CHAPTER IV
THE RESULT OF THE RESEARCH

This chapter presents the result of classroom action research conducted in the seventh grade of SMP Bina Taruna Surabaya. The data from the research were described and discussed in the following sub-headings: research findings, discussion of the findings, and hypothesis testing.

4.1 Research Findings

This research was conducted in the seventh grade of SMP Bina Taruna Surabaya for about one week. It consists of two cycles; there are two meetings for each cycle. The schedule of the research can be shown in the following table.

Table 4.1 The Research Schedule

Date	Time	Activity	Purpose	Participants
Saturday, May 20th 2017	09.10 – 09.55	Interviewing the teacher Giving the first Questionnaires and Interviewing the students	To identify problems faced by the teacher and the students	Researcher Students Teacher
Saturday, May 20th 2017	10.50-11.35	Giving Pre - Activity	To identify problems faced by the students and to know the students' writing skill	Researcher Students
Monday, May 22th 2017	09.10 – 09.55	Implementing Meeting 1 Cycle 1	To implement Discovery learning in teaching writing	Researcher Students Teacher
Tuesday, May 23th 2017	10.50-11.35	Post - Activity 1	To know the students' writing ability after Implementation of discovery learning	Researcher Students
Wednesday, May 24th 2017	09.10 – 09.55	Implementing Meeting 2 Cycle 2	To implement Discovery learning in teaching writing	Researcher Students Teacher
Thursday, May 25th 2017	10.50-11.35	Post - Activity 2	To know the students' writing ability after Implementation of discovery learning	Researcher Students
Thursday, May 25th 2017	10.50-11.35	Questionnaire 2 Interview	To know the students' opinion and attitude toward writing after implementation of discovery learning	Researcher Students

The teacher conducted pre-observation in class VII of SMP Bina Taruna Surabaya to know the condition of English teaching learning, the problems faced by the students and the teacher, and the students' writing ability. In this pre-observation, she found that the students' writing ability was still low. The problems faced by the students in writing descriptive included difficulties in exploring and expressing their idea, using vocabulary and tenses in making good sentences, and difficulties in how to start writing. It was shown in their bad marks in the English lesson especially in writing. The students also seemed to feel difficult when they were asked to write their idea.

Their submitted papers were usually blank or just with little writing without any elaborations. Besides, the questionnaires and interview result showed that the students' attitude and motivation toward the English lesson especially writing was still low. They did not seem interested in joining the class. The problems might be caused by some factors. The students were not so interested in learning English especially writing. The teacher did not give adequate time, models, and practices for the students to write. Writing got less attention from the teacher. Besides, no media and creative techniques were used in exploring the students' skill in writing.

After identifying the problems, the teacher conducted a Pre - Activity. In the Pre – Activity, The Student was make a descriptive text about animal and done before implementing the teaching learning process using discovery learning. The test was used to know their writing skill. Based on the pre-observation and Pre - Activity result, the researcher identified that the students' writing skill was still low, was not rich in vocabulary and must be improved by implementing the teaching media. Therefore, the teacher used discovery learning as teaching media to improve the students' writing skill and the students' motivation toward English lesson especially writing. The improvement of students' writing skill involved some aspects of writing, namely content, organization, vocabulary, language use, and mechanism.

2. Implementing the Action Research

a. Cycle 1

1) Planning

After giving the Pre - Activity, the researcher made a plan to teach writing in the class. She prepared the material which was taken from books and the internet. She also prepared the teaching media in the form of descriptive text animal which were taken from YouTube video the link is https://www.youtube.com/watch?v=5aMASHwBaqc and the channel is All Things Animal TV. She planned two meetings in the first cycle. She also made a lesson plan for each meeting. The teacher chose topic about animal that is the tiger. That was to make them easy in generating the idea and developing the sentences. In the first meeting, she used a descriptive text of animal. Besides preparing the lesson plans, she also made and copied materials and worksheets for the students to support the process of teaching and learning.

