



**THE USE OF DISCOVERY LEARNING IN BUILDING STUDENT'S
MOTIVATION IN WRITING DESCRIPTIVE TEXT A CASE OF 8
GRADE STUDENT OF SMP N 1 JUWANA**

Final Project

Submitted in partial fulfillment of the requirements
for the degree of *Sarjana Pendidikan* in English

by

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2022

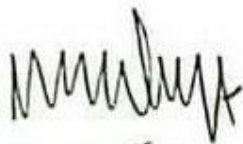
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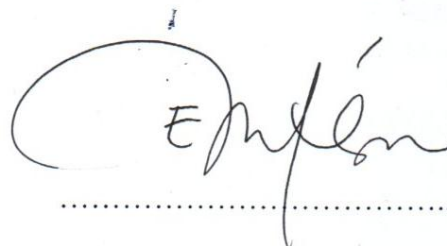
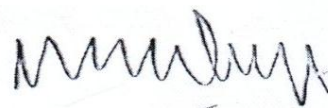
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DEDICATION

This paper is truly dedicated to:

1. To myself is always appreciate your courage. Thank you for never quitting.
Thank you for being me all the time.
2. My beloved mother is named Damisih.
3. My beloved family.
4. My advisor, Mr. Nur Hidayat. and Mrs. Siti Nur'aini.
5. My friends

MOTTO

"Believe in yourself and all that you are. Know that there is something inside you that is greater than any obstacle." - Christian D. Larson

ACKNOWLEDGMENT

First and foremost, praise be to Allah SWT, who has bestowed His mercy and gifts so that the writer can complete this final project entitled “ **The Use of Discovery Learning in Building Students Motivation in Writing Descriptive Text A Case Of 8 Grade Student Of SMP N 1 JUWANA**”.

The deepest appreciation and gratitude are addressed to the people who give the writer valuable encouragement, knowledge, guidance, and patience in finishing this final project. After all, the writer would like to give a very big appreciation to:

1. Dr. Asropah, M.Pd., as the Dean of the Faculty of Language and Arts Education, University of PGRI Semarang.
2. Dr. Jafar Sodik, S.Pd., M.Pd., as the Head of the English Education Department of the University of PGRI Semarang.
3. Dr. Nur Hidayat. M.Hum as the first advisor, has been giving her motivation, mentoring, information, and correction in finishing this final project.
4. Siti NurAini, , M.Hum., Ph.D. as the second advisor for his guidance, advice, and suggestions for the completion of this final project.
5. The University of PGRI Semarang, The Faculty of Language and Arts, and The Department of English Education for wrestling great talents of the youth, and prospective teachers.
6. Rifka Natiqoh, S.Pd the English teacher in VIII B who helped the writer during the research.
7. My beloved mother is named Damisih, who is always being my number one and the best supporter ever. Without your love, guidance, patience, and care.
8. My boyfriend is named Sandro Eko Frandito as a support system and always listens to complaints when working on the thesis
9. All of my friends from PBI 18, have shared moments together for four years.

10. All of my best friends have helped me in accomplishing this thesis. In the end, the writer realizes that this final project is so far from perfection. Hopefully, this final project can be useful for whoever needs it for educational purposes.

Semarang, 20 October, 2022

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ABSTRACT

Niken Astuti, 2022. *The Use of Discovery Learning in Building Students' Motivation in Writing Descriptive Text A Case of 8 Grade Students at SMP N 1 JUWANA.* Final Project, English Education Study Program, Faculty of Language and Arts Education, University of PGRI Semarang.

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Keywords: *Discovery Learning, Motivation, Writing, Descriptive Text*

The title of this final project is “The Use of Discovery Learning in Building Student’s Motivation in Writing Descriptive Text A Case of 8 Grade Students at SMP N 1 JUWANA”. This objectives of the study are :1) To elaborate the implementation of discovery learning in building students motivation in writing descriptive text in the classroom, 2) To find out the obstacles of using discovery learning should by the English teacher. The data analysis method used qualitative analysis, namely the data obtained were analyzed and presented in the form of spoken and written words based on the facts that existed during the research. The subjects used were English teachers and 32 students from class VIIIB. The instruments used for data collection are observation and interviews.

The results of this study are as follows: in the learning process, the teacher uses discovery learning teaching strategies. There are five stages in the use of the strategy, namely, Stimulation, Problem Statement, Data Collection, Data Processing, Verification, and Generalization. The teacher explains step by step so that students can understand, With the use of suitable teaching strategies, it will make the learning process easier, especially for teachers. Especially writing descriptive text. The use of discovery learning models in learning makes it easier for teachers to convey material that will be accepted by students easily

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CHAPTER I

INTRODUCTION

This chapter presents the background of the study, reasons for choosing the topic, statement of the problem, objectives of the study, significance of the study, definition of the key term, and outline of the research. Those parts discussed as follows:

A. Background of the study

Language is used as a tool to communicate between humans, as a tool to convey messages, opinions, or ideas and others. Basically, humans are social creatures, meaning that humans cannot live individually but must interact with other people. Language is also a means of communication both orally and in writing.

In teaching English, there are four skills that must be mastered listening, reading, speaking, and writing. Basically, writing has become an inherent part of a person, because by writing someone is able to describe something, write various ideas, and others. Writing is an idea that is poured through a symbol, the symbol in question is writing. In addition to ideas or ideas, writing can also be interpreted as feeling expressed by the author to express his heart through writing. In this idea, the writer can write down past and future experiences and write other ideas. In writing we must pay attention to several things including what ideas or topics will be written, the use of language, good and correct writing, and paying attention letter by letter so as not to be confused in writing and others. So writing can be interpreted as an

activity carried out by someone to display information that contains a certain topic that will be conveyed by the author in written form.

In learning, especially learning English, some of the students admit that English is difficult to understand because English is a foreign language. While English itself has an important role in learning at school. but most students do not like it because it is considered difficult or other things. In this case, it is necessary to have a strategy to build student motivation to improve their learning.

A teaching strategy is a technique or method that someone will use to help the learning process so that it becomes easier, more effective, fun, and not boring. One of the strategies that are suitable for learning is discovery learning which means a learning model provided by the teacher and tries to provide stimulate students to be able to solve or guess the given problem so that students can conclude the problem according to their own understanding. This discovery learning model, it provides opportunities for students to be free to think as much as possible until they are able to identify the material in question through their own understanding. This discovery learning model provides benefits especially for teachers because the making of material is more neatly arranged so that is easy to convey material to students so that the learning process teach more effectively.

Therefore, learning is needed to give motivation to the students and make students enthusiastic to learn the descriptive text. In this case, motivation is an important part of learning because of its nature to encourage

and direct learning activities. Because students who are still sitting at the junior high school level are still not very interested in learning, especially in learning English. In this case, there must be external encouragement such as motivation from parents when at home which has an important role as a child supporter, motivation from the environment that students live in, and teacher motivation at school and with peers. Through motivation, students can be motivated by the spirit of learning in learning. One of the main factors that students can learn is how or what strategies are used by teachers to liven up learning in the classroom, including by providing techniques or learning styles that are not boring of students, modifying the material to be delivered so that students are enthusiastic when getting the material and there are questioning activities. answer between the teacher and the students in the class. Based on observation and interview, writing in English sentences at school is still very low. It is known because writing English is considered difficult by students who are still in junior high school. This is difficult because learning English between pronunciation and speech is different, so it takes a little time to think about it, but not infrequently a student knows a little about vocabulary that is often spoken in everyday life.

. Based on the above phenomenon, the researcher is interested in studying a study entitled "The Use of Discovery Learning in Building Student Motivation in Writing Descriptive Text a Case of 8 Grade Students of SMP N 1 JUWANA"

B. Statement of the problems

The formulation of the problem is based on the background that has been described by the author, namely:

1. How is the implementation of discovery learning in building students motivation in writing descriptive text in English classroom?
2. How are the obstacles of using discovery learning should by the English teacher?

C. Objectives of the study

1. To elaborate the implementation of discovery learning in building student motivation in writing descriptive text in English classroom.
2. To find out the obstacles of using discovery learning should by the English teacher.

D. Significances of the study

1. Theoretical Benefit

From the results of this study, it is hoped that it can be used as learning material in the future, especially in English subjects in various schools.

2. Practical Benefit

- a. For school

The results of this study are expected to provide benefits for SMP N 1 JUWANA to facilitate and motivate students in learning to write English Descriptive Text.

b. For students

From the results of this study, it is hoped that students will be more enthusiastic about learning, especially learning to write English Descriptive Text.

c. For teachers

From the results of this study, it is hoped that it can facilitate the teaching potential of students in using discovery learning.

d. For researches

As a fulfillment of the requirements to complete the proposal final project in the English Education study program, Universitas PGRI Semarang.

e. For Universitas PGRI Semarang

The results of this research are expected to be able to increase the collection of library reviews as reading material for English Language Education students, at Universitas PGRI Semarang.

E. Definition of key terms

1. Discovery Learning

Discovery learning is a learning model used by teachers by teachers to stimulate students to be able to solve or guess the given problem so that

students can conclude the problem according to their own understanding
Apriyanti Ayu (2018, p.2)

2. Motivation

Motivation is the spirit that comes from oneself or from others that makes a person able to do according to his goals.

3. Writing

Writing is an idea or idea that is poured through a symbol, the symbol in question is writing. In addition to ideas or ideas, writing can also be interpreted as feelings expressed by the author to express his heart through writing.

4. Descriptive Text

Descriptive text is a sort of text used by every writer or person to explain a thing, individual, animal, location, or incident to a reader or listener.

