



IMPROVING RECOUNT WRITING SKILLS THROUGH DISCOVERY LEARNING METHOD FOR GRADE IX STUDENTS AT SMPK ST. JOSEPH NAIKOTEN

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Abstract

This study aims to improve students' recount text writing skills through the application of the Discovery Learning method in Grade IX of SMPK St. Joseph Naikoten, Kupang. The research employed a Classroom Action Research (CAR) design, consisting of two cycles with four stages: planning, implementation, observation, and reflection. The participants were 30 ninth-grade students. Data were collected through pre-tests, post-tests, observations, interviews, and documentation, and analyzed both qualitatively and quantitatively. The pre-test results showed that students' average writing score was 67,9, below the school's minimum mastery criterion (KKM) of 77. After the implementation of Discovery Learning, the average post-test score increased to 80, with 80% of students achieving mastery, indicating a significant improvement. Qualitative findings revealed that students became more active, motivated, and confident in writing recount texts. They also demonstrated better understanding of the use of the simple past tense (verb 2) and the structure of recount texts. The study concludes that the Discovery Learning method effectively enhances students' recount writing skills, promotes critical thinking, and increases classroom engagement. This model shifts the learning process from teacher-centered to student-centered, allowing learners to discover knowledge independently through exploration and collaboration. It is therefore recommended as an effective pedagogical approach for improving writing proficiency and overall English learning outcomes.

Keywords: *Discovery Learning, Recount Text, Writing Skills, Classroom Action Research, Student Engagement.*

INTRODUCTON

Language skills consist of four aspects, namely listening, speaking, reading, and writing. One of the language skills that students must master is writing. Writing is a language skill that is used to communicate indirectly, not face-to-face with other people. (Tarigan, 2008: 3). Writing means expressing ideas or thoughts in the form of writing. The purpose of writing is so that readers can receive the information being conveyed. In essence, writing is a person's skill in expressing thoughts and feelings through written language, which is realized in the form of graphic symbols so that other people, namely readers, are able to understand the message contained therein. Writing is a productive and expressive activity, so this skill does not come naturally but requires continuous practice and habit. Writing is a phenomenon that is rarely done by junior high school students. Due to the lack of lessons and application of writing skills, most teachers only provide lessons on reading and knowledge of language or literature. Teachers do not teach how to write using proper and correct language.

Student activities in learning can be observed from writing, observing, reading, remembering, thinking, practicing, and practicing (Susanti, 2022). Activities in the teaching and learning process can provide knowledge to students through their own experiences. Group discussion activities foster harmonious cooperation among students, critical thinking skills, and can improve all areas of direct experience in learning (Rahayu, 2022).

The discovery learning model is an effective learning model to encourage student participation. This model motivates students to find information themselves. The discovery learning model changes teaching from teacher-centered to student-centered learning (Affandi, 2022; Dharmayudha, 2022). Student-centered learning increases student activity in discovering, investigating, and communicating. This is based on Ariyana's (2020) research, which states that the application of discovery learning can activate students' ability to explore information, concepts, and principles from learning materials. Increasing student learning activity also requires a learning method. The selection of methods that It can effectively assist teachers in delivering learning materials to achieve learning objectives (Darmayanti, 2022). One method that can encourage student learning activities is group discussion. Student activities in group discussions include paying attention to the teacher's explanations, listening to material presented by other students, asking and answering questions, presenting assignment results, and completing assignments given by the teacher (Jayusman, 2020). Thus, student activities are very important to consider in learning so that they have an impact on student learning outcomes.

The English Language Study Program requires students to be actively involved in all four skills, namely listening, speaking, reading, and writing (Kasmawati, 2021). Group discussions enable students to cover all four skills simultaneously and support the results of student involvement directly (Latifah, 2023; Eviyanti, 2017). Students' activities and full involvement in learning are very important to create meaningful learning for students. Based on observations, the main problems in learning are low learning activities and student learning outcomes in English lessons. One of the efforts that can be made to overcome these problems is to conduct Classroom Action Research (CAR). The purpose of Classroom Action Research is to investigate the effect of applying the discovery learning model with the group discussion method to improve students' English learning activities and outcomes. The junior high school English learning syllabus for grades VII, VIII, and IX explains that the skills (competencies) that junior high school students must master in English are four skills, namely listening (listening), speaking (speaking), reading (reading), and writing (writing).

Therefore, it is very important to equip our students, who are the young generation and future leaders of Indonesia, with knowledge and various skills in mastering English so that they can communicate well and confidently in both spoken and written English. However, the reality in the world of education is that students who are still learning English often lack confidence in writing texts in English.