2) Action/Implementation

In this cycle, the teacher started implementing the technique of using discovery learning as teaching media in the class. There were two meetings in this cycle.

a) The first meeting

On Monday, May 22th 2017, the researcher began her research. She entered class VII. The English teacher introduced the researcher to the students. The teacher started her teaching with some pre-activities. She told the students about the technique of using discovery learning as teaching media and the objectives of the lesson. Before she began discussing the materials, she did brainstorming with the students about descriptive text and the examples. In this meeting, she used descriptive text of animal. In the stimulation the teacher showed the picture of tiger. In the next stages is problem statement, the teacher told the student to identify the part of animal, like a body, the color, the food, etc. Then, the teacher told student to doing the next stages is data collection by

observation and look the information about the animal. In the next stages is data processing, the teacher told the students were write a descriptive text based from the picture of tiger. Then, the teacher doing the next stages that is verification, most of them gave the correct answer. To lead the students to the text, the teacher gave some guiding questions. It would help them generate the idea and develop the descriptive text. Most of them still fill the sentence with wrong word. After that, the teacher gave the complete descriptive text of tiger and asked the students to check the correct sentence of their work. While see the correct sentence, they were asked to mention some vocabularies related to the descriptive text of animal. They mentioned many words such as *Cat, Tiger, Pet, Body, Color, Voice,* etc. Some of them still mentioned some words in *bahasa Indonesia*, such as *berada, termasuk, menikah, karnivora, etc*. Then, the teacher and the students discussed how to change those words into English. The teacher contextualized those words by using them in sentences to help the students understand the meaning.

After giving exercises about sentences, the students were given task about paragraphs. It was about generic structure of descriptive text (identification, and descriptive). The exercises were to make the students understand more about generic structure (organization) of descriptive text. The students were given jumbled paragraphs with missing words. The students were asked to fill the blanks with the vocabularies in the box. They were able to finish the tasks. Then, the students, together with the researcher, checked and discussed their works. That descriptive text was as the example for the students. Before closing the lesson, the teacher asked whether there were still any questions so far and gave the students homework related to constructing good sentences. No student asked any questions. Then, the teacher closed the lesson by saying good bye since the time was up.

b) The second meeting

On Tuesday, March 23th 2010, the teacher came to class VII for the second meeting. She entered the class together with the observer. After the observer took her seat in the back corner of the class, the teacher opened the class. She greeted the students then checked their attendance and reviewed the previous lesson about descriptive text. Then, the students were engaged to brainstorm about animal as a kind of descriptive text and the examples. The teacher showed video slide show descriptive text of a rabbit, cat, kangaroo, etc. The students were researching the part of animal by watching the video to make a good descriptive text. The students then became very crowded. They tried to express their opinions. Some of them still mentioned the words in *Bahasa Indonesia*. Then, they were asked to change them into English. The students seemed to find it difficult. The teacher then guided them to use those words in sentences. It would make them easier to understand the meaning of those words. Most of them seemed to understand and able to mention the pattern. When the students were asked to give any examples of descriptive text of animal, there was a student who mentioned "The rabbit have are big eyes". Then, the students were asked to make descriptive sentences based on the video "Describing Animal". They seemed enthusiastic in doing the task. However, there were some students who seemed confused in finding the appropriate words since they still had difficulties to use words appropriately in their writing. The teacher then guided them individually. The students in back rows tended to disturb the other students who were doing the task. The class situation was very crowded.

After they finished the task, the students and the teacher checked and discussed their work. The students were asked randomly to read their own sentences loudly. Most of their works were still in the form of simple sentences that generally consisted of subject, predicate, and object/complement. Moreover, there were some students who made sentences without any predicate or with double predicate. Their

sentences consisted only of subject and object/compliment. In the time gaps, the teacher asked the students whether there were any questions or not. So far, there were still no questions.

