

TEACHER'S COMPETENCY IN APPLYING DISCOVERY LEARNING MODEL IN TEACHING WRITING: A CASE STUDY AT SMP NEGERI 6 PRAYA TIMUR 2023

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Abstract: The objective of this research was to find out the Teacher's Competency in Applying Discovery Learning Model in Teaching Writing: A Case Study at SMP Negeri 6 Praya Timur 2023. The research used a descriptive qualitative research method with a case study approach. The population of this research is the eighth grade students of SMP Negeri 6 Praya Timur. Sampling was carried out using purposive sampling. The data were collected through observation and interviews. The instruments of the data collection were an observation sheets (RPP assessment instruments and teacher assessment instruments), interview sheets, and cameras. Methods are data analysis were data condensation, data display, and conclusion/verification. The results of this study are first, the teacher has implemented the discovery learning model well. seen in the score of the first instrument (RPP), which is 85 with grade result "A", and the second instrument (teacher), namely 83 with grade result "B+". Second, this study found that teachers had obstacles after implementing the Discovery learning model, namely at the simulation stage (students are sometimes still confused with the Discovery learning model because they are not used to finding the subject matter themselves. When looking for material on the internet with the group, there is still something wrong.), the problem statement stage (there were students who still disturbed their classmates by inviting them to talk during the learning process, causing other students not to focus on listening to the material conveyed by the teacher) and the data processing stage (there were still students who were less able to find, apply their ideas in writing and develop ideas in their minds. Then there were students who had difficulty determining the structure of the text in writing). Third, the teacher overcomes the obstacles faced when implementing the discovery learning model. The conclusion is that based on the results of the two instruments, the teacher has passed competency in applying the discovery learning model in teaching writing with a score of 85 and is categorized as "A" for the first instrument (RPP), and a score of 83 is categorized as "B" for the second instrument (Teacher).

Keywords: *Teacher competency, discovery learning model, teaching writing.*

INTRODUCTION

English is one of the subjects studied by students who are given at every level of education. It includes four language skills that must be mastered if someone wants to be successful in learning English, they are listening, speaking, reading and writing. Writing is an

important skill for us to master because our life cannot be separated from communication. As we know that communication can be done in oral and written forms. The importance of writing is also supported by Harmer (1991) who states that there are four reasons for teaching writing. First, some students instead of acquiring spoken language, benefit greatly from seeing written language. Second, the writing process helps students think and choose words and sentences to compose good written texts. Differences in students' learning styles is a third reason for teaching writing, with writing students may have more time to think and produce language in a slower way to reflect what they have learned. Finally, it is important for students to know how to write a letter, how to write a descriptive text, how to write an essay, etc. Because in this study will discuss one of the important skills in English, therefore the researcher intends to explain about writing. According to Sribagus (2018) stated that writing is the most complicated and tiring job because it is very complex. So this skill is important for students to master.

As we know that student success cannot be separated from the quality of a teacher, how the quality of teaching carried out by the teacher. The quality of the learning process has a direct relationship with learning outcomes because the teacher deals directly with students as subjects and learning objects, so that the teacher's ability is needed to choose and implement learning models that suit the characteristics of students. Qualified teachers to prepare learning tools that combine aspects of technology, pedagogy and content, and knowledge (TPACK). Also skills (Creativity, communication, collaboration, and criticism). (Amrullah 2023). Based on personal experience when carrying out teaching practice (PLP), researchers found the fact that in the process of teaching and learning activities students tended to be passive and what they did was tend to wait for the teacher to explain the material. where from the conditions encountered above it is feared that students will become more passive, lack curiosity, do not want to add to their knowledge and students do not develop.