The actual conditions that occur in the classroom during English lessons are as follows: (1) many students experience difficulties in writing English texts, (2) based on the results of daily tests, many students still do not achieve or exceed the minimum competency standard (KKM), and (3) student motivation to learn is also low, as students only listen to the teacher's explanations and do not actively ask questions when they encounter difficulties in their assignments. writing themselves, (4) Students do not try to find solutions to the problems they face when encountering difficulties. In addition to low learning outcomes, student motivation to learn is also low. Only 70% of students pay close attention to lessons, 30% always ask questions to the teacher, 50% complete their assignments on time, and 40% enjoy discussing with their friends.

From the observations, it can be seen that the low learning outcomes of students are due to (1) students not being interested in writing because they consider writing English texts to be very complicated and difficult; (2) they prefer to talk to each other. while doing assignments, (3) some students did not even do anything when they were asked to work in groups; (4) some students drew unnecessary things when they were asked to immediately write English texts; and (5) some students even had weak willpower, such as being reluctant to think. Sketching Realizing the above problems, the researcher interviewed Observation results show that the problem is caused by (1) teaching techniques that cannot motivate students; (2) teachers use traditional methods that dominate the teaching and learning process so that they cannot encourage students to create an interesting atmosphere for learning. (3) teachers being unable to create a relaxed and enjoyable classroom atmosphere; (4) teachers being unable to get students to actively speak or write in English; and (5) students being reluctant to ask questions because they did not know what to ask the teacher. To overcome the above problems, it was proposed that the discovery learning method be implemented.

Based on my experience when conducting Field Experience Activities (MBKM) at St. YosephKupang, it was found that students' narrative writing skills were still low. This is because teachers and students still experience obstacles when learning to write recount texts, especially for ninth-grade students. Some of the obstacles experienced by students are difficulty coming up with ideas, developing storylines, and lack of experience in writing. The obstacle faced by teachers is that they do not maximize the role of learning methods and techniques, so students are less interested in participating in classroom learning. Therefore, the researcher attempted to conduct research focused on the ability to write recount texts in ninth grade students. One of the actions offered was to use the Discovery Learning method.

A learning model that can improve writing skills is the discovery learning model. Human argues that the discovery model Learning is a learning model for developing active learning methods for students by discovering and investigating for themselves, so that the results obtained are reliable and long-lasting and remain in the memory, not easily forgotten. Meanwhile, (Djuanda 1997:35) argues that writing and composing have the same process, namely giving birth to ideas, thoughts, feelings, and opinions to others or to oneself through the medium of writing. Descriptive text is text that describes a predetermined object as a suggestion with high potential in training our knowledge. Through this learning, students are expected to develop their writing and descriptive skills. Based on this background and phenomenon, the author was interested in conducting research with the title "Improving Recount Text Writing Skills Through the Discovery Learning Method in Grade IX Students at SMPk St. YosephNaikoten." The reason the author chose this title was to improve recount text writing skills by applying the discovery learning method.

The selection of ninth grade students at SMPk St. YosephNaikoten as the author's population was based on the consideration that students need to receive adequate instruction in writing recount texts, and this needs to be implemented and receive intensive guidance.

METHOD

The data analysis results are expected to show an improvement in students' ability to write recount texts after the implementation of the Discovery Learning method. This improvement can be seen from the difference in test results before and after the implementation of the method.

RESULT AND DISCUSSION

This study was conducted in two cycles, with each cycle consisting of four stages: planning, implementation of actions, observation, and reflection. The research subjects were 30 ninth-grade students at SMPK “St. YosephNaikoten.” The focus of the action taken was Improving Recount Writing Skills Through Discovery Learning Method. The average pre-test score was 67,9%.

A. Tes Pra-uji

Tabel 1 Hasil Pre-test

NO	Name	Score	
1	Abigail Christiane Wila Huky	80	80%
2	Antonius D.S Mbete	70	70%
3	Beatrix Britania Belutowe	70	70%
4	Carlito G.Jemarut	70	70%
5	Chrysostomus Jhoe Tameon	70	70%
6	Claudia Stefani Putri Nailiu	70	70%
7	Darrell Agni Gama	70	70%
8	Engelina Putri Imanuel Lado	60	60%
9	Gian Paciano Costan Mauko	50	50%
10	Gilbert Suek	70	70%
11	Giovani Angelo Koten	70	70%
12	Idrus Lucas	50	50%
13	Kayla Khenesia Karista Kaho	80	80%
14	Kynneara Lede Kana	80	80%
15	Louisa De Marilac Tefa	80	80%
16	Ludgardis Sisilia Bale Ka	70	70%
17	Maria Yohana Reko	70	70%
18	Maria Yunita Gracela Ngongo	60	60%
19	Melania Nage Nabi	70	70%
20	Melvin Luciano Radja	70	70%
21	Nadia Andini Mira	80	80%
22	Natisha Cornesya Nuwa	80	80%
23	Prima Pascal Nitbani	70	70%
24	Revany Jublina Retang	62	62%
25	Robertho Juan Charlos Seriani Mega	70	70%
26	Rubamuri Zemira Messakh	70	70%
27	Saint Joseph Diano Jua soro	50	50%
28	Vierren Vierderizzha Ratu	80	80%
29	Wiliam Ishak Yunior Hendrik	42	42%
30	Yosep Marianus Waso Moi	53	53%