The next task was group work. The students were asked to make groups of five. They were asked to make an outline and to develop the outline into a descriptive text of animal based on video. Their works were still in the form of simple descriptive text which was only the rearrangement of the sentences that had been made before. In this activity, most of the groups could not finish their writing. The teacher gave them a chance to finish it at home and discuss it in the next meeting. Before closing the lesson, the teacher doing the last stages that is generalization, the teacher make conclusion about what student learned in teaching learning process, and asked again whether there were any questions or not and asked them to bring dictionary for the next meetings. The teacher, then, closed the lesson by saying good bye.

3) Observation

   a. The first meeting

In the first meeting, the students still seemed ashamed and awkward to the teacher. They paid attention to the teacher, but some of them in the back rows were still noisy. The students seemed interested in describing animal. The interesting media made them try to do the task well. They still lacked of vocabulary. They also still had difficulty in constructing sentences in past form. Most of their works were still bad. They were able to make past sentences but still unable to make good sentences. They did the tasks still by opening the dictionary and book. No students were brave to raise their hand when they were ordered to write past sentences voluntarily on the board.

   b. The second meeting

In this meeting, the teacher divided the students in group of five. There were 5 groups of four. When the teacher was dividing class in

groups, the students were very noisy. It took much time to get them in group. Some students did not feel comfortable with their group's members, so the teacher had to match and mix again. The students paid attention to the instructions given by the teacher. But sometimes, they asked and clarified the instructions for many times. It took much time. The students seemed to try hard to make a good descriptive text. They still had difficulty in finding the words so they opened the dictionary. It took more time to finish the task. Because of the limited time, most of the groups could not finish their work. The teacher asked them to finish at home.

4) Reflection

After analyzing the observation result and the test result in the first cycle, the researcher did reflection in order to evaluate the teaching and learning process she did so far. She found the students' progress in writing ability. The observation result showed that there were some improvements achieved after doing the action.

The improvements were not only of the students' writing skill but also the students' attitudes toward writing itself. The mean score of Post - Activity result done at the end of the Post – Activity in the first cycle was (62,45). It was better than the mean of the Pre - Activity score (54.55). In the first meeting, the students were still ashamed and awkward to get involved in the activities, but in the next meetings, they began to participate actively by giving their opinion in brainstorming stage and asking questions. They also tried to be active in answering the researcher's questions and responding the researcher's instructions. Besides, the students mastered more vocabularies. Their writing was better and better both in quality and quantity. The students' attitude toward writing changed to be better. They were not reluctant anymore to write. They were also interested and motivated to join and get involved in the teaching learning process.

Besides some improvements, the researcher also found some problems faced by the students. They still had difficulties in constructing sentences,

making noun phrases, and organizing generic structure of descriptive text. Moreover, they sometimes made some errors or mistakes in choosing the appropriate temporal conjunction and adverbs of time and place. Those problems arose because the students still had low knowledge about the use of language. It was important to review the materials because some of the students were still confused. The researcher should engage the students to find more vocabularies in brainstorming to enrich their vocabulary mastery. She also motivated and gave more control to the students because there were some students who were still busy with other activities and disturbed the other students. In the second cycle, the researcher should pay more attention on the group works. Sometimes some students still did not involve in groups' activities. They were busy disturbing other groups. The researcher should also give more time for the students to do the tasks.

Based on the observation, questionnaires, and tests result, the improvement of the students' learning and achievement can be drawn as in the table below.

Table 4.2 The Improvement of the Students' Learning and Achievement in the End of Cycle 1

Data Source	Before the Action	After the Action
Observation Interview Questionnaire e Pre - Activity Post - Activity 1	1. Teaching and learning process a) The students were not interested in joining English class especially writing. b) The students tended to be more passive during the teaching and learning process. c) The teacher did not give adequate time, models, and practices for the students to write. d) No media and creative techniques were used in teaching learning process	1. Teaching and learning process a) They were interested and motivated to join the teaching learning process. They were not too reluctant anymore to write. b) The students began to participate actively by giving their opinion, responding and answering the researcher's instructions and questions c) The teacher gave adequate time, models, and practices for the students to write. d) The teacher used discovery learning as teaching media and various techniques in the teaching learning process
	2. Writing Ability a) Development of idea (content) The students' writing showed	2. Writing Ability a) Developing the idea (content)