F. Outline of The Research

To facilitate understanding of the contents of this thesis, it can be presented in Chapter V. The details are as follows:

CHAPTER I Introduction

This chapter contains a description of the background of the study, the formulation of the problem, the objectives and

benefits of the research, the definition of key terms, and the outline of the research.

CHAPTER II Literature Review

This chapter contains a description of the previous study and related theory which contains the definition of learning strategy, motivation, writing, and descriptive text.

CHAPTER III Research Method

This chapter contains a description of the research approach, roles of the research, object of the study, sources of the data, instrument, data collection, and data analysis.

CHAPTER IV Research Finding

This chapter contains a description of the research findings and a discussion.

CHAPTER V This chapter contains a description of the conclusion and suggestions.

CHAPTER II

LITERATURE REVIEW

A. Previous Study

In this study, the author took the title “The Use of Discovery Learning in Building Student Motivation in Writing Descriptive Text a Case of 8 Grade Student of SMP N 1 JUWANA” Based on the search I did, there were previous studies that had relatively the same characteristics. But still have differences in terms of research subjects, research variables, and analytical methods used. The following are research data that have been carried out by previous researchers:

The first study entitled “ Students Motivation in Learning English at the Seventh Grade of MTs Taqwiyatul Wathon Mranggen in the Academic Year of 2014/2015” was written by Ahmad Aris Munandar from the Faculty State Islamic University of Walisongo Semarang. This study aims to identify intrinsic and extrinsic motivation in learning English at MTs Taqwiyatul Wathon, in addition to identifying what factors can affect student motivation, so that students have a passion for learning. This research has a common object, namely learning motivation. There are also differences in this study entitled "The Use of Discovery Learning in Building Students Motivation in Writing Descriptive Text A Case Of 8 Grade Student Of SMP N 1 JUWANA". The difference lies in the Strategies to Build Student Motivation in Writing

Descriptive Text, while the author's research only focuses on learning motivation. (Hidyat, 2015)

The Second previous study entitled “ Exploring Teacher Motivational Strategy in English Learning and Teaching Activity at SMP Muhammadiyah 5 Surakarta” was written by Tazkiyah Firdausi from The State Islamic Institute of Surakarta. The above research aims to describe the kind of English teacher’s motivational strategies for encouraging student’s motivation in learning English and to describe student’s responses to their teacher’s motivational strategies for encouraging their motivation in learning English. This study has the same object, namely about strategies to motivate student learning. In addition, there are also differences in this study entitled " The Use of Discovery Learning in Building Students Motivation in Writing Descriptive Text A Case Of 8 Grade Student Of SMP N 1 JUWANA " the difference only lies in the author's research focusing on Strategies to Build Student Motivation in Writing Descriptive Text while the above research focuses on Motivational Strategy in English Learning. (Samsudin, 2020)

In general, my research focuses on The Use of Discovery Learning in Building Student Motivation in Writing Descriptive Text. While the above research focuses on Motivational Strategy in English Learning, while the two studies above generally focus on learning motivation.

B. Review of Related Theories

1. General concept of Teaching Strategies

Teachers' strategy is one of the most important things in the learning process because the existence of a learning strategy can determine a successful learning process in the classroom. Each strategy is a plan, method, or set of activities designed to achieve a particular educational goal (Sarjan & Mardiana, 2017, p. 13) . But not all strategies used by teachers are suitable to be accepted by students because each student has different characteristics.

Teachers' strategy is also able to make teaching more organized and more conceptual when teaching students. In this case, the teacher must prepare in advance the concept of previous learning so that it is easier for the teacher to handle student behavior to make the learning process more effective and conducive. One of the teaching strategy models is discovery learning.

a. Discovery Learning

Discovery learning is an inquiry-based instruction method, in another sense in this strategy students are expected to able to give new guesses and encourage students to find new discoveries by stimulating the creativity of students to find new facts pappas in Apriyanti Ayu (2018, p.2). Discovery learning is also a method that occurs when the teacher gives an experiment and provides instructions for students in learning to find solutions or be able to capture material according to their understanding. Krisnawati (2015, p.5)

Based on the description above, it can be concluded that the discovery learning is a learning model provided by the teacher and tries to provide stimulation students to be able to solve or guess the given problem so that students can conclude the problem according to their understanding. In the teaching and learning process, this discovery learning model helps students to understand ideas and facilitates the learning process for students to play an active role and express their opinions with related materials. So that the learning process can run well and effectively as it should.

b. The purpose of discovery learning strategies

Based on the type, Mukharamah (2015, p. 31)argues the purpose of discovery learning are to:

- 1) Provide opportunities for students to be actively involved in the teaching and learning process.
- 2) Make students to learn identify any existing problems.
- 3) Provide stimulation to students to find opinions that are easier to transfer in new activities according to their own understanding.
- 4) Help Students to make effective group work, provide information, express opinions and discuss.

c. Steps of Discovery Learning

In accordance with (Badan Pengembangan Sumber Daya Manusia dan Kebudayaan dan Penjamin Mutu Pendidikan, 2013), in implementing the discovery learning there are steps that must be

applied such as stimulation, problem statement, data collection, data processing, verification, and generalization:

1) Stimulation

At this stage, it serves to provide stimulation or stimulation to students to help students explore or find an opinion according to their understanding.

2) Problem Statement

At the next stage, it provides opportunities for students to identify as many problem agendas related to the material as possible which is then formulated in the form of hypotheses.

3) Data Collection

Next, the teacher asks students to collect as many opinions as possible regarding the material to prove true or false, at this stage usually occurs to answer questions.

4) Data Processing

Data processing is an activity to process data or information previously stated at the data collection stage which will then be analyzed, processed, randomized, and clarified, so that it can be concluded.

5) Verification

At this stage students conduct an accurate investigation to prove whether or not the material in question is true. This stage

aims to make learning run well and bring changes to students in finding a concept or theory.

6) Generalization

Generalization is the stage to conclude the learning material in which in the end students can provide an explanation or understanding of the material according to their own opinion.

2. General concept of Motivation

a. Definition of motivation

Motivation is the spirit that comes from oneself or from others that makes a person able to do according to his goals. Motivation can also make a person more active in activities for certain purposes, especially for learning. Learning is a process of observing, reading, imitating, and trying everything on himself in accordance with the applicable rules. Motivation is an impulse that a person has to be able to take action to do something (Mukhtar, 2017, p. 11) . In this case, learning really needs the motivation to encourage and move the will to learn. Whether or not a person is active in learning is influenced by several factors, one of which is motivation. Someone who is motivated in learning indirectly must have ideals that must be realized. Learning motivation is something that encourages, moves, and directs students in their studies(Agustin, n.d., p. 361).

Success in learning depends on oneself and the motivation of others so as to be able to encourage someone to do something, in this

case, the motivation that aims to encourage the willingness or desire of students to learn for certain goals. Learning motivation can also have an effect depending on one's environment. A good environment will create motivation that pushes in a better direction, and vice versa, a bad environment will be able to give rise to motivation or influence someone who is not good. In a school environment, students need the motivation to encourage their enthusiasm for learning. Therefore, the teacher has a very important role, namely how the teacher can motivate his students to give enthusiasm and also a sense of pleasure in the learning process that can generate energy for learning. Indirectly When students have energy or enthusiasm for learning, teaching and learning activities will run better and more effectively. Besides, students are also able to realize what they aspire to.

From the explanation above, it can be concluded that motivation is something that can encourage students' enthusiasm in learning both from internal and external factors that make students have an attraction when learning. Motivation plays a very important role in student learning activities and can affect the intensity of learning activities, but motivation is influenced by the goals to be achieved by learning. The more learning objectives, the greater the motivation, and the greater the motivation to learn, the stronger the learning activities.

b. Types of motivation

Based on the type of motivation, Dornyei and Ushioda in (Samsudin, 2020, p. 13) argue that the types of motivation are divided into two, namely:

1) Intrinsic Motivation

Intrinsic motivation is motivation related to student behavior in learning because of curiosity and satisfaction to acquire knowledge, knowledge, skills, and values from teaching and learning activities. This means that this motivation is related to the efforts made by students that arise from within the students themselves to gain knowledge and interest of students. To encourage this intrinsic motivation, it is necessary to have encouragement from a teacher when teaching and learning activities to increase the enjoyment and curiosity of students about the learning material.

2) Extrinsic Motivation

Extrinsic motivation is motivation caused by external factors such as teachers, friends, infrastructure, parents, and environmental factors. Because this extrinsic motivation refers to the teaching and learning process carried out by students to get praise. For example, students try as much as possible or do something seriously when completing the task given by the teacher in order to get the results

desired by the teacher so that the teacher can give rewards or praise.

c. Purpose of the motivation

Learning will be carried out effectively if students and teachers can establish good interactions in the teaching and learning process, this aims to realize effective and efficient learning. With the motivation to encourage and move the willingness of students to do something, especially in the process of teaching and learning activities. So that students are enthusiastic and have the energy in learning. In general, the function of learning motivation is as a tool to encourage and provide influence to direct in doing something with the desired goal

d. Motivational strategy

1) Definition of strategy motivation

In addition, strategy motivation is a technique or method used by teachers as a tool to motivate students in the form of encouragement and a positive impact on their learning. This encouragement works when the student is aware of it. This is done to motivate students in the teaching and learning process so that they can be positive and achieve their desired goals.

2) Objectives of strategy

The motivational strategy carried out by the teacher to students is expected to have a purpose after doing or providing the method or technique Dornyei, Zoltan and Ushioda, in (Samsudin, 2020, p. 12) argue that the objectives of motivational strategies are as follows:

- a) Motivational strategies need to consciously motivate student's motivation
- b) It helps to motivate students
- c) It helps to keep student's
- d) It helps protect student motivation from behaviors that complete with distraction tendencies

Based on the explanation above, it can be concluded that the purpose of the motivational strategy is to increase, encourage and move the motivation of students in learning languages, especially English. In addition, the purpose of this motivational strategy can also increase students' curiosity and enthusiasm for learning better than before.

