

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents conclusions and suggestions from research conducted by researcher on the use of discovery learning models to improve the ability to write descriptive texts at MTs Nurul Islam Kediri, especially for grade VII-B students in the 2021/2022 academic year.

A. Conclusion

This classroom action research was conducted in April and ended in May in the second semester of the 2022 school year for students VII-B of MTs Nurul Islam Kediri. All stages of action research have been completed with the provision that each cycle consists of three meetings. The problem to be solved in this research is the difficulty of students in writing descriptive texts and developing their creative ideas. Therefore, the researcher and English teachers formulate the problem as follows, how to use the discovery learning model to improve the ability to write descriptive texts for VII-B students of MTs Nurul Islam Kediri. Researcher teach students with discovery learning which has six steps, namely stimulation, problem statements, data collection, data processing, verification, and generalization. This is used by researcher to determine the basic value and final value after being taught using the discovery learning model.

The purpose of this study is to improve the ability to write descriptive texts in the teaching and learning process through the discovery

learning model. The results of the research and discussion in Chapter IV show that student activity has changed gradually from day to day. Students become more interested and enthusiastic in writing ideas about descriptive texts. This action was carried out in two cycles combined with the use of learning models and magic card media. The results of this study indicate success as well as failure. It can be concluded that the use of discovery learning models can improve students' writing descriptive text skills. This is because students can solve their problems by identifying the generic structure, and linguistic features of descriptive texts, and by constructing descriptive texts.

The increase in student achievement in writing descriptive texts after being taught using discovery learning can be seen from the average value of students in each cycle. In the pre-cycle test, students obtained an average score of 65.29 with a success percentage of 34.48%. While in cycle 1 test the average value is 74.15 with a percentage of 65.51%. Researcher as teachers must provide some instructions in Indonesian to make it easier for students to understand. Then in cycle 2 test, the score increased by an average of 82.96 with a success percentage of 86.20%. This shows that the students' writing results improved as well as their understanding of writing descriptive texts. In addition, giving appreciation to students is also effective in motivating students to take part in learning.

B. Suggestion

At the end of this chapter, the researcher provides several suggestions regarding this research, which are expected to be useful for teachers and other researchers. Here's the explanation below:

1. To the English teacher

Teachers are expected to be able to choose the right technique in carrying out-class activities. These activities must involve students' activeness, enthusiasm, and interest in learning English in class. The discovery learning model can help students more easily compose and write written materials. Researchers suggest that teachers use this model, because students may feel bored if teachers always use conventional methods.

2. To other researchers

Other researchers can apply the discovery learning model as a technique to improve students' English writing skills or other levels of students. Other researchers can also use this technique for further research to determine students' abilities in English where this learning model supports the application of a scientific approach and can encourage students to think in higher-order (Higher Order Thinking Skills / HOTS) which is expected to develop an independent learning framework in student.