Data did not homogenous

The criteria of acceptance of homogeneity test as follows: Ha = accepted if  $\text{Sig} \geq \alpha = 0.05$

Ho = accepted if  $\text{Sig} < \alpha = 0.05$

**Table 8**

**Tests of Homogeneity of Variances**

		Levene Statistic	df1	df2	Sig.
Score	Based on Mean	.781	3	106	.507
	Based on Median	.689	3	106	.561
	Based on Median and with adjusted df	.689	3	97.578	.561
	Based on trimmed mean	.796	3	106	.499

Based on the table above, it could be concluded that the results of Levene's Test, the significance value based on the mean was 0.507 ( $> 0.05$ ), based on the median was 0.561 ( $> 0.05$ ), based on the median with adjusted degrees of freedom was 0.561 ( $> 0.05$ ), and based on the trimmed mean was 0.499 ( $> 0.05$ ). All significance values exceeded the 0.05 threshold. It can be concluded that the variances of scores across all groups are homogeneous.

**e. The Results of Hypothetical Test**

Hypothesis testing was conducted to determine whether there was a significant influence between variable X (Discovery Learning) on variable Y (writing skill). Hypothesis testing was carried out in

several ways, such as t-test (manual) or computerized t-test (using the SPPSS application version 27).

Based on the normal test and the homogeneity test, it could be seen that the data were normal and homogeneous. So that to know the significance of the treatment effect the researcher analyzed the data using the Independent Sample T-test with SPSS 27 could be applied, with following hypothesis;

Ha : There was good impact and significant influence of using discovery learning on the students' writing skill of the tenth grade of man 1 lampung timur.

Ho : There was no good impact and significant influence of using discovery learning on the students' writing skill of the tenth grade of man 1 lampung timur.

The criteria of acceptance of hypothetical test as follows:

Ha: if sig (2-tailed) < 0,05, then Ho is rejected, then Ha is accepted

Ha: if Sig (2-tailed) > 0,05, then Ho is accepted, then Ha is rejected

**Table 9**  
**Independent Samples Test**

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Score	Equal variances assumed	1.200	.278	-5.417	53	.001	-9.582	1.769	-13.130	-6.034
	Equal variances not assumed			-5.383	46.374	.001	-9.582	1.780	-13.164	-6.000

Based on the results of data analysis using the Independent Samples t-test, the significance value of Levene's Test was 0.278, which was higher than the significance level of 0.05. This result indicated that the variances of writing skill scores between the experimental class taught using the Discovery Learning model and the control class taught using conventional teaching methods were homogeneous. Therefore, the analysis of mean differences was conducted using the assumption of equal variances. The results of the t-test revealed a t-value of -5.417 with 53 degrees of freedom (df) and a significance value (Sig. 2-tailed) of 0.001, which was lower than 0.05. These findings indicated that there was a statistically significant difference in students' writing skills between the experimental class and the control class after the treatment had been implemented.

Furthermore, the mean difference of -9.582 indicated a substantial difference in writing skill achievement between the two classes. The negative value of the mean difference reflected a significant discrepancy in the average writing scores of the experimental and control classes, demonstrating the influence of the Discovery Learning model on students' writing skills. In addition, the 95% confidence interval ranged from -13.130 to -6.034, which did not include zero. This result strengthened the conclusion that the observed

difference in writing skills was not due to chance, but rather to the different instructional approaches applied in the classroom.

In conclusion, the findings of this study provided empirical evidence that the implementation of the Discovery Learning model had a significant effect on students' writing skills. Discovery Learning encouraged students to actively explore ideas, organize their thoughts, and construct written texts independently, which contributed positively to the development of their writing abilities. Based on the statistical results, the null hypothesis ( $H_0$ ), which stated that there was no good impact and significant influence of using discovery learning on the students' writing skill of the tenth grade of man 1 lampung timur and those taught using conventional methods, was rejected, while the alternative hypothesis ( $H_a$ ) was accepted.

## **B. Discussion**

This study aimed to investigate the effect of the Discovery Learning model on students' writing skills. The data were analyzed using an Independent Samples t-test to examine whether there was a significant difference in writing skill achievement between students taught using Discovery Learning and those taught using conventional teaching methods. Prior to conducting the t-test, Levene's Test for Equality of Variances was performed to examine the homogeneity of variance assumption. The result of Levene's Test showed a significance value of 0.278, which was higher than the significance level of 0.05, indicating that the variances of the two groups were homogeneous.

Based on this result, the analysis proceeded using the equal variances assumed condition. The t-test results revealed a t-value of -5.417 with 53 degrees of freedom (df) and a significance value (Sig. 2-tailed) of 0.001. Since the significance value was lower than 0.05, the null hypothesis was rejected. This finding indicated that there was a statistically significant difference in writing skills between the experimental class taught using the Discovery Learning model and the control class taught using conventional instructional methods. The mean difference of -9.582 further demonstrated that the difference in students' writing skill achievement between the two classes was substantial.

The significant difference in writing skill scores between the experimental and control classes suggested that the Discovery Learning model had a meaningful impact on students' writing performance. The negative value of the mean difference indicated a discrepancy in average writing scores between the two classes, which reflected the effectiveness of discovery learning in improving students' writing skills. Moreover, the 95% confidence interval, ranging from -13.130 to -6.034, did not include zero, confirming that the difference was statistically reliable and not due to random variation.

This finding implied that students who were engaged in learning activities based on discovery processes were better able to develop their writing skills compared to those who learned through conventional teaching methods. Through Discovery Learning, students actively explored ideas, identified patterns, and constructed knowledge independently, which likely enhanced

their ability to generate ideas, organize content, and express thoughts coherently in written form.

This stimulation effectively aroused students' curiosity, as evidenced by spontaneous responses, questions, and attempts to connect initial information with prior knowledge. Several students actively provided information from pictures or materials presented by the teacher, such as the names and occupations of people in the pictures. This finding indicates that the stimulation stage successfully prepared students' cognitive frameworks for the subsequent learning process.

In the problem identification stage, students were able to formulate learning problems more clearly and with greater focus. Most students were able to formulate key questions relevant to the topic, demonstrating their ability to identify knowledge gaps and determine the focus of their investigation. This stage indicates the development of critical thinking skills and students' ability to define problems independently.

In the data collection stage, students demonstrated active involvement in seeking information from various sources provided, such as reading materials, case studies, and internet resources provided by the researcher. Many students demonstrated independence and persistence in collecting the data needed to address learning problems. This finding illustrates students' ability to explore learning resources and select relevant information.

In the data processing stage, students were able to analyze, categorize, and interpret the collected information. Students were seen to be able to

compare data, find patterns, and establish relationships between concepts, leading some to independently create descriptive texts. This finding indicates an improvement in students' analytical skills as a result of the collaborative process of processing information, resulting in a deeper conceptual understanding.

In the verification stage, students presented the findings they obtained during the data collection and processing process. Through this presentation, students had the opportunity to systematically convey their understanding and be accountable for the results of their analysis. The presentation provided space for students to receive feedback from teachers and peers, allowing for an open and collaborative validation of their findings. This stage demonstrated students' ability to communicate ideas, provide logical explanations, and confirm the validity of their findings through academic discussions.

In the generalization stage, the researcher draws conclusions based on the findings presented and discussed by the students. The researcher then provides a deeper understanding of the core concepts learned, providing students with clarification and reinforcement of the material they have explored. This step ensures that all students understand the concepts correctly and comprehensively, while also connecting the learning outcomes to a broader context or application in real-life situations.

The findings of this study were in line with several previous studies that reported positive effects of Discovery Learning on students' language skills, particularly writing. Previous research indicated that Discovery Learning

enhanced students' creativity, critical thinking, and independence in learning, which contributed to improved writing performance. Studies conducted in similar educational contexts also found that students taught using Discovery Learning achieved higher writing scores than those taught using traditional methods.

However, this study also extended previous findings by providing empirical evidence of the significant effect of Discovery Learning on writing skills in the present research context. While some earlier studies suggested that Discovery Learning may require sufficient guidance to be effective, the results of this study demonstrated that, when implemented appropriately, Discovery Learning could significantly improve students' writing skills. Therefore, this study reinforced and complemented existing research, confirming the relevance and effectiveness of Discovery Learning in writing instruction.

The effectiveness of Discovery Learning in improving writing skills can be explained by its emphasis on learner autonomy and active participation. When students are actively involved in discovering knowledge, they become more motivated and engaged in the learning process. This increased engagement positively influences their writing performance, as students are encouraged to think critically, express ideas freely, and refine their written output.

Furthermore, Discovery Learning fosters higher-order thinking skills, such as analysis, synthesis, and evaluation, which are essential in writing. Students who actively discover and organize information tend to produce more

structured and meaningful texts. Consequently, the significant difference found in this study logically supported the argument that Discovery Learning provided a more effective learning environment for developing writing skills than conventional teacher-centered methods.