The table above illustrates the scores obtained by students during the initial meeting before the start of the lesson, which were used to assess their understanding of recount texts and verbs in the simple past tense. The average pre-test score for junior high school students was 67,9, which was below the minimum passing criteria (KKM) of 77. With the smallest average score of 50 and the largest score of 80 the findings of this study indicate that many students in Class IX of SMPK St. YosephNaikoten did not have a broad understanding of recount texts.

B. Application of the Discovery Learning Method

Definition of the discovery learning method

Cahyo (2013:100) explains that the discovery learning model is a learning method in which students acquire new knowledge that they did not previously know, not through being told, but by discovering it themselves.

Application of the Discovery Learning Model in teaching how to write recount texts.

The application of the discovery learning model used is according to Syah (in Kemendikbud, 2013:64), in applying the discovery learning model in the classroom,

- a. Interview Stage: Interviews are conducted by asking questions to students. According to Valette (Nurgiantoro, 2010:411), the issues raised in the interview can cover various topics, but they should be within the level of experience of the test participants, which includes age, school, and language skills. The researcher interviewed students in the process of learning to write descriptive texts to determine their abilities. The interviews were conducted using a prepared interview sheet. From the interview activity, data on the effectiveness of writing recount texts was obtained.
- b. Observation Stage: The observation technique was used to observe student activities during the process of learning to write descriptive texts. The observation used a previously prepared observation sheet that described the use of the discovery learning method in learning to write recount texts.
- c. Production Stage: The production stage is a continuation of the observation stage where, after students have finished identifying, they are required to produce a new recount text based on their own experiences.
- d. Documentation: The documentation required in this study is learning tools, attendance records, data, and photo documentation. Photo documentation is used to capture student activities or behavior.

Observation results

Table 2 Post-test Results

No	Name	Score	
1	Abigail Christiane Wila Huky	80	80%
2	Antonius D.S Mbete	80	80%
3	Beatrix Britania Belutowe	56	56%
4	Carlito G.Jemarut	80	80%
5	Chrysostomus Jhoe Tameon	50	50%
6	Claudia Stefani Putri Nailiu	80	80%
7	Darrell Agni Gama	84	84%
8	Engelina Putri Imanuel Lado	80	80%
9	Gian Paciano Costan Mauko	78	78%
10	Gilbert Suek	80	80%
11	Giovani Angelo Koten	78	78%
12	Idrus Lucas	42	42%
13	Kayla Khenesia Karista Kaho	80	80%
14	Kynneara Lede Kana	80	80%
15	Louisa De Marilac Tefa	78	78%
16	Ludgardis Sisilia Bale Ka	78	78%
17	Maria Yohana Reko	56	56%
18	Maria Yunita Gracela Ngongo	80	80%
19	Melania Nage Nabi	78	78%
20	Melvin Luciano Radja	78	78%
21	Nadia Andini Mira	80	78%
22	Natisha Cornesya Nuwa	78	50%
23	Prima Pascal Nitbani	86	86%
24	Revany Jublina Retang	90	90%
25	Robertho Juan Charlos Seriani Mega	81	81%
26	Rubamuri Zemira Messakh	50	50%
27	Saint Joseph Diano Jua soro	78	78%

28	Vierren Vierderizzha Ratu	80	80%
29	Wiliam Ishak Yunior Hendrik	78	78%
30	Yosep Marianus Waso Moi	75	75%

Hasil Penelitian		
Tuntas	:	24
TidakTuntas	:	6

$$\text{Nilai akhir siswa} = \frac{\text{JumlahSkorPerolehan}}{30} \times 100$$

$$\text{Nilai rata-rata kelas} = \frac{\text{jumlahtilaiseluruhsiswa}}{\text{jumlahsiswa}} \times 100$$

$$\text{Skor hasil siswa yang tuntas} = \frac{24}{30} \times 100 = 80\%$$

$$\text{Skor hasil siswa yang tidak tuntas} = \frac{6}{30} \times 100 = 20\%$$

Based on Table 2, the table above shows the scores obtained by students at the end of the learning process, particularly in the final exam used to assess their understanding of writing recount texts by filling in the missing sentences using verbs (verb2) after applying the research method. The results show that the ability of students in writing recount texts in accordance with the structure, language rules, and content of the recount texts of grade IX students at SMPK St. YosephNaikoten, there were 24students with a percentage of 80% in the complete category and 6 students with a percentage of 20% in the incomplete category. Therefore, the ability of ninth-grade students at SMPK St. Yoseph to write recount texts has met the assessment criteria. The findings obtained from the methodology used show a substantial improvement, indicating that the pedagogical approach using the discovery learning method based on writing recount texts in ninth grade is very effective.

