

**STUDENTS' PERCEPTION OF THE DISCOVERY LEARNING
MODEL IMPLEMENTATION IN ESSAY WRITING AT
THIRD SEMESTER STUDENTS' SRIWIJAYA UNIVERSITY
ENGLISH EDUCATION STUDY PROGRAM**

A Thesis By:

Agnes Putri Jasya

06011381924046

English Study Program



**LANGUAGE AND ARTS EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
SRIWIJAYA UNIVERSITY
PALEMBANG**

2023

**STUDENTS' PERCEPTION OF THE DISCOVERY LEARNING MODEL
IMPLEMENTATION IN ESSAY WRITING AT THIRD
SEMESTER STUDENTS' SRIWIJAYA UNIVERSITY
ENGLISH EDUCATION STUDY PROGRAM**

A thesis by

AGNES PUTRI JASYA

Student Number: 06011381924046

English Education Study Program

Language And Arts Education Department

FACULTY OF TEACHER TRAINING AND EDUCATION

SRIWIJAYA UNIVERSITY

2023

Approved by,

Advisor



Dr. Rita Inderawati, M.Pd.

NIP. 196704261991032002

Certified by,

Coordinator of English Education Study Program

Eryansyah, M.A., Ph.D.

NIP. 196907181995121001

COMMITTEE APPROVAL
**STUDENTS' PERCEPTION OF THE DISCOVERY LEARNING MODEL
IMPLEMENTATION IN ESSAY WRITING AT THIRD
SEMESTER STUDENTS' SRIWIJAYA UNIVERSITY
ENGLISH EDUCATION STUDY PROGRAM**

A Thesis by
AGNES PUTRI JASYA
Student Number: 06011381924046

This thesis was defended by the writer in the final program examination and was approved the examination committee on:

Day: Monday

Date: March 20, 2023

1. Chairperson : Dr. Rita Inderawati, M.Pd.

(*Rita*)

2. Member : Dr. Ismail Petrus, M.A.

(*Ismail*)

Palembang, March 20, 2023

Certified by,
Coordinator of English Education
Study Program,



Eryansyah
Eryansyah, M.A., Ph.D.
NIP. 196907181995121001

DECLARATION

I, the undersigned,

Name : Agnes Putri Jasya

Student's Number : 06011381924046

Study Program : English Education

Certified that thesis entitled "Students' Perception Of The Discovery Learning Model Implementation In Essay Writing At Third Semester Students' Sriwijaya University English Education Study Program." is my own work and I did not do any plagiarism or inappropriate quotation against the ethic and rules commended by the Ministry of Education of Republic Indonesia Number 17, 2010 regarding plagiarism in higher education. Therefore, I deserve to face the court if I am found to have plagiarized this work.

Palembang, March 20, 2023

The undersigned,


Agnes Putri Jasya

NIM. 06011381924046

DEDICATION

This thesis is sincerely dedicated to:

Allah SWT who has given me physically and mentally health to finish my thesis.

My lovely family, who show me endless love and support to not to give up.

Motto:

“Follow the process and enjoy the result. Because the rice harvested today was not
planted yesterday.”

(Agnes Putri Jasya)

ACKNOWLEDGEMENTS

First of all, I want to say Alhamdulillah to Allah SWT, who has given me a lot of grace, blessings, love, opportunity, and health to complete this thesis. This thesis is entitled "Students' Perception of The Discovery Learning Model Implementation In Essay Writing At Third Semester Students' Sriwijaya University English Education Study Program", I proposed as a final requirement to achieve a bachelor's degree in the English Education Study Program at Sriwijaya University. In fact, I realize that in the process of writing this thesis, many people have provided assistance, motivation, advice, and support for me. In this precious opportunity, I would like to thank all of them. This thesis will not be finished well without the help and support of the people around me. Therefore, I would like to express my deepest gratitude to:

1. My beloved family, my lovely mother, who never stop remind me to pray, give me love and support. My siblings, Anggi Putri Jasya, Anggun Putri Jasya and Anggara Putra Jasya, thank you for always supporting me, believing me and praying for me. I cannot express how grateful I am to have wonderful family in my life.
2. My thesis advisor, Dr. Rita Inderawati, M. Pd. For their patient in giving such guidance's, comments, suggestions, supervision also encouragement, and motivations during entire period of this research.
3. All of the lecturers and staff from English Education Sriwijaya University. Thank you so much for your help.
4. My Special Person, Andi Kurniawan, Amd.T. Thank you for all your love, attention, enthusiasm, support and for listening to all the worries in my heart and mind.
5. All my college friends, especially Nurmala, Rio, Vivian, and Arvina. Thanks for making unforgettable memories during college, support me and help me finishing this thesis.

6. SEESPA UNSRI 2019 Palembang, thanks for giving lot of wonderful memories, experience and help during my study.
7. Thanks for the respondents who have participated in this thesis.

Palembang, March 20, 2023

The Researcher,



Agnes Putri Jasya

NIM. 06011381924046

TABLE OF CONTENTS

APPROVAL.....	II
COMMITTEE APPROVAL.....	III
DECLARATION.....	IV
DEDICATION.....	V
ACKNOWLEDGEMENT.....	VI
TABLE OF CONTENTS.....	VIII
LIST OF TABLES.....	X
LIST OF DIAGRAMS.....	XI
LIST OF APPENDICES.....	XII
ABSTRAK.....	XIII
CHAPTER 1.....	1
INTRODUCTION.....	1
1.1. Background of the Study.....	1
1.2. Problems of the Study.....	4
1.3. Objective of the Study.....	5
1.4. Significance of study.....	5
CHAPTER II.....	1
LITERATURE REVIEW.....	6
2.1. Perception.....	6
2.2. Implementation.....	6
2.3. Discovery Learning.....	7
2.3.1. Definition of Discovey Learning.....	7
2.3.2. Discovery Learning Model Steps.....	8
2.3.2.1. Stimulation.....	8
2.3.2.2. Problem statement.....	9
2.3.2.3. Data collection.....	9
2.3.2.4. Data processing.....	9
2.3.2.5. Verification.....	10
2.3.2.6. Generalization.....	10
2.3.3. Purpose of Using Discovery Learning.....	10

2.4. Writing.....	11
CHAPTER III.....	6
METHODOLOGY.....	15
3.1. Research Design.....	15
3.2. Research Subjects.....	15
3.3. Data Collection Sources.....	16
3.4. Data Collection.....	16
3.5. Questionnaire Validation.....	16
3.6. Data Analysis.....	17
3.7. Conclusion.....	19
CHAPTER IV.....	20
FINDINGS AND DISCUSSION.....	20
CHAPTER V.....	20
CONCLUSION AND SUGGESTION.....	40
5.1. Conclusion.....	40
5.2. Suggestion.....	41
REFERENCES.....	42
APPENDICES.....	45

LIST OF TABLES

Table 1. Discovery Learning Aspects	17
Table 2. Likert Scale	18
Table 3. Interval Score.....	18

LIST OF DIAGRAMS

Diagram 1. Statement 1	20
Diagram 2. Statement 2	20
Diagram 3. Statement 3	21
Diagram 4. Statement 4	21
Diagram 5. Statement 5	22
Diagram 6. Statement 6	23
Diagram 7. Statement 7	23
Diagram 8. Statement 8	24
Diagram 9. Statement 9	24
Diagram 10. Statement 10	25
Diagram 11. Statement 11	26
Diagram 12. Statement 12	26
Diagram 13. Statement 13	27
Diagram 14. Statement 14	27
Diagram 15. Statement 15	28
Diagram 16. Statement 16	29
Diagram 17. Statement 17	29
Diagram 18. Statement 18	30
Diagram 19. Statement 19	30
Diagram 20. Statement 20	31
Diagram 21. Statement 21	32
Diagram 22. Statement 22	32
Diagram 23. Statement 23	33
Diagram 24. Statement 24	33
Diagram 25. Statement 25	34
Diagram 26. Statement 26	35
Diagram 27. Statement 27	35
Diagram 28. Statement 28	36
Diagram 29. Statement 29	36
Diagram 30. Statement 30	37