So by improving the quality of teacher teaching and selecting appropriate learning models indirectly means improving the quality of students. Discovery learning is the process of understanding a concept from material actively and independently by students to then obtain a conclusion. In this method, students are not actively explained the material by the teacher. The teacher's task is only to give a number of questions related to the material. Furthermore, it is the students who have to find, hide, and conclude their findings as capital for answering questions from the teacher. There are also steps for the Discovery Learning learning model: (1) Providing stimulation. (2) Statement/Identification of the problem. (3) Data collection. (4) Data processing. (5) verification . (6) Generalization. The Discovery Learning model has been proven to be effective in assisting students in improving skills and cognitive processes. Knowledge obtained through discovery learning is able to strengthen understanding, memory and transfer of knowledge and generates a sense of fun for students. The researcher decided to apply the discovery learning model to develop students' ideas in writing using the Discovery Learning Model. The Discovery learning model is a writing teaching model that directs the teacher to be more creative, what creative means is how the teacher is able to create the right learning atmosphere and situation so that it encourages students to learn to discover, develop and also apply their own own ideas to write actively (

Siahaan, 2017: 9195). besides that according to Muslim, Verawati and Makhrus, (2021: 11) states that the Discovery learning model is the teacher only acts as a guide in giving instructions or Study commentary when you study and that as a facilitator directing students, so that students are capable and skilled in making texts that Good. Here the researcher decided to choose to use descriptive text material by applying the discovery learning model. The choice of this descriptive text material is because it follows the eighth grade English syllabus.

Based on the background above, the researcher is interested in conducting research with the title " Teacher's Competency in Applying Discovery Learning Model in Teaching Writing: A Case Study at SMP Negeri 6 Praya Timur 2023"

Moreover by applying this method it is hoped that it can improve the quality of English teachers in teaching writing so that students are more independent and play an active role in understanding the concepts of the material provided and the conditions in the class become more active during the teaching and learning process.

RESEARCH METHODS

This study uses a descriptive qualitative method approach. Qualitative research requires an interpretive and naturalistic approach, meaning that all researchers who conduct qualitative research study things in their natural setting, trying to understand or interpret phenomena in terms of human understanding. social and community problems (Denzin and Lincoln, 2000). This qualitative approach helps researchers to obtain descriptive results and answers. further, Sakaran (2017: 109), defines that research design is a researcher's plan to collect, measure, and analyze data. The purpose of using this qualitative descriptive research method is to create an overview of the way the teacher teaches, explaining the material in the application of the discovery learning model in the eighth grade of SMP Negeri 6 Praya Timur. This research used purposive sampling technique. In this research the researcher chose one class to represent all of the population that fits the criteria. That is VIII A class. The researcher uses VIII A class which is consists of 28 students. 13 Male students and 15 female students at SMP Negeri 6 Praya Timur as the sample of the research. And also this method was used in this study to find and investigate whether learning using the discovery learning model can improve the quality of teacher teaching in eighth grade at SMP Negeri 6 Praya Timur. The instruments of the data collection were an observation sheets (RPP assessment instruments and teacher assessment instruments), interview sheets, and cameras. Methods are data analysis were data condensation, data display, and conclusion/verification. Since the researcher use two kinds of form (first and second instruments) with a scale of 1-10 for each component, the data will be calculated to find the final score gained from the observation whether the score have above the minimum score identified of 75.

FINDINGS AND DISCUSSION

FINDINGS

This research focuses on how discovery learning can improve thquality of teaching English teachers' writing skills at school. The researcher chose the location of this research at SMP