## CHAPTER V

### CONCLUSION AND SUGGESTIONS

#### A. Conclusion

Based on the results of data analysis and discussion, it can be concluded that the implementation of the Discovery Learning model had a positive and significant influence on the writing skills of tenth-grade students at MAN 1 Lampung Timur. This conclusion was supported by the difference in post-test mean scores between the experimental and control groups, in which students who were taught using Discovery Learning achieved higher writing scores than those who were taught using conventional teaching methods.

The results of the prerequisite tests indicated that the research data were normally distributed and homogeneous, allowing for the use of parametric statistical analysis. Furthermore, the results of the Independent Samples t-test showed a significance value (Sig. 2-tailed) of 0.001, which was lower than the 0.05 significance level. Therefore, the null hypothesis ( $H_0$ ) was rejected, and the alternative hypothesis ( $H_a$ ) was accepted. These findings clearly answered the research question, confirming that there was a positive and significant influence of using Discovery Learning on students' writing skills in the tenth grade of MAN 1 Lampung Timur.

The findings of this study indicated that Discovery Learning was effective in improving students' writing skills by encouraging active participation, learner autonomy, and higher-order thinking. Through the

discovery process, students were able to explore ideas, organize their thoughts, and construct written texts more systematically. As a result, Discovery Learning can be recommended as an alternative instructional model for teaching writing in English language classrooms.

In conclusion, this study is expected to contribute to the development of English language teaching, particularly in enhancing students' writing skills through student-centered learning models. Despite certain limitations related to the research scope and design, the findings of this study may serve as a reference for future researchers and as a consideration for teachers in selecting effective teaching strategies.

## **B. Suggestions**

### **1. Suggestions for Teachers**

Teachers are encouraged to provide more structured guidance when applying the Discovery Learning model, especially in writing instruction. Writing requires clear scaffolding, examples, and continuous practice. Teachers should ensure that students understand each stage of Discovery Learning and are able to apply the concepts effectively in producing written texts. Additionally, teachers may combine Discovery Learning with other writing strategies such as process writing, peer review, or guided writing to enhance its effectiveness.

### **2. Suggestions for Schools**

Schools are expected to support the implementation of innovative learning models by providing adequate learning resources and facilities.

This includes access to digital tools, reference materials, and training for teachers to strengthen their competence in applying student-centered learning approaches. Improved learning infrastructure can contribute to better engagement and performance in writing activities.

### **3. Suggestions for Future Researchers**

Future research should consider the following points:

- a. Increase the number of participants to obtain stronger statistical power and more generalizable findings.
- b. Extend the duration of treatment because writing skill development requires sustained practice over time.
- c. Employ multiple forms of assessment (pre-test, post-test, and follow-up tests) to capture writing development more comprehensively.
- d. Combine Discovery Learning with writing-focused techniques to maximize its impact on students' writing performance.
- e. Control external variables such as students' motivation, home literacy environment, and prior exposure to discovery-based activities.

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# APPENDICES



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: [www.tarbiyah.metrouniv.ac.id](http://www.tarbiyah.metrouniv.ac.id); e-mail: [tarbiyah.iain@metrouniv.ac.id](mailto:tarbiyah.iain@metrouniv.ac.id)

Nomor : B-4308/In.28/J/TL.01/09/2024  
Lampiran : -  
Perihal : **IZIN PRASURVEY**

Kepada Yth.,  
KEPALA SEKOLAH MAN 1 LAM-TIM  
di-  
Tempat

*Assalamu'alaikum Wr. Wb.*

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami, atas nama :

Nama : M. ARDIAN F.R  
NPM : 1901051040  
Semester : 11 (Sebelas)  
Jurusan : Tadris Bahasa Inggris  
Judul : THE INFLUENCE OF USING DISCOVERY LEARNING ON  
THE STUDENTS WRITING SKILL AT TENTH GRADE OF  
MAN 1 LAMPUNG TIMUR

untuk melakukan prasurvey di MAN 1 LAMPUNG TIMUR, dalam rangka menyelesaikan Tugas Akhir/Skripsi.

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya prasurvey tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

Metro, 27 September 2024  
Ketua Jurusan,



**Dr. Much Deiniatur M.Pd.B.I.**  
NIP 19880308 201503 1 006



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**KANTOR KEMENTERIAN AGAMA KABUPATEN LAMPUNG TIMUR**  
**MADRASAH ALIYAH NEGERI 1**

Jln. Kampus 38 B Banjarrejo Kecamatan Batanghari Lampung Timur Telp. ( 0725 ) 44756  
 Website : [www.man1lampungtimur.sch.id](http://www.man1lampungtimur.sch.id) E-mail : [man1lampungtimur@gmail.com](mailto:man1lampungtimur@gmail.com)

01 Oktober 2024

Nomor : B- 442 /Ma.08.01/PP.07.1/10/2024  
 Lamp : -  
 Hal : **Tanggapan Izin Prasurvey**

Yth.

Dekan Fakultas Tarbiyah dan Ilmu Keguruan  
 Institut Agama Islam Negeri Metro

**Assalamu'alaikum Wr. Wb.**

Berdasarkan Surat dari Dekan Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro Nomor: 4308/In.28/J/TL.01/09/2024 tentang Izin Prasurvey, Maka diberikan izin kepada:

Nama : M. Ardian FR  
 NPM : 1901051040  
 Semester : 11 (sebelas)  
 Jurusan : Tadris Bahasa Inggris

Kepada nama tersebut telah melaksanakan Prasurvey di MAN 1 Lampung Timur dalam rangka menyelesaikan Tugas Skripsi dengan judul "THE INFLUENCE OF USING DISCOVERY LEARNING ON THE STUDENTS' WRITING SKILL AT TENTH GRADE OF MAN 1 LAMPUNG TIMUR "

Demikian Surat Tanggapan Izin Prasurvey ini diberikan untuk dapat dipergunakan semestinya.

**Wassalamu'alaikum Wr. Wb.**



Kepala,

**H. Rubangi, M. Pd. I.**  
 NIP. 196811171997031002



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI JEMBRANA  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara No.118, Iringmulyo 15 A, Metro Timur Kota Metro Lampung 34112  
Telepon (0725) 47297; Faksimili (0725) 47296; www.uinjusila.ac.id; humas@uinjusila.ac.id

Nomor : B-0750/In.28.1/J/TL.00/10/2025  
Lampiran : -  
Perihal : **SURAT BIMBINGAN SKRIPSI**

Kepada Yth.,  
Leny Setiyana (Pembimbing 1)  
(Pembimbing 2)  
di-

Tempat  
*Assalamu'alaikum Wr. Wb.*

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

Nama : **M. ARDIAN F.R**  
NPM : 1901051040  
Semester : 13 (Tiga Belas)  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Jurusan : Tadris Bahasa Inggris  
Judul : THE INFLUENCE OF USING DISCOVERY LEARNING ON THE STUDENTS' WRITING SKILL AT TENTH GRADE OF MAN 1 LAMPUNG TIMUR

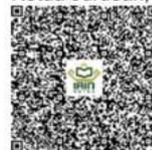
Dengan ketentuan sebagai berikut :

1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
  - a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
  - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

Metro, 16 Oktober 2025  
Ketua Jurusan,



**Dr. Much Deiniatur M.Pd.B.I.**  
NIP 19880308 201503 1 006



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI JURAI SIWO LAMPUNG  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara No.118, Iringmulyo 15 A, Metro Timur Kota Metro Lampung 34112  
Telepon (0725) 47297; Faksimili (0725) 47296; www.uinjusila.ac.id; humas@uinjusila.ac.id

Nomor : B-0800/In.28/D.1/TL.00/10/2025  
Lampiran : -  
Perihal : **IZIN RESEARCH**

Kepada Yth.,  
KEPALA MAN 1 LAMPUNG TIMUR  
di-  
Tempat

*Assalamu'alaikum Wr. Wb.*

Sehubungan dengan Surat Tugas Nomor: B-0799/In.28/D.1/TL.01/10/2025, tanggal 21 Oktober 2025 atas nama saudara:

Nama : **M. ARDIAN F.R**  
NPM : 1901051040  
Semester : 13 (Tiga Belas)  
Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada KEPALA MAN 1 LAMPUNG TIMUR bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di MAN 1 LAMPUNG TIMUR, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF USING. DISCOVERY LEARNING ON THE STUDENTS' WRITING SKILL AT TENTH GRADE OF MAN 1 LAMPUNG TIMUR".