LIST OF APPENDICES

Appendix A	46
Appendix B	47
Appendix C	49
Appendix D	50
Appendix E	52
Appendix F	65

**STUDENTS' PERCEPTION OF THE DISCOVERY LEARNING MODEL
IMPLEMENTATION IN ESSAY WRITING AT THIRD SEMESTER
STUDENTS' SRIWIJAYA UNIVERSITY ENGLISH STUDY PROGRAM**

ABSTRACT

The purpose of this study is to know about students' perceptions of the implementation of the discovery learning model in essay writing during their third semester at Sriwijaya University's English study program. The research was carried out at Sriwijaya University. This research used descriptive quantitative research. The sample for this research was 21 students who had completed the essay writing course. The data collection technique used in this research was a questionnaire with six indicators through the Google Forms application. Therefore, the results of this study showed that the majority of students who wrote an essay at the English Department had a very positive or very good perception of the implementation of discovery learning. Also, it was found that of the six learning steps of the discovery learning model, the data collection step was the most useful. It can be illustrated that the discovery learning model supports aspects of students' technological tools in the steps of collecting data to make the introduction to the essay section. Meanwhile, from the six steps of the discovery model, the step that is the least effective for students to use is generalization. This can affect the opening paragraph of their essay if students are not confident with the data they have collected. In addition, future researchers can conduct research on different sections of an essay; for example, they can examine the body and conclusion sections.

Keywords: Students' Perception, Discovery Learning, Essay

A thesis by an English Education Study Program Student, Faculty of Teacher Training and Education, Sriwijaya University

Name : Agnes Putri Jasya
NIM : 06011381924046

Certified by,
Coordinator of Study Program,

Approved by,
Advisor,



Eryansyah, M.A., Ph.D.
NIP. 196907181995121001



Dr. Rita Inderawati, M.Pd.
NIP. 196704261991032002



CHAPTER 1

INTRODUCTION

This chapter presents; (1) the background of the study, (2) problems of the study, (3) objectives of the study, and (4) the significance of the study.

1.1. Background of the Study

Education is a learning process and the process of transferring knowledge, skills, and norms to a group of people. Ki Hajar Dewantara, also known as the Father of Indonesian National Education, expressed his opinion regarding the meaning of education, namely the demands for the growth of children, and students themselves, so that they, as humans and as members of society, can achieve safety and can achieve the highest happiness. Education is an attempt to move students' minds and bodies away from their basic human nature and toward a better society. One can give children instructions or guidance on how to sit more properly, be quiet so as not to bother others, know what a clean body looks like, wear neat clothes, respect older people and love the young, and also take care of one another as examples. These are a few illustrations of the instructional process that humanizes people. (Sujana, 2019). There must be a learning model in the realm of education.

A technique or layout created for use as a guide in teaching and learning is known as a learning model. Along with the times, various learning models continue to be developed by experts. There are learning models that are universal and specific that can be used for multiple learning purposes. Joyce & Weil in Rosyidi (2018) state that A learning model is a plan or pattern that can be used to create a curriculum (long-term learning plan), design learning materials, and direct classroom or other learning. The use of this learning model necessitates the use of additional approaches such as questions and answers and lectures. (Darmawan, 2018). The learning model's function is to serve as a guidance in the design of learning implementation. The learning model's function is often referred to as a guide for teacher designers and teachers when carrying out learning. As a result, the

nature of the subject to be studied, the learning objectives (competencies), and the degree of students' abilities all have a considerable influence on model selection. The Discovery learning model is one of numerous learning models developed in Indonesia that are employed in the realm of education.

