English Teacher's Strategy in Teaching Writing Using Discovery Learning

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A B S T R A K

Menulis adalah salah satu keterampilan penting dalam belajar bahasa Inggris. siswa dapat mengomunikasikan emosi, ide, dan pendapat melalui tulisan. Discovery Learning adalah kegiatan belajar-mengajar di mana siswa mengkonstruksi pengetahuannya dengan mengidentifikasi informasi untuk membantu mereka berpikir kritis. Namun, siswa menikmati belajar menulis. Oleh karena itu penelitian ini bertujuan untuk menganalisis strategi guru bahasa Inggris dalam pengajaran menulis menggunakan pembelajaran penemuan. Desain yang digunakan dalam penelitian ini adalah penelitian kualitatif dan teknik penelitiannya adalah studi kasus. Subjek penelitian ini adalah guru Bahasa Inggris MTsN. Pengumpulan data menggunakan tiga instrumen observasi, wawancara, dan dokumentasi. Hasil penelitian, terdapat lima peran pembelajaran penemuan yang digunakan guru, yaitu: (a) Stimulasi, (b) Perumusan Masalah, (c) Pengumpulan Data, (d) verifikasi, dan, (e) generalisasi). . Keunggulan pembelajaran penemuan yaitu; (1) mendukung partisipasi aktif peserta didik dalam proses pembelajaran; (2) kreativitas berpikir; (3) siswa sangat termotivasi, memungkinkan menemukan sesuatu sendiri. Penggunaan pembelajaran penemuan dapat meningkatkan kemampuan berpikir bebas siswa. Secara khusus, pembelajaran penemuan melatih keterampilan kognitif siswa untuk menemukan dan memecahkan masalah. Strategi Discovery Learning sangat cocok digunakan untuk meningkatkan kemampuan menulis siswa secara mandiri.

A B S T R A C T

Writing is the one of crucial skills in learning English. students can communicate their emotions, ideas and. opinions through writing. Discovery Learning is a teaching-learning activity in which students construct their knowledge by identifying the information to help them to be critical thinking. However, students enjoy learning writing. Therefore this research aims to analyze English teacher strategy in teaching writing using discovery learning. The design applied in this research is qualitative research and the technique of this research is a case study. The subject of this research is the English teacher of MTsN. Data collection used three instruments observation, interview, and documentation. The result of this research, there are five roles of discovery learning that the teacher used, that are: (a) Stimulation, (b)Problem Statement, (c)Data Collection, (d) verification, and, (e)generalization). The advantages of discovery learning namely; (1) supporting learner's active participation in the learning process; (2) think creativity; (3) highly students motivate, allow finding something by themselves. Using discovery learning can improve students' ability to think freely. Specifically, discovery learning trains students' cognitive skills to find and solve problems. Discovery learning strategy is very suitable to use to improve students' writing skills independently.

1. INTRODUCTION

Writing is a critical skill to develop in the educational system. It is about expressing the writer's thoughts. Continuous practice of writing activities is necessary. When the term is used appropriately, the written concepts will be significant and simple to comprehend (Cooper & Sánchez, 2016; Dishon & Gilead, 2020; Gina & Alison, 2021). The longer it takes to learn a skill, the more sophisticated the student's use of grammar and sentence order becomes. Additionally, students can communicate their emotions, ideas, and opinions through writing. Teaching writing is not easy, but it is critical (Abdel Latif, 2022; Lai & Hong, 2015; Maruti, 2022). Although writing is a difficult skill to master, it can be an enjoyable and even inspirational activity if it is taught through social interaction and takes into account the students' peculiarities as early learners (Cahyono et al., 2016; Cahyono & Rahayu, 2020; Maruti, 2022). According to previous study writing is used to convey one's feelings and to offer an idea or piece of information (Mingli, 2019). The writers occasionally need to double-check their work before proceeding to the next step, or they may need to revert to the previous step if they have

an idea to add to their writing, and the majority of students report that writing is the most challenging ability in English. Writing should be proficient in English grammar, as the language used for writing is significantly different from the language used for speaking, and word choice in writing must be precise for the writer's thoughts to make sense. It requires a learning paradigm that will best assist students in accomplishing their goals. Writing skills also teach students how to use appropriate words (Castillo-Cuesta, 2022; Dewi & Huda, 2020). According to previous study discovery learning occurs when a student acquires knowledge independently (Al-Ahdal & Abduh, 2021).