3. General concept of Writing Descriptive Text

a. Definition of Writing

There are several ways to understand English, one of which is writing. writing is a skill to express ideas, ideas or opinions in written form, as well as a means of communication between people in written form Harsyaf in (Krisnawati, 2015, p. 15) , The author can pour and

describe everything by writing. Starting from writing down ideas, thoughts, and feelings to the author's experience in written form. Writing is a difficult skill for native speakers and non-native speakers since the writers must be capable of composing it on various issues, for example, association, content, and each other.

From the various definitions of writing above, it can be concluded that writing is an idea or idea that is poured through a symbol, the symbol in question is writing. In addition to ideas or ideas, writing can also be interpreted as feelings expressed by the author to express his heart through writing, in this case, writing can be interpreted as a communication tool between the writer and the reader, a writer can express his inner voice based on experiences or fantasies that have been done by the author. In this writing activity, not just anyone can express his heart by writing because writing must spend a lot of energy and can even drain a lot of energy and thought to issue a word that is poured by the author.

b. Types of writing

The type of activity must be based on the ability of each student, meaning that when you want to write something, it must be based on the wishes of the writer. (OKTAVIA, 2021, p. 18) types of writing includes:

- 1) Imitative or writing down

In this type it is explained that at the initial level, it is written by writing enough letters and basic words in English sentences.

2) Intensive or controlled

It explains that this intensive writing is usually able to write with correct and controlled grammar, such as when students write something that changes the structure or in other words changes sentences from sentences based on their respective conclusions.

3) Self-writing

It explains that students are given the freedom to write both opinions and messages to be conveyed.

4) Display of writing

It explains that in the appearance of writing, it is hoped that the author can write briefly, and easily understood by all general audiences.

5) Real writing

It explains that the author can write down ideas, or other opinions based on facts or truth, so it does not contain plot elements so that informants can get actual information through the writing.

c. Problem of Writing

Learning writing is considered difficult for several reasons including lack of motivation, lack of creativity, and lack of practice in learning so that when students are required to write in English they

have difficulty. One of the problems that are often encountered is the low writing skills of students. With these difficulties, students do not have ideas to write about anything even though they have been given a topic by the teacher. In addition, the reason for students' writing difficulties is the lack of vocabulary to improve students' writing skills. In this case, it is necessary to develop a strong motivation for students to make it easier to write and support media that aims to make it easier for students to write.

d. Process of Writing

Writing it is not just writing, there are several steps that must be considered by the author when writing (Nawawi, 2019, p. 10) argues there are steps before writing, namely:

1) Prewriting

Based on the first step, namely prewriting, the writer can think of a topic or idea before writing. This means that the author is able to find or determine various kinds of ideas before they are written.

2) Writing

The next step is to write, here the author begins to be able to write down various kinds of ideas, ideas, feelings, to experiences that the author wants to write.

3) Revising

The last step is revising, in this step, the author is able to revise or reread the writing, if he feels there are errors or shortcomings

the author can revise until good and correct writing is formed so that it can be accepted by the reader.

From the explanation of the stages of writing above, we can see that the author does not only write down all kinds of ideas or ideas written by the author but a writer also has to think about how to make the writing well received by the reader. especially in writing English, the writer must pay close attention, because when writing English, the words spoken and written are not always the same as what is said. Therefore, after writing, the author is expected to be able to read again carefully to make sure the writing is correct. In addition, in the learning process writing is also one of the language writing skills that can be done by students to convey an idea or idea in written form through symbols or letters. In writing, we are free to choose words to express emotions, thoughts, and experiences to write about.

e. Teaching Writing

Teaching writing not only conveys knowledge about writing by the teacher to students but also requires ability. Teachers must guide students in how to understand English to be able to write English sentences. Teaching how to write English is one of the most important skills for teachers because understanding the meaning of English is not as easy as understanding Indonesian or other languages. Because in English writing, the words spoken and written are very different. This is what makes teachers must have the skills or skills to teach students,

in teaching writing English is one of the challenges for both teachers and students.

In junior high school, writing is considered one of the most difficult parts to do. Each student certainly has a different character, so the teacher is expected to be able to understand this. This is where there are strategies that can be done by the teacher in the classroom. According (Setiyani, 2020, p. 18) The first, building a schema, is a description of how to think, remember, and speak to be written in English. The second is brainstorming, in this stage, students are free to express or convey the ideas they want, and increase vocabulary like speaking in everyday life. To build fluency in writing, the teacher can do it by asking questions or inviting students to talk and then writing it into a conversation, this is done continuously or repeatedly so that students become accustomed to writing in English. Therefore, writing strategies are important for students to use in writing.

f. The purpose of Writing

In writing, of course, the author has a goal to write something. Martha Heasley Cox in (Nawawi, 2019, p. 6) argues that the purpose of writing is as follows:

1) To inform

Writers have more than one goal in writing anything. One of them is to convey information to the reader by writing complete information so that it is easily accepted by the reader.

2) To cheer up

One of the purposes of writing is to entertain, the author writes a work based on a very interesting phenomenon or funny incident to entertain the reader.

3) To satire

One of the goals of writing is not only to write good and positive things but also as a satire, meaning that the author is allowed freely to write satire against others and express dislike of others in the form of satire.

4) To persuade

One of the goals of writing is not only to write good and positive things but also as a satire, meaning that the author is allowed freely to write satire against others and express dislike of others in the form of satire.

4. Definition of Descriptive Text

a. Descriptive text

A text is a word in written form that is conveyed by someone. The text consists of spoken and written language that has a purpose in conveying the message. It means that by putting the words together to communicate meaning or to send a message, a piece of text is created. Descriptive text is a sort of text used by every writer or person to explain a thing, individual, animal, location or incident to a reader or

listener (Fitriani et al., 2019, p. 633), this type of descriptive text aims to describe a particular person, thing, or place.

Based on the description above, it can be concluded that descriptive text is a type of text that is used to explain or describe a real object such as people, describing things, places, and others. In explaining the type of descriptive text, it must be detailed starting from what topic will be explained, then the part or content about the description of an object, and the last part of the closing which contains the conclusion. In general, this type of descriptive text has the aim of describing an object to others so that they understand the real phenomena that occur. There are several aspects when writing descriptive text, starting from the content which refers to the students' ideas or experiences to combining the text based on the structure of the descriptive text. In addition, the descriptive text also refers to the selection of vocabulary whose purpose refers to the correct use of words or sentences, because in compiling paragraphs it must be based on (adjectives, adverbs, nouns, and verbs).

b. Purpose of Descriptive Text

Each type of text has different characteristics, and each type of text has a different purpose and generic structure. This type of descriptive text has a purpose. The purpose of descriptive text is to explain about describing a certain person, place, or thing. It can be

concluded that the purpose of descriptive text is to explain or describe a particular person, place, or thing in detail.

c. Kind of Descriptive Text

In the descriptive text, we can describe people, things, places, and others. Therefore (Alawi, 2011, p. 22) argues that there are three types of descriptive text, namely:

1) Descriptive of people

For describing people the student can use:

a) Identification

This identification contains an explanation of the characteristics which include height, weight, and age differences. In addition, it can explain other characteristics such as hair, skin, and eye color. In general, identification can be interpreted as an explanation of the characteristics that occur in an object including hair color, skin color, and other differences that are described in detail.

b) Impression

In contrast to identification, this impression describes an overall idea about people, meaning that this section explains in general about the subject, such as explaining the nature of a person, people's behavior, and general description of the subject

c) Character sketch

In this case, the character sketch describes a more complete picture of a person, meaning that it explains starting from a person's profile or identity, and in this case can explain a person's character.

2) Descriptive place

In writing descriptive, you must be able to make more paragraphs that contain complete explanations based on topics. In this case, the student can explain the attitude or impression of the scene of an object and when students explain a phenomenon, a place must be included so that the information is clearer. The arrangement of details in the description depends on the topic and purpose.

3) Descriptive things

To describe a thing, students must be able to find ideas to be developed further about the things to be explained. In explaining this, students must be able to write using good and correct sentences to be able to attract the reader, students can use the right nouns and effective verbs.

d. Structures and Grammatical features of Descriptive Text

The correct writing of descriptive text is when it can attract the attention of the reader, therefore there is a descriptive text structure so that it is arranged properly. (Mukharomah, 2015, p. 44) argues that there are 2 structures including:

Identification	Contains an explanation that will be described
Description	Contains an explanation of something described

There are three dominant grammatical aspects in descriptive text, they are:

- 1) Using verb in simple present tense
- 2) Using adjective to describe the features of the subject
- 3) Using topic sentences to begin paragraphs and organize the various aspects of the description.
- 4) Descriptive Writing

Writing is one of the tools used by someone to convey ideas, and opinions and is able to express something in writing, in writing descriptive text means that someone writes about how someone describes animals, objects, humans, or something else. In writing, especially in English must be able to understand writing and its meaning, because writing and pronunciation are different. In writing descriptive, in addition to paying attention to the meaning, you also have to pay attention to the sentence, which must use the present tense, in writing These students are given directions by the teacher about how to structure the writing of descriptive text so that students can easily do it.

In teaching writing, Harmer in (Karimah, 2016, p. 33) revealed that teachers have roles in the classroom such as:

- 1) The teacher is a motivator, before teaching the teacher gives a few words as motivation or enthusiasm that can encourage students' self-confidence to have a high desire when learning.
- 2) The teacher must be a good resource person for students, meaning that the teacher is very open in accommodating all questions asked by students and is able to provide detailed and clear answers so that students are satisfied with the material presented. Besides that, the teacher must provide feedback to students which aims to improve student learning abilities in the future.