Kami mengharapkan fasilitas dan bantuan Bapak/Ibu untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

Metro, 21 Oktober 2025  
Wakil Dekan Akademik dan  
Kelembagaan,



**Dr. Tubagus Ali Rachman Puja**  
**Kesuma M.Pd**  
NIP 19880823 201503 1 007



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**UNIVERSITAS ISLAM NEGERI JURAI SIWO LAMPUNG**  
**FAKULTAS TARBİYAH DAN ILMU KEGURUAN**  
 Jalan Ki. Hajar Dewantara No. 118, Iringmulyo 15 A, Metro Timur Kota Metro Lampung 34112  
 Telepon (0725) 47297; Faksimili (0725) 47296; www.uinjusila.ac.id; humas@uinjusila.ac.id

## **SURAT TUGAS**

Nomor: B-0799/In.28/D.1/TL.01/10/2025

Wakil Dekan Akademik dan Kelembagaan Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama : **M. ARDIAN F.R**  
 NPM : **1901051040**  
 Semester : **13 (Tiga Belas)**  
 Jurusan : **Tadris Bahasa Inggris**

- Untuk :
1. Mengadakan observasi/survey di MAN 1 LAMPUNG TIMUR, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF USING. DISCOVERY LEARNING ON THE STUDENTS' WRITING SKILL AT TENTH GRADE OF MAN 1 LAMPUNG TIMUR".
  2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro  
 Pada Tanggal : 21 Oktober 2025



Wakil Dekan Akademik dan  
 Kelembagaan,



**Dr. Tubagus Ali Rachman Puja**  
**Kesuma M.Pd**  
 NIP 19880823 201503 1 007



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**KANTOR KEMENTERIAN AGAMA KABUPATEN LAMPUNG TIMUR**  
**MADRASAH ALIYAH NEGERI 1**

Jalan Lembayung Banjarrejo 38 B Kecamatan Batanghari Kabupaten Lampung Timur  
 Telepon 0725 44756 Website : [www.man1lampungtimur.sch.id](http://www.man1lampungtimur.sch.id)  
 E-mail : [man1lampungtimur@gmail.com](mailto:man1lampungtimur@gmail.com)

31 Oktober 2025

Nomor : B- 575/Ma.08.01/PP.07.1/10/2025  
 Lampiran : -  
 Hal : **Tanggapan Izin Research**

Yth:

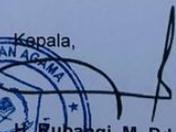
Dekan Fakultas Tarbiyah dan Ilmu Keguruan  
 Universitas Islam Negeri Jurai Siwo Lampung  
 di Tempat

Berdasarkan surat dari Dekan Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Jurai Siwo Lampung Nomor: B-0800/In.28/D.1/TL.00/10/2025 tanggal 21 Oktober 2025 tentang Izin Research maka Kepala MAN 1 Lampung Timur memberikan izin kepada:

Nama : M. Ardian F.R  
 NPM : 1901051040  
 Semester : 13 (Tiga Belas)  
 Program Studi : Pendidikan Bahasa Inggris

Kepada nama tersebut telah melaksanakan Research/Survey di MAN 1 Lampung Timur dalam rangka menyelesaikan Tugas Akhir/Skripsi dengan judul **"The Influence Of Using Discovery Learning On The Students Writing Skill at Tenth Grade Of MAN 1 Lampung Timur"**.

Demikian Surat izin Research ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Kepala,  
  
**H. Rubangi, M. Pd. I.**  
 NIP. 80811171997031002  




**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI JURAI SIWO LAMPUNG  
UNIT PERPUSTAKAAN  
NPP: 1807062F0000001**

Jalan Ki. Hajar Dewantara No. 118, Iringmulyo 15 A, Metro Timur Kota Metro Lampung 34112  
Telepon (0725) 47297, 42775; Faksimili (0725) 47296;  
Website: www.metrouniv.ac.id; e-mail: iainmetro@metrouniv.ac.id

**SURAT KETERANGAN BEBAS PUSTAKA  
Nomor : P-016/Un.36/S/U.1/OT.01/1/2026**

Yang bertanda tangan di bawah ini, Kepala Perpustakaan Universitas Islam Negeri Jurai Siwo Lampung menerangkan bahwa :

Nama : M. ARDIAN F.R  
NPM : 1901051040  
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

Adalah anggota Perpustakaan, Universitas Islam Negeri Jurai Siwo Lampung Tahun Akademik 2025/2026 dengan nomor anggota 1901051040.

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Universitas Islam Negeri Jurai Siwo Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 20 Januari 2026  
Kepala Perpustakaan,  
  
Aan Ganihari, S.I.Pust.  
NIP. 19920428 201903 1 009



### SURAT KETERANGAN BEBAS PUSTAKA

Yang bertanda tangan di bawah ini, Ketua Jurusan Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Institut Agama Islam Negeri (IAIN) Metro menerangkan bahwa:

Nama : M. ARDIAN F.R  
NPM : 1901051040  
Jurusan : Tadris Bahasa Inggris

Telah menyelesaikan administrasi peminjaman buku pada jurusan/Prodi Tadris Bahasa Inggris.

Demikian surat keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Metro, 26 Januari 2026

Ketua Jurusan TBI



**Dr. Much Deiniatur, M.Pd. B.I.**

NIP. 198803082015031006



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111  
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

**KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
IAIN METRO**

Nama : M. Ardian F.R  
NPM : 1901051040

Program Studi : TBI  
Semester : XI

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1	24/24 9		Prasurvey	
2	24/24 10		* Revisi Bab 1 * cek typo * perbaiki latar belakang * footnote * Revisi prior research	
3	20/24 11		* Revisi Bab 2 * gunakan artikel b. lney * siapkan draf bab 2 (dibawa ketika bimbingan selanjutnya)	



Dosen Pembimbing

**Leny Setiyana, M.Pd**  
NIDN. 2016099101



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111  
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

**KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
IAIN METRO**

Nama : M. Ardian F.R.  
NPM : 1901051040

Program Studi : TBI  
Semester : X II

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
4	7/25 /3		- Revisi bab 2 - perbaiki footnote - perbaiki daftar pustaka - <del>revisi</del> bab 3	
5	13/25 /3		- Revisi bibliography - Advantages and disadvantages of discovery learning	
6	17/25 /3		Acc proposal. Ajukan seminar	



Dosen Pembimbing

**Leny Setyana, M.Pd**  
NIDN. 2016099101



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI JURAI SIWO LAMPUNG  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara kampaus 15 a iring mulyo metro timur kota metro lampung 34111  
Telepon (0725) 41507; faksimili (0725) 47296; website: www.tarbiyah.metroniv.ac.id

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
UNIVERSITAS ISLAM NEGERI JURAI SIWO LAMPUNG

Nama : M. ARDIAN F.R  
NPM : 1901051040

Progam Studi : TBI  
Semester : XIII

No	Hari/Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
7.	8 / 25 10		- Revisi APD - RPP - Revisi blue print.	
8.	15 / 25 10		- Revisi lembar validasi - tambahkan lembar htd di semua sheet.	



Mengikuti  
Program Studi TBI

Leny Setiawan, M.Pd. B.I.  
NIP. 19803082015031006

Dosen Pembimbing

Leny Setiawan, M.Pd  
NIDN. 2016099101



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI JURAI SIWO LAMPUNG  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara kampaus 15 a iring mulyo metro timur kota metro lampung 34111  
Telepon (0725) 41507; faksimili (0725) 47296; website: www.tarbiyah.metroniv.ac.id

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
UNIVERSITAS ISLAM NEGERI JURAI SIWO LAMPUNG

Nama : M. ARDIAN F.R  
NPM : 1901051040

Progam Studi : TBI  
Semester : XIII

No	Hari/Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
9	3/25 /12		- Perbaiki bagian discussion - conclusion - cek typo	
10	10/25 /12		- Revisi bab 4 - Perbaiki data - Siapkan administrasi dan lampiran	

Mengetahui,  
Ketua Program Studi TBI  
  
**Dr. Much Gematur, M.Pd. B.I.**  
NIP. 198803082015031006

Dosen Pembimbing  
  
**Leny Setiyana, M.Pd**  
NIDN. 2016099101



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 Telepon (0725) 41507; faksimili (0725) 47296; website: www.tarbiyah.metroniv.ac.id

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA  
 FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
 UNIVERSITAS ISLAM NEGERI JURAI SIWO LAMPUNG

Nama : M. ARDIAN F.R  
 NPM : 1901051040

Program Studi : TBI  
 Semester : XIII

No	Hari/Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
11	20/26 01		1) Tambahkan PPP 2) Lampirkan hasil kerja siswa di lampiran. 3) Perbaiki Abstrak 4) Rapi kan daftar isi	
12	26/26 01		Acc unnc dilanjutkan pendaftaran unmagorah	

Mengetahui,  
 Ketua Program Studi TBI

Dra. Much. Hidayat, M.Pd. B.I.  
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Dosen Pembimbing

Leny Setyaningsih, M.Pd  
 NIDN. 2016099101

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**Word count:** 17097  
**Character count:** 96925

**AN UNDERGRADUATED THESIS**  
**THE INFLUENCE OF USING DISCOVERY LEARNING ON**  
**THE STUDENTS' WRITING SKILL AT TENTH GRADE OF**  
**MAN 1 LAMPUNG TIMUR**