Observation Results

Most students were active in the learning process. They sat attentively, maintained eye contact with the material presented through the PowerPoint presentation, and displayed enthusiastic facial expressions throughout the session. Students also showed high interest and enthusiasm. They enthusiastically participated in follow-up activities such as answering questions and group discussions. Most students were able to remember and know where to use the verb 2 in the test. However, some students still had difficulty understanding and placing the verb 2. Students also showed improvement in tasks related to the recount text, such as matching words and constructing sentences. Some students were able to identify linguistic elements in the recount text. The teacher provided clear instructions before, during, and after the material presentation session, helping students follow the learning smoothly. The teacher tried to involve all students, although not all were actively involved. Many students showed an increase in their recount writing test scores after the material was explained. Most students provided positive feedback about their learning experience. A small number of students showed increased confidence in using English vocabulary in speaking or writing tasks.

The pre-test and post-test results can be compared in the following table

Table 3 Comparison between pre-test and post-test

Aspekpenilaian	Pra-Ujian	Tes pasca	Ditingkatkan
Rata-rata skorkelas.	67,9%.	80%	17,8%
KelengkapanPembelajaran (%)	50%	80%	37,5%
PartisipasiAktifSiswa	50%	88%	43,1%

From the table above, it can be seen that there was an increase in the pre-test average of 67,9 to 80 in the post-test, with an increase of 17,8%. This shows that the method used during the learning process, namely Improving Recount Writing Skills Through Discovery Learning Method, not only improved scores, but also increased enthusiasm, learning completeness, and active participation of students. Therefore, it can be concluded that this method is highly recommended, especially if the learning is related to recount text.

Discussion

The results of the study show that the use of Improving Recount Writing Skills Through Discovery Learning Method. This can be seen from the increase in the average score of students, which increased from 67,9 on the pre-test to 80% on the post-test. This consistent improvement shows that the discovery learning method is in line with presenting situations that are close to real life, making it easier for students to remember the text and how to apply it.

These findings reinforce the results of previous research by Nengsih, E., Nazifah, N., & Asrizal, A. (2023). The role of a teacher influences the level of success in learning achievement. The problem faced by teachers in the classroom is the low level of student learning activities in the teaching and learning process, which results in low learning outcomes. This study aims to investigate whether the application of the discovery learning model with group discussions can improve students' English learning activities and outcomes. This study is a classroom action research (CAR) conducted in two cycles. Each cycle consisted of stages of planning, implementation, observation, and reflection. The data collection methods were observation and student learning test results. Thus, the application of the discovery learning model with group discussions can increase student activity and English learning outcomes. This research is classroom action research, so the method used to process the data is a descriptive analysis of the results of Classroom Action Research (CAR), which is a study used to collect, describe, process, analyze, interpret, and conclude data so that a systematic picture is obtained.

Future research should test the effectiveness of similar discovery learning models over a longer period of time and apply them in several schools with different backgrounds. In addition, combining quantitative and qualitative methods, such as classroom observation or student interviews, can provide a deeper understanding of how students respond. Overall, the results of this study indicate that the use of the Improving Recount Writing Skills Through Discovery Learning Method is very effective.

CONCLUSION

Based on the results of classroom action research (CAR) on improving recount text writing skills through the Discovery Learning method in ninth grade students at SMPK St. Yoseph Naikoten, the following conclusions can be drawn:

The application of the Discovery Learning method has proven to be very effective in improving recount text writing skills and learning activities of ninth grade students at SMPK St. Yoseph Naikoten. Improvement in Learning Outcomes (Quantitative Aspect) Increase in Average Score: There was a substantial increase in the average class score, from 67,9% on the pre-test to 80% on the post-test. This increase reached 17,8 points and significantly exceeded the school's Minimum Mastery Criteria (KKM) of 77. Improvement in Learning Mastery: The percentage of students who achieved mastery increased rapidly. In the final test (post-test), 24 out of 30 students (or 80%) achieved mastery, while only 6 students (20%) did not.

Improvement in Learning Activities (qualitative) Understanding of Linguistic Features: The majority of students showed a significant improvement in their ability to

remember and apply verb2 (simple past tense), which is an essential linguistic feature of recount texts. Strengthening of Skills: Students showed improvement in tasks related to recount texts, such as matching words, constructing sentences, and identifying linguistic elements in texts.

Overall, these findings reinforce that the Discovery Learning model, which encourages students to discover new knowledge through experience and critical thinking processes, is a recommended learning method for improving recount text writing skills and the quality of learning in general.

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