CHAPTER III

METHODOLOGY OF THE RESEARCH

This chapter contains a discussion of the methodology used in this study. Includes research design, roles of the study, object of the study, sources of the data, data collection, method of data analysis. The discussion explained as follows:

A. Research Design

In this study, the author uses qualitative data methods, researchers use qualitative methods, a type of research whose findings are not obtained through statistical procedures or other forms of calculation but by describing or interpreting the facts of an event according to the researcher's view. In this case, the author uses a descriptive analysis design which means taking problems or focusing on problems as they are when the research is carried out, the results of the research are then processed and analyzed to conclude. After the required data is collected, it then leads to the identification of existing problems which ultimately leads to problem-solving. This type of research is used because the author wants to examine the Teaching Strategy to Build Students' Motivation in Writing Descriptive Text a Case of 8 Grade Students of SMP N 01 JUWANA.

B. Roles of the Researcher

In this study, the role of the researcher is very important, the researcher's role as observer and interviewer. In the first stage, the

researcher conducted observations in the school environment and in the classroom to find out the teaching and learning process, then in the second stage the researchers conducted interviews with English teachers to ask in detail about the strategies used by teachers when teaching writing descriptive text.

C. Object of the study

The object of the researcher is part of the research topic. The object of this research is the implementation of the teacher's strategy in teaching descriptive text in class VIII B at SMP N 1 JUWANA, which is located on Jl. Silugonggo No.46, Kandangayam, Kudu keras, Kec. Juwana, Pati Regency, Central Java 59185, headed by Drs. Amin Aolawi, M.Pd and has been accredited A. consisting of approximately 1220 students, 107 teachers, 33 classes, and almost all subjects have laboratories. In addition, it is equipped with volleyball, basketball and badminton courts, and the last canteen is equipped with a garden behind the school. SMP N 1 JUWANA is a go-green school where students bring their places from home and reduce the use of plastic.

Researchers chose SMP N 1 JUWANA as the object of research because the school has good enough facilities to support the learning process, both have been accredited A (National Standard School), the three schools have good reputations in graduating students and have many achievements in academic and non-academic.

D. Sources of the Data

In this study, the authors collected data through checklist observations on observation sheets carried out during the teaching and learning process in the classroom, then the researchers collected data through interviews conducted with English teachers to find out in detail about the strategies used by teachers in teaching writing descriptive texts which then followed. can be processed into valid data.

E. Data Collection

In this study, the techniques used in this study are observation and interview. First, the researcher conducted an observation related to school activities, namely observing and seeing in detail about school activities. The next is an interview that will be done by researchers and teachers to obtain actual information.

1. Observation

In this study, observation was used to obtain data about the implementation of the teacher's strategy in teaching writing descriptive text in class VIII B. To obtain valid data, the researcher used a checklist table to determine the course of learning. The researcher uses a passive participant observation model which means there is no interaction with the research subject but this research is presented at the scene.

The data is carried out during the initial learning process to completion. When the teacher teaches about descriptive text using a

teaching strategy that is carried out by the teacher, namely the discovery learning model. Observation checklist is made to analyze the data.

2. Interview

An interview is a meeting between two people who exchange information or ideas through questions and responses. Interviews can provide a means for researchers to gain a deeper understanding of how to interpret situations or phenomena obtained through observation.

According to (Sarjan & Mardiana, 2017) that there are 3 types of interviews including:

- a. Unstructured interview, the interviewer conducts an interview without a systematic question plan.
- b. Structured interview, the interviewer conducts interviews using a set of questions that have been prepared previously.
- c. Semi-structured interview, the interviewer uses a set of questions developed to obtain certain information.

This study uses semi-structured interviews. The interview was conducted with one of the English teachers of class VIII B by providing a list of questions asked by the researcher to find out the teacher's strategy in teaching descriptive text. To collect data from interviews, the researcher used the following procedures:

- a. The researcher prepares questions that will be given to the English teacher.
- b. Researchers prepare tools to record the results of interviews.

- c. Researchers record the responses of the informants.
- d. Researchers write transcripts of interviews from the recordings.

F. Method of Data Analysis

The process of searching or arranging systematically based on the results of interviews or field notes during observations and other materials collected by researchers to obtain research findings (Karimah, 2016, p. 41). The researcher will use qualitative analysis methods, namely, the data obtained are analyzed and presented in the form of spoken and written words supported by quantitative and qualitative data. This method aims to systematically describe the facts and data obtained, as well as research results both from observations and interviews as well as library and documentary studies to then clarify the description of research results. In analyzing this data the researcher used several techniques including:

1. Data reduction
 - a. Data from Observation

The data from this observation were obtained by researchers through respondents for further analysis, with these data researchers knew about the curriculum used in the school and knew activities from pre-teaching to completion.

- b. Data from interview

This data was given by the teacher to the researcher containing the strategies used by the teacher when teaching,

especially writing descriptive text in English subjects for further analysis. This data was analyzed to answer the research focus

2. Data display

In this step, the author explains based on the table obtained from the school which builds a narrative from the data found to be explained in detail. The author also describes as a whole based on the phenomena that occur in schools. This data is used to answer the researcher's questions.

3. Conclusion

At this stage, the author crosschecks for the accuracy of the data that has been analyzed using a triangulation strategy to become valid data.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents the findings that aim to answer the formulation of the existing problem. Furthermore, in the discussion section, the researcher will analyze the findings so that they can conclude from the results of the research

A. Findings

Based on the results of observations and interviews conducted by the author in collecting data, the researcher presents the research findings. The findings are obtained by researchers from the observation checklist in the classroom during the teaching and learning process and the recordings during interviews with English teachers related to the teacher's use of strategies when teaching writing descriptive text in class VIII B SMP N 1 JUWANA. The findings will be explained as follows:

1. Implementation of discovery learning in building students motivation in writing descriptive text in English classroom.

This checklist observation is used to analyze the data. The activities used in the observation table below are observations of activities before starting learning until the end of learning carried out by the teacher.

Table 4.1 checklist observation

No.	Observed aspects	Yes	No
1.	Providing a foothold	✓	
2.	Motivate students before learning begins		✓
3.	Explain in advance what material will be		✓

No.	Observed aspects	Yes	No
	studied today		
4.	Give guidance	✓	
5.	involve students as much as possible in learning activities	✓	
6.	Explanation of concepts by the teacher (explanation skills)	✓	
7.	Carry out learning using varied methods and provide direct experience to students		✓
8.	Provide examples		✓
9.	Doing question and answer (skills strengthen students' memory)	✓	
10	Using the right media	✓	
11	Provide a re-explanation of the material		
12	Guiding discussion (skills in guiding large and small group discussions to individual ones)	✓	
13	Assessing the results of the learning process	✓	
14	Provide evaluation	✓	

The table above contains a checklist based on observations from the teaching and learning process, learning can be concluded that in K13 learning the teacher does not explain the material as a whole but only provides stimulation to wait for students or stimulate students' minds to be able to respond by thinking critically about the material to be taught. on that day and make students want to play an active role in the class using the teacher involving students such as conducting a question and answer interactions related to the material being taught which is finally able to create interaction between teachers and students so that the material can be conveyed properly

2. The way the English teacher overcome the obstacle of using discovery learning.

Interviews is a great way to collect relevant data. Based on the results of the researcher's interview with Rifka Natiqoh, S.Pd as an English teacher for class VIII B. The teacher explained about the discovery learning to applied in teaching and learning process.

“dengan adanya kurikulum 13 yang berlaku, dalam mengajar saya menggunakan discovery learning” #00:00:43#

(With the applicable curriculum 13, I use a discovery learning strategy)

In the implementation of discovery learning there are procedures or steps taken by the teacher

“ya betul sekali mbk, dalam proses pembelajaran Langkah yang saya lakukan dalam menggunakan discovery learning yaitu pertama stimulasi, problem statement, data collection, data processing, verification, generization” #00:01:07#

(yes, that's right, mbk, in the learning process the steps I took in using discovery learning were first stimulation, problem statements, data collection, data processing, verification, generation)

The teacher gives an explanation regarding the teaching and learning process in the classroom

“emm, pada saat pembelajaran materi apapun itu termasuk descriptive text saya menampilkan materi tersebut melalui Power Point agar siswa mudah memahami. Seperti contoh pada saat pengajaran descriptive pasti saya menampilkan materi pertama kali dalam bentuk gambar, yang nantinya siswa otomatis akan paham dengan *what do you think about this picture?*”, gitu. # 00:02:57#

(Erm, when learning any material, including descriptive text, I take the material through PowerPoint so that students can easily understand it. For example, when teaching descriptive, I will definitely display the material for the first time in the form of pictures, which later students will automatically understand *Apa yang kamu pikirkan tentang gambar ini?*)

In the learning process there are variations in learning, the following is an explanation from the teacher

“ ya tentu saja, karena kalau hanya membahas materi saja siswa akan jenuh, jadi saya biasa menggunakan media ajar seperti kahoot game, crossword puzzle atau yang lainnya untuk variasi belajar aja, juga bermanfaat sebagai penguat materi menurut saya sangat efektif, apalagi teknologi sekarang semakin canggih, dan kebetulan disini diperbolehkan membawa gadget karena masih blended, dalam artian sekolah sudah aktif offline tetapi tugasnya masih ada yang online, seperti itu” #00:06:03#

(Yes, of course, because if you only discuss the material, students will get bored, so I usually use teaching media such as Kahoot games, crossword puzzles, or others for variations in learning, it is also useful as material reinforcement, in my opinion, is very effective, and incidentally here it is allowed to bring gadgets because they are still blended, in the sense that the school is already active offline but there are still tasks online, like that)

The teacher says the advantages and disadvantages of using these strategies during the teaching and learning process

“pasti ada lah, Ketika kita menggunakan strategi apapun itu pasti ada kelebihan dan kekurangan masing-masing termasuk discovery learning ini, pertama kelebihan dulu ya Siswa lebih aktif, lebih kreatif, lebih tertantang untuk berpartisipasi dalam pembelajaran, mampu memahami konsep menurut pemahamannya sendirilah intinya begitu, untuk kekurangannya biasanya datang dari guru seperti harus mempersiapkan banyak hal, contoh persiapan bahan ajar yang cocok sesuai kebutuhan siswa yang berbeda, pwngunaan waktu yang pas dengan waktu yang sudah ditetapkan, #00:11:06#

(there must be when we use any strategy there must be advantages and disadvantages of each including discovery learning, first the advantages first, yes, students are more active, more creative, more challenged to participate in learning, able to understand concepts according to their own understanding, that's the point, for the shortcomings usually come from the teacher such as having to prepare many things, examples of the preparation of suitable teaching materials according to the needs of different students, the use of the time that fits the time that has been set).