The discovery learning model is a learning model that promotes student-led active discovery. Bruner (1960), who pioneered the discovery learning method in the 1960s, defined it as "learning that occurs when the student is not given the subject matter in its final form, but rather is asked to organize it himself." According to Kemendikbud (2013), the discovery learning technique consists of six steps: producing stimulation, identifying issue statements, collecting data, analyzing data, confirming data, and creating a conclusion or generalization. Discovery learning is a learning model in which students are asked to make observations, experiments, or scientific actions in order to reach a conclusion based on the outcomes of the scientific action. (Saifuddin, 2018). This learning model occurs when students can classify various information, conduct investigations, solve problems, and produce findings independently. The teacher does not actively communicate the content to the students in this manner. The teacher's role is limited to posing a series of questions about the content. Furthermore, it is the students' responsibility to find, examine, and conclude their results as capital to answer teacher inquiries. According to Daryanto and Karim (2017), discovery learning is a learning paradigm implemented by teachers that involves organizing the learning process in such a way that students acquire knowledge that was previously unknown and not given in advance, but that students discover on their own. Lecturers serve as mentors by giving students opportunity to actively learn. The teaching materials are not supplied in their completed form, but students are asked to complete a series of exercises ranging from obtaining information to drawing conclusions from the presented content. (Agusti, 2015).

Through the Discovery Learning series of learning, Students can independently study and find knowledge, beginning with formulating, processing, and evaluating that knowledge. (Handajani, 2020). The discovery learning paradigm, as defined by Cintia et al. (2018), encourages students to identify what

they want to know by looking for relevant information on their own and organizing what they already know and understand into a final form. The discovery learning model, according to Laboran et al. (2018), is a method that allows students to be directly involved in teaching and learning activities so that they can use their mental processes to locate the concept or theory being studied. Furthermore, the discovery learning model is a learning approach that involves students in their learning activities. (Rahmadhani et al. 2020). As a result, the use of discovery learning in the classroom has been concluded to: give students the chance to actively participate in the learning process; improve students' critical thinking patterns; train students to think systematically and scientifically about solving a problem related to the material; and improve students' understanding of the material being taught. (Fahmi et al. 2019). This learning model would be suitable for subjects that require students to create scientific work. In this case, subjects that produce works, such as writing skills. Writing skills are one of the most complex and challenging fields. Several Indonesian academics have researched the application of the discovery learning model to enhance writing abilities, including Fitri et al. (2018), who claimed that adopting the discovery learning model gives students the chance to develop their thinking in accordance with their capacities. Students are also encouraged to conduct research and gather materials for the learning process. Discovery plays a crucial role in the teaching of English as a second language, according to Anggraini (2020), who also discusses discovery learning strategies for writing skills. Essay is one of the writing abilities.

According to the Big Indonesian Dictionary (KBBI), an essay is a prose piece that discusses a problem in passing from the author's personal point of view. An essay is a written essay that contains more than one paragraph. This type of writing involves the author's opinion or view of a particular issue that is subjective and argumentative (Wijayanti, 2012). Although essay writing is a challenging ability for students to master, researchers (Zee & Wilson, 2018) have proposed that it may be especially the dialogic aspect of the essay that may build new types of knowledge. A different study (Lavellebet al., 2013) emphasized the connection between essay writing and introspection, perspective shifts, and