By utilizing discovery learning, students will develop a lasting memory; they will be able to think actively and independently; solve problems using their imaginations, observation, and investigation. Additionally, other study believes that discovery learning is also known as problem-based, experimental, inquiry-based, and constructivist learning (Fatimah & Santiana, 2017). It requires students to apply inductive reasoning as they progress from a single topic to establishing rules and principles. As a result, teachers must be effective facilitators of learning, introducing a novel topic to students in an incomplete form. Discovery learning serves as a guide. There are previous studies related to this present study. The first is from previous study conducted a study about discovery learning to teach writing skills showing the result it is more effective for applying writing skills than the direct instruction method to teach writing (Supeni et al., 2019). Discovery learning also made students have high creativity in teaching writing by exploring themselves. The second previous study is from other study took the data by using experimental research from the students randomly and the result showed that discovery learning is effective to guide the student's writing ability (Basyoni et al., 2020). Another previous study is conducted a study about the discovery learning strategy showing that it can improve students' writing skills and make them more active in the class because it contains some activities that encourage them to write up in the class (Solikah & Novita, 2022).

Writing is a necessary component of professional, social, communal, and civic engagement. Writing is an important instrument for communication, education, and self-expression, which is the ability of a speaker to communicate their body language through words or phrases (Damyanov & Tsankov, 2018; Espino-Díaz et al., 2020). Successful and successful communication requires the use of suitable and appropriate language for the circumstance, as well as a strong grasp of spelling, vocabulary, and grammar. The writer's concept is the language that makes sense. The advantages of discovery learning are important, it give a personalized learning experience, and develops problem-solving and creative skills. personalize the learning experience, and develops problem-solving and creative skills (Desnita et al., 2021; E. Putri & Sari, 2020). Moreover, according to Permendikbud (2013), several steps can be implemented by the teacher using a discovery learning strategy including (a) Stimulation (b) Problem Statement (c) Data Collection (d) Data Processing (e) Verification, and (f) Generalization. Teaching strategies are educational techniques that are utilized throughout the teaching-learning process as a means of planning or teachers' actions that are designed to accomplish the purpose or objectives of the content delivered (Fatimah & Santiana, 2017; Goeltz & Cuevas, 2021). Teaching strategy is a conceptual framework that describes systematic procedures in organizing learning experiences to achieve learning goals and teachers in planning and carrying out learning activities. Based on some previous studies above, it can be seen that there are differences between them and this present study. The first is about the object of the study. The previous ones focused on applying discovery learning for the students while this one focused on the teacher using this method. Second, an experimental design was used in the previous studies above while a descriptive qualitative was used in this study in teaching writing using discovery learning. Relying on the significant importance of discovery learning explained above, is crucial to investigate since it is believed as an appropriate approach for the students required to study in blended learning during the pandemic. The objective of this study is to analyze how the teacher implements discovery learning in teaching writing skills.

2. METHOD

Qualitative research is a research approach that aims to understand and explain the complexity of social phenomena or human behavior through in-depth analysis of non-numerical data, such as text, images or sound. This method focuses on interpreting the meaning, context and relationships that emerge in a particular context. Qualitative research is often conducted with an emphasis on developing a deep understanding of the research subject (Creswell, 2013; Garrido, 2017). The uniqueness of qualitative research lies in its flexibility in exploring information that is difficult to measure quantitatively, as well as its ability to provide rich and deep insights into human experience, values, and social dynamics. The results of qualitative research are often used to develop theory, understand cultural perspectives, or provide a broader context for quantitative research. The subject of this research is the teacher of the eighth grade at MTsN 1 Kota Kediri in the academic years 2020-2021. The teacher has been implementing discovery learning to teach recount text and proving its success. In this research, the researcher observes and asks some questions about how to use the discovery learning method in teaching writing. In conducting the interview, the researcher collected the data by using a voice note between the

researcher and participant directly. The researcher conducted a qualitative study and the instruments used in this study were; observation, interview, and documentation (Kamid et al., 2021). Observation involves direct observation of a particular participant or situation. Researchers pay attention to behavior, interactions, or events that occur in natural or contextual environments. Interviews are the process of obtaining information through direct conversations between researchers and participants. Structured or semi-structured questions can be used to gain deeper insights. Documentation involves the analysis of documents, archives, or other written materials. This may include letters, notes, reports, or other materials relevant to the object of research. And then validating the interpretation of the data based on the study.