**By:**

**M. ARDIAN F.R**

**Student Number: 1901051040**



**TARBIYAH AND TEACHERS TRAINING FACULTY**  
**ENGLISH EDUCATION DEPARTMENT**  
**STATE ISLAMIC UNIVERSITY JURAI SIWO**  
**ACADEMIC YEAR 2025/2026**



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## Content Validation Instrument

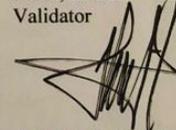
Module: Discovery Learning Method on Students' Writing Skill

### Validator Identity

Validator's Name	
Institution	
Field of Expertise	
Date	

BASIC COMPETENCE	TEST	Goal	ITEM TEST
Students are able to compose short and simple descriptive texts that involve adjectives related to an athlete who is close to the students' daily lives, paying attention to the social function, text structure, and linguistic elements involved. Correct and appropriate to the context.	Pre-test	Students are asked to create a descriptive text based on on structure descriptive text by the theme they favorite athlete in Indonesia	Please describe your favorite athlete in Indonesia by using structure of descriptive text (Identification/ general statement and description)!
	Post-Test	Students are asked to create a descriptive text based on one structure descriptive text by the theme they favorite international athlete	Please describe your favorite international athlete by using structure of descriptive text (Identification/ general statement and description)!

Metro, October 2025  
Validator

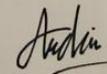
  
LENY SETIYANA, M.Pd

### The Blue Print of the Writing Test

School : MAN 1 LAMPUNG TIMUR  
 Subject : English  
 Grade / Semester : X/1  
 Academic Year : 2025/2026

BASIC COMPETENCE	TEST	Goal	ITEM TEST
Students are able to compose short and simple descriptive texts that involve adjectives related to an athlete who is close to the students' daily lives, paying attention to the social function, text structure, and linguistic elements involved. Correct and appropriate to the context.	Pre-test	Students are asked to create a descriptive text based on on structure descriptive text by the theme they favorite athlete in Indonesia	Please describe your favorite athlete in Indonesia by using structure of descriptive text (Identification/ general statement and description)
	Post-Test	Students are asked to create a descriptive text based on one structure descriptive text by the theme they favorite international athlete	Please describe your favorite international athlete by using structure of descriptive text (Identification/ general statement and description)

Metro, October 15<sup>th</sup> 2025  
 Researcher



M. ARDIAN F.R  
 NPM. 1901051040

## ALUR TUJUAN PEMBELAJARAN

### ELEMEN:

#### **MENULIS-MEMPRESENTASIKAN**

Kemampuan menyampaikan, mengomunikasikan gagasan, mengekspresikan kreativitas dan mencipta dalam berbagai genre teks tertulis, dengan cara yang efektif dan dapat dipahami, serta diminati oleh pembaca dengan struktur organisasi dan unsur kebahasaan yang tepat.

Kemampuan memaparkan gagasan secara fasih, akurat, dapat dipertanggungjawabkan dengan cara yang komunikatif melalui beragam media (visual, digital, dan audiovisual), dan dapat dipahami oleh pendengar. Penyampaian dalam berbicara dan mempresentasikan perlu disusun dan dikembangkan sesuai dengan kebutuhan atau karakteristik penyimak.

### CAPAIAN PEMBELAJARAN:

Pada akhir Fase E, peserta didik menulis berbagai jenis teks fiksi dan non-fiksi, melalui aktivitas yang dipandu, menunjukkan kesadaran peserta didik terhadap tujuan dan target pembaca. Mereka membuat perencanaan, menulis, mengulas dan menulis ulang berbagai jenis tipe teks dengan menunjukkan strategi koreksi diri, termasuk tanda baca dan huruf besar. Mereka menyampaikan ide menggunakan kosakata dan kata kerja umum dalam tulisannya. Mereka menyajikan informasi menggunakan berbagai mode presentasi untuk menyesuaikan dengan pembaca/pemirsa dan untuk mencapai tujuan yang berbeda-beda, dalam bentuk cetak dan digital.

*By the end of phase E, students write a variety of fiction and non-fiction texts, through guided activities, showing an awareness of purpose and audience. They plan, write, review and redraft a range of text types with some evidence of self-correction strategies, including punctuation and capitalization. They express ideas and use common/daily vocabulary and verbs in their writing. They present information using different modes of presentation to suit different audiences and to achieve different purposes, in print and digital forms.*

Materi	Descriptive Text	Profil Pelajar Pancasila	Modul	JP
<b>X. E.6</b>	Peserta didik dapat merancang teks tulis berbentuk deskriptif (descriptive) terkait topik lingkungan fisik dan sosial masyarakat dengan memerhatikan fungsi sosial, struktur teks, dan unsur kebahasaan sesuai konteks secara santun, kritis, kreatif, dan mandiri.	Kreatif, Mandiri, dan Bernalar Kritis	5	4

<b>E.7</b>	Peserta didik dapat mempresentasikan secara lisan teks berbentuk deskriptif (descriptive) terkait topik lingkungan fisik dan sosial masyarakat dengan memerhatikan fungsi sosial, struktur teks, dan unsur kebahasaan sesuai konteks secara santun, kritis, kreatif, dan mandiri dengan tingkat kelancaran dan ketepatan yang optimal.	Percaya Diri, Kreatif dan Bernalar kritis	5	4
<b>TOTAL JAM PELAJARAN</b>				<b>8</b>

<b>MODUL AJAR</b>	
Nama penyusun	M. ARDIAN F.R
Institusi	MAN 1 LAMPUNG TIMUR
Tahun pembuatan	2025
Mapel	BAHASA INGGRIS
Kelas	X (Sepuluh)
Alokasi waktu	2 @ 45 menit
Tahapan	Fase E
Domain konten	1. Menulis Dan Mempresentasikan (Writing And Presenting)
Tujuan Pembelajaran	<b>Writing And Presenting</b> 10.C.1 Memproduksi teks deskriptif lisan dan teks deskriptif tulis multimoda tentang great athletes sesuai dengan konteks dan tujuan yang hendak dicapai.
Capaian Pembelajaran	<p>Pada akhir fase E, siswa menggunakan teks lisan, tulisan, dan visual dalam Bahasa Inggris untuk berinteraksi dan berkomunikasi dalam konteks yang lebih beragam dan dalam situasi formal dan informal, teks asli menjadi rujukan utama dalam mempelajari Bahasa Inggris di fase ini. Siswa menggunakan Bahasa Inggris untuk berdiskusi dan menyampaikan keinginan/perasaan.</p> <p>Pemahaman mereka terhadap mendengarkan dan berbicara semakin berkembang dan keterampilan inferensi mulai tampak ketika memahami informasi. Mereka mendengarkandan berbicara dalam Bahasa Inggris yang terstruktur dengan kosa kata yang lebih beragam. Mereka memahami tujuan ketika mendengarkan dan berbicara dalam Bahasa Inggris.</p>
Konten Utama	Great Athletes
Pertanyaan inti	Who do you think is a great athlete? Do you believe that sports shape your virtues? Why?
Prasyarat Pengetahuan/Ketrampilan	<ul style="list-style-type: none"> <li>➤ Siswa merespon pertanyaan terbuka dan menggunakan strategi untuk memulai, mempertanyakan dan menyimpulkan percakapan dan diskusi.</li> <li>➤ Siswa melihat, membaca membuat dan mempresentasikan teks great athletesnya.</li> </ul>
Target profil pelajar	Siswa yang beriman, bertakwa kepada Tuhan YME, mandiri dan berpikir
Pancasila	kritis dan kreatif.
Target siswa	Siswa Reguler/Tipikal
Jumlah siswa	Maksimum 36-40 siswa
Ketersediaan materi	➤ Pengayaan lebih lanjut : YA