	limited knowledge of subject. There was not any elaboration of idea	The students' writing showed some knowledge of subject. There was little elaboration of idea. Their writing was more in quantity but lack detail
	b) Organization of text The students' writing was still confusing, choppy, and lack of logical sequencing and development	b) Organization of text The students were more fluent in expressing the idea but loosely organized.
	c) Vocabulary mastery There were limited range of vocabulary, still frequent errors of word/idiom form, choice, and usage. The meaning was sometimes also confusing.	c) Vocabulary mastery There were adequate range of vocabulary, occasional errors of word/idiom form, choice, and usage. The meaning was sometimes obscured.
	d) Language use There were major problems in sentence constructions, frequent errors of agreement, tense, word order/function, pronoun, and prepositions.	d) Language use There was effective but simple construction of the students' writing. There were minor problems in sentence constructions, several errors of using tense, noun phrase, temporal conjunctions, and adverbs of time and place
	e) Mechanism There were still frequent errors of spelling, punctuation, capitalization, and paragraphing.	e) Mechanism There were still occasional errors of spelling and paragraphing.
TEST	The mean score of Pre - Activity 1: 54.55	The mean score of Post - Activity 1: 62,45
The problems/weaknesses which must be solved: 1. The students' low interest, motivation, and attitude toward English lesson especially writing 2. The students' low writing skill **The problems/weaknesses which were still found:** 1. Some students still had difficulties in constructing good sentences, using noun phrases, and organizing generic structure of descriptive text. 2. They still made frequent errors in using temporal conjunction and adjective. 3. They still found difficulties in choosing appropriate vocabulary 4. There were some students who were still busy with other activities		

b. Cycle 2

1) Revising Plan

Based on the result of the first cycle, the researcher realized that there were improvements of the students' writing skill, but the researcher still found some problems faced by the students. Some students still had difficulties in constructing good sentences, using noun phrases, temporal

conjunctions, and adjective, organizing generic structure of descriptive text, and choosing appropriate vocabularies for their writing. There were also some students who were still busy with other activities during teaching and learning process. Dealing with those problems in the first cycle, the researcher revised her plans. The revised plans were: (a) Teaching the students how to construct good sentences including how to make good past sentences and noun phrases, how to choose vocabularies and temporal conjunctions, and adjective appropriately, and how to organize generic structure of a descriptive text; (b) The researcher should give more interesting discovery learning and be active in engaging the students to get involved in the teaching learning process; (c) The researcher needed to engage the students to find many vocabularies and give the students understanding of the meaning of any difficult/new words; and (d) the researcher should give more time and control for the students to do the tasks.

2) Action/Implementation

a) The First Meeting

On Wednesday, May 24th 2017, the researcher came to the class to start the first meeting of the second cycle. After opening the class and telling the students her aims of coming to the class for the second cycle, the researcher began to start the lesson by engaging the students to brainstorm about part of animal. The students mentioned more stories than in previous meeting. In the brainstorming stage, the researcher showed videos of a rat, a deer, a rabbit, and a frog. The students were asked to guess the possible stories among them. They mentioned many stories about the animals. They could freely express their opinion. They seemed more active and enthusiastic since the videos were about animals that they had known. The researcher then reviewed about noun phrase since the students were still confused about the materials about noun phrase. The researcher gave examples of noun phrase in the correct order, then the students were asked to do the task as their exercise.

The researcher gave complete descriptive text the title is "My Rabbit" with some pictures. The students were asked to make past sentences containing noun phrase. The noun phrases were made by arranging the words provided in the bracket. The sentences were in the past form. The students were given several minutes to do the task. After they finished the task, the researcher checked their works by asking the students from the front rows to read their work. Most of them did the task well. There were just several students who made mistakes in making the noun phrases. When the researcher asked about the difficulties, the students replied by saying that there were still no questions so far. The students seemed not to find it difficult. Most of their works were still in the form of simple sentences. Some students still made little mistakes in constructing sentences. There was a student who wrote *"The rabbit tail is short."* It should be *"The rabbit have a short tail."* Some students were asked to write their works on the whiteboard. The students discussed the mistakes with the researcher while checking their works. Next, the students were given exercises about temporal conjunctions, adjective appropriately, and noun phrase. They completed the text entitled "My Rabbit". Most of them did the task well. When discussing their works with the researcher, they were very enthusiastic to raise their hand and mentioned their answer.