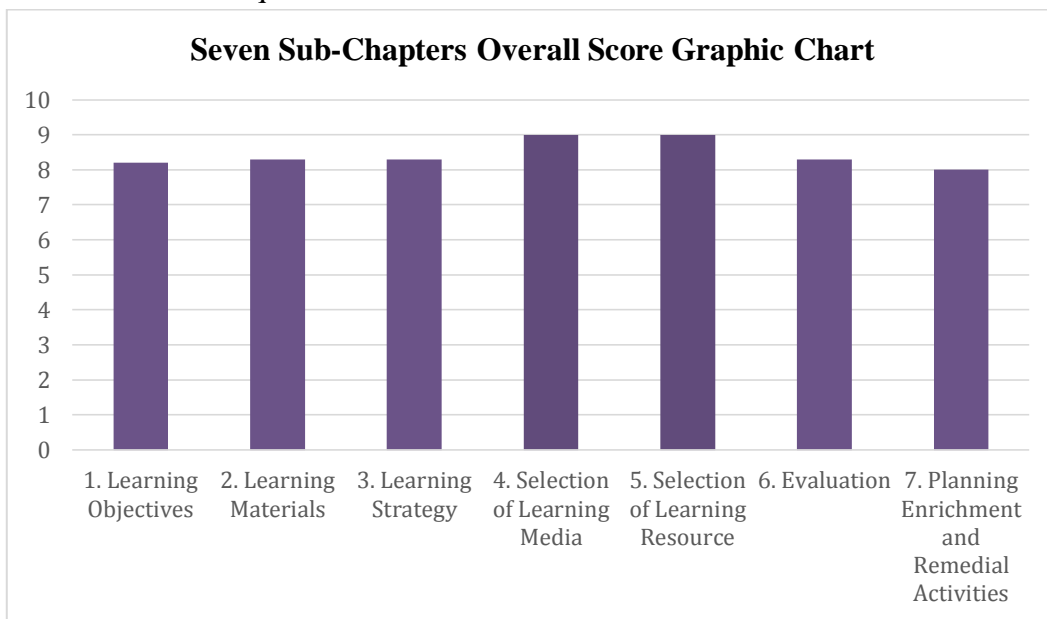
Negeri 6 Praya Timur, which is located on Jl. Mujur-Awang -Kidang-Lombok Tengah, Kec. Praya Timur, Kab. Central Lombok Province. West Nusa Tenggara. and the class chosen for this study was class VIII-A eighth grade which consisted of 28 students (15 males and 13 females). Based on observations, researchers went directly to the field to observe the process of teaching and learning activities in schools, where teaching and learning activities were divided into three stages, namely: (1). Apperception or opening activities. (2) Core Activities and (3) Closing Activities.

Based on interviews that have been conducted with teachers, the following data answers were collected for related research questions:

Research Question 1

1. How do teachers follow lesson plan (RPP) during the learning process in class?

The answer for the first research question is from both instruments observation result that each of them will calculated to determine whether the teacher score have passed minimum score required.



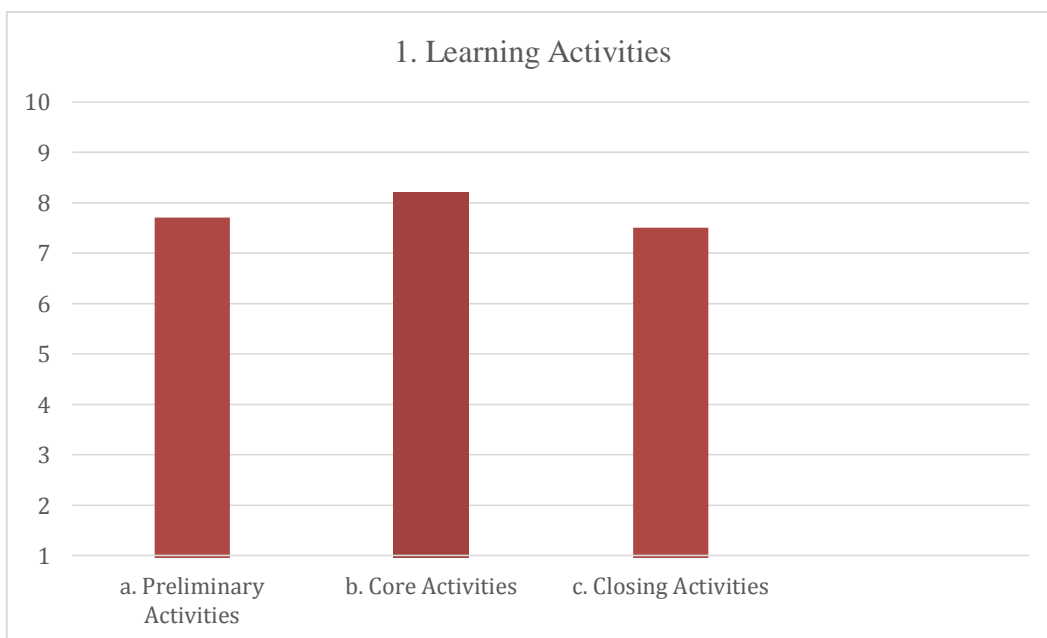
During the learning activities, the teacher showed a systematic and organized approach. Then for the lesson plan evaluation itself there are 7 assessment which can be seen that teacher's lesson plan evaluation, there are seven sub chapters assesment which can be seen that the first sub chapter is learning objectives : Overall, in this sub, the compatibility of goals with indicators of competency acchievment is appropriate. The teacher explains the learning objectives and indicators of competency pressure at the beginning of learning. The operational verbs used can also be observed and measured according to the operational level of verbs in Bloom's taxonomy and in Formulating Learning Objectives includes A, B, C, D (Audience, Behavior, Condition, and Degree). So the average score on the learning objectives is 8.2. And the second sub is learning materials The suitability of learning materials with the basic competencies and indicators to be achieved is appropriate. the subject matter is arranged in the form of items in an orderly and complete manner. and teaching materials (in the attachment) contain facts, concepts, principles, procedures that are truly relevant. that's