	➤ Alternatif penjelasan tambahan : YA
Model pembelajaran	Tatap Muka
Assesmen	Individu, berpasangan kelompok
	Jenis assesmen : tertulis dan lisan
Materi ajar, Alat dan bahan	<p><b>A. MATERI PEMEBELAJARAN</b></p> <ul style="list-style-type: none"> <li>• <b>Fungsi Sosial</b> Membanggakan, mengagumi, mengenalkan, mengidentifikasi, mengkritik, dsb.</li> <li>• <b>Struktur Teks</b> Struktur descriptive teks dapat mencakup: <ul style="list-style-type: none"> <li>- Identifikasi (nama keseluruhan dan bagian)</li> <li>- Sifat (ukuran, warna, jumlah, bentuk, dsb.)</li> <li>- Fungsi, manfaat, tindakan, kebiasaan</li> </ul> </li> <li>• <b>Unsur Kebahasaan</b> <ul style="list-style-type: none"> <li>- Kata benda yang terkait dengan anggota tubuh, dengan atau tanpa a dan the, plural (-s), this,that, those, my, his, dst.</li> <li>- Kata sifat untuk menjelaskan seseorang dengan atau tanpa kata keterangan seperti eager(asik), Embarrassed(malu), Energetic(aktif), dsb.</li> <li>- Kata kerja untuk menyatakan keadaan, kenyataan dsb dalam simple present tense.</li> <li>- Ucapan, tekanan kata, intonasi.</li> <li>- Ejaan dan tanda baca.</li> <li>- Tulisan tangan</li> </ul> </li> </ul> <p><b>B. METODE :</b> Discovery Learning.</p> <p><b>C. MEDIA/ALAT/BAHAN/SUMBER</b></p> <ol style="list-style-type: none"> <li>1. Media/Alat : LCD Proyektor, komputer serta tayangan slide PowerPoint (ppt), video pembelajaran, dan media lain yang telah disiapkan. White board, penghapus, spidol dan alat tulis sekolah</li> <li>2. Bahan  : PPT dan buku Work in Progress untuk SMA/SMK/MA Kelas X kurikulum merdeka tahun 2022</li> <li>3. Sumber Belajar : Work in Progress</li> </ol>
<b>PERTEMUAN KE-1</b>	<ol style="list-style-type: none"> <li>1. Kelas : X Regular</li> <li>2. Waktu : 3 x 45 menit</li> </ol>

( 80 MENIT)	<p>3. Tujuan Pembelajaran :</p> <p><b><u>Writing And Presenting</u></b>  10.C.1 Memproduksi teks deskriptif lisan dan teks deskriptif tulis multimoda tentang great athletes sesuai dengan konteks dan tujuan yang hendak dicapai.</p> <p>Materi : kalimat yang berkaitan dengan great athletes</p> <ul style="list-style-type: none"> <li>• <b>Fungsi Sosial</b> Membanggakan, mengagumi, mengenalkan, mengidentifikasi, mengkritik, dsb..</li> <li>• <b>Struktur Teks</b> Struktur advertisement dapat mencakup: <ul style="list-style-type: none"> <li>- Judul</li> <li>- Kalimat Topik</li> <li>- Deskripsi</li> <li>- Simpulan</li> </ul> </li> <li>• <b>Unsur Kebahasaan</b> <ul style="list-style-type: none"> <li>- Kata benda yang terkait dengan anggota tubuh, dengan atau tanpa a dan the, plural (-s), this, that, those, my, his, dst.</li> <li>- Kata sifat untuk menjelaskan seseorang dengan atau tanpa kata keterangan seperti eager (asik), Embarrassed (malu), Energetic (aktif), dsb.</li> <li>- Kata kerja untuk menyatakan keadaan, kenyataan dsb dalam simple present tense.</li> <li>- Ucapan, tekanan kata, intonasi.</li> <li>- Ejaan dan tanda baca.</li> <li>- Tulisan tangan</li> </ul> </li> </ul>
<b>Kegiatan Awal</b> (15 menit)	<p>4. Langkah Pembelajaran:</p> <p>Kegiatan awal:</p> <ul style="list-style-type: none"> <li>➤ Menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdoa, absensi, menyiapkan buku pelajaran.</li> <li>➤ Memotivasi peserta didik secara kontekstual sesuai dengan manfaat pembelajaran mengenai descriptive teks dalam kehidupan sehari-hari.</li> </ul>

	<ul style="list-style-type: none"> <li>➤ Mengajukan pertanyaan-pertanyaan yang terkait dengan materi yang akan dipelajari.</li> </ul>
<p><b>Kegiatan Inti</b> ( 50 menit)</p>	<ol style="list-style-type: none"> <li><b>1. Stimulation (5 minutes)</b> <ul style="list-style-type: none"> <li>➤ Teacher shows a few pictures (an athlete).</li> </ul> </li> </ol>  <ol style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>➤ What can you see in the picture?</li> <li>➤ How does he/she look?</li> </ul> </li> <li><b>2. Problem Identification (5 minutes)</b> <ul style="list-style-type: none"> <li>➤ Students are given a sample descriptive text.</li> <li>➤ In pairs, they identify: <ul style="list-style-type: none"> <li>○ The social function of the text.</li> <li>○ The generic structure.</li> <li>○ The language features</li> </ul> </li> </ul> </li> <li><b>3. Data Collection (10 minutes)</b> <ul style="list-style-type: none"> <li>➤ Students work in small groups to: <ul style="list-style-type: none"> <li>○ Read the descriptive text carefully.</li> <li>○ Identify the identification and description parts.</li> <li>○ Find adjectives and sentence patterns used in the text</li> </ul> </li> </ul> </li> <li><b>4. Data Processing (10 minutes)</b> <ul style="list-style-type: none"> <li>➤ Students discuss their findings and write them in the worksheet..</li> </ul> </li> <li><b>5. Verification (10 minutes)</b> <ul style="list-style-type: none"> <li>➤ Each group presents their discussion results, and the teacher gives feedback and clarification.</li> </ul> </li> <li><b>6. Generalization (10 minutes)</b> <ul style="list-style-type: none"> <li>➤ Together with the teacher, students conclude the characteristics of descriptive texts..</li> </ul> </li> </ol>

<b>Kegiatan Akhir (15 menit)</b>	<ul style="list-style-type: none"> <li>➤ Memberi panduan menyimpulkan hasil pembelajaran Meminta siswa menyampaikan pendapat atau perasaan atas pembelajaran yang dilakukan.</li> <li>➤ Memberikan penugasan terstruktur individu untuk browsing macam- macam jenis iklan.</li> <li>➤ menyampaikan rencana kegiatan pertemuan berikutnya yaitu menulis dan membuat iklan.</li> </ul>																																													
<b>PENILAIAN</b>	<p style="text-align: center;"><b>PEDOMAN PENSKORAN</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="3" style="text-align: center;"><b>Content</b></th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">30-27</td> <td style="text-align: center;">Excellent to very good</td> <td>Knowledgeable, substantive-etc.</td> </tr> <tr> <td style="text-align: center;">26-22</td> <td style="text-align: center;">Good to average</td> <td>Some knowledge of subject adequate range-etc.</td> </tr> <tr> <td style="text-align: center;">21-17</td> <td style="text-align: center;">Fair to poor</td> <td>Limited knowledge of subject, little substance-etc.</td> </tr> <tr> <td style="text-align: center;">16-13</td> <td style="text-align: center;">Very poor</td> <td>Does not show knowledge of subject, non-substantive-etc.</td> </tr> <tr> <th colspan="3" style="text-align: center;"><b>Organization</b></th> </tr> <tr> <td style="text-align: center;">20-18</td> <td style="text-align: center;">Excellent to very good</td> <td>Ideas clearly stated-etc.</td> </tr> <tr> <td style="text-align: center;">17-14</td> <td style="text-align: center;">Good to average</td> <td>loosely organized but main ideas stand out.</td> </tr> <tr> <td style="text-align: center;">13-10</td> <td style="text-align: center;">Fair to poor</td> <td>an idea confused</td> </tr> <tr> <td style="text-align: center;">9-7</td> <td style="text-align: center;">Very poor</td> <td>Does not communicate, no organization,</td> </tr> <tr> <th colspan="3" style="text-align: center;"><b>Vocabulary</b></th> </tr> <tr> <td style="text-align: center;">20-18</td> <td style="text-align: center;">Excellent to very good</td> <td>effective word/idiom choice and usage</td> </tr> <tr> <td style="text-align: center;">17-14</td> <td style="text-align: center;">Good to average</td> <td>Adequate range, occasional errors of word/idiom from, choice, usage but meaning not obscured.</td> </tr> <tr> <td style="text-align: center;">13-10</td> <td style="text-align: center;">Fair to poor</td> <td>frequent errors pf word/idiom from, choice, usage</td> </tr> <tr> <td style="text-align: center;">9-7</td> <td style="text-align: center;">Very poor</td> <td>Essentially translation, little knowlege of English vocabulary.</td> </tr> </tbody> </table>	<b>Content</b>			30-27	Excellent to very good	Knowledgeable, substantive-etc.	26-22	Good to average	Some knowledge of subject adequate range-etc.	21-17	Fair to poor	Limited knowledge of subject, little substance-etc.	16-13	Very poor	Does not show knowledge of subject, non-substantive-etc.	<b>Organization</b>			20-18	Excellent to very good	Ideas clearly stated-etc.	17-14	Good to average	loosely organized but main ideas stand out.	13-10	Fair to poor	an idea confused	9-7	Very poor	Does not communicate, no organization,	<b>Vocabulary</b>			20-18	Excellent to very good	effective word/idiom choice and usage	17-14	Good to average	Adequate range, occasional errors of word/idiom from, choice, usage but meaning not obscured.	13-10	Fair to poor	frequent errors pf word/idiom from, choice, usage	9-7	Very poor	Essentially translation, little knowlege of English vocabulary.
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		<b>Language use</b>		
	25-22	Excellent to very good	Effective constructions	complex
	21-19	Good to average	Effective constructions	but simple
	17-11	Fair to poor	Major problems in simple/complex constructions-etc	
	10-5	Very poor	Virtually no mastery of sentence construction rules	
		<b>Mechanics</b>		
	5	Excellent to very good	Demonstrates mastery of conventions	
	4	Good to average	frequent errors of spelling, punctuation	
	3	Fair to poor	Frequent errors of spelling punctuation, capitalization	
	2	Very poor	No mastery of conventions	
<b>BAHAN AJAR</b>				
<b>LEMBAR KERJA</b>	Buku untuk membuat descriptive teks great athletes			
<b>REFLECTION</b>	<p>At the end of this lesson, ask yourself the following questions to know how effective your learning process is</p> <ol style="list-style-type: none"> <li>1. What have you learned from this lesson?</li> <li>2. Can you do all the exercises here? If not, what is your plan to solve your problem? If you can, what is your plan to further your English competence?</li> </ol>			