personal and professional development. According to Dalman (2016), the systematics or structure of an academic essay includes an introduction, body of the essay, and closing. In the introductory section, the author can fill it with a sentence that contains identification of the topic to be discussed by providing a background in the form of a description of the current situation or condition related to the topic. A coherent collection of ideas must be developed into an argument when writing an academic essay. Because essays are basically linear—they provide one thought at a time—they must explain their thoughts in the sequence that makes the greatest sense to the reader. An effective essay format considers the justification of the reader. (Abrams, 2000). The beginning contains a brief explanation of the topic that will be discussed in the essay, such as an introduction or an overview. The existence of an introduction makes it easier for readers to understand the contents of the essay to be delivered. In other words, the introduction can be said at the beginning of the essay. In making the introductory part of an essay, it must require accuracy in the choice of words, as well as the right knowledge to explain the essence of the whole essay (Oshima & Hogue, 1997). In essay writing classes, the discovery learning methodology is applied. This would be the first study on students' perceptions of applying the discovery learning approach in essay writing at Sriwijaya University's third semester of English instruction. As a result, the author is curious in "Students' perceptions of the Discovery Learning model implementation in essay writing at Sriwijaya University English Education Study Program third semester students."

1.2. Problems of the Study

In this study, the writer formulated the following problem.

The problem of this study is: What is the students' perception of the discovery learning model implementation in essay writing?

1.3. Objective of the Study

Based on the problem above, the objective of the study is to find out : Students' perceptions of the discovery learning model implementation in essay writing.

1.4. Significance of study

It is intended that by doing this study, researchers would get new insight into enhancing writing skills for third-semester students at the University of Sriwijaya who employ the discovery learning paradigm in essay writing sessions. Alternative discovery learning models in learning can be utilized to improve the writing abilities in essays, which tend to be uncreative, as a way to being able to increase the writing skills in essays. The findings of this study are expected to be used as research material for students and lecturers, as well as for further research in the field of education.

REFERENCES

- Abrams, E. (2000). Essay Structure. *The Writing Centre*, 1. <http://writingcenter.fas.harvard.edu/pages/essay-structure>
- Agusti, Y. R. (2015). Penerapan Discovery Learning sebagai Strategi Pembelajaran Mata Kuliah Perencanaan dan Pengendalian Produksi. *Badan Pengembangan Akademik Universitas Islam Indonesia*. Doi: <https://dpa.uii.ac.id/wp-content/uploads/2016/03/Rochman-Genap-14-15.pdf> .
- Anggraini, R. W. (2020). The Discovery Learning in Teaching Writing Skill in Junior High School. *Global Expert: Jurnal Bahasa Dan Sastra*, 8(2). <https://doi.org/10.36982/jge.v8i2.1016>
- Arnaz, Y., & Adnan, A. (2021). Students' Perception of Discovery Learning in Microteaching Class. *Journal of English Language Teaching Volume 10 No. 3 p 449-461*. doi: <http://ejournal.unp.ac.id/index.php/jelt>
- Bruner. (1960). The Process of education. *Harvard University Press*.
- Daryanto, Karim, S. (2017). Pembelajaran Abad 21. *Gava Media*.
- Gulo, T. B. (2020). Improving The Ability of Writing Exposition Text Using Discovery Learning Learning Model Class VIII Students of SMP Negeri 5 Mandrehe Study Year 2020/2021. *Indonesian Journal of Education and Mathematical Science*, 2(1), 7. <https://doi.org/10.30596/ijems.v1i3.5524>
- Johan, A. N., Apriandita, D. T. A., & Widodo, S. (2023). Using Google Classroom in Teaching Recount Text at the Tenth Grade Students of Vocational School (SMK). *English Education and Literature Journal (E-Jou)*, 3(01), 26-33. <https://doi.org/10.53863/ejou.v3i01.602>
- Khoirunnisa, F. (2020). Penggunaan Model Pembelajaran Discovery Learning Pada Materi Mubtada Khabar Kelas VII MTs Al-Musyawah Lembang. *ALSUNIYAT: Jurnal Penelitian Bahasa, Sastra, Dan Budaya Arab*, 2(2), 126–136. <https://doi.org/10.17509/alsuniyat.v2i2.23612>
- Laboran, M., Fakultas, B., & Uin, A. (2018). Model Pembelajaran Discovery Learning. *Jurnal Ilmiah Ilmu-Ilmu Keislaman*, 06(11), 133–148.