why the average score in the Learning Materials section is 8.3 And the third sub is learning strategy, the score is 8,3 overall in this learning strategy where the learning approaches and methods are written in full and in accordance with KD, the characteristics of the material being taught and the characteristics of students at the Learning Activity stage very Good because it includes the preliminary, core, and closing stages and is accompanied by a time allocation for each stage. and teachers apply active learning because the learning steps reflect active learning (eg forming groups, observing the environment, and so on) that's why the average score of Learning Strategies is 8.2 out of 10, And the four sub is selection of learning media with the score 9 out of 10, overall in this selection of learning media is In accordance with learning objectives, learning materials, class conditions, and pay attention to safety.

$$\left(\frac{144}{17}\right) \times 10 = 85$$

Overall average score of the first instrument (RPP) is 85 with grade result: A

The graphic above shows that the teacher highest score are in *Selection of Learning Media* (9) and *Selection of Learning Resources* with the scores of 9 out of 10. On the other hand, the teacher's lowest score is *Planning Enrichment and Remedial Activities* (7) with average score of 7 out of 10.



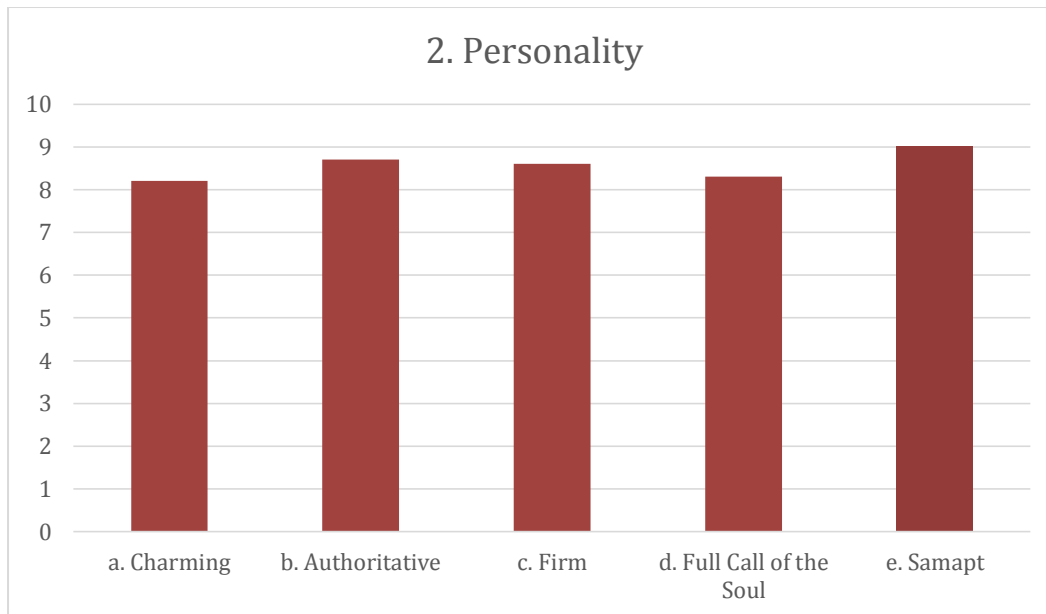
There are 2 assessment first is learning activities and the second is personality. In the learning activities there are 3 sub chapte, the first is preliminary wirth the score is 7.7 out of 10. Overall in this sub/ in peeliminary activities The teacher conditioned the class well. because in classroom conditioning the teacher greets, asks for conditions, checks student attendance, and checks class conditions before starting class. The teacher also motivates students well, the teacher motivates visually with interesting pictures to attract students' attention. The teacher also does an apperception where the teacher asks students' prior knowledge and relates it to the material and daily activities of the students to be studied. and the teacher conveys learning objectives or indicators of competency achievement. the teacher conveys learning objectives or indicators clearly and completely.