The teacher gives rewards for students who want to participate and play an active role in the teaching and learning process

**“biasanya saya akan memberikan gift sebagai hadiah agar siswa merasa senang dan lebih bersemangat lagi, sehingga siswa akan lebih percaya diri dalam memberikan pemahamannya masing-masing, antusias siswa yang sangat baik jadi sering berebutan menjawab dengan teman karena merasa akan harus lebih baik dari mereka, begitu”
#00:13:25#**

(Usually I will give a gift as a gift so that students feel happy and even more excited, so that students will be more confident in giving their respective understandings, enthusiastic students who are very good so often scramble to answer with friends because they feel they will have to be better than them)

The teacher gives rewards for students who want to participate and play an active role in the teaching and learning process

“ Otomatis ada, saat kita memotivasi siswa untuk bisa menggunakan Bahasa Inggris pasti jawaban pertama adalah “ saya orang Jawa disuruh bicara Bahasa Inggris”, itu yang pertama, terus yang kedua sebetulnya klasik si dari dulu jaman ibu mengajar, jangankan SMP ya waktu ibu masih sekolah saja merasakan tidak ada lawan berbicara menggunakan Bahasa Inggris baik di rumah maupun di sekolah seperti itu, #00:19:49#

(Automatically there is, when we motivate students to be able to use English, of course the first answer is "I am Javanese, I was told to speak English", that's the first, then the second is actually a classic from the time my mother taught, let alone junior high school, when my mother was still in school feel that there is no opponent speaking English both at home and at school like that)

The teacher reveals about mistakes when writing English sentences

“kesalahan Ketika menuliskan Bahasa Inggris khususnya descriptive text sebetulnya klasik juga si mungkin siswa menulis Bahasa Inggris sesuai dengan diucapkan tetapi masih ada sedikit kekeliruan, hal semacam itu wajar saja terjadi apalagi masih SMP, ya kan. Tapi pengoreksian dari saya biasanya saya menyuruh siswa tersebut membuka Google Translate karena kebetulan diperbolehkan membawa gadget untuk membenarkan spelling pada tulisan tersebut, jadi jangan langsung guru tiba-tiba mengatani ini salah, tidak ya. Kita harus menjaga diknitinya setiap anak, anak itu kan punya harga diri ya, kalau

langsung diomongin itu salah, biasanya langsung drop semangatnya, betul kan” #00:20:10#

(mistakes When writing English, especially descriptive text, it's actually classic, maybe students write English according to what they say but there are still a few mistakes, that kind of thing is normal, especially when you're still in middle school, right? But for my correction, I usually tell the student to open google translate because it happens that they are allowed to bring a gadget to justify the spelling of the writing, so don't immediately say that the teacher suddenly says this is wrong, no. we have to maintain the continuity of every child, that child has self-respect, right?) #00:20:10#

Researchers get sources of information related to teacher strategies at the time of teaching by interviewing through recordings, analyzing the results of interviews through recordings which then researchers are able to analyze to answer the existing problem formulations.

B. Discussion

1. How is the implementation of discovery learning in building students motivation in writing descriptive text in English classroom.

With the development of the times, the education curriculum in schools has undergone various changes. At SMP N 1 JUWANA, there are still two curricula, namely K13 and the Merdeka curriculum, which have the same goal, namely to make students more active and think critically. Rifka Natiqoh, S.Pd as an English teacher is of the opinion about the difference between the two curricula, namely in K13 at the beginning of learning there is no emphasis on drafting agreements, but in the independent curriculum there is agreement in the teaching and learning process. Currently for grades VIII & IX are still using the K13 curriculum

or the old curriculum because it has been running before to make learning methods easier. Meanwhile, class VII has started implementing the Merdeka curriculum, because they are still new students so they have implemented the new curriculum or the independent curriculum. Discovery learning is one of the teaching strategies in curriculum 2013.

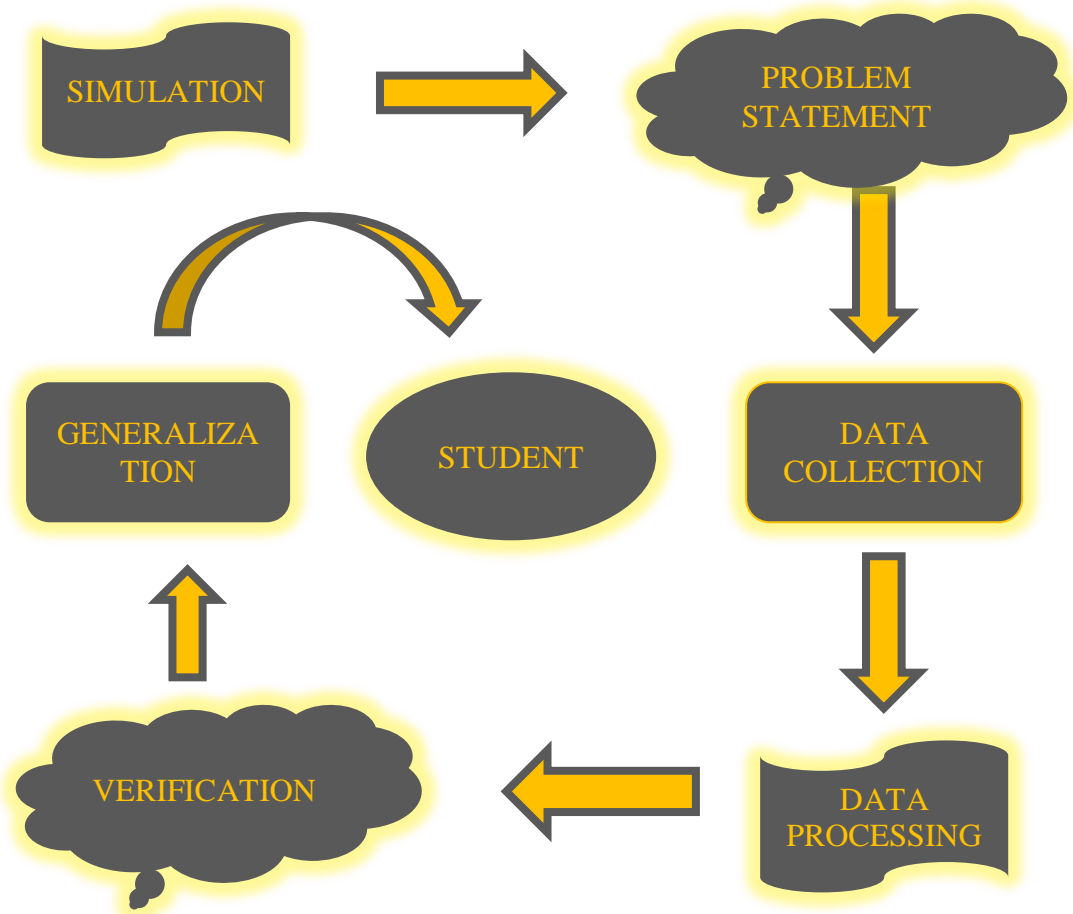
According to Pappas in (Apriyanti Ayu, 20189, p. 2) argues that discovery learning strategies are an inquiry-based instruction method, in another sense in this strategy students are expected to be able to give new guesses and encourage students to find new discoveries by stimulating the creativity of students to find new facts. Discovery learning is a learning model that aims where students to get a learning experience according to their own description. Discovery learning is a learning model that shows students are able to collect and analyze material so that they are able to conclude the material with their own understanding feryanti in (Lahim et al., 2021, p. 3). Ibu Rifka Natiqoh S.Pd argues that discovery learning is learning that makes students want to play an active role in responding to stimuli and seeking understanding about a concept in their own way which they then draw conclusions about the concept.

From the explanation above, it can be concluded that discovery learning is a learning model in which students are stimulated to think more actively and creatively about a concept with their own understanding which is then able to conclude the concept. In accordance with the applicable curriculum, in implementing this discovery learning model can

be applied in all subjects including English lessons. the use of discovery learning models in the teaching and learning process the teacher does not present the material in its entirety to students, but the teacher provides problem formulations or concepts to be understood by students, provides stimulation for students to be more active and creative in understanding a concept through their own understanding, but still under the guidance of the teacher In finding the concept, in other words, the teacher does not fully explain the material but provides more opportunities for students to find knowledge, concepts, or subject matter independently (Apriyanti Ayu, 20189). With this strategy, there is variation in learning which makes learning easier. The teacher uses this discovery learning strategy in the lesson on writing descriptive text.