- Melisa, E., & Rasyid, Y. (2019). Pengaruh Model Discovery Learning Terhadap Keterampilan Menulis Teks Laporan Observasi Siswa Kelas VII SMP Negeri 22 Padang. *Pendidikan Bahasa Indonesia*, 8(2), 85. <https://doi.org/10.24036/103918-019883>
- Mallia, J. (2017). Strategies for Developing English Academic Writing Skills. *Arab World English Journal*, 8(2), 3–15. <https://doi.org/10.24093/awej/vol8no2.1>
- Nadelia, F., Indrawati, D., & Perdani, Y. D. (2020). Penulisan Esai Akademik dan Strategi untuk Lolos Konferensi Internasional. *Social Economics and Ecology International Journal (SEEIJ)*, 4(1), 14–21. <https://doi.org/10.21512/seeij.v4i1.7350>
- Nugroho, W. Y. (2019). Discovery Learning Dalam Mata Kuliah Teori Belajar Dan Pembelajaran Untuk Menumbuhkan Kemampuan Penemuan Diri (Self Invention) Mahasiswa. *Jurnal Pendidikan Matematika Vol. 2 | No. 1*.
Doi: 30-Article Text-108-1-10-20190630.pdf
- Oshima, A., & Hogue, A. (1997). Introduction to Academic Writing. *Internet Archive*.
- Oshima, A., & Hogue, A. (2006). Writing Academic English (Fourth Edition). *Internet Archive*.
Doi: Alice Oshima, Ann Hogue - Writing Academic English (2006).pdf
- Pohandoy, A. (2021). How to Write an Academic Essay. *International Journal for Research in Applied Sciences and Biotechnology*, 8(6), 31–36. <https://doi.org/10.31033/ijrasb.8.6.7>
- Rahmadhani, S., Yunisrul, Y., & Helsa, Y. (2020). Discovery Learning Model in Integrated Thematic Learning For Elementary School Students. *Tunjuk Ajar: Jurnal Penelitian Ilmu Pendidikan*, 3(2), 202. <https://doi.org/10.31258/jta.v3i2.202-209>
- Rahmi, D. I. G., Ratna, E., & Nursaid, N. (2019). Pengaruh Model Discovery Learning Terhadap Keterampilan Melunis Teks Fabel Siswa Kelas VII SMP Negeri 4 Pariaman. *Pendidikan Bahasa Indonesia*, 8(2), 70. <https://doi.org/10.24036/103916-019883>
- Rusman. (2018). Model-model pembelajaran (Mengembangkan Profesionalisme Guru). *Raja Grafindo Persada*.

- Rosyidi, B. (2018). Model-Model Pembelajaran (Empat Model Joyce And Weil). Doi: <https://www.academia.edu/13180393/>
- Sary, R., Juandi, D., Jupri, Al. (2022). Model Pembelajaran Discovery Learning Dan Kemampuan Penalaran Matematis. *Jurnal Program Studi Pendidikan Matematika Volume 11, No. 2, 2022, 1028-1038.*
DOI: <https://doi.org/10.24127/ajpm.v11i2.4765>
- Simatupang, B. (2020). Students' Perception of the Discovery learning Strategy in Learning Reading Comprehension at Widya Manggala Senior High School. *JET: Journal of English Teaching Volume 6 (2).*
Doi: <https://doi.org/10.33541/jet.v6i2.47>
- Tampubolon, D. (2017). Students' Perception on the Discovery Learning Strategy on Learning Reading Comprehension at the English Teaching Study Program, Christian University of Indonesia. *JET: Journal of English Teaching, 3(1), 43-54.*
Doi: [698-Article Text-2179-2-10-20191207.pdf](https://doi.org/10.33541/jet.v3i1.43-54)
- Widayanto. (2021). The Effectiveness of Discovery Learning Model in Writing Descriptive Text. *IJORER : International Journal of Recent Educational Research, 2(2), 196–214.* <https://doi.org/10.46245/ijorer.v2i2.92>