3. RESULT AND DISCUSSION

Result

The author took the data in MTSN 1 Kota Kediri. As long as the learning process is pandemic, the teacher has thought about various ways to make students understand the subject because the students learn from home. Whereas, the discovery learning strategy is usually applied face to face. The teacher should have a good strategy to get the maximal result. During the pandemic, discovery learning cannot be done maximally because the students have problems when they learn from home. Besides, the teacher tried maximally using discovery learning steps. The first step is simulation. It is an important step that can make students interested and active. When the student discussed recount text material, the teacher made closer with the students such as asking what the students have done last weekend and giving the reward to the students who were active such as answering the questions. According to English teacher writing skill is not truly difficult to write but the structure to make a good paragraph is needed to understand. It means that grammar is one of the keys to good writing. Based on the observation in the classroom during the learning process, Discovery learning method is suitable to use in every condition. That depends on the teacher's creativity and how the teacher makes the interesting steps in teaching and learning process. In implementing the strategies of discovery learning, the teacher has several strategies used in new normal conditions. There are some media used such as Google meet and doing face-to-face in the last meeting.

The interaction between the teacher and students can give a big impact on the learning process.Furthermore, discovery learning gives effect students' understanding to complete writing. Besides that, the indicator of writing must be fulfilled to make the writing can be understood. The teacher tried to implement the writing process of recount text material. For showing ideas, and sharing information, use grammatical structure, correct spelling, punctuation, capitalization, and vocabulary. However, the teacher still learns to cover the common errors and also find the students' problems faced in writing. In the learning process of discovery learning, the students are directed to find their knowledge to be conveyed in learning writing. In other words, discovery learning promotes students' exploration and collaboration with teachers and peers to solve problems. The students are also able to direct their inquiry, are actively involved in the learning process, and are motivated. Discovery learning is a series of learning activities that involve maximally all students' abilities to search and investigate systematically, critically, and logically so that they can find their knowledge, attitudes, and skills as a form of behavior change. Discovery learning is the strategy that focuses on students, which students are given a greater chance in learning process, contrive students to make observations, analyze the existing thing to produce scientific conclusions, in this strategy the teacher is a facilitator to guide the students and help them to get the result validity on students' conclusion. However, the students can freely think and explore their ideas. This part is the step of discovery learning in six steps, are (1) Stimulation: in this step, the teacher gives stimulation to students on what the students learn about. (2) problem statement: the teacher give some clue to students about the topic that be discussed. (3) data collection: the teacher gives the students freely to collect the data by themselves and make a draft. (4) data processing: the students process the data to find their opinions. (5) verification: the teacher helps the students to verify the result and the last step (6) generalization: here the students and the teacher draw the result conclusion on the student's work. This part presents the result of observations on discovery learning process which the researcher found discovery learning applied in several steps.

The teacher commonly used 4 to 5 steps. The reason was that the students mostly learned from home. Based on the observation, here are the steps commonly used. The first step is providing stimulus to students during the first meeting. The teacher provided stimulus by linking the subject writing skill on recount text to be addressed to prior content, by asking questions for example. The second is identifying difficulties. The teacher facilitated this level of learning through explanations of the content and problem-solving. The teacher asked the students to identify their duty to recount text. Then, the teacher guided them in determining solutions to questions independently by discussing them with their classmates. The questions that remain unanswered would be recovered by other students. The third is collecting data. The teacher assigned homework to students to make a short story of recount text about the last weekend or worksheets to help them comprehend the content. The

fourth step is verification. The teacher gave some materials or problems to observe and solve by the students. The last step is a generalization. The students were ready to present their findings and the teacher was ready to guide them to develop their findings. When the students had difficulty, she helped and explained it and asked the students to discuss the problem together. It made the students active and they could solve the problems to a conclusion in the last meeting. However, the teacher did not reduce the purpose of Discovery learning itself. There was a relationship between the activity of the data collection and the data processing. The students made a draft of their duty and processed it. It stands for a reason that the teacher only used 5 steps to apply in the process of teaching writing.