<b>MODUL AJAR</b>	
Nama penyusun	M. ARDIAN F.R
Institusi	MAN 1 LAMPUNG TIMUR
Tahun pembuatan	2025
Mapel	BAHASA INGGRIS
Kelas	X (Sepuluh)
Alokasi waktu	2 @ 45 menit
Tahapan	Fase E
Domain konten	2. Menulis Dan Mempresentasikan (Writing And Presenting)
Tujuan Pembelajaran	<b><u>Writing And Presenting</u></b> 10.C.1 Memproduksi teks deskriptif lisan dan teks deskriptif tulis multimoda tentang great athletes sesuai dengan konteks dan tujuan yang hendak dicapai.
Capaian Pembelajaran	Pada akhir fase E, siswa menggunakan teks lisan, tulisan, dan visual dalam Bahasa Inggris untuk berinteraksi dan berkomunikasi dalam konteks yang lebih beragam dan dalam situasi formal dan informal, teks asli menjadi rujukan utama dalam mempelajari Bahasa Inggris di fase ini. Siswa menggunakan Bahasa Inggris untuk berdiskusi dan menyampaikan keinginan/perasaan.  Pemahaman mereka terhadap mendengarkan dan berbicara semakin berkembang dan keterampilan inferensi mulai tampak ketika memahami informasi. Mereka mendengarkan dan berbicara dalam Bahasa Inggris yang terstruktur dengan kosa kata yang lebih beragam. Mereka memahami tujuan ketika mendengarkan dan berbicara dalam Bahasa Inggris.
Konten Utama	Great Athletes
Pertanyaan inti	Who do you think is a great athlete?  Do you believe that sports shape your virtues? Why?
Prasyarat Pengetahuan/Ketrampilan	<ul style="list-style-type: none"> <li>➤ Siswa merespon pertanyaan terbuka dan menggunakan strategi untuk memulai, mempertanyakan dan menyimpulkan percakapan dan diskusi.</li> <li>➤ Siswa melihat, membaca membuat dan mempresentasikan teks great athletesnya.</li> </ul>
Target profil pelajar	Siswa yang beriman, bertakwa kepada Tuhan YME, mandiri dan berpikir
Pancasila	kritis dan kreatif.
Target siswa	Siswa Reguler/Tipikal
Jumlah siswa	Maksimum 36-40 siswa
Ketersediaan materi	<ul style="list-style-type: none"> <li>➤ Pengayaan lebih lanjut : YA</li> <li>➤ Alternatif penjelasan tambahan : YA</li> </ul>
Model pembelajaran	Tatap Muka
Assesmen	Individu, berpasangan kelompok
	Jenis assesmen : tertulis dan lisan
Materi ajar, Alat dan bahan	<b>D. MATERI PEMEBELAJARAN</b>

	<ul style="list-style-type: none"> <li>• <b>Fungsi Sosial</b> Membanggakan, mengagumi, mengenalkan, mengidentifikasi, mengkritik, dsb.</li> <li>• <b>Struktur Teks</b> Struktur descriptive teks dapat mencakup: <ul style="list-style-type: none"> <li>- Identifikasi (nama keseluruhan dan bagian)</li> <li>- Sifat (ukuran, warna, jumlah, bentuk, dsb.)</li> <li>- Fungsi, manfaat, tindakan, kebiasaan</li> </ul> </li> <li>• <b>Unsur Kebahasaan</b> <ul style="list-style-type: none"> <li>- Kata benda yang terkait dengan anggota tubuh, dengan atau tanpa a dan the, plural (-s), this, that, those, my, his, dst.</li> <li>- Kata sifat untuk menjelaskan seseorang dengan atau tanpa kata keterangan seperti eager(asik), Embarrassed(malu), Energetic(aktif), dsb.</li> <li>- Kata kerja untuk menyatakan keadaan, kenyataan dsb dalam simple present tense.</li> <li>- Ucapan, tekanan kata, intonasi.</li> <li>- Ejaan dan tanda baca.</li> <li>- Tulisan tangan</li> </ul> </li> </ul> <p><b>E. METODE :</b> Discovery Learning.</p> <p><b>F. MEDIA/ALAT/BAHAN/SUMBER</b></p> <ol style="list-style-type: none"> <li>4. Media/Alat : LCD Proyektor, komputer serta tayangan slide PowerPoint (ppt), video pembelajaran, dan media lain yang telah disiapkan. White board, penghapus, spidol dan alat tulis sekolah</li> <li>5. Bahan : PPT dan buku Work in Progress untuk SMA/SMK/MA Kelas X kurikulum merdeka tahun 2022</li> <li>6. Sumber Belajar : Work in Progress</li> </ol>
<p><b>PERTEMUAN KE-1 ( 80 MENIT)</b></p>	<ol style="list-style-type: none"> <li>5. Kelas : X Regular</li> <li>6. Waktu : 3 x 45 menit</li> <li>7. Tujuan Pembelajaran :</li> </ol> <p><b><u>Writing And Presenting</u></b> 10.C.1 Memproduksi teks deskriptif lisan dan teks deskriptif tulis</p>

	<p>multimoda tentang great athletes sesuai dengan konteks dan tujuan yang hendak dicapai.</p> <p>Materi : kalimat yang berkaitan dengan great athletes</p> <ul style="list-style-type: none"> <li>• <b>Fungsi Sosial</b> Membanggakan, mengagumi, mengenalkan, mengidentifikasi, mengkritik, dsb..</li> <li>• <b>Struktur Teks</b> Struktur advertisement dapat mencakup: <ul style="list-style-type: none"> <li>- Judul</li> <li>- Kalimat Topik</li> <li>- Deskripsi</li> <li>- Simpulan</li> </ul> </li> <li>• <b>Unsur Kebahasaan</b> <ul style="list-style-type: none"> <li>- Kata benda yang terkait dengan anggota tubuh, dengan atau tanpa a dan the, plural (-s), this, that, those, my, his, dst.</li> <li>- Kata sifat untuk menjelaskan seseorang dengan atau tanpa kata keterangan seperti eager (asik), Embarrassed (malu), Energetic (aktif), dsb.</li> <li>- Kata kerja untuk menyatakan keadaan, kenyataan dsb dalam simple present tense.</li> <li>- Ucapan, tekanan kata, intonasi.</li> <li>- Ejaan dan tanda baca.</li> <li>- Tulisan tangan</li> </ul> </li> </ul>
<b>Kegiatan Awal (15 menit)</b>	<p>8. Langkah Pembelajaran:</p> <p>Kegiatan awal:</p> <ul style="list-style-type: none"> <li>➤ Menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdoa, absensi, menyiapkan buku pelajaran.</li> <li>➤ Memotivasi peserta didik secara kontekstual sesuai dengan manfaat pembelajaran mengenai descriptive teks dalam kehidupan sehari-hari.</li> <li>➤ Mengajukan pertanyaan-pertanyaan yang terkait dengan materi yang akan dipelajari.</li> </ul>
<b>Kegiatan Inti ( 50 menit)</b>	<p><b>5. Stimulation (5 minutes)</b></p> <ul style="list-style-type: none"> <li>➤ Teacher shows a few pictures (an athlete).</li> </ul>



- Teacher asks: “What do you see? How can we describe it?”
- Students brainstorm adjectives they already know.

#### 6. Problem Identification (5 minutes)

- Students observe an example of a descriptive text and identify problems related to:
  - In pairs, they identify:
    - Who/what is described (identification).
    - What details are given (description).

#### 7. Data Collection (10 minutes)

- Students collect words and phrases to describe their chosen subject.
- They create a mind-map with categories (appearance, personality, habits, reasons).

#### 8. Data Processing (10 minutes)

- Students write simple sentences based on their mind-map.
- Teacher provides scaffolding (sentence starters: *My favorite person is... He/She has...*).