2. How are the obstacles of using discovery learning should by the English teacher.

In accordance with (Badan Pengembangan Sumber Daya Manusia dan Kebudayaan dan Penjamin Mutu Pendidikan, 2013), in implementing the discovery learning there are steps that must be applied such as stimulation, problem statement, data collection, data processing, verification, and generalization.



a. Stimulation



Picture 4.1 in the learning material

First of all, when the teacher has shown the material through PPT (PowerPoint) using LCD, the teacher gives a stimulus by asking students "what do you think about this picture?" from here, students start to be able to stimulate the stimuli from the teacher just by looking at the picture, students will respond that Jeong Jaehyun is a member of NCT, handsome, tall, white and others, automatically students will understand that today they will learn to describe someone named Jeong Jaehyun.

b. Problem Statement



Picture 4.2 in the learning material

After the students respond to the stimuli from the teacher, then the students read the description text, and then a problem formulation appears, such as which sentences the students do not understand, or what vocabulary foreign students think they should listen to like dimples which can then be solved.

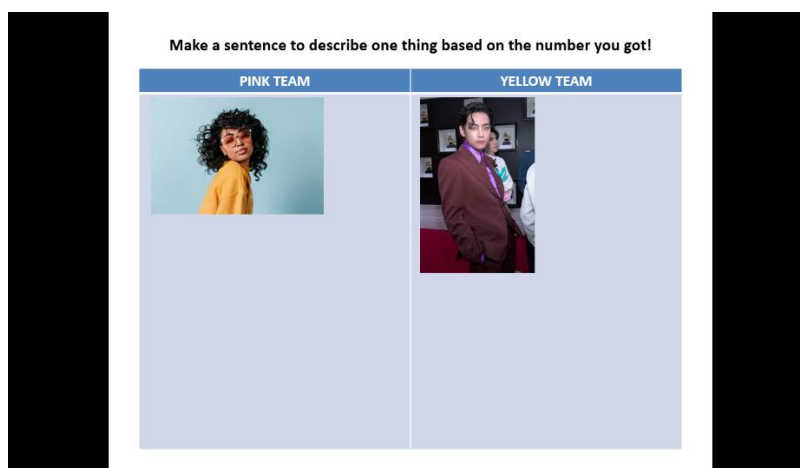
c. Data collecting

Furthermore, after students saw an example of a descriptive text about Jeong Jaehyun, the teacher gave feedback for students to be able to express the use of, to be had, and have. The teacher asks students to name as many adjectives as possible from the text for data collection such as curly, tall, long, etc

d. Data processing

After the data is collected, then the teacher gives assignments that must be completed by students in the form of column boxes containing face, eyes, voice, hair, complexion, body & build to be matched using the vocabulary that has been collected previously. so students enthusiastically respond to orders from the teacher, so that an active class.

e. Verification



Picture 4.3 in the learning material

Then each student was given a paper randomly with pink and yellow colors which would later be discussed with his friends to describe people according to their respective groups. The first clue is

that students start taking the paper at random, in the paper, there are the same numbers 2-3 numbers which will later become one group for the same number. After each student opens the paper and gets their respective groups, then for students who get a pink paper, the task is to describe someone who is in the pink team column, and vice versa if they get a yellow paper, the task is to describe someone who is in the yellow team.

For the next clue, in each group of 2-3 students, each student must make one sentence to describe the picture with notes using the vocabulary that has been analyzed previously. In the end, the three sentences that have been compiled by each group can be in the form of descriptive text that describes someone from each team. For students who can compose descriptive sentences correctly, they will be given prizes as a reward so that they feel happy, and for those who still have errors in the preparation of descriptive texts, they will be motivated for the next good.

f. Generalization

At the end of the lesson, students can draw conclusions based on the material learned that day about descriptive, so that students can be believed to be able to describe someone, either parents, teachers, friends, or something else.

Based on observations made by researchers during the teaching and learning process in the classroom, Rifka Natiqoh, S.Pd uses a discovery

learning in teaching which means this finding is in line with the findings of research conducted by Pappas in (Apriyanti Ayu, 2018, p. 2) the steps of discovery learning are: stimulation, problem statement, data collection, data processing, verification, and generalization.

a. Teaching writing descriptive text used discovery learning

In junior high school, Writing is one of the language skills, besides listening, speaking, and reading. Writing is a skill to express ideas, or opinions in written form, as well as a means of communication between people in written form Harsyaf in (Krisnawati, 2015, p. 5). From the observations, it is explained that at every meeting of English lessons the teacher tries to familiarize students to be able to memorize 20-25 vocabularies as the initial foundation for students to be able to learn English. It is intended that students become accustomed to pronouncing English words. Students begin to be taught about the correct grammatical structure so that students are able to write words in English to be able to write sentences in the form of descriptive. Descriptive text is a kind of text to describe person, animal, and things. In writing, there is a grammatical structure that uses the simple present tense (Fitriani et al., 2019, p. 633).

According to curriculum 13, As a material for consideration in learning variations, Rifka Natiqoh, S.Pd uses learning media as material reinforcement such as:

- 1) Kahoot game is an application that is used as educational technology in schools in the form of games in the form of quizzes. The use of this

game is in the form of a multiple choice test that has been presented to determine children's knowledge of English and to increase vocabulary knowledge in learning English (Pratiwi et al., 2020, p. 75)

- 2) Crossword puzzle game is a type of game that is played on square puzzles with vertical and horizontal instructions. This is believed to make the teaching and learning process more interesting. The existence of this game aims to increase vocabulary in writing English (Rusmawan, 2018, p. 18)

From the explanation of the two learning media above, they are used as reinforcement of learning materials in another sense, by using these media students will be more interested in the variations in the teaching and learning process so that it can make it easier for students when learning English because it is easier and simpler only by using gadgets students will get more new vocabulary by clicking on the online game to evaluate the evaluation of English knowledge further.

b. Motivational of Discovery Learning Strategies

In addition to strategies for learning, it must be accompanied by motivation to provide encouragement or enthusiasm for students in the teaching and learning process. Motivation is a technique or method used by teachers as a tool to motivate students in the form of encouragement and a positive impact on their learning. This encouragement is carried out by the teacher in various ways, such as:

1) Tik Tok

With the development of increasingly sophisticated technology, there are now many applications that we can use, including TikTok to introduce students to English if we have studied it, choosing TikTok which contains conversations from outsiders who speak in English to make it easier for students to communicate in English, because most of the main factors that make students lazy to learn English, one of which is that no opponent is speaking in English, through TikTok videos, students can get used to learning English from imitating speech to being able to write it. Through the motivation of the teacher who gave the challenge, I gave a TikTok link containing English talk to be heard, from that kind of thing it can become a habit of speaking in English.

2) Games

Kahoot games and crossword puzzle games are not only used as learning media but are also able to motivate students in learning English. Because with the insertion of online games related to English lessons, students will be more interested in following them. Various variations in learning that is what make students enthusiastic and motivated in learning English.

3) Give a reward

Teachers give a reward for students who play an active role and can respond to the teacher to encourage students to be more active, creative, and confident.

From the results of interviews some teachers are used to motivate students:

“ Suatu kebetulan ada teman kelas yang bapaknya seorang penjual nasi goreng di Alun-Alun Juwana, suatu Ketika ada orang asing yang ingin membeli nasi goreng bapak itu. Orang asing tersebut hanya mengatakan “one” mungkin pertimbangannya ini nanti orang bisa tidak ya saya berbicara Bahasa Inggris. Tapi dengan menunjukkan one dengan menunjukkan satu telunjuk orang asing berfikir mungkin bapak penjualnya nanti paham kalau saya bilang satu. Tetapi anak penjual nasi goreng tersebut dia ingat kalau nasi goreng itu kan ada yang pedas ada yang tidak ya, terus dia ingat kata “spicy?” si bule atau orang asing tersebut bilang “no”. dari situ munculah ada motivasi bahwa di Juwana saja kita dapat menjumpai orang asing yang yang memungkinkan tidak bisa ngomong Bahasa Indonesia, jadi pentingnya belajar Bahasa Inggris salah satunya juga membuat kita lebih mudah Ketika menjumpai orang asing disekeliling kita. Setelah kejadian itu, setiap anak melihat orang asing dimanapun mereka berada sering konfirmasi ke saya dan biasanya nanti saya akan bilang “ coba dong diajak bicara bulenya” dari hal semacam itu bisa menjadi kebiasaan siswa dalam berbahasa Inggris”

In conclusion, wherever and whenever we can learn English, even now many foreigners come around us which makes us know the importance of being able to speak English, one of which is so that we can interact with foreigners.

c. Advantages Using Discovery Learning

In the use of discovery learning often find the advantages and disadvantages of these strategies. Based on the results of the interview

Rifka Natiqoh, S.Pd stated the advantages of using discovery learning to make students more active in the sense that students play an active role in the classroom and are creative and more challenged to participate in learning, support students' ability to solve problems, make students easy conclude learning outcomes through their understanding, making students challenged to become more understanding.

d. Benefits of Using Discovery Learning

- 1) Make students more confident
- 2) Train students' ability to think critically in analyzing problem formulations through their understanding
- 3) Support and develop children's independence in learning
- 4) The learning process can be adjusted to the child's learning speed
- 5) Make students challenged with other students to be better

3. What are the obstacles of using discovery learning utilized to motivate students? How they are solved.

In the teaching and learning process of course there are obstacles experienced by the teacher. But from the obstacles experienced by the teacher, of course, the teacher has his own way to overcome these problems. From the results of the interview, Mrs. Rifka Natiqoh, S.Pd as an English teacher said the obstacles she experienced while teaching. The teacher understands that not all students like English lessons, therefore there are obstacles experienced by teachers when teaching such as:

- a. When the teacher enters a class that is less active, it will cause certain obstacles, such as students who like to talk to themselves, and just listen but do not get the knowledge learned.
- b. Dealing with students whose level of interest in English is very low, he does other activities, for example, drawing in class when learning is in progress.
- c. The student factor in writing English is still an error.