Last, the students in pairs were asked to make an outline of a simple descriptive text based his pets in home, after the researcher gave brief review about generic structure of descriptive text. They wrote only what they saw in the real of animal so that their outline was not organized well. The researcher reviewed the lesson on that day and asked the students to learn more in making noun phrase and constructing sentences when the time was almost up. Then, she gave the students homework to develop their outline into a simple draft of descriptive text. The researcher closed the lesson by saying goodbye after checking the students' difficulties.

b) The Second Meeting

The researcher entered the class for the second meeting of the second cycle on Thursday, May 25th 2017. After the students were more quiet and the observer took her seat in the back corner of the class, the researcher opened her lesson. She greeted the students and checked the students' attendance. No student was absent on that day. The students were asked to open the previous materials while the researcher was reviewing the materials. The researcher then gave some guiding questions to help the students understand and develop their imagination about descriptive of animal. After having discussion with the students, the researcher reviewed briefly the whole previous materials about narrative text including past tense, noun phrase, temporal conjunction, adjective appropriately, and the generic structure. The students gave their responses by completing the researcher's sentences orally and telling what they have known.

The next activity was discussing the students' homework of making their first draft of narrative text based on the picture series. Their homework showed that some students still made mistakes on choosing the appropriate vocabularies, adjective appropriately and on organizing their writing. After discussing their works with the researcher, the students made the correct descriptive text as their final draft based on the discovery learning and the discussion. There were fewer students who opened the dictionary than the previous meeting. They took less time to finish the task. Before closing the lesson, the researcher reviewed the lesson on that day and asking the students' difficulties. The researcher closed the lesson by thanking the students and saying goodbye.

3) Observation

a) The First Meeting

In this cycle, the researcher used videos of animal in all meetings. The students were more interested in the view. It was easier for the students to get an idea and develop the descriptive text. The students

were enthusiastic in giving their opinion in the brainstorming stage. They mentioned more descriptive text than in the previous meeting. They seemed to know more about animal. The students were also active in the discussion activity. They gave their idea and opinion freely. When the researcher explained the materials about noun phrase, temporal conjunctions and adverbs, the students paid full attention and gave a good response by mentioning the examples of temporal conjunctions and the meanings in *Bahasa Indonesia*.

In the next activity, the students were asked to make sentences containing noun phrase based on the videos. The students seemed not to find it difficult. Most of their works were still in the form of simple sentences. The students still made little mistakes in constructing sentences. There was a student who made *"The rabbit tail is short."* It should be *"The rabbit have a short tail."* They were more quiet when they were doing the task in pairs. Most of them focused only on their work. Nevertheless, some students in the back rows were still noisy and tended to cheat other students' work. Generally, the students' responses were better and better in every meeting.

b) The Second Meeting

In the second meeting of the second cycle, there was no student absent. All students joined the lesson. In that meeting, all students were present and joined the class. In the brainstorming activity, the students' responses were very good. They expressed their opinion freely and bravely. Sometimes they had different opinions about the answer. The researcher responded the students' opinion well and accepted the students' different opinion as a very good response. The researcher never refused and said wrong to the students' opinion. When the researcher reviewed all the materials, the students gave their responses by completing the researcher's sentences orally and telling what they have known. Generally, the students' responses were very good and satisfying.

They gave good responses when they discussed their homework. They asked whether their work was correct or not by mentioning it.

4) Reflection

After analyzing the observation and test results in the second cycle, the researcher did reflection in order to evaluate the teaching and learning process she did. She found the students' progress in writing ability. The observation result showed that there were some improvements achieved after doing the action.