#### 5. Verification (10 minutes)

- Students exchange drafts with a partner.
- Peer checklist:
  - Identification present?
  - Descriptive details included?
  - Adjectives used properly?
  - Simple Present Tense correct?

#### 6. Generalization (10 minutes)

- Students revise drafts and write the final text.
- Some present orally.

	<ul style="list-style-type: none"> <li>➤ Teacher summarizes the key features of descriptive text.</li> </ul>																																																
<b>Kegiatan Akhir (15 menit)</b>	<ul style="list-style-type: none"> <li>➤ Memberi panduan menyimpulkan hasil pembelajaran Meminta siswa menyampaikan pendapat atau perasaan atas pembelajaran yang dilakukan.</li> <li>➤ Memberikan penugasan terstruktur individu untuk browsing macam- macam jenis iklan.</li> <li>➤ menyampaikan rencana kegiatan pertemuan berikutnya yaitu menulis dan membuat iklan.</li> </ul>																																																
<b>PENILAIAN</b>	<p><b>PEDOMAN PENSKORAN</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="3" style="text-align: center;"><b>Content</b></th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">30-27</td> <td style="text-align: center;">Excellent to very good</td> <td>Knowledgeable, substantive-etc.</td> </tr> <tr> <td style="text-align: center;">26-22</td> <td style="text-align: center;">Good to average</td> <td>Some knowledge of subject adequate range-etc.</td> </tr> <tr> <td style="text-align: center;">21-17</td> <td style="text-align: center;">Fair to poor</td> <td>Limited knowledge of subject, little substance-etc.</td> </tr> <tr> <td style="text-align: center;">16-13</td> <td style="text-align: center;">Very poor</td> <td>Does not show knowledge of subject, non-substantive-etc.</td> </tr> <tr> <th colspan="3" style="text-align: center;"><b>Organization</b></th> </tr> <tr> <td style="text-align: center;">20-18</td> <td style="text-align: center;">Excellent to very good</td> <td>Ideas clearly stated-etc.</td> </tr> <tr> <td style="text-align: center;">17-14</td> <td style="text-align: center;">Good to average</td> <td>loosely organized but main ideas stand out.</td> </tr> <tr> <td style="text-align: center;">13-10</td> <td style="text-align: center;">Fair to poor</td> <td>an idea confused</td> </tr> <tr> <td style="text-align: center;">9-7</td> <td style="text-align: center;">Very poor</td> <td>Does not communicate, no organization,</td> </tr> <tr> <th colspan="3" style="text-align: center;"><b>Vocabulary</b></th> </tr> <tr> <td style="text-align: center;">20-18</td> <td style="text-align: center;">Excellent to very good</td> <td>effective word/idiom choice and usage</td> </tr> <tr> <td style="text-align: center;">17-14</td> <td style="text-align: center;">Good to average</td> <td>Adequate range, occasional errors of word/idiom from, choice, usage but meaning not obscured.</td> </tr> <tr> <td style="text-align: center;">13-10</td> <td style="text-align: center;">Fair to poor</td> <td>frequent errors pf word/idiom from, choice, usage</td> </tr> <tr> <td style="text-align: center;">9-7</td> <td style="text-align: center;">Very poor</td> <td>Essentially translation, little knowlege of English vocabulary.</td> </tr> <tr> <th colspan="3" style="text-align: center;"><b>Language use</b></th> </tr> </tbody> </table>	<b>Content</b>			30-27	Excellent to very good	Knowledgeable, substantive-etc.	26-22	Good to average	Some knowledge of subject adequate range-etc.	21-17	Fair to poor	Limited knowledge of subject, little substance-etc.	16-13	Very poor	Does not show knowledge of subject, non-substantive-etc.	<b>Organization</b>			20-18	Excellent to very good	Ideas clearly stated-etc.	17-14	Good to average	loosely organized but main ideas stand out.	13-10	Fair to poor	an idea confused	9-7	Very poor	Does not communicate, no organization,	<b>Vocabulary</b>			20-18	Excellent to very good	effective word/idiom choice and usage	17-14	Good to average	Adequate range, occasional errors of word/idiom from, choice, usage but meaning not obscured.	13-10	Fair to poor	frequent errors pf word/idiom from, choice, usage	9-7	Very poor	Essentially translation, little knowlege of English vocabulary.	<b>Language use</b>		
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		25-22	Excellent to very good	Effective constructions	complex
		21-19	Good to average	Effective constructions	but simple
		17-11	Fair to poor	Major problems in simple/complex constructions-etc	
		10-5	Very poor	Virtually no mastery of sentence construction rules	
		<b>Mechanics</b>			
		5	Excellent to very good	Demonstrates mastery of conventions	
		4	Good to average	frequent errors of spelling, punctuation	
		3	Fair to poor	Frequent errors of spelling punctuation, capitalization	
		2	Very poor	No mastery of conventions	
<b>BAHAN AJAR</b>					
<b>LEMBAR KERJA</b>	<p>Buku untuk membuat descriptive teks great athletes</p>				
<b>REFLECTION</b>	<p>At the end of this lesson, ask yourself the following questions to know how effective your learning process is</p> <p>3. What have you learned from this lesson?</p> <p>4. Can you do all the exercises here? If not, what is your plan to solve your problem? If you can, what is your plan to further your English competence?</p>				

## **ANSWER SHEET PRE-TEST**

### **Answer Sheet**

Student name :

Student number :

Class / School :

Please describe your favorite athlete in Indonesia by using structure of descriptive text (Identification/ general statement and description)!

**Answer Sheet****Answer Sheet**

Student name : KEYZA DZIKRILLIA  
Student number :  
Class / School : XH

Please describe your favorite athlete in Indonesia by using structure of descriptive text  
(Identification/ general statement and description)!

Egy Maulana Vikari is an Indonesian professional footballer who plays as a winger or an attacking midfielder or an attacking midfielder for Super

League club Dewa United and the Indonesia national team in 2017

he was named as one of the 60 most talented and promising players born in 2000 by The Guardian

C = 15  
O = 13  
V = 9  
L = 10  
M = 3

**Answer Sheet****Answer Sheet**

Student name : Labib Abdillah Alhanan  
Student number :  
Class / School : X 7

Please describe your favorite athlete in Indonesia by using structure of descriptive text (Identification/ general statement and description)!

Susi Susanti is an Indonesian badminton player of Chinese descent. She is renowned for her distinctive playing style, fit physique, unique tricks, and strong mentality. She is considered by many to be one of the greatest Women's Singles players of all time. She is an Indonesian gold medalist at the Olympics.

C : 17  
O : 13  
V : 9  
L : 15  
M : 3

### Answer Sheet

Student name : Bagas Wahyu Pratama  
 Student number : 7  
 Class / School : X F

Please describe your favorite athlete in Indonesia by using structure of descriptive text (Identification/ general statement and description)!

1. Pratama Arhan is a professional Indonesia football player who was born in Blora, Central Java, on December 21, 2001. He is well known as a talented and hardworking player. Pratama Arhan play as a left back and has good defensive skills. One of his special abilities is his long throw-in, which often help his team create goal opportunities. Pratama Arhan's career became widely known when he played for PSSI Semarang and later joined the Indonesian National Team. He is a disciplined and responsible player on the field. His humility and strong determination make him an inspiring figure for students, especially senior high school students, to work hard and never give up in achieving their dreams.

C : 22

O : 17

V : 18

L : 20

IR : 3

## **ANSWER SHEET POST-TEST**

### **Answer Sheet**

Student name :

Student number :

Class / School :

Please describe your favorite international athlete by using structure of descriptive text (Identification/ general statement and description)!

### Answer Sheet

Student name : KEYZA DZIKRILLIA  
Student number :  
Class / School : X H

Please describe your favorite international athlete by using structure of descriptive text  
(Identification/ general statement and description)!

Cristiano Ronaldo is a Portuguese professional footballer who plays for Saudi Arabian club Al Nassr FC as a striker and captain the Portugal national team

He was born 5 February 1985 often considered the best player in the world and widely regarded the best player in the world one of the greatest players of all time

C : 20  
O : 15  
V : 15  
L : 17  
M : 3

### Answer Sheet

Student name : Devika Phaendra Almira  
 Student number : 9.  
 Class / School : X.F. / MAN 1 LAMTIM.

Write a descriptive text based on on structure descriptive text by the theme your favorite Foreign athlete!

Jay Idzes is a professional footballer for the Indonesia national team and Serie A club Sassuolo, known for his commanding presence as a centre back. Idzes made history by becoming the first Indonesian player to play and score a goal in Italy's top-tier Serie A.

Jay Idzes is 190 cm tall, he has a strong and physical build. he has an olive complexion, black, short, hair, and is typically clean-shaven. Idzes is a right-footed defender who is highly regarded for his technical skills and passing ability. While primarily a centre back, he can also play as defensive or central midfielder.