The teacher understands that not all students can like English lessons, because every student has different interests. Another obstacle faced by teachers such as teachers having to slightly force students during the process of learning English, students must be able to speak English, but teachers cannot demand that students fully speak English, it's just that the teacher requires that when they want permission to go back, we require them to speak English. When they want to ask the teacher, try to use English. From the results of the interview, Rifka Natiqoh, S.Pd as an English teacher said, found one example of a student who made an obstacle when the teacher taught, namely an example of a student who was not interested in all subjects except drawing. The teacher acknowledged that the picture of the child was very good and beautiful. One time the teacher found that the child did not follow the course of learning but the student drew during the teaching and learning process.

From the example of the obstacles above, how the teacher overcomes them by approaching them. The first thing the teacher did was to try to approach the

child asking "why didn't you pay attention?" Next, the teacher tries to stimulate the student by asking questions related to the material presented that day. At that time the teacher explained "will & can" and then the teacher asked the meaning of the material with the guidance the teacher until the student was able to say one sentence in English that was enough for the teacher. But it must be approached personally, and can't be done classically, so it takes special time to talk to the child.

Mrs. Rifka Natiqoh, S.Pd said, mistakes When writing English, especially descriptive text, it's actually classic, maybe students write English according to what they say but there are still a few mistakes, that kind of thing is normal, especially when you're still in middle school, right? the next way the teacher solves this is by telling the student to open google translate because it happens to be allowed to bring a gadget to justify the spelling on the writing, so don't immediately say that the teacher suddenly says this is wrong, no, no. we have to maintain the continuity of every child, that child has self-respect.

Based on the description above, it can be concluded that the obstacle in implementing discovery learning in the teaching and learning process is dealing with students who have low interest in English, because when we apply the same teaching strategy but in different classes, the response will be very different. In an active class, learning will be successful, but if the teacher faces a class that is actually less active, they will be a little constrained in delivering the material. So even though the strategy used is the same, it will get a different response if it is applied in another class. And the way the

teacher overcomes these obstacles is of them through an approach, besides that, it is resolved well according to the teacher and students, the teacher must maintain the continuity of each students, the students has self-respect, yes, if you say it straight away it's wrong, usually, immediately drop his enthusiasm.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the results of research on the use of discovery learning in writing descriptive text at SMP 1 JUWANA, the researchers succeeded in answering the research questions.

1. How is the implementation of discovery learning in building students motivation in writing descriptive text in English classroom, In curriculum 13 discovery learning is one of the teaching strategies. The teacher uses a discovery learning to teach writing descriptive text. discovery learning consists of 6 procedures are: stimulation, problem statement, data collection, data processing, verification, and generalization, of these 6 procedures can run well in learning to write descriptive. text with the title Jeong Jaehyun. This means that this finding is in line with the findings of research conducted by (pappas in apriyanti ayu) which has 6 procedures are: stimulation, problem statement, data collection, data processing, verification, and generalization. The response of very enthusiastic students, with the use of discovery learning, made students more active and creative in understanding a concept according to their respective understandings, thus making students more confident in concluding understanding the material. Researchers found an interesting thing at SMP N 1

JUWANA, namely, when the teacher had not arrived in class during class time, students from that class took turns to pick up the teacher to say that it was time for you to teach in our class, by saying "excuse me mam or sir, its time for you to teach our class" by mentioning the class. This is one of the rules that are used to being applied to the rules at SMP N 1 JUWANA. It is very appropriate to improve the rules and regulations that apply in schools.

2. How are the obstacles of using discovery learning should by the English teacher. The obstacles faced by teachers during learning vary greatly, one of which is when they face students who have low interest in English, because when we apply the same teaching strategy but in different classes, the response will be very different. learning will be successful, but if the teacher faces a class that is less active, they will be a little constrained in delivering the material. So even though the strategy used is the same, it will get a different response if it is applied in another class. But the teacher has a solution to overcoming these obstacles by approaching students with problems.

B. Suggestion

Based on the results of the research and discussion above, the following suggestions can be made for the relevant parties:

1. For Teacher

Every student has different abilities and characteristics. Thus, teachers must understand each student's needs based on their differences.

2. For Student

Students must pay more attention to the teacher and be able to play a much more active role during the teaching and learning process, enrich their knowledge of vocabulary to explore their ideas in writing, understand more deeply about the grammatical structure of sentences in order to be able to compose sentences perfectly.

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APPENDICES

Table observation

No.	Observed aspects	Yes	No
1.	Providing a foothold	✓	
2.	Motivate students before learning begins		✓
3.	Explain in advance what material will be studied today		✓
4.	Give guidance	✓	
5.	involve students as much as possible in learning activities	✓	
6.	Explanation of concepts by the teacher (explanation skills)	✓	
7.	Carry out learning using varied methods and provide direct experience to students		✓
8.	Provide examples		✓
9.	Doing question and answer (skills strengthen students' memory)	✓	
10	Using the right media	✓	
11	Provide a re-explanation of the material		
12	Guiding discussion (skills in guiding large and small group discussions to individual ones)	✓	
13	Assessing the results of the learning process	✓	
14	Provide evaluation	✓	

Documentation of the teaching and learning process in the classroom



Interview documentation



Interviews Script

Researchers : Assalamualaikum wr.wb

Teacher : Waalaikumsalam wr. Wb”#00:00:21#

Researchers : Menurut kurikulum 13 yang berlaku, berdasarkan peraturan pemerintah ada tiga model pembelajaran, yakni discovery learning, problem based learning, and project based learning” model yang mana yang ibu terapkan Ketika mengajar menulis pada teks descriptive

Teacher : Dengan adanya kurikulum 13 yang berlaku, dalam mengajar saya menggunakan discovery learning” #00:00:43

Researchers : Lalu, adakah langkah yang akan ibu lakukan?

Teacher : Ya betul sekali mbk, dalam proses pembelajaran Langkah yang saya lakukan dalam menggunakan discovery learning yaitu pertama stimulasi, problem statement,data collection, data processing, verification, generization” #00:01:07#

Researchers : Bagaimana tanggapan atau respon siswa mengenai hal ini bu?

- Teacher** : Emm, pada saat pembelajaran materi apapun itu termasuk descriptive text saya menampilkan materi tersebut melalui Power Point agar siswa mudah memahami. Seperti contoh pada saat pengajaran descriptive pasti saya menampilkan materi pertama kali dalam bentuk gambar, yang nantinya siswa otomatis akan paham dengan *what do you think about this picture?*”, gitu. Dan siswa sangat antusias sekali menanggapi” # 00:02:57#
- Researchers** : Adakah variasi atau media ajar yang ibu gunakan?
- Teacher** : Ya tentu saja, karena kalau hanya membahas materi saja siswa akan jenuh, jadi saya biasa menggunakan media ajar seperti kahoot game, crossword puzzle atau yang lainnya untuk variasi belajar aja, juga bermanfaat sebagai penguat materi menurut saya sangat efektif, apalagi teknologi sekarang semakin canggih, dan kebetulan disini diperbolehkan membawa gadget karena masih blended, dalam artian sekolah sudah aktif offline tetapi tugasnya masih ada yang online, seperti itu” #00:06:03#
- Researchers** : Adakah kelebihan dan kekurangan dalam penggunaan strategi tersebut bu?
- Teacher** : Pasti ada lah, Ketika kita menggunakan strategi apapun itu pasti ada kelebihan dan kekurangan masing-masing termasuk discovery learning ini, pertama kelebihan dulu ya Siswa lebih aktif, lebih kreatif, lebih tertantang untuk berpartisipasi dalam pembelajaran, mampu memahami konsep menurut pemahamannya sendirilah intinya begitu, untuk kekurangannya biasanya datang dari guru seperti harus mempersiapkan banyak hal, contoh persiapan bahan ajar yang cocok sesuai kebutuhan siswa yang berbeda, pwngunaan waktu yang pas dengan waktu yang sudah ditetapkan, #00:11:06#
- Researchers** : Manfaat apa yang didapatkan siswa Ketika menggunakan model discovery learning?
- Teacher** : Biasanya saya akan memberikan gift sebagai hadiah agar siswa merasa senang dan lebih bersemangat lagi, sehingga siswa akan lebih percaya diri dalam memberikan pemahamannya masing-masing, antusias siswa yang sngat baik jadi sering berebutan menjawab dengan teman karena merasa akan harus lebih baik dari mereka, begitu” #00:13:25#