The teacher conveys the importance of the competencies to be achieved. because the teacher conveys the importance of competence with scientifically strong arguments. The teacher conveys an outline of learning activities. the teacher conveys clearly about the learning activities to be carried out, but without an assessment method. the teacher checks/checks initial abilities with appropriate methods and instruments by identifying students' daily activities. That's why average score for the preliminary Activities is 7.7 out of 10

Second sub is core activities with the score is 8,2 out of 10. Overall in this sub. The teacher shows the correct understanding of the material, because the teacher explains the material properly and correctly using several media, so that it is very easy for students to understand. Teachers also demonstrate skills correctly, but do not facilitate the growth of students' positive attitudes. The teacher shows a positive attitude towards learning material and is consistent between his speech and behavior. The teacher also presents learning material sequentially and involves many students. In addition, during the learning process the teacher is always kind and friendly to students. The teacher presents learning material in an integrated manner and nothing contradicts one another. The teacher shows the relevance of learning material to real life clearly and correctly, accompanied by several examples of students' daily activities so that it is easy to understand. The teacher presents learning that combines knowledge of teaching materials, pedagogy, and technology (TPACK) and other relevant approaches. the teacher presents material using media in an organized manner and is able to activate students optimally. The teacher presents the learning steps according to the syntax of the learning model or method/strategy chosen smoothly and refers to discovery learning. Teachers carry out assessments for learning and/or assessment as learning with appropriate methods and instruments and utilize the results in the learning process. That's why average score for Core Activities is 8.2 out of 10.

The third sub is Closing Activities with the score is 7.5 out of 10. Overall In this sub the teacher guides or directs students to correctly formulate their own conclusions (summary/essence of learning outcomes). The teacher evaluates learning outcomes, because the teacher assesses learning outcomes covering all domains with appropriate methods and instruments and is used as the basis for student assessments. The teacher reflects on the learning process with students. because before ending the class, the teacher reflects on what has been learned that day but does not ask students to comment and the teacher closes the class. The teacher gives follow-up tasks after learning activities. the teacher gives further assignments to students closely related to the learning activities that have been carried out. Tht's why average score for Closing Activities is 7.5 out of 10.

The graphic above shows that the teacher highest score is *Core Activities* with good score of 8,2 out of 10. For the lowest score the teacher achieved is *Closing Activities* with average score of 7.5 out of 10.



And next the second assessment of teacher's competency evaluation is Personality, in the personality there are 5 sub chapter. the first is charming with the score is 8 out of 10, overall in this sub The teacher shows a cheerful face most of the learning time. The teacher pays attention to all students most of the learning time. And also the teacher displays harmony in dress, the teacher dresses modestly with models and colors that match very well and the teacher provides the right inspiration and motivation for learning to students. that's why Average score for Charming personality is 8,2 out of 10.