C : 25  
 O : 18  
 V : 17  
 L : 19  
 M : 5  
 T : 8A

### Answer Sheet

Student name : Labib Abdillah Alhanan  
 Student number :  
 Class / School : X7

Write a descriptive text based on on structure descriptive text by the theme your favorite Foreign athlete!

Marc Marquez is a professional grand prix motorcycle, who has raced for Ducati. He previously raced for Honda. He is nick named the 'ant of Cervera' (his height of 1.68m)

He is one of four riders to have won world championship titles in three different categories after Valentino Rossi and is one of the most successful motorcycle racers of all time, with eight grand prix world championship to his name. Marquez is often considered one of the greatest innovators of MotoGP racing due to his relatively excessive cornering technique of leaning so far over the bike that he appears to be "constantly in danger of sliding out"

C : 18  
 D : 14  
 V : 13  
 L : 13  
 M : 3

## OBSERVATION SHEET

Rating scale by guntoro, E. : 0 = Not done, 1 = Less, 2 = Sufficient, 3 = Good, 4 = Very Good.

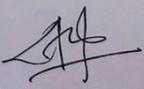
Teacher

ASSESSMENT INDICATORS	SCORE				
	0	1	2	3	4
1. The teacher explains the learning objectives at the beginning.				✓	
2. The teacher facilitates group discussions.					✓
3. Task instructions are clear and support the ideas.					✓
4. The teacher provides guiding feedback.				✓	
5. the teacher demonstrate concern for the overall condition and development of students.					✓
6. Closing activities reflect student findings.					✓
7. Time and teaching materials are according to plan.				✓	

Students

ASSESSMENT INDICATORS	SCORE				
	0	1	2	3	4
1. Students formulate problems/questions.				✓	
2. Students pay close attention when the teacher gives instructions.				✓	
3. Students conduct their own exploration/discovery.					✓
4. Students actively interact, discuss, and collaborate.				✓	
5. Students carry out every single instructions well.				✓	

Metro, October 2025  
Teacher

  
Arisma Pihatinig Tyas, S.Pd  
NIP. 198902162023212039

## Writing Rubric

### The Pre-Test Result of Control Class

NO	Name	WRITING ASPECTS					TOTAL
		CONTENT	ORGANI ZATION	VOCABUL ARY	LANGUA GE USE	MECH ANICS	
1	AB	17	15	14	13	3	62
2	AC	17	13	9	10	2	51
3	AFB	18	17	13	13	3	64
4	AIK	17	10	9	10	2	48
5	AMP	17	13	13	13	2	58
6	ARR	17	14	13	15	3	62
7	AS	20	13	9	12	2	56
8	AWAQ	17	15	13	15	3	63
9	DAA	17	13	10	9	2	51
10	FUF	17	13	15	17	3	65
11	HAA	15	13	12	14	3	57
12	HRS	17	15	14	15	3	64
13	IA	13	17	14	11	2	57
14	KD	15	13	9	10	3	50
15	LR	18	14	14	15	3	64
16	MFM	17	16	17	19	3	72
17	MNS	18	14	13	15	3	63
18	MRAP	15	15	13	15	3	61
19	MZFR	18	17	15	19	3	72
20	NA	17	15	13	17	3	65
21	ND	17	14	13	15	3	62
22	NNH	17	15	17	19	3	71
23	RSAF	17	14	15	19	3	68
24	SNA	20	16	15	19	4	74
25	VH	17	15	13	15	3	63
26	WD	13	10	13	15	3	54
27	ZM	17	13	9	17	3	59
28							
AVERAGE							61

## Writing Rubric

### The Pre-Test Result of Experimental Class

NO	Name	WRITING ASPECTS					TOTAL
		CONTENT	ORGANI ZATION	VOCABUL ARY	LANGUA GE USE	MECH ANICS	
1	AAA	17	13	9	15	3	57
2	AI	17	14	14	17	3	65
3	AK	17	15	15	14	3	64
4	AN	20	13	15	17	3	68
5	AN	16	13	9	15	2	55
6	AWJ	17	17	15	19	3	71
7	BWP	17	15	15	14	3	64
8	DPA	17	13	15	15	3	63
9	EV	17	13	15	17	3	65
10	FV	22	17	9	15	3	66
11	GN	17	13	15	15	3	63
12	HSR	22	15	15	19	4	75
13	KNA	17	15	9	19	3	63
14	LAA	17	13	9	15	3	57
15	MKS	18	15	14	13	3	63
16	MN	16	13	7	10	2	48
17	MNK	20	17	13	17	3	70
18	MZA	20	14	13	15	3	65
19	NH	22	15	15	19	3	74
20	OA	17	15	14	15	3	64
21	PSM	17	13	9	15	2	56
22	RAV	17	15	9	14	3	58
23	SM	20	17	15	15	3	70
24	ST	17	14	14	15	3	63
25	US	19	15	9	15	3	61
26	WA	17	13	15	15	3	63
27	ZH	17	15	9	19	4	64
28	ZLL	20	16	14	17	3	70
AVERAGE							64

## Writing Rubric

### The Post-Test Result of Control Class

NO	Name	WRITING ASPECTS					TOTAL
		CONTENT	ORGANI ZATION	VOCABUL ARY	LANGUA GE USE	MECH ANICS	
1	AB	20	16	16	16	3	71
2	AC	20	16	16	16	3	71
3	AFB	15	12	16	16	3	62
4	AIK	20	16	16	16	3	71
5	AMP	20	16	15	20	3	74
6	ARR	20	16	15	19	3	73
7	AS	20	12	12	16	2	62
8	AWAQ	15	12	12	16	3	58
9	DAA	22	16	16	20	3	77
10	FUF	20	16	16	16	3	71
11	HAA	20	16	16	16	2	70
12	HRS	15	13	14	17	3	62
13	IA	15	16	10	16	2	59
14	KD	20	16	16	16	3	71
15	LR	25	19	16	20	4	84
16	MFM	15	16	16	20	3	70
17	MNS	15	16	19	20	3	73
18	MRAP	15	16	12	16	2	61
19	MZFR	20	16	16	20	4	76
20	NA	20	19	19	20	4	82
21	ND	25	19	16	20	4	84
22	NNH	20	19	16	16	4	75
23	RSAF	20	16	16	16	3	71
24	SNA	20	16	19	16	3	74
25	VH	29	16	19	20	4	88
26	WD	20	16	16	20	3	75
27	ZM	20	16	16	16	3	71
28							
AVERAGE							72

## Writing Rubric

### The Post-Test Result of Experimental Class

NO	Name	WRITING ASPECTS					TOTAL
		CONTENT	ORGANI ZATION	VOCABUL ARY	LANGUA GE USE	MECH ANICS	
1	AAA	20	19	20	20	4	83
2	AI	25	19	16	20	4	84
3	AK	25	16	16	20	4	81
4	AN	25	16	19	24	5	89
5	AN	20	19	16	20	4	79
6	AWJ	25	19	19	20	5	88
7	BWP	25	16	19	20	5	85
8	DPA	25	19	16	20	5	85
9	EV	20	16	19	20	4	79
10	FV	25	16	16	20	5	82
11	GN	25	16	16	16	4	77
12	HSR	29	16	19	24	4	92
13	KNA	20	19	16	20	4	79
14	LAA	20	16	16	20	4	76
15	MKS	20	16	16	20	4	76
16	MN	25	19	16	16	4	80
17	MNK	25	16	16	16	4	77
18	MZA	29	19	19	24	3	94
19	NH	20	16	16	20	4	76
20	OA	25	16	16	16	3	76
21	PSM	20	16	16	16	4	72
22	RAV	20	16	19	20	4	79
23	SM	25	16	16	16	4	77
24	ST	25	16	16	16	4	77
25	US	25	16	16	20	4	81
26	WA	25	19	16	24	4	88
27	ZH	20	19	16	20	5	80
28	ZLL	25	19	16	20	4	84
	AVERAGE						81

**DOCUMENTATION**

**Picture 1.1 : Researcher Submit Research Permits at MAN 1 Lampung Timur.**



**Picture 1.2 Teaching Learning English Process at class X.f**



**Picture 1.3 Teaching Learning English Process at class X.H**

## CURRICULUM VITAE



M. ARDIAN F.R (Muhammad Ardian Fahrossi) was born in Kotabumi on August 23<sup>th</sup>, 2001, the second child of Mr. Rahmad Suhadi S.Pd and Mrs. Daruningsih S.Pd. The researcher was elementary school at SD Negeri Jerangkang and finished in 2011/2012, Then continued Education to the First Middle School level at Islamic Junior High School SMP Islam Al-fath and completed in 2014/2015, While secondary education continued at Islamic Senior High School MA Al-Islamiyah Kotabumi (Daarul Khair) with the Teacher Studies Major (MMI) and completed in 2017/2018, Then continued to English Course in Pare, Kediri 2018-2019 and the researcher continued to education at IAIN Metro (UIN JUSILA) Lampung in English Education Department starting in the first semester of 2019.