The improvements in this cycle were not only in the students' writing skill but also in the students' attitudes toward writing itself. The students' writing skill got little improvement from the first cycle. It was because there was great improvement of the first cycle. The mean score of Post - Activity 2 done at the end of the second cycle was 73.3. It was better than the mean of the Post - Activity 1 score (62,45). In the second cycle, the students participated actively by giving their opinion freely in the brainstorming stage and asking questions when they found any difficulties. They gave their full attention to the researcher's explanation and responded every instruction and question from the researcher. They were also brave to express their idea and opinion although they had different opinion. Besides, the students mastered more vocabularies.

Therefore, it can be concluded that discovery learning can improve the students' skill in writing descriptive text. Moreover, the use of discovery learning as media in teaching writing gave new atmosphere in the class. The students showed positive attitudes towards writing lesson. The students became more active and enthusiastic both in responding the researcher and in finishing the exercises given. The students' attitude toward writing had changed to be better. They were not reluctant anymore to write. It was not hard to ask them to read or write their work in front of the class. They were also interested and motivated to join and to get involved in the teaching learning process. There were great improvements in the students' attitude toward writing lesson,

students' writing skill, and students' motivation in joining the English lesson. Based on the observation, questionnaires, and tests result, the development of the students' learning and achievement can be drawn as in the table below.

Table 4.3 The Improvement of the Students' Learning and Achievement in the End of Cycle 2

Data Source	Cycle I	Cycle II
Observation Interview Questionnaire Pre - Activity 1 Post - Activity 2	1. Teaching and learning process a) The students were interested and motivated to join the teaching learning process. They were not too reluctant anymore to write. b) The students began to participate actively by giving their opinion, responding and answering the researcher's instructions and questions. c) The teacher gave adequate time, models, and practices for the students to write. d) The teacher used discovery learning as teaching media and various techniques in the teaching learning process 2. Writing Ability a) Developing the idea (content) The students' writing showed some knowledge of subject. There was little elaboration of idea. Their writing was more in quantity but lack detail b) Organization of text The students were more fluent in expressing the idea but loosely organized.	1. Teaching and learning process a) The students were interested and motivated to join the teaching learning process. They were enthusiastic and active when they were asked to write. b) The students paid full attention and participated actively in the activities during the lesson. They were brave enough to express their different ideas and opinions. There were some students came in front of class voluntarily to read or write their work c) The teacher gave more time, models, and practices for the students to write. d) The teacher used more interesting discovery learning as teaching media and various techniques in the teaching learning process 2. Writing Ability a) Developing the idea (content) The students' writing was better both in quality and quantity and more relevant to the topic. There was more elaboration of idea. b) Organization of text The students were more fluent in expressing the idea and their writing was logical and better organized.

	c) Vocabulary mastery There were adequate range of vocabulary, occasional errors of word/idiom form, choice, and usage. The meaning was sometimes obscured. d) Language use There was effective but simple construction of the students' writing. There were minor problems in sentence constructions, several errors of using tense, noun phrase, temporal conjunctions, and adjective appropriately e) Mechanism There were still occasional errors of spelling and paragraphing.	c) Vocabulary mastery The students mastered more vocabularies. They began to be able to choose appropriate words for their writing. d) Language use There was effective but simple construction of the students' writing. The students made better sentences and used tense, noun phrase, temporal conjunctions, and adjective appropriately in a better way e) Mechanism The students writing was better organized in paragraphing and also much better in spelling
	The mean score of Pre - Activity 2: 62.45	The mean score of Post - Activity 2: 73.3

The problems/weaknesses which must be solved:

1. Some students still had difficulties in constructing good sentences, using noun phrases, and organizing generic structure of descriptive text.

2. They still made frequent errors in using temporal conjunction and adjective appropriately.

3. They still found difficulties in choosing appropriate vocabulary

4. There were some students who were still busy with other activities

The final result of the research:

1. Teaching and learning process

- The students were interested and motivated to join the teaching learning process. They were enthusiastic and active when they were asked to write.