The second sub is authoritative with the score is 8,7 out of 10. Overall in this sub The teacher speaks politely and articulately throughout the span of time from the beginning to the end of the lesson. the teacher displays respectable behavior throughout the span of time from the beginning to the end of learning. the teacher presents himself calmly throughout the span of time from the beginning to the end of the lesson. Teachers behave fairly and objectively where the teacher gives a very appropriate response accompanied by complete examples for students. That's why The average score for Authoritative Personality is 8.7 out of 10.

The third sub is firm with the score is 8,6 out of 10. Overall in this sub The teacher gives feedback to students. such as the teacher giving a very appropriate response accompanied by a complete example for students. The teacher shows self-confidence. The teacher appears very confident and attractive in the eyes of students. The teacher spoke sternly to students who were not paying attention. That's why average score for firm personality is 8.6 out of 10.

The four sub is full call of the soul with the score is 8,3 out of 10. Overall in this sub The teacher looked sprightly. The teacher displays enthusiastic, convincing and fast behavior. The teacher shows an enthusiastic expression, because during the learning process the teacher displays an expression that is full of enthusiasm and dexterity. and also the teacher sincerely provides assistance to students, because the teacher shows very

sincere behavior and a cheerful face in providing assistance to students. That's why average score for Full Call of the Soul Personality is 8.3 out of 10.

The last sub is *samapt* with the score is 9 out of 10. Overall in this sub The teacher looks fit. The teacher shows a very fit and energetic appearance. the teacher displays a very friendly, caring, and always smiling behavior. Teachers like to help students, teachers like to provide assistance to students in need. Teachers empathize with students, teachers show great affection and compassion for their students that's why The average score for *Sampt's* personality is 9 out of 10.

Second instrument (teacher) overall score accumulation:

$$\left(\frac{314}{38}\right) \times 10 = 83$$

Overall average score for second instrument (teacher) is 83 and passed with grade result: B+.

Both graphic (Learning Activities and Personality) above shows that the teacher's highest score is *Samapt* with an excellent score of 9 out of 10. For the lowest score the teacher achieved is Closing Activities with average score of 7.5 out of 10.

Research Question 2

2. What obstacles are faced by teachers when implementing discovery learning method in teaching writing ?

During interviews with teachers, researcher found that teacher had several obstacles after implementing the discovery learning model, namely at the simulation stage, the problem statement stage and the data processing stage. The obstacle faced by the teacher at the simulation stage is that students are sometimes still confused with the Discovery learning model because they are not used to finding the subject matter themselves. When looking for material on the internet with the group, there is still something wrong. The obstacle faced by the teacher at the problem statement stage was that there were students who still disturbed their classmates by inviting them to talk during the learning process, causing other students not to focus on listening to the material conveyed by the teacher. The obstacle faced by the teacher at the data processing stage was that there were still students who were less able to find, apply their ideas in writing and develop ideas in their minds. Then there are students who have difficulty determining the structure of the text in writing.

Research Question 3

3. How are the teachers' efforts to overcome the obstacles that they are faced when applying discovery learning method in teaching writing?

The teacher's efforts in overcoming the obstacles encountered at the simulation stage are: the solution, when giving stimulus the teacher provide simple examples related to everyday life so that students understand more quickly. and pressing keywords related to subject matter so that students find it easier to find on the internet. Teachers at the simulation stage are also advised to make different teaching materials before teaching and

arrange or adjust meeting times so that the application of the discovery learning model is carried out properly. So that students are not confused about the discovery learning model and in understanding the learning material. The teacher's efforts in overcoming the obstacles faced at the problem statement stage are: providing motivation or providing more guidance to students who are still disturbing their classmates by involving them in the material explanation process or at the problem statement stage by the teacher. So that all students can listen to the material conveyed by the teacher. The teacher's efforts in overcoming the obstacles faced at the data processing stage are: the teacher guides students who have difficulty finding, applying their ideas to writing and developing ideas in their minds. Then the teacher also guides students who have difficulty determining the structure of the text in writing. So that students make it easier for them to apply and put their ideas into writing.