- Researchers** : Adakah kendala yang dialami guru pada saat mengajar?
- Teacher** : Otomatis ada, saat kita memotivasi siswa untuk bisa menggunakan Bahasa Inggris pasti jawaban pertama adalah “saya orang Jawa disuruh bicara Bahasa Inggris”, itu yang pertama, terus yang kedua sebetulnya klasik si dari dulu jaman ibu mengajar, jangankan SMP ya waktu ibu masih sekolah saja merasakan tidak ada lawan berbicara menggunakan Bahasa Inggris baik di rumah maupun di sekolah seperti itu” #00:19:49#
- Researchers** : Bagaimana cara ibu mengatasi masalah tersebut?
- Teacher** : Dengan cara pendekatan. Yang dilakukan guru pertama kali yaitu mencoba mendekati anak tersebut bertanya “kenapa tidak memperhatikan?” Selanjutnya guru mencoba memberi stimulasi terhadap anak tersebut dengan bertanya terkait materi yang disampaikan pada hari itu. Pada saat itu guru menjelaskan tentang “will&can” kemudian guru bertanya arti dari materi tersebut dengan bimbingan guru hingga siswa tersebut mampu menyebutkan satu kalimat Bahasa Inggris itu sudah cukup bagi guru. Tetapi memang harus didekati secara pribadi, tidak bisa kalau secara klasikal, jadi membutuhkan waktu khusus untuk berbicara dengan anak tersebut”#00:20:14#
- Researchers** : Adakah faktor yang membuat siswa salah pada saat menuliskan kalimat Bahasa Inggris?
- Teacher** : Kesalahan ketika menuliskan Bahasa Inggris khususnya descriptive text sebetulnya klasik juga si mungkin siswa menulis Bahasa Inggris sesuai dengan diucapkan tetapi masih ada sedikit kekeliruan, hal semacam itu wajar saja terjadi apalagi masih SMP, ya kan. Tapi pengoreksian dari saya biasanya saya menyuruh siswa tersebut membuka Google Translate karena kebetulan diperbolehkan membawa gadget untuk membenarkan spelling pada tulisan tersebut, jadi jangan langsung guru tiba-tiba mengatain ini salah, tidak ya. Kita harus menjaga diknitinya setiap anak, anak itu kan punya harga diri ya, kalau langsung diomongin itu salah, , betul kan. Kebiasaan siswa disini itu pada saat guru belum sampai di kelas pada saat jam pelajaran, siswa dari kelas tersebut bergiliran untuk menjemput guru untuk menyampaikan bahwa ini waktunya bapak/ibu mengajar di kelas kami, dengan mengatakan “excuse me mam or sir, its

time for you to teach our class". Disertai kelasnya"#00:24:01#

Researchers : Itu dalam jangka waktu berapa menit bu?

Teacher : Tidak ada satu menitpun langsung mencemput, misal jam 11:00 ada bel masuk jam berikutnya jika guru belum ada dikelas siswa langsung bergiliran menjemput guru yang bersangkutan, ini sudah menjadi aturan tata tertib dari sekolah sehingga anak bisa disiplin"#00:24:55#

Lampiran surat izin penelitian



UNIVERSITAS PGRI SEMARANG
FAKULTAS PENDIDIKAN BAHASA DAN SENI
 Program Studi
 > Pendidikan Bahasa dan Sastra Indonesia
 > Pendidikan Bahasa Inggris
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Alamat :
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 Telepon (024) 8316377 – Faksimile (024) 8448217
 Semarang - 50125

Semarang, 6 Oktober 2022

Nomor : 115/IP/FPBS/X/2022
 Lampiran : 1 (satu) berkas
 Perihal : **Permohonan izin penelitian**

Yth. Kepala SMPN 1 Juwana
 di Pati

Kami beritahukan dengan hormat, bahwa mahasiswa kami :

N a m a : Niken Astuti
 N P M : 18420106
 Fak. / Program Studi : FPBS / Pendidikan Bahasa Inggris

akan mengadakan penelitian dengan judul :

The Use Of Discovery Learning In Building Students Motivation In Writing
 Descriptive Text A Case Of 8 Grade Students Of SMP N 1 Juwana

Sehubungan dengan hal tersebut, kami mohon Bapak/Ibu berkenan
 memberikan izin kepada mahasiswa tersebut untuk melakukan penelitian.

Atas perkenan dan kerjasama yang baik, kami ucapkan terima kasih.

Dekan,



Dr. Asropah, M.Pd.
 NPP 936601104

Lampiran surat selesai penelitian dari sekolah



SURAT KETERANGAN

Nomor : 421.3/303/2022

Dasar : Surat dari Fakultas Pendidikan Bahasa dan Seni Universitas PGRI Semarang, Nomor : 115/IP/FPBS/X/2022, Tanggal 6 Oktober 2022 perihal Izin Penelitian.

Sehubungan hal tersebut di atas dengan ini Kepala SMP Negeri 1 Juwana menerangkan bahwa Mahasiswa sebagai berikut :

N A M A : NIKEN ASTUTI
N I M : 18420106
Fak. / Program Studi : FPBS / Pendidikan Bahasa Inggris

Telah melaksanakan Penelitian pada 10 Oktober s/d 17 Oktober 2022 di SMP Negeri 1 Juwana sebagai salah satu Penelitian dalam rangka penyelesaian penulisan skripsi dengan judul :

"THE USE OF DISCOVERY LEARNING IN BUILDING STUDENT'S MOTIVATION IN WRITING DESCRIPTIVE TEXT A CASE OF 8 GRADE STUDENTS OF SMP N 1 JUWANA"

Demikian surat keterangan ini dibuat dengan sebenarnya untuk dapat dipergunakan sebagaimana mestinya.

Juwana, 17 Oktober 2022



Lembar bimbingan dosen pembimbing 1



KARTU BIMBINGAN FINAL PROJECT MAHASISWA UNIVERSITAS PGRI SEMARANG

NAMA : Niken Astuti
 NPM : 18420014
 FAK/PROGDI : FPBS/PEND. BAHASA INGGRIS
 DOSEN PEMBIMBING I : Dr. Nur Hidayat, M.Hum.
 DOSEN PEMBIMBING II : Siti Nur' Aini, M.Hum., Ph.D.

NO	WAKTU BIMBINGAN	MATERI YANG DIKONSULTASIKAN	TANDA TANGAN
1.	22 November 2021	Judul Proposal skripsi	
2.	25 Maret 2022	Acc Judul	
3.	25 Mei 2022	Pengajuan Outline Skripsi	
4.	8 Juli 2022	Acc Outline Skripsi	
5.	11 Juli 2022	Pengajuan Proposal Skripsi	
6.	3 Agustus 2022	Revisi Proposal Skripsi	
7.	18 Agustus 2022	Acc Proposal Skripsi	
8.	30 Agustus 2022	Pengajuan Skripsi	
9.	29 September 2022	Acc proposal	
10.	28 Oktober 2022	Bimbingan Skripsi	
11	11 November 2022	Bimbingan Skripsi	

12	15 November 2022	Acc Skripsi	
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LEMBAR BIMBINGAN FINAL PROJECT
MAHASISWA UNIVERSITAS PGRI SEMARANG

NAMA : NIKEN ASTUTI
 NPM : 18420106
 FAK/PRODI : FPBS/PENDIDIKAN BAHASA INGGRIS
 DOSEN PEMBIMBING I : Dr. Nur Hidayat. M.Hum

NO	WAKTU BIMBINGAN	MATERI YANG DIKONSULTASIKAN	TANDA TANGAN
1	17 Maret 2022	pengajuan judul	
2	26 Mei 2022	Revisi judul dan bab 3	
3	17 Juni 2022	Revisi bab 3 proposal	
4	21 Juni 2022	Revisi bab 3 proposal	
5	24 Juni 2022	Acc proposal	
6	30 Juni 2022	Bimbingan skripsi bab 1-3	
7	4 Oktober 2022	Bimbingan skripsi bab 4-5	
8	11 November 2022	Bimbingan skripsi 4-5 Acc	
9	16 November 2022	Acc Skripsi	
10	17 November 2022		



YAYASAN PEMBINA LEMBAGA PENDIDIKAN PERGURUAN TINGGI PGRI SEMARANG
 FAKULTAS PENDIDIKAN BAHASA DAN SENI
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 Faks. (024)8448217 Website: www.upgris.ac.id

BERITA ACARA UJIAN SKRIPSI

Pada hari ini Jumat 18 November 2022, berdasarkan susunan tim penguji Skripsi :

1. Nama : Dr. Asropah, M.Pd.
Jabatan : Ketua
2. Nama : Dr. Jafar Sodik, S.Pd, M.Pd.
Jabatan : Sekretaris
3. Nama : Dr. Nur Hidayat, M.Hum
Jabatan : Anggota (Penguji I)
4. Nama : Siti Nur Aini, S.Pd., M.Hum., Ph.D.
Jabatan : Anggota (Penguji II)
5. Nama : Entika Fani Prastikawati, S.Pd.,M.Pd
Jabatan : Anggota (Penguji III)

Dengan ini menyatakan bahwa mahasiswa yang tersebut di bawah telah diuji skripsinya.

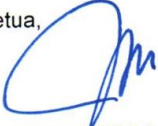
Nama	: Niken Astuti	Fakultas	: FPBS
N.P.M	: 18420106	Program Studi	: Pendidikan Bahasa Inggris
		Program Pendidikan	: Strata 1

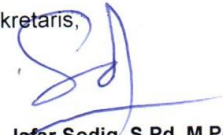
Judul Skripsi :


THE USE OF DISCOVERY LEARNING IN BUILDING STUDENTS MOTIVATION IN WRITING DESCRIPTIVE TEXT A CASE OF 8 GRADE STUDENTS OF SMP N 1 JUWANA


Nilai :

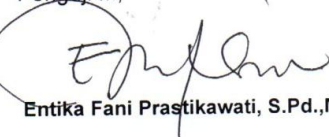
Demikian berita Acara Ujian Skripsi dibuat untuk diketahui dan dipergunakan seperlunya oleh pihak-pihak yang berkepentingan.

Ketua,

 Dr. Asropah, M.Pd.

Sekretaris,

 Dr. Jafar Sodik, S.Pd, M.Pd.

Penguji I,

 Dr. Nur Hidayat, M.Hum

Penguji II,

 Siti Nur Aini, S.Pd., M.Hum., Ph.D.

Penguji III,

 Entika Fani Prastikawati, S.Pd.,M.Pd



Dr. Asropah, M.Pd.
 NPP/NIP 936601104