- The students paid full attention and participated actively in the activities during the lesson. They were brave enough to express their different ideas and opinions. There were some students came forward voluntarily to read or write their work

- The teacher gave more time, models, and practices for the students to write.

- The teacher used more interesting discovery learning as teaching media and various techniques in the teaching learning process

2. Writing Ability

- Developing the idea (content)

The students' writing was better both in quality and quantity and more relevant to the topic. There was more elaboration of idea.

- Organization of text

The students were more fluent in expressing the idea and their writing was logical and better organized.

- Vocabulary mastery

The students mastered more vocabularies. They began to be able to choose appropriate words for their writing.

- Language use

There was effective but simple construction of the students' writing. The students made better sentences and used tense, noun phrase, temporal conjunctions, and adjective appropriately in a better way
- Mechanism
The students' writing was better organized in paragraphing and also much better in spelling

4.2 Discussion

After the researcher implemented the use discovery learning model in teaching writing, the researcher got the data, it was analyzed of pre cycle, second cycle and post cycle, and the researcher got the result of Classroom Action Research.

1. Pre-Cycle

In this cycle, the teacher taught descriptive text writing by using common model. During teaching learning process, the writer observed students' activity, here the result:

Table 4.4 Score of Observation in Pre-Test

No.	Indicators	None (0%)	A few (<20%)	Half (20-49%)	Many (50%-69%)	Majority (>70%)	Total of Score
		1	2	3	4	5	
1	The students are enthusiastic in listening to teachers' explanation			V			3
2	Students are active in understanding the material			V			3
3	The students show curiosity by asking questions	V					1
4	Students enthusiasm in working with their group			V			3
5	Students are active to present their work		V				2
6	The students are enthusiastic doing the test			V			3
7	Students active in doing evaluation		V				2
	Total Score	1	4	12	0	0	17

Based on the results of observation above it can be concluded that students were not enthusiastic enough, it means that the teaching learning process was not effective enough, students did not understand well yet in the material. It could be seen, there were not students giving question. Students were not active in giving presentation the material.

2. Cycle 1

In this cycle, the teacher used discovery learning model in teaching writing descriptive text. Teacher asked students to see the video about animal, like a rabbit, lion and cat. In this activity, teacher took a six steps; stimulation, problem statement, data collecting, data processing, verification, the generalization. In the last activity, the teacher gave writing test.

Table 4.5 Score of Observation in Cycle 1

No.	Indicators	None (0%)	A few (<20%)	Half (20-49%)	Many (50%-69%)	Majority (>70%)	Total of Score
		1	2	3	4	5	
1	The students are enthusiastic in listening to teachers' explanation				V		4
2	Students are active in understanding the material			V			3
3	The students show curiosity by asking questions		V				2
4	Students enthusiasm in working with their group				V		4
5	Students are active to present their work		V				2
6	The students are enthusiastic doing the test			V			3
7	Students active in doing evaluation			V			3
	Total Score	0	4	9	8	0	21

Based on the results of observation above it can be concluded that students were enthusiastic enough, it means that the application of model almost success, but students did not understand well yet in the material. It could be seen, students in giving question was low and when the writer asked students to repeat the lesson, they could not answer yet.

After giving the test, the researcher examined the answer sheet and found the result.

Table 4.6 Score Test of Cycle 1

Student Number	Organization	Content	Grammar	Punctuation, Spelling and Mechanic	Style	Total
1	15	13	13	15	13	69
2	14	11	14	14	15	69
3	12	15	12	14	13	66
4	14	14	13	11	12	64
5	15	10	14	11	10	60
6	12	13	10	10	14	59
7	15	12	12	14	14	67
8	12	11	9	10	8	50
9	14	13	12	13	15	67
10	11	12	11	14	14	62
11	12	15	11	9	10	57
12	12	10	9	11	13	55
13	13	10	12	11	12	58
14	15	13	12	14	15	69
15	12	10	13	14	11	60
16	14	13	14	13	15	69
17	12	15	11	14	14	66
18	14	12	12	12	13	63
19	13	12	13	14	11	63
20	10	10	11	12	13	56
Mean	13,05	12,2	11,9	12,5	12,75	62,45

The average score of cycle 1 is 62.45. It meant that the students' score have improved but not satisfy enough. So, the teacher and the researcher decided to implement the next cycle.