DISCUSSION

Based on the results of observations, the researchers found that the teacher used the guided discovery learning model of learning stages. The teacher implements a class with six main stages of the Guided Discovery learning model, namely: stimulus , problem statement, data collection, data processing, Verification and generalization. According to Priansa (2015:219) Guided discovery learning is a learning model that creates learning situations that involve students learning actively and independently in discovering a concept or theory, understanding, and solving problems with the teacher as a facilitator and mentor. During the learning process in the classroom the teacher has maximized at every stage. in the early stages of the guided discovery learning model, namely giving a stimulus, the teacher asks questions and encourages students to observe pictures, look for material or read material about descriptive text so as to create learning situations that involve students learning actively and independently in discovering a concept or theory, and understanding the material. According to Bruner (in Winataputra, 2008, p. 3.19), There are six Stages of Guided Discovery Learning, namely: Stimulus, at this stage the teacher asks or encourages students to observe pictures, look for material or read books on descriptive text material. Problem statement, At this stage the teacher provides opportunities for students to identify as many problems as possible that are relevant to the subject matter, then selects and formulates them in the form of a hypothesis. Here the teacher explains the learning material not in detail but only explains part of the material. Data collection, Data processing (data processing that has been obtained by students) The data processing stage where at this stage the role of the teacher is still needed to assist students because at this stage students often experience difficulties in describing and developing their ideas into sentences. so during the data processing the teacher helps accompany students who have difficulty describing and developing their ideas in sentences. Verification, in this stages the teacher and students carry out a careful examination to prove whether or not the hypothesis is correct. At this stage the teacher guides and directs students in improving their writing results. Generalization, Holding conclusions. The generalization stage is the teacher and students draw conclusions from the learning that has been done.

Like the principles of discovery learning according to Brown (1978), this principle has been applied during the learning process in class VII A. Students are active in discovery learning. As for other principles, namely the focus shifts from the final product, the learning content to the process and how the content is learned. Failure in discovery learning is viewed as a positive state. An important part of discovery learning is the opportunity for feedback in the ongoing learning process. Discovery learning provides deeper learning opportunities. In the learning process in class, students do not only absorb what is conveyed by the teacher or what has been read, but are active in seeking new knowledge. Because during the process in class students are involved in direct activities which are real problems that require solving. All students have a goal to find answers and learn more. As we know the focus of learning in discovery is learning how to analyze and interpret information to understand what is being studied rather than just giving correct answers from rote. Discovery learning pushes students to a deeper level of understanding.

The emphasis is placed on the mastery and application of skills throughout. For example, in class students practice describing, understanding descriptive texts, directions from the teacher then writing descriptive texts about animals. However, when applying the discovery learning method there were still students who did not understand the model of the method, the obstacles faced by the teacher such as some students who were still not focused on learning, and disturbing their group mates. As a result, some students did not understand the learning material and there were some students who were confused in expressing their ideas in written form. Cognitive psychologists have shown that failure is at the heart of learning. The focus is on learning and as much learning can be done through failure as success. In fact, if a student doesn't fail in his studies, he probably won't learn anything new. So in the learning process the teacher acts as a facilitator, helping students in need, or who are still confused about putting their ideas into writing. So students are easy to write.

CONCLUSION

From the explanation above, the teacher has implemented the discovery learning model well. seen in the score of the first instrument (RPP), which is 85 with grade result "A", and the second instrument (teacher), namely 83 with grade result "B+", from this score the teacher is declared passed using the guided discovery learning type. The teacher maximizes at each stage so that students understand the learning model, and the most important thing is to understand the material explained by the learning model used. At each stage, the teacher also carries out the stages rationally so that they must be carried out according to predetermined procedures. In applying the discovery learning model in the learning process, students play an active role (the teacher acts as a facilitator), so that students can easily write texts and put ideas into their minds in writing for class VIII A students of SMP Negeri 6 Praya Timur.

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