Discussion

This research focuses on the strategy used by the teacher in teaching writing using discovery learning. To reach the goal of teaching and learning process successfully, the teacher provides a good strategy for students. They feel happy to follow the learning proses. Then, the teacher employed this strategy to facilitate the teaching process, which includes receiving, student opinions and encouraging students to take responsibility for their learning through discovery learning which is an effective strategy to teach writing. It can build the students' creativity and confidence in writing by exploring and analyzing the problems by themselves guided by the teacher (Barton et al., 2023; Price, 2020). In addition, this strategy can minimalize the students' laziness by being active in the class session in all situations. Dealing with grammatical errors, such as whether they use the simple present or past and lack of vocabulary when the teacher provided exercises, discovery learning can help the students to have critical thinking to analyze the recount text first and then write a paragraph (Atmaca, 2016; Islamiyah & Fajri, 2019). The benefits of an English teacher employing the strategy of discovery learning in teaching writing can be numerous.

Discovery Learning is an instructional approach that encourages students to actively explore, inquire, and construct their own understanding of concepts (Marshall et al., 2017; Winarni et al., 2022). Discovery learning promotes active engagement as students are actively involved in the writing process. Rather than passively receiving information, students are encouraged to explore, investigate, and discover various aspects of writing. The strategy encourages students to think critically and analytically. By allowing them to discover writing principles on their own, students develop problem-solving skills, which are essential for effective writing (Muhali, 2019; Ozdamar-Keskin et al., 2020). Moreover discovery learning fosters creativity and originality in writing. Students are given the freedom to explore different writing styles, techniques, and genres, allowing them to express their unique voice and ideas. Allowing students to discover writing concepts can increase motivation and a sense of ownership over their learning (Hui et al., 2021; Masdariah et al., 2018). When students feel a sense of autonomy and control, they are more likely to be motivated and engaged in the writing process. Discovery learning allows students to connect writing concepts to real-life situations and contexts. This helps them see the practical relevance of what they are learning and enhances their understanding of how writing is used in different settings (N. V. W. Putri, 2018; Sohrabi et al., 2022).

Collaborative discovery activities can promote communication skills, students may work together to explore and share their findings, fostering a collaborative learning environment where they can exchange ideas and perspectives. Previous study state discovering writing concepts on their own can lead to better retention of information (Winita et al., 2020). When students actively participate in the learning process and make their own connections, the knowledge tends to stick with them for a longer period. Discovery learning is adaptable to various learning styles and preferences (Fadlilah et al., 2020; Putri Ningrat et al., 2018). Teachers can tailor activities to suit the diverse needs of students, allowing for a more inclusive and effective learning experience. The skills developed through discovery learning in writing are not only beneficial for immediate academic success but also contribute to a student's ability to become a life-long learner. These skills are transferable to various areas of life and future educational pursuits. Other study state by engaging in discovery-based writing activities, students are better prepared for real-world writing scenarios where creativity, critical thinking, and independent problem-solving are highly valued (Aprilliyah, 2014). The implication of this research is that English teachers can utilize this strategy to increase student engagement in learning writing. If discovery learning supports the development of students' writing skills, this could have positive implications for the development of creative and analytical abilities in writing. In addition, teachers can consider utilizing technology and additional resources in teaching writing. The research results can provide inspiration for English teachers to design teaching plans that are more innovative and appropriate to students' learning styles. However, this research also has weaknesses, one of which is that the general limitations of research are that the findings may only apply in certain contexts or populations. Therefore, the results may not be directly applicable in general.

4. CONCLUSION

After researching the English teacher's strategy in teaching writing using discovery learning, it can be concluded that the purpose of the teacher using this strategy is to make the students more understanding in practicing writing skills both in or outside the class. By incorporating the discovery learning technique into English language instruction, the teacher can help students cover their fear of writing assignments and gain experience solving or discovering the answer on their own.

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