3. Cycle 2

In this cycle, the teachers focused more in students' interest, how students could be more attractive to write. The teacher used some pictures and students would ask to work it in group, because the last most of students were lazy to write by themselves. Its purpose is to develop students' writing in who still got low score. According to the observer, it could motivate to the students because they could work together with their friend and share their difficulty each other. Teacher also gave more attention to group who still got difficulty, especially in structure of sentence. This is the result of cycle 2:

Table 4.6 Score of Observation in Cycle 2

No.	Indicators	None (0%)	A few (<20%)	Half (20-49%)	Many (50%-69%)	Majority (>70%)	Total of Score
		1	2	3	4	5	
1	The students are enthusiastic in listening to teachers' explanation					V	5
2	Students are active in understanding the material					V	5
3	The students show curiosity by asking questions				V		4
4	Students enthusiasm in working with their group					V	5
5	Students are active to present their work					V	5
6	The students are enthusiastic doing the test				V		4
7	Students active in doing evaluation				V		4
	Total Score	0	0	0	12	20	32

Based on the result of observation above, it can be concluded that the majority of the students joined the class enthusiastically. All activities in the third cycle ran well. It had been seen from their responses. No students were noisy. While the researcher was presenting the lesson, majority of the students were paying attention to him. The students tried to answer the questions correctly and enthusiastically.

After implemented the test, the researcher examined the answer sheet and found the result.

Table 4.6 Score Test of Cycle 2

Student Number	Organization	Content	Grammar	Punctuation, Spelling and Mechanic	Style	Total
1	17	17	16	15	15	80
2	14	15	16	16	17	78
3	15	16	14	15	17	77
4	16	15	15	16	15	77
5	15	15	17	15	15	77
6	15	17	17	15	14	78
7	13	11	17	15	13	69
8	16	11	10	14	15	66
9	15	15	17	16	14	77
10	15	13	14	15	17	74
11	13	17	15	13	12	70
12	13	14	17	15	14	73
13	17	14	13	17	15	76
14	13	15	13	18	15	74
15	12	15	14	13	17	71
16	14	13	15	15	16	73
17	11	15	17	10	17	70
18	16	17	11	12	13	69
19	11	10	15	18	13	67
20	15	10	15	16	14	70
Mean	14,3	14,25	14,9	14,95	14,9	73,3

The average score of students in second cycle is 73.3. This average was satisfied enough, so the teacher and researcher stopped the cycle.

4. The Analysis Of The Whole Activity

The result of the test from the pre-activity until post activity can be seen briefly as follow:

Table 4.7 Comparison Percentage Students Enthusiastic in Response

Teaching Learning Process Using Discovery Learning Model on

Cycle I and Cycle II

No.	Cycle	Total Score	Percentage (%)
1	Pre-Activity	17	48
2	Cycle I	21	60
3	Cycle II	32	91.4

Table 4.8 The Test Result of Whole Test

Student Number	Pre – Activity	Cycle I	Cycle II
1	53	69	80
2	54	69	78
3	58	66	77
4	51	64	77
5	54	60	77
6	55	59	78
7	53	67	69
8	59	50	66
9	55	67	77
10	54	62	74
11	55	57	70
12	55	55	73
13	55	58	76
14	62	69	74
15	51	60	71
16	55	69	73
17	52	66	70
18	54	63	69
19	54	63	67
20	52	56	70
Mean	54,55	62,45	73,3

From the table above, the use of discovery learning model can improve students' writing of text. So, this classroom action research of the implementation of discovery learning was successful. It can be seen from the result